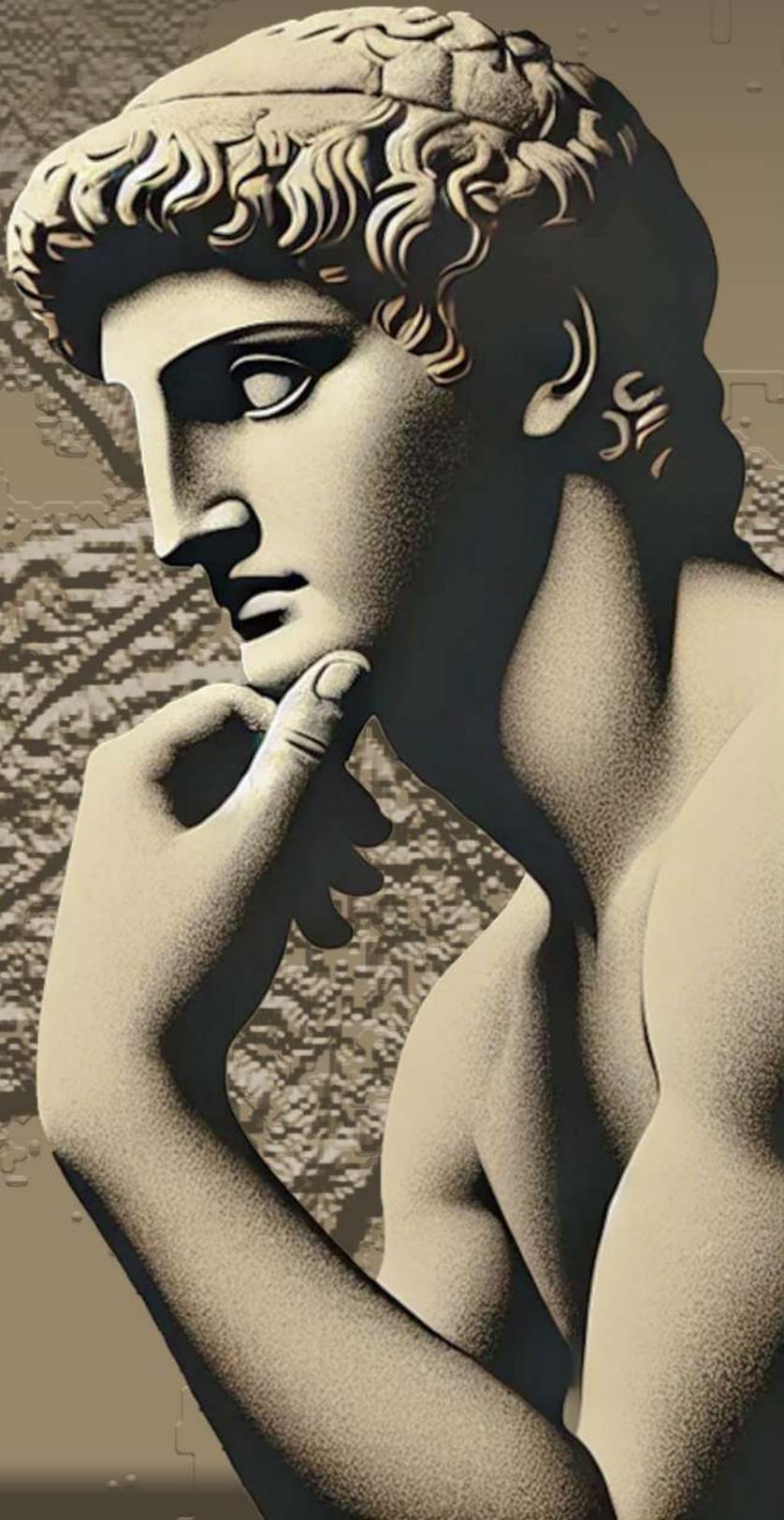




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Abortion: In the Context of the Legislation of Foreign Countries and the Republic of Azerbaijan

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Keywords

Abortion
Pregnancy
Right to life
European Court of Human Rights
Criminal Code
punishment

Abstract

The article is dedicated to the legal analysis of abortion in the context of the legislation of foreign countries and the Republic of Azerbaijan. The article explains the meaning of the term "abortion," provides a brief overview of the history of abortion, and examines whether abortion is permitted in the legislation of various foreign countries. The article references the decisions of the European Court of Human Rights concerning abortion and analyzes how this issue is regulated in the legislation of the Republic of Azerbaijan.

Introduction

Abortion, derived from the Latin term *abortus*, signifies the termination of a pregnancy through the removal of an embryo or fetus. This medical, social, and ethical phenomenon has been practiced throughout human history, evolving in its perception and regulation across diverse cultural and legal contexts. Annually, an estimated 73 million abortions are performed worldwide, representing approximately 29% of all pregnancies. While the majority of abortions in developed countries occur under safe conditions, access and safety remain significant challenges in developing regions, where only 55% are conducted safely.

The reasons for abortion are multifaceted, ranging from life-threatening health risks to the mother, fetal abnormalities, and pregnancies resulting from sexual violence, to broader socio-economic hardships or personal choice. This complexity fuels ongoing global debates surrounding the morality and legality of abortion, shaped by cultural, religious, and ethical frameworks that vary from one society to another.

Historically, abortion practices can be traced back to ancient civilizations such as Egypt, Greece, and Rome, where societal needs often dictated their acceptance. Philosophers like Aristotle supported abortion in specific circumstances, emphasizing societal welfare and maternal health. However, with the advent of the Middle Ages, religious doctrines, particularly from the Catholic Church, imposed strict prohibitions on abortion. In modern times, the discourse has shifted toward recognizing abortion as a matter of individual rights, particularly in the context of women's autonomy and health.

The ethical debate surrounding abortion is polarized between two primary perspectives: "pro-choice" advocates, who emphasize a woman's right to bodily autonomy, and "pro-life" proponents, who assert that life begins at conception and view abortion as morally indefensible. These opposing views have



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led to diverse legal approaches globally, ranging from outright prohibition to liberal frameworks that prioritize individual choice.

This article aims to provide a comparative legal analysis of abortion, examining its regulation in various foreign jurisdictions and the Republic of Azerbaijan. By exploring historical developments, ethical debates, and landmark decisions from bodies like the European Court of Human Rights, this study seeks to illuminate the complexities surrounding abortion legislation and its implications for human rights and societal values.

Literature Review

Abortion has been extensively studied in the context of legal, ethical, and cultural frameworks by various scholars worldwide. Notable recent works include those by Kamenski (2023), Iryna Dzyhomon (2024), Ilse Kemker (2024), Yunhan Jiao (2024), Lora Adair (2024), Nicole Lozano (2024), and Nelli Ferenczi (2024), whose research explores abortion legislation and its implications across different societies.

The ethical dimensions of abortion were first systematically analyzed by Judith Jarvis Thomson in her seminal 1971 essay *A Defense of Abortion*, published in *Philosophy & Public Affairs*. Thomson's arguments continue to influence contemporary discourse, particularly her renowned "Violinist Analogy." This analogy challenges readers to consider a scenario where they are involuntarily connected to a famous unconscious violinist, whose survival depends on their circulatory system for nine months. Thomson juxtaposes this hypothetical with pregnancy, inviting reflection on whether one is morally obligated to maintain the connection, even if doing so conflicts with personal autonomy.

While Thomson acknowledges the fetus's right to life, she argues that this right does not inherently supersede a woman's autonomy over her own body. Her essay ignited significant debate and continues to serve as a foundational text in ethical discussions about abortion.

Globally, legal perspectives on abortion range widely. Countries like the Dominican Republic (since 1884) and Honduras (since 1982) enforce total bans, reflecting stringent moral and religious views. Malta's outright prohibition, even in cases of medical necessity, represents one of the strictest approaches. Conversely, other nations adopt more nuanced stances. For example, Poland has imposed significant restrictions, prompting mass protests against its abortion policies, as seen in 2020.

In the United States, abortion law has undergone substantial shifts. The landmark *Roe v. Wade* decision (1973) established a constitutional right to abortion during the first six months of pregnancy. However, the 2022 *Dobbs v. Jackson Women's Health Organization* ruling overturned this precedent, granting individual states the authority to legislate abortion independently. Consequently, the legal status of abortion in the U.S. varies widely, with some states maintaining liberal policies, others enforcing stringent restrictions, and several enacting complete bans.

The diversity of abortion laws globally underscores the interplay of cultural, religious, and political factors in shaping legal frameworks. By examining these variations, this article seeks to provide a comprehensive understanding of the multifaceted legal and ethical considerations surrounding abortion.

Methodology and Data Analysis

Abortion laws and practices reveal significant regional disparities, often reflecting the socio-political and cultural landscapes of respective nations. For example, China's one-child policy, implemented from 1979



to 2015, was closely tied to state-enforced population control measures. This policy led to widespread reports of forced abortions and sterilizations, sparking domestic and international protests. Additionally, the selective abortion of female fetuses during this period disrupted the natural sex ratio of China's population, highlighting the unintended consequences of restrictive reproductive policies (Adair, Lozano, & Ferenczi, 2024).

Globally, most countries allow abortion under specific conditions. Historically, the Soviet Union became the first state to legalize abortion without restrictions in 1920, marking a significant milestone in reproductive rights. However, by 1936, concerned about rising abortion rates, the Soviet government reintroduced bans on non-medical abortions, which remained in effect until 1955. This illustrates the fluctuating legal stance on abortion within the same jurisdiction based on social and political considerations.

In contrast, Canada provides one of the most liberal approaches, where abortion is fully legal and over 100,000 procedures are performed annually. Similarly, Sweden permits abortion up to the 18th week of pregnancy, with provisions for later-term abortions in cases of medical necessity. In the United Kingdom, the Abortion Act of 1967 legalized the procedure under specific conditions, allowing termination up to the 24th week with approval from medical professionals. Meanwhile, Northern Ireland only recently lifted its abortion ban in 2019, forcing women to travel to England for the procedure prior to the change (Jiao, 2024).

Abortion laws can also act as a catalyst for public dissent. In Poland, restrictive abortion regulations prompted large-scale protests in 2020, reflecting the profound social impact of such policies. Similarly, legal decisions in countries like El Salvador, Honduras, and Malta continue to shape international discourse on reproductive rights.

This section highlights the diverse methodologies employed by governments worldwide to regulate abortion, ranging from outright prohibition to permissive frameworks. Such diversity underscores the complexity of balancing public health, individual rights, and societal values in shaping abortion policy.

Results and Discussion

The legal position of the European Court of Human Rights (ECHR) on abortion provides valuable insights into the interplay between individual rights and state sovereignty. While the ECHR has not explicitly recognized a "right to abortion," it evaluates abortion-related cases within the frameworks of the right to private life (Article 8), the right to life (Article 2), and freedom of conscience (Article 9) of the European Convention on Human Rights. The Court employs the principle of the "margin of appreciation," allowing states a degree of discretion in regulating abortion based on cultural, religious, and societal contexts.

One landmark case, *Tysic v. Poland* (2007), illustrates the Court's approach to balancing these rights. In this case, the refusal of Polish authorities to permit a medically necessary abortion was deemed a violation of the woman's right to private life under Article 8. The Court emphasized that restrictions on abortion should not infringe upon a woman's fundamental rights. Similarly, in *R.R. v. Poland* (2011), the Court ruled that failing to assist a woman seeking a medical abortion created a conflict between freedom of conscience and personal rights, resulting in a violation of her rights.

The balance between the fetus's right to life and a woman's rights is central to the ECHR's judgments. In *Vo v. France* (2004), the Court refrained from defining the fetus's status under Article 2, highlighting the absence of a consensus among member states. Instead, it allowed states to decide the extent of fetal protection within their legal frameworks. In another significant case, *A, B, and C v. Ireland* (2010),



the Court upheld Ireland's restrictive abortion laws while stressing that women's health and rights must remain a consideration in national regulations.

In the context of Azerbaijan, abortion is regulated under Article 30 of the Law on the Protection of Public Health. The law refers to abortion as the "artificial termination of pregnancy," granting women the right to decide independently on matters related to motherhood. Azerbaijani law permits abortion in three scenarios:

1. **At the Woman's Request:** Allowed within the first 12 weeks of pregnancy.
2. **Based on Social Indications:** Permissible up to 22 weeks under specific circumstances, such as the death of the husband, disability of the husband, imprisonment of the woman or her spouse, or pregnancy resulting from rape.
3. **Based on Medical Indications:** Allowed regardless of gestational age, provided the woman consents. Conditions include severe mental illness, drug addiction, or life-threatening diseases such as AIDS or tuberculosis.

Violations of abortion regulations in Azerbaijan are addressed under Articles 141.1 and 141.2 of the Criminal Code, imposing penalties ranging from fines to imprisonment for unauthorized or negligent procedures. These legal provisions underscore the emphasis on ensuring abortion is performed safely and in accordance with medical standards.

This analysis demonstrates the nuanced legal and ethical landscape surrounding abortion in both international and Azerbaijani contexts. While global frameworks like those of the ECHR strive to balance individual rights and collective values, Azerbaijani legislation reflects a similar commitment to safeguarding maternal autonomy and public health within a defined legal structure.

Conclusion

The legal and ethical discourse surrounding abortion remains one of the most complex and contentious issues globally. This article explored how abortion is regulated under various legal frameworks, focusing on both international contexts and the specific case of Azerbaijan. The European Court of Human Rights (ECHR) plays a critical role in shaping abortion-related jurisprudence, balancing the rights of women with the interests of member states. Key decisions, such as *Tysic v. Poland*, *R.R. v. Poland*, and *Vo v. France*, illustrate the Court's commitment to protecting individual rights while respecting national sovereignty.

In Azerbaijan, abortion laws reflect a blend of public health considerations, individual autonomy, and societal values. The legal framework, detailed in the Law on the Protection of Public Health, establishes clear guidelines for the permissible termination of pregnancies. It emphasizes the importance of safeguarding women's rights, allowing them to make independent decisions while ensuring procedures are conducted safely by qualified professionals. Punitive measures under the Criminal Code reinforce the state's commitment to preventing unsafe or unauthorized abortions.

Despite these regulations, the ethical debate between "pro-choice" and "pro-life" perspectives continues to influence global and national policies. Pro-choice advocates argue for women's bodily autonomy, emphasizing the importance of reproductive rights, while pro-life supporters focus on the moral imperative to protect fetal life. The diverse legal approaches to abortion, ranging from outright bans to liberal policies, reflect the profound influence of cultural, religious, and political factors.



This study highlights the need for ongoing dialogue and reform to balance individual rights, ethical considerations, and societal needs. In Azerbaijan and beyond, future efforts should focus on ensuring access to safe medical care, protecting women's autonomy, and fostering a deeper understanding of the social and ethical dimensions of abortion. By examining both domestic and international legal contexts, this article provides a foundation for further research and policy development in this critical area.

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Audio-visual method versus CLT in language learning

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<https://doi.org/10.69760/aghel.02500102>

| Keywords | Abstract |
|--|--|
| Audio-visual method CLT social networking sites social platforms language skills comprehensibility gain | <p>The article elaborates the Audio-visual method and CLT comparatively in terms of language skills and multimedia devices. Analyzing the study, it turned out that CLT proved to be more qualitative in terms of covering all language skills in comparison with the Audio-visual method of language learning. Multimedia devices such as TV, laptops and computers, mobile phones and tablets were the basic components in language learning through the Audio-visual method. The study revealed that some applications such as Instagram, Facebook, TikTok, Pinterest, StumbleUpon, etc., can both used in CLT group and in the group where the Audio-visual method is applied. Since the live stream is possible in afore-mentioned social applications. While watching any reels on these social networking sites, the Audio-visual method come into force. Though some social platforms serve to teach the language based on feedback. These social platforms are Skype, Zoom, Duo-linguo and Microsoft Teams programs. The article contains one experiment and one survey which have been conducted among 20 students and 100 respondents respectively.</p> |

Introduction

Audio-visual method of language learning is very effective as it combines sound and vision simultaneously. This method which is based on multimedia, is usually applied through films, song clips, entertaining TV show programs and news programs. They can be found on appropriate TV channels and those TV channels exist on the Internet, as well. Social networking sites as Instagram, TikTok, Facebook, Stumbleupon, Pinterest, Twitter can also replace TV channels and demonstrate all above-mentioned programs. All these social sites might be controlled by means of computers and mobile phones. Computer-assisted language learning is often applied in secondary schools and universities while phone-based language learning is avoided in education institutions. Phone-assisted second language learning usually occurs individually while computer-assisted language learning is conducted in tutorial form. In this way, the students can acquire the language effectively as the native speakers. Besides, audio-visual materials may encompass different slides, tape-recordings, projected opaque materials, etc.



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The usage of mother tongue is completely ignored while learning the second language through Audio-visual method. Audio-visual method covers the development of listening skill. Listening skill is both practiced and developed though speaking skill is not practiced enough but developed. As the learner listens the pronunciation, he/she also develops his/her pronunciation skills though speaking is not practiced effectively. It is possible to practice writing and reading skills from the vision of presented materials. While watching a movie on TV, there is no feedback to develop your speaking skill through Audio-visual method. Since the learner is passive while watching and listening something on TV. In the mean, only receptive skills such as listening and reading can be developed properly. Unlike Audio-visual method, CLT suggests the development of all four language skills. There is feedback in the development of speaking skill while learning a language through CLT. The learner can develop his/her communication skills through alive online streaming on different kinds of social networking sites and platforms. To develop speaking skill, Instagram, Facebook, Tik-Tok, Skype, Zoom, Microsoft Team are the most relevant social sites and platforms. Some multimedia tools are common both for Audio-visual method and CLT. For example, posted or shared video reels function to develop language skills such as listening and reading through Audio-visual method while the comments below those reels serve to practice and develop communication skills such as writing. Alive online streaming helps to improve speaking skill on any kind of social networking site and platform.

Literature review

While elaborating the Audio-visual method and CLT, we can see numerous researches conducted by different scholars and researchers. The author of the article conducted several researches about CLT (Babayev, 2023) compared with traditional methods (Babayev, 2024). Hasanova M. (2023) suggests that application of Audio-visual materials only lacks speaking skill. With this idea, she claims that though speaking skill is developed in the background confidentially, it is not practiced enough. Ismayilli T (2024) underlines that using technology means provide students and teachers anywhere in the world with access to all information they need: regional geographical material, news from your life, newspaper and magazine articles, etc. using technology in learning a second language has become a necessity nowadays. Alisoy H (2023) approaches the issue from a different perspective noting that qualitative surveys and qualitative interviews and case studies offer a holistic view of ICT's influence in educational settings. He suggests that this evolution is characterized by the integration of various technologies such as interactive whiteboards, learning management systems, and virtual reality, which have collectively transformed the educational experience. Sadiqzade Zarife and Alisoy Hasan's article (2024) also studies the effectiveness of mobile-assisted language learning (MALL). Besides, they drew the attention to the importance of CALL (computer-assisted language learning) in the article comparing CALL and MALL. The authors claim that CALL relies on static setups such as computers and language labs while MALL enables the language learners to access the resources anytime and anywhere, fostering a more flexible and contextualized learning experience. Nuri A (2024) claims that Instagram and TikTok were very useful for day-to-day language learning, referring to rich media content such as videos and memes with captions as highly valuable sources of authentic language input.

Methodology

Both methods were conducted in an English language teaching specialty whose students still study at Nakhchivan State University. Juniors who were 20 in the group consisted of 16 girls and 4 boys in the classroom. The group was divided into 2 parts. Audio-visual method was applied in the first group while the teacher conducted the lessons through CLT in the second group. The participants of the experiment showed different results for four language skills in separate groups. The most considerable result was that



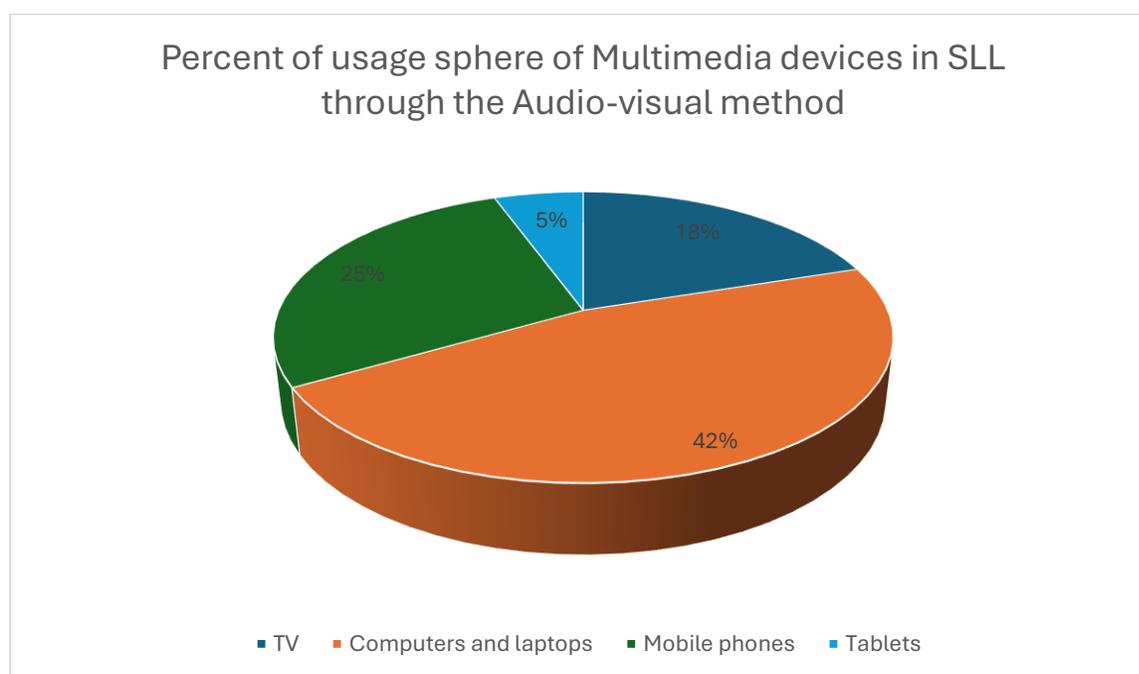
speaking skill was ineffective in the group where Audio-visual method was applied while it became successful in CLT group. Comprehensibility gain or quality of each skill has been shown below;

Table 1. Comprehensibility gain for language skills in CLT group.

| <i>Methods</i> | <i>Speaking</i> | <i>Writing</i> | <i>Reading</i> | <i>Listening</i> |
|----------------|-----------------|----------------|----------------|------------------|
| CLT | 85% | 80% | 75% | 60% |
| Audio-visual | 55% | 70% | 75% | 90% |
| Total | 70% | 75% | 75% | 75% |

Another survey regarding the percentage of second language acquisition through the Audio-visual method was conducted among the students. The following pie-chart considers multimedia tools whose shares have been shown as follows;

Pie chart 1.



Around 100 respondents participated in the survey about the application of the Audio-visual method through 4 different types of multimedia devices. The categories were TV, computers and laptops, mobile phones and tablets. Majority of the respondents confirmed that the category of computers and laptops was the most used digital devices while the tablets was the least used category.

Data analysis



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The most noticeable details in the table was that Audio-visual method was more productive with 90% in listening skill while it made up only 60% in the group where CLT method was applied. However, contradictory result showed itself in speaking skill. Comprehensibility gain was high enough with 85% in the CLT group while this quality proved to be the lowest figure in the table with 55%. The only similar result pertained to reading skill which constituted 75% in both groups. Writing skill was 5 % higher in CLT group in comparison with the group where Audio-visual method was experimented. It is an interesting fact that overall percent for both groups was the same 75% in writing, reading and listening skills. Only speaking skill had a total 70% of comprehensibility gain for two groups.

As seen from the pie chart 1, the most used multimedia devices in second language learning are computers and laptops with 42%. It is followed by mobile phones which have an access to different kinds of applications and social networking sites. Usage of mobile phones occupies the second place with 25% in the pie chart. TV is the third most used electronic device which is appropriate for second language acquisition. Only 18% of participants considered the television to be the most effective device for language learning. We should not forget that laptops, computers, mobile phones and tablets can function as TV, as well. In this respect, television is supposed to lose its status in near future. The least used digital device for language learning was tablets which made up only 5%.

Results

Results showed that the application of CLT is much more effective and comprehensive compared to the Audio-visual method of language teaching. Moreover, listening skill lags behind in relation to other language skills while teaching English through the Audio-visual method. The quality of both speaking and writing skills in CLT group overtook the quality of the same skills in the group where the Audio-visual method was applied.

While analyzing the study, it turned out that television is going to lose its relevance in language learning. Since it is now being replaced by computers, laptops, mobile phones and tablets. Any TV channel can be found and accessed through these devices. If TV channels are accessed via Internet, there will be no point in the existence of television.

Discussion

The Audio-visual method and CLT method have some commonly used digital devices and applications such as Instagram, TikTok, YouTube where live stream is also possible along with viewing video reels, films, song clips, entertaining show programs, etc. As mentioned above, the only difference between these methods is feedback which is provided by CLT. Some applications are more effective with the groups which learn English through CLT. Skype, Zoom and Microsoft Teams social platforms have been designed for the online lessons that are based on feedback between students and teacher or students and students. These social platforms cannot be considered for the students who will learn English through the Audio-visual method. However, there can be some exceptional cases when a video material can be viewed through Zoom streaming. In the meanwhile, the character of teaching becomes hybrid of CLT and the Audio-visual method. The teacher can make the students watch a documentary on YouTube through Zoom application.

Though television was more important and effective in language learning 20 years ago, juveniles do not watch TV as much as before. Especially, the youth have already lost interest in watching something, let alone learning a language. Middle aged people used to learn the language from TV series which formed the basis of language input. Today most language learners prefer watching films, TV series, entertaining



show programs and song clips with subtitles on Netflix, Youtube which is impossible on TV. All entertaining show programs, newlines, films, song clips can be found on the internet. Even the missed programs can be found and viewed again both on the site of TV channel and on the YouTube.

Conclusion

The article revealed some facts about the usage of digital devices while learning a second language. The most striking fact is that television is not watched for the purpose of learning a language as it happened previously. Since the excessive use of computers, laptops, mobile phones with the aim of accessing TV channels on the internet killed the interest in watching something on TV. Newline is watched on TV more compared to other kinds of programs. Since the above-mentioned digital devices have already replaced television. While elaborating the study, it turned out that CLT is a more effective method in language learning compared to the Audio-visual method. Since the quality of comprehensibility gain is relatively higher in terms of covering language skills.

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Rethinking ‘Life, Liberty, and the Pursuit of Happiness’: The Modern American Dream

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Abstract

This article explores the historical trajectory and evolving significance of the American Dream, tracing its roots in the agrarian aspirations of Colonial and Revolutionary America to its modern emphasis on personal fulfillment, inclusivity, and social justice. Employing a multidisciplinary methodology—incorporating historical texts, literary critiques, and socio-political analyses—the study situates the American Dream within four eras: Colonial and Revolutionary America, the Industrial Revolution, Post-War consumerism, and the contemporary period. Findings indicate that the original vision centered on land ownership and independence, later shifting to prioritize material wealth and suburban ideals in the twentieth century. In recent decades, the focus has broadened to include individual self-realization and equity, reflecting increasing demographic diversity and global interconnectedness. Although the American Dream remains a powerful symbol of national identity, it confronts ongoing challenges, including persistent inequality and environmental concerns. By highlighting the Dream’s capacity for adaptation, this article underscores its continued relevance, offering insights into the ways it can inform societal aspirations and policy decisions in a rapidly changing world.

1. Introduction

The American Dream, a cornerstone of American ideology, originated with the Declaration of Independence's promise of "life, liberty, and the pursuit of happiness." Initially rooted in the ideals of equality and opportunity, it symbolized the possibility of achieving success and prosperity through hard work and determination. Over time, this vision has evolved, mirroring the nation's shifting cultural, economic, and social landscape (Samuel, 2012).

Understanding the evolution of the American Dream is crucial for exploring the dynamics of American history and identity. It reflects not only the nation's aspirations but also its struggles with inequality, consumerism, and changing values. Delbanco (1999) notes that this concept has served as a cultural barometer, adapting to societal changes while maintaining its symbolic power as a collective goal.



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Despite the enduring appeal, the American Dream has been reinterpreted across generations. Originally focused on land ownership and independence, it shifted during the industrial era to emphasize material wealth, and today, it incorporates notions of personal fulfillment and social equity (Rosenberg, 2011). This progression highlights a need to examine its transformation and its implications for contemporary society.

This article traces the evolution of the American Dream, examining its origins, transformations, and modern interpretations. By exploring key historical and cultural milestones, it will argue that the American Dream has transitioned from agrarian ideals to economic success and, most recently, to individual self-realization.

2. Methods

This article employs a multidisciplinary approach to explore the evolution of the American Dream, utilizing historical texts, literary works, scholarly articles, and socio-political analyses. Key sources include Albee's *The American Dream* (1961), which critiques the dream's disillusionment, and Samuel's *The American Dream: A Cultural History* (2012), which comprehensively examines its cultural development. Other references, such as Rosenberg's *Spreading the American Dream* (2011) and Messner and Rosenfeld's *Crime and the American Dream* (2001), offer perspectives on economic and social impacts.

The analysis follows a chronological framework, charting the American Dream's trajectory across four distinct eras:

1. Colonial and Revolutionary America: Focused on agrarian independence and the pursuit of liberty.
2. Industrial Revolution: Shift to material wealth and economic mobility.
3. Post-War America: Rise of consumerism and suburban ideals.
4. Modern Times: Redefinition toward self-fulfillment and social justice.

Each period is examined thematically, linking the American Dream's ideals to the socio-economic and cultural context of the time. This approach underscores how historical milestones, literary critiques, and cultural narratives have shaped and reshaped the concept, providing insights into its relevance and challenges in contemporary society.

The scope includes analyzing the tension between aspiration and reality, as highlighted in works like Delbanco's *The Real American Dream* (1999) and Luttwak's *Endangered American Dream* (2010), while also considering the dream's inclusivity and sustainability in an increasingly globalized and diverse America.

3. Results

Early America: Freedom, Equality, and Land Ownership

In its earliest conception, the American Dream was deeply rooted in agrarian ideals, emphasizing independence, equality, and land ownership. Drawing from the Declaration of Independence, the promise of "life, liberty, and the pursuit of happiness" defined the aspirations of a new nation. Delbanco (1999) highlights that during this era, owning land symbolized not just economic security but personal freedom and equality in a society striving to distinguish itself from the European aristocracy. This foundational



vision of the American Dream underscored self-reliance and the belief that prosperity could be achieved through honest labor.

Industrial Revolution: Wealth Accumulation and Economic Mobility

The Industrial Revolution marked a significant shift in the American Dream, as urbanization and industrialization redefined success. Messner and Rosenfeld (2001) argue that this period saw a growing emphasis on material wealth and upward economic mobility, driven by opportunities in burgeoning industries. The dream became less about landownership and more about financial success, symbolized by the rise of the “self-made man.” This era was also marked by social inequality, as opportunities were not equally distributed, leading to tensions that would shape the dream’s evolution.

20th Century: Consumerism and Suburban Ideals

Post-World War II America saw the American Dream take on a suburban form, characterized by home ownership, stable employment, and the nuclear family. Luttwak (2010) notes that the dream became synonymous with consumerism, fueled by the economic boom and mass production. Suburban expansion, epitomized by developments like Levittown, embodied this vision, promising comfort and prosperity to middle-class families. However, critiques emerged, with works like Albee’s *The American Dream* (1961) exposing the emptiness of such materialistic aspirations, questioning whether the dream was becoming increasingly hollow.

Modern Era: Individualism, Diversity, and Social Justice

In recent decades, the American Dream has undergone a profound transformation, emphasizing individual fulfillment, inclusivity, and social justice. Samuel (2012) describes this shift as a move away from collective ideals of prosperity to personal growth and self-expression. Modern interpretations of the dream recognize the importance of diversity, acknowledging systemic barriers that have excluded marginalized groups. Social movements like Black Lives Matter and increasing awareness of climate change reflect broader societal values shaping the dream today. This redefinition underscores the adaptability of the American Dream in addressing contemporary challenges and aspirations.

4. Discussion

Interpretation of Findings

The evolution of the American Dream mirrors the broader societal, economic, and political transformations in American history. Early emphasis on agrarian ideals reflected the country’s founding ethos of liberty and equality, aligning with its break from European feudal systems. The Industrial Revolution’s focus on wealth accumulation and economic mobility highlighted the rapid urbanization and technological advancements shaping a new economic order. The 20th century’s suburban ideals and consumerism embodied post-war economic prosperity and a cultural shift toward comfort and stability. Finally, the modern redefinition of individualism and social justice underscores America’s increasing diversity and the push for inclusivity in an era marked by globalization and digital interconnectedness.

Current Relevance

Today, the American Dream’s modern interpretation resonates deeply in a globalized world, where individual aspirations often transcend national boundaries. As Samuel (2012) noted, the dream has become less about material success and more about achieving personal fulfillment and contributing to collective



well-being. This shift is particularly significant in an increasingly diverse America, where inclusivity and equity are essential for fostering social cohesion. The evolving dream also reflects global concerns such as climate change and human rights, positioning it as a model for addressing universal challenges.

Limitations

This analysis primarily focuses on broad historical and cultural trends, leaving certain nuances unexplored. For instance, the American Dream's evolution across different racial, ethnic, and socio-economic groups requires more in-depth investigation. Additionally, while the references provide a strong foundation, they may not fully capture recent developments influenced by technology, migration, and global interconnectedness. Future research could benefit from incorporating more contemporary sources and diverse perspectives.

Implications

Understanding the evolution of the American Dream offers valuable insights into shaping future societal goals and personal aspirations. By recognizing its adaptability, individuals, and policymakers can harness the dream to address contemporary challenges, such as economic inequality and climate sustainability. Furthermore, this evolving narrative underscores the importance of fostering inclusivity and equity, ensuring that the dream remains relevant and attainable for future generations. As Rosenberg (2011) suggests, the American Dream's enduring appeal lies in its ability to inspire hope and ambition, making it a powerful force for positive change in an ever-changing world.

Conclusion

The American Dream has undergone a significant transformation since its inception, evolving from an agrarian ideal centered on freedom and land ownership to a vision of economic mobility, material success, and suburban comfort. In the 20th century, the dream became closely tied to consumerism and the nuclear family, while in the modern era, it has shifted towards individual fulfillment, diversity, and social justice. This journey reflects the broader societal, economic, and political changes in America, as well as the nation's response to global challenges and a rapidly changing cultural landscape.

Understanding the evolution of the American Dream is crucial for grasping the dynamics of American society and culture. It sheds light on how the concept has shaped, and been shaped by, the nation's history and continues to influence its future. As the dream adapts to the needs and aspirations of each generation, it remains a powerful symbol of hope and possibility.

As the American Dream continues to evolve, what does it mean for future generations in a rapidly changing world? This question invites reflection on how the dream will adapt to meet the challenges of the 21st century, ensuring that it remains relevant and attainable for all, regardless of background or circumstance.

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Poetical Phraseology of the Azerbaijani Language

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| Keywords | Abstract |
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| Poetic Phraseology Azerbaijani Language Phraseological Units Figurative Language Folk Wisdom | <p>Poetic phraseology of the Azerbaijani language covers issues related to phraseological units and stable structures used in the artistic-poetic sphere of the language, which provide special meaning and expressive possibilities. Poets and writers use these phraseologisms, which strengthen the rhythmic and aesthetic structure of the language, for aesthetic purposes in their works. Among the features of poetic phraseology, the use of figures of speech, metaphors, symbols and folk wisdom stands out. Such phraseological units, enriched with deep meanings and emotional loads, create conditions for the language to be more expressive and effective. Poets and writers, by going beyond the natural possibilities of the language with these phraseologisms and methods of expression, create an original poetic environment.</p> <p>The article examines the role and importance of poetic phraseology in the Azerbaijani language, including how these phraseologisms are used in various poetic works and deepen their meaning. This is of great importance in both the development and enrichment of poetic language.</p> |

Introduction

One of the most perfect sources that preserves the national qualities of the poetic language is phraseology. It is no coincidence that phraseology is considered one of the richest sources of language facts that create unique imagery. Since phraseological units, as an ethno-cultural linguistic factor, have many moments of benefiting from folk language resources, the poetic mood is more noticeable in naturalness and simplicity. The history of the development of phraseological units in the Azerbaijani poetic language is ancient and this process continues even now. In our modern era, the study of phraseological units from the perspective of poetics is one of the topical issues.

Materials and methods

Various folklore and written literature samples were used to analyze the poetic phraseology of the Azerbaijani language, among these materials, many poetic works were included, and an analysis was conducted on phraseologisms in Azerbaijani folklore, especially in bayatis. Context-based, lexical-semantic, comparative and analytical methods were used during the research.



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Discussion

The epic "Kitabi-Dade Gorgud", which is the "mother book" of the Azerbaijani people and is considered a very valuable source of our oral and written literary examples, contains countless phraseological units. It is noteworthy that the phraseologisms used in the language of the epic have not been seriously affected by the process of obsolescence in our language and other Turkic languages (both literary and dialects) and have survived to this day.

A husband who holds his heart high will not have wealth (Kitabi-Dade Gorgud (2004), p. 19).

If a husband is stingy with his wealth, his name will not be known (Kitabi-Dade Gorgud (2004), p. 20).

Here, "to hold one's heart high," "to be generous with one's wealth" are interesting phraseological units.

Death took, the earth hid (Kitabi-Dade Gorgud (2004), p. 51).

The prominent linguist T. Hajiyeu writes: "Phraseology is the first literary product produced by human consciousness. Naturally, if the level of development of a language is measured by the talent for abstraction, then phraseological richness is one of the important indicators of this development" (Hajiyeu (2012), p. 4).

You laughed, you drove me crazy,

What kind of laugh was that?

If I turn, let my face turn,

If you turn away, what should I do?

In these examples taken from the Bayati, "to take the mind" and "to turn away" are phraseological units that have been used in the mouth of the people since ancient times, which have been translated into poetic language. In each example that the people have arranged and combined, there is wisdom, and the culture of idioms is manifested:

A brick falls a day

From the palace of my life.

These folk sayings contain an interesting phraseological expression. The verses reflect the meaning of "growing old", "approaching the end of life".

In all genres of Azerbaijani folklore, including bayati, we find unique, mutually meaningful examples of phraseological units. "In the poetic text, phraseological units have their own rich artistic life. As an important aesthetic element, as one of the primary language materials that make up the poetic text, phraseological units, unlike ordinary speech and the function of everyday communication, hide unexpected secrets in themselves, in their internal semantics" (Hüseynov M. (2013). , p. 3). Naturally, our written



literary genres are also rich in this respect. The expression “cook your word well” of our grandfather Khatayi is one of the interesting and original phraseological units.

Cook your word well,

It falls into the language with your mind (Shah Ismayil Khatayi (2005), p. 349).

Phraseological units are a source of folk wisdom from the very beginning. Their role in poetic language is to activate the thoughts and feelings of word masters, increase the power of imagery, and deepen meanings. Phraseological units give poetic warmth to the text, bring the unique aroma of oral folk literature to the verses. In poetic language, phraseological units create a sense of breadth of ideas, and pave the way for successful idioms:

I fell into his hands,

He bought me and sold me cheaply (Molla Juma. (2006), p. 38).

You look at me coldly,

I know your heart (Molla Juma. (2006), p. 39).

Phraseological combinations help to reveal ideas in poetic language. Phraseological units are of great importance in poetic language:

1. They accelerate the intensity of lexical-syntactic meaning of poetry.
2. They increase the richness of words, expressions and sentences in poetry.
3. They ensure the linguistic attractiveness of poetry.
4. They bring naturalness and richness to the language of poetry.
5. In poetic language, words can determine the attitude of artists to language. After all, there are many stable combinations created by artists based on folk phraseology. For example:

He looked, but he did not see his beloved,

My eyes fell from my sight.

It is known that in folk phraseology the expression “to be overlooked” prevails. However, in poetic language the expression “to be overlooked” belongs to Sary Ashig. Such facts show that phraseology creates opportunities for changes in poetic language, for intervention in phraseological facts. However, it is impossible to intervene in phraseological units in all cases. Changing their composition requires great artistic responsibility. Professor M. Huseynov substantiated with factual materials that skilled word masters who have deeply and comprehensively mastered the secrets of craftsmanship are able to perform stylistic operations on phraseological language materials necessary for specific word texts in an innovative way (Huseynov M. (2013). The peculiarities and regularity of poetic language are manifested both in form and content, so that poets (including ashigs) truly create word art by expressing ideas in an artistic way.



6. Phraseological combinations, being a product of the national culture of thought and speech, help to strengthen the folk character of the poetic text in which they are used.
7. Phraseological combinations strengthen the imagination of poets.
8. Phraseological combinations add fresh shades to the mood of figurative language, increase its diversity.
9. Phraseological combinations increase the national quality of poetic language.
10. Phraseological combinations cause the creation of special stylistic meanings in the poet's pen.
11. Phraseological combinations create stronger expressiveness and emotionality qualities in comparison with other language units.
12. Phraseological combinations ensure the continuity of aesthetic impact in poetic language.
13. Phraseological combinations accelerate the easy understanding of ideas.
14. Phraseological combinations participate in the poetic environment as both external and internal decoration of the language.
15. Phraseological combinations are important resources that meet the poetic needs of the language.
16. Phraseological units enrich the semantics of language units from a poetic point of view.
17. Phraseological combinations are a guiding source of poetic thought.
18. Phraseology is also of great importance in revealing the linguistic mastery of literary figures.
19. Phraseological units reveal the aesthetic views of artists on the language material.
20. Phraseological units strengthen the freshness of poetic expression and justify innovation in the language. It is natural that the creative operation carried out on phraseological materials in particular brings words and expressions into motion, etc.

The artistic potential of phraseological units never decreases, on the contrary, it increases as they are used, developing from pen to pen. Although they are an expression of folk thinking, phraseological units polished by individual word masters have developed so much that they have already become the blood of our language. The artists who benefit from them have themselves become creators of phraseological expressions. The innovation that arose in this process led to the creation of phraseological units that have an "author". In the literary language, it is possible to find such phraseological units that the folk and the author's thinking form a unity. This process of changing phraseological units is associated with the creation of new stable units specific to the poets' own pen. Sometimes the author brings a phraseological expression used in the language of another poet who lived and created before him to such a point that its novelty is beyond doubt. The expression "to carry the heart" is found for the first time in our written literary language in Hasanoglu's famous ghazal, which begins with the line "Apardi konlumu bir canfaza dilbär". Later, this expression also passed into Nasimi's language:

My heart fell into the darkness of your hair, my God (Nasimi. (2004), p. 31).



In addition, in the language of Nasimi, and then in Vagif, we find a successful example of artistic language, such as “tying the heart to the hair chain”. Such facts show the connection of Nasimi’s language with the Azerbaijani language before and after him. Professor Y. Seyidov wrote that after Nasimi, the Azerbaijani poetic language has gone through a great development path and has become an integral part of our modern literary language. The grandeur of this stage, the new branches of the literary language it created, the influence of prose language and scientific-journalistic styles in the formation of the literary language, along with the language of poetry, somewhat weakened the connection between our modern literary language, but could not eliminate this connection” (Seyidov, (2007), p. 15). Indeed, the literary language features created by Nasimi’s creativity can connect the literary language of our contemporary era with the language of the great poet. There is a very interesting expression in our language called "to fall into the hands of" that is distinguished by its flexibility of use. The poet performed a "poetic operation" on that expression and turned it into an interesting stylistic moment. Indeed, Nasimi's words seem like a miracle today. This speaks volumes about the depth of his knowledge and love of language.

In Nasimi's language, we encounter unique examples of poetic phraseological units, and this is even more evident in contrasting expressions:

I have lost hope in my life,

but I cannot lose my rival from you (Nasimi. (2004), p. 83).

The expressions “losing hope”, “losing my rival” open the way to a new artistic expression in terms of both ambiguity and contradiction. The freshness of artistic expression, the novelty of rhythm are felt in the unusualness of lexis and syntax, the unpredictability of epithets and metaphors, as well as in the change of phraseologisms, their “personalization” by the artist.

There is no literary figure in Azerbaijan who does not benefit from phraseology.

Whenever you want, my dear

Take my life with your golden eyes, sacrifice it to you (Mushfig M. (2004), p. 191).

I tied my heart to the chain of my hair,

I fell down the mountain like Majnun, Fatima! (Vagif M.P. (2004), p. 32).

Here, the phrases “to take my life”, “to tie my heart” are expressions that bring simplicity and beauty to the language of the poem. In addition to “tying my heart”, we also encounter the expression “to turn my heart” in poetic language:

My eyes fell on a beauty,

I am leaving, my heart is not leaving.

My soul is gone, my mind is confused,

I am leaving, my heart is not leaving (Molla Juma (2006), p. 37).



In poetic language, one can encounter interesting and original phraseological expressions. In general, if artistic language moves away from phraseologisms, it loses its aesthetic beauty or reduces this quality.

I return – do not enslave the heart in sorrow ((Zeynal Jabbarzadeh (2005), p. 29).

The expression “to enslave the heart in sorrow” in the verse justifies the poetic revival of the idea. Here, linguistic norms have been interfered with for the sake of artistic beauty and a natural inversion has been created. The following verses are also attractive in terms of creating deep poeticism:

If I could sacrifice myself for you,

I will not give this happiness to anyone (Zeynal Cabbarzadeh (2005), p. 33).

The expression “to shake hands” in our language is one of the linguistic units that attracts attention with its functionality. This expression has a more pronounced poetic environment.

In the verse "Draw the darkness with a hook" by Zeynal Jabbarzadeh, we observe that the effect of the phrase increases by changing its place in the composition. In general, poetic language proves that phraseological units are more a means of imagery than a lexical unit.

The expression "to catch a cold" in Azerbaijani is a syntactic unit that is commonly used. In poetic language, specifically in the language of Hüseyin Arif, this expression has a unique metaphorical usage, which cannot be compared to anything else.

In addition, in the language of Hüseyin Arif, the use of a lexical-grammatical unit such as “to regret” with various objects leads to an increase in artistic quality:

A lie came out of his mouth,

I regretted my words (Husein Arif (2004), p. 73).

The expression “to put things in order” in our language attracts attention with its functionality. However, speaking poetically, the variant “to put the universe in order” attracts attention with its meaning and aesthetic beauty:

Return, put the Moon, the Sun in their place, -

Return, put this universe back in order (Ali Karim (2004), p. 153).

The poet does not say like everyone else that separation is difficult, he turned the world upside down, he says, put the Moon and the Sun in their place, if they are in their place, the hijran will also decrease and end. Indeed, the hijran that Ali Karim talks about is different and striking. His excellence is also known in his other works. In fact, this quality is created by skillfully used words and thoughts. In N. Hasanzadeh's language, expressions such as “showing the limits of words” and “correcting the limits of words” are also interesting from this point of view:

We did not show the limits of words, master!...

We blew away the barriers of words with our hands, master!...



We did not give life to words, we made them trumpets:

We could not adjust the limits of words, master! (Hasanzadeh N. (2004), p. 164).

There are many words and expressions in the Azerbaijani language that create poetry. Among them, phraseological units have their own significance and weight. It is difficult to imagine a poetic language without phraseological units.

Conclusion

Poetic phraseology of the Azerbaijani language is a linguistic field loaded with rich meanings and images. Poetic phraseologisms used by both classical and modern poets serve to reveal the deepest layers of the language, to immerse the reader in various emotional-intellectual states. This field continues to be an object of extensive research in order to better understand the subtleties and grandeur of the Azerbaijani language.

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Power and Oppression in Kafka's *The Penal Colony*

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| Keywords | Abstract |
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| Franz Kafka In the Penal Colony Authority and oppression Bureaucracy and justice Dehumanization and resistance | Franz Kafka's <i>In the Penal Colony</i> offers a profound critique of authoritarianism, justice, and the dehumanizing effects of power. Through the isolated setting of the penal colony and the symbolic execution machine, Kafka examines the dynamics of authority, submission, and complicity. The Officer, the Explorer, and the Condemned Man serve as archetypes reflecting the moral and psychological dimensions of oppression. The machine, both a tool of discipline and a metaphor for systemic violence, illustrates the fragility of authoritarian regimes, culminating in its dramatic collapse. This article explores Kafka's themes of power, bureaucracy, and resistance, situating his work within broader discussions of governance, ethics, and human rights. By engaging with Kafka's incisive critique, readers gain insight into the complexities of power and the enduring relevance of his work in confronting modern systems of oppression. |

Introduction

Franz Kafka's *In the Penal Colony* remains a profound exploration of authority, power, and submission, offering a vivid tableau of dehumanization and systemic violence. Written in 1914 and first published in 1919, the story reveals Kafka's deep engagement with themes of justice, discipline, and the fragility of authoritarian systems. At the heart of the narrative is the penal colony's execution machine, an emblem of bureaucratic cruelty and technological domination, which Kafka masterfully uses to dissect the dynamics of power and oppression. This introduction aims to establish the foundation for analyzing the nuanced portrayal of authority and submission in *In the Penal Colony*, emphasizing its relevance to modern discourses on justice and governance.

Kafka's narrative operates as a critique of institutionalized power, where authority is portrayed as both unassailable and grotesquely flawed. Rutherford (2001) underscores the foreignness of authority in Kafka's work, noting how the execution machine symbolizes a detached, almost alien power that functions without accountability. This detachment, coupled with the mechanical precision of the punishment system, creates a chilling portrayal of justice devoid of empathy. Harrington (2007) draws parallels between Kafka's machine and Alfred Weber's critique of bureaucratic systems, illustrating how Kafka embeds critiques of bureaucratic rationality into his literary landscape.

The story's characters—the Officer, the Explorer, and the Condemned Man—serve as archetypes of power, submission, and complicity. The Officer, as the machine's custodian, represents blind loyalty to



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an oppressive system, a figure devoted to the maintenance of authority even as it collapses. Frydman (2019) suggests that Kafka's characters often inhabit liminal spaces, negotiating identities between oppressors and the oppressed. The Explorer's role as an observer highlights the moral ambiguities of intervention, reflecting the complicity of external actors in perpetuating oppressive systems.

Central to Kafka's critique is the execution machine itself, a metaphor for technological and legal systems that depersonalize justice. Mohammed (n.d.) aptly describes the machine as both an instrument of torture and a tool of discipline, embodying the dehumanizing effects of mechanized authority. The gradual disintegration of the machine in the story signals not only the fragility of authoritarian systems but also the inevitability of their decay under the weight of their own excesses (Boyer, 2015).

Kafka's *In the Penal Colony* resonates beyond its historical and cultural contexts, offering insights into the workings of authority and the human condition. As West (1985) argues, Kafka's exploration of authority transcends specific legal or political frameworks, presenting power as an omnipresent force shaped by consent, submission, and resistance. The story's continued relevance lies in its capacity to challenge readers to confront the moral and ethical dilemmas posed by oppressive systems.

This article will delve into these themes, examining how Kafka constructs a narrative of authority and submission through the setting, characters, and the central symbol of the execution machine. By engaging with contemporary scholarship and Kafka's intricate storytelling, this analysis will illuminate the enduring significance of *In the Penal Colony* in understanding the dynamics of power and its impact on humanity.

I. The Setting and Symbolism of the Penal Colony

Kafka's *In the Penal Colony* unfolds within an isolated, self-contained environment, which serves as a microcosm of authoritarian control and systemic oppression. The penal colony, with its rigid hierarchy and brutal system of justice, is a carefully constructed setting that reflects Kafka's critique of dehumanizing power structures. Through vivid descriptions and symbolic elements, Kafka creates a world where authority is both omnipresent and grotesquely flawed.

The Penal Colony as a Microcosm of Authoritarian Control

The penal colony represents an extreme version of bureaucratic and authoritarian systems. The physical isolation of the colony mirrors the moral detachment of its governing authority. The story's inhabitants are subject to a system that operates without transparency or accountability, where punishment is enacted with mechanical precision but devoid of empathy or fairness. As Rutherford (2001) highlights, the penal colony's detachment from the outside world emphasizes the insularity and self-perpetuating nature of oppressive regimes.

Examples of this detachment are evident in the story's setting:

1. The remoteness of the colony symbolizes the isolation of authoritarian systems from public scrutiny.
2. The lack of communication or appeal within the system reinforces the absolute power of the Officer, who serves as the executor of the law.
3. The inability of the Condemned Man to understand his sentence reflects the opacity and arbitrariness of the judicial process.



The Execution Machine as a Central Symbol

The execution machine is the centerpiece of the penal colony's justice system and a profound symbol of dehumanization and mechanized violence. Kafka describes the machine with meticulous detail, emphasizing its complexity and cold efficiency. It is an embodiment of authority, carrying out its function without question or emotion, reducing human lives to mere objects of punishment.

Key examples include:

1. The machine inscribes the law directly onto the body of the condemned, merging punishment with the written word. This act literalizes the oppressive weight of authoritarian systems on individuals (Boyer, 2015).
2. The intricate design of the machine, with its needles and gears, symbolizes the bureaucratic obsession with order and control.
3. The machine's ultimate breakdown serves as a metaphor for the fragility and self-destructive nature of oppressive systems. Mohammed (n.d.) argues that the machine's collapse reflects the inability of authoritarian regimes to sustain their own excesses.

The Dual Role of the Machine

The execution machine functions as both a tool of punishment and a mechanism for sustaining authority. Its use reinforces the legitimacy of the Officer's power, creating an environment where obedience is ensured through fear and spectacle. Frydman (2019) interprets the machine as a ritualistic device, one that elevates punishment to a quasi-religious act, further entrenching the Officer's control.

Examples of its dual role:

1. The Officer's reverence for the machine highlights its symbolic significance as a source of power and authority.
2. The ritualistic nature of its operation creates a spectacle that legitimizes the oppressive system, even as it alienates the participants.
3. The machine's inability to function without maintenance symbolizes the unsustainable nature of authority when it relies solely on coercion.

The Gradual Decay of Authority

As the story progresses, the breakdown of the machine mirrors the collapse of the Officer's authority. Harrington (2007) suggests that Kafka uses the disintegration of the machine to symbolize the inevitability of change and the limits of authoritarian power. This decay is seen in:

1. The malfunctioning parts of the machine, reflecting the cracks in the penal colony's justice system.
2. The Officer's desperate attempts to maintain the machine, symbolizing the resistance of authoritarian figures to relinquish power.
3. The final destruction of the machine, which leaves the colony's justice system in ruins, marking the end of the Officer's reign.



Ambiguity and Alienation in the Setting

The story's setting is deliberately ambiguous, with few specific details about its geographical or cultural context. This universality allows Kafka's critique of power to transcend its historical moment, making it applicable to various oppressive systems throughout history (West, 1985). The alienation experienced by the Condemned Man and the Explorer further reinforces the dehumanizing effects of the penal colony's justice system.

Examples of alienation include:

1. The Condemned Man's inability to understand his sentence, highlighting the exclusion of individuals from their own judgment process.
2. The Explorer's detachment from the colony, symbolizing the complicity of external observers in perpetuating oppressive systems.
3. The Officer's isolation in his unwavering loyalty to the machine, which ultimately leads to his downfall.

II. The Characters as Representations of Power and Submission

Kafka's *In the Penal Colony* presents a cast of characters who symbolize various facets of authority, submission, and complicity. Through the Officer, the Explorer, and the Condemned Man, Kafka explores the psychological and moral dimensions of power dynamics within oppressive systems. Each character's role serves as a reflection of different attitudes toward authority, highlighting the tensions between justice, obedience, and resistance.

The Officer: Custodian of Authority

The Officer is the embodiment of unwavering loyalty to an authoritarian system. He is not only the operator of the execution machine but also its most ardent advocate, viewing the machine as the ultimate expression of justice. The Officer's blind devotion to the machine symbolizes the dangers of uncritical adherence to tradition and authority (Boyer, 2015).

1. **Devotion to the Machine:** The Officer reveres the machine as a sacred artifact, referring to its creator, the former Commandant, as a near-mythical figure. His belief in the machine's infallibility illustrates the dehumanization inherent in oppressive systems.
 - Example: The Officer's detailed explanation of the machine's operations reveals his obsession with its precision and his belief that it delivers "true" justice.
2. **Isolation as a Function of Authority:** The Officer's role isolates him from others, as his loyalty to the machine alienates him from the Explorer and the Condemned Man. This isolation reflects the psychological burden of upholding oppressive systems.
 - Example: The Officer's increasing desperation when the Explorer questions the legitimacy of the machine demonstrates his growing awareness of his own obsolescence.
3. **The Officer's Sacrifice:** In the story's climax, the Officer willingly submits himself to the machine, signaling his ultimate loyalty to the system he serves. Mohammed (n.d.) interprets this act as a critique of authoritarian figures who sacrifice themselves to uphold collapsing systems.



The Explorer: The Ambiguity of Complicity

The Explorer serves as an outsider, a witness to the penal colony's justice system. His role is marked by moral ambiguity, as he observes the system's brutality but refrains from intervening. Through the Explorer, Kafka critiques the complicity of external observers who fail to challenge oppressive practices (Rutherford, 2001).

1. **Moral Ambivalence:** The Explorer's reluctance to interfere with the system highlights the complexities of moral responsibility in the face of oppression.
 - Example: The Explorer's decision to remain a passive observer reflects the tension between his moral discomfort and his unwillingness to challenge the Officer's authority.
2. **The Role of an Outsider:** As a foreigner, the Explorer's detachment mirrors the indifference of external powers to the suffering within authoritarian regimes.
 - Example: The Explorer's final act of leaving the colony without directly confronting the system underscores his complicity in perpetuating injustice.
3. **Symbol of Neutrality:** Harrington (2007) notes that the Explorer represents the modern individual's struggle with neutrality, as he grapples with the desire to maintain objectivity while witnessing systemic cruelty.

The Condemned Man: The Voiceless Oppressed

The Condemned Man symbolizes the powerless individuals subjected to oppressive systems. His inability to understand the charges against him and his silence throughout the story highlight the dehumanization and voicelessness of those under authoritarian control.

1. **Lack of Agency:** The Condemned Man's ignorance of his sentence reflects the opacity of authoritarian systems that deny individuals the ability to defend themselves (Boyer, 2015).
 - Example: The Condemned Man's passive acceptance of his fate underscores the complete erasure of agency in oppressive systems.
2. **Representation of the Oppressed:** The Condemned Man's silence serves as a metaphor for the broader voicelessness of oppressed populations.
 - Example: The Condemned Man's lack of comprehension of the language and judicial processes mirrors the alienation experienced by marginalized groups (Frydman, 2019).
3. **Silent Acceptance of Injustice:** The Condemned Man's behavior raises questions about the normalization of injustice and the internalization of subjugation.
 - Example: The Condemned Man's passive demeanor contrasts sharply with the Officer's fervent defense of the system, highlighting the psychological toll of oppression.

The Interplay of Characters and Power Dynamics

The interaction between the Officer, the Explorer, and the Condemned Man reveals the complexity of power dynamics within the penal colony. West (1985) argues that Kafka's characters are caught in a cycle of authority, submission, and complicity, reflecting the moral and psychological dimensions of oppression.



1. The Officer's unwavering belief in the machine clashes with the Explorer's skepticism, highlighting the tension between tradition and modernity.
2. The Condemned Man's silent acceptance of his fate underscores the moral ambiguity of the Explorer's refusal to intervene.
3. The Officer's self-sacrifice serves as a tragic culmination of his devotion, illustrating the self-destructive nature of authoritarian systems.

III. Themes of Power and Oppression

Kafka's *In the Penal Colony* delves deeply into themes of power and oppression, illustrating how systems of authority dehumanize individuals and perpetuate injustice. Through the use of vivid imagery, complex character dynamics, and the execution machine as a central symbol, Kafka critiques the mechanisms of power that sustain authoritarian regimes and explores the psychological effects of oppression on both the oppressors and the oppressed.

The Relationship Between Authority and Justice

Kafka's penal colony operates on a distorted version of justice, where authority is wielded arbitrarily and punishment is enacted without transparency. The Officer's justification for the machine's use, rooted in the idea of "pure justice," exposes the moral corruption inherent in unchecked authority (Rutherford, 2001).

1. **Arbitrariness of Authority:**

- The Condemned Man's ignorance of his sentence underscores the lack of due process in the penal colony.
- Example: The Officer claims that the Condemned Man's guilt is self-evident, bypassing any need for a formal trial.

2. **Justice as a Performance:**

- The execution process, described in ritualistic detail, reduces justice to a theatrical spectacle, emphasizing power over fairness.
- Example: The machine's inscribing of the sentence on the condemned's body literalizes the violence of authoritarian justice (Boyer, 2015).

3. **Absence of Accountability:**

- The penal colony's system functions without oversight or accountability, reflecting Kafka's critique of systems that prioritize authority over morality.
- Example: The Officer's reverence for the machine overrides any concern for the humanity of the condemned.

Dehumanization of Individuals

Kafka portrays the penal colony as a space where individuals are stripped of their humanity, reduced to objects of control and punishment. The execution machine serves as the primary vehicle for this dehumanization, transforming the act of punishment into a mechanized process devoid of empathy.



1. **The Condemned Man as a Symbol of Dehumanization:**

- The Condemned Man's lack of voice and agency reflects the erasure of individuality in oppressive systems (Frydman, 2019).
- Example: His passive acceptance of his sentence mirrors the silencing of marginalized voices.

2. **The Machine's Role in Dehumanization:**

- The machine's precision and complexity emphasize the dehumanizing effects of bureaucracy and technology.
- Example: The intricate process of inscribing the sentence on the body reduces the condemned to a canvas for authority's message (Mohammed, n.d.).

3. **The Officer's Dehumanization:**

- The Officer's unwavering devotion to the machine illustrates how oppressors, too, are dehumanized by their roles.
- Example: His ultimate submission to the machine signifies the destructive nature of blind loyalty to authoritarian systems.

Submission and Complicity

Kafka explores the dynamics of submission and complicity through the characters' interactions with the penal colony's justice system. The Condemned Man's silence, the Officer's fanaticism, and the Explorer's passive observation all contribute to the perpetuation of oppression.

1. **Submission to Authority:**

- The Condemned Man's acceptance of his fate illustrates how oppression fosters compliance through fear and resignation.
- Example: His inability to question or resist his sentence reflects the internalization of subjugation (West, 1985).

2. **Complicity of Observers:**

- The Explorer's refusal to intervene highlights the moral ambiguity of bystanders in the face of injustice.
- Example: His departure from the penal colony without challenging the system underscores his passive complicity (Harrington, 2007).

3. **The Role of Ritual in Maintaining Power:**

- The ritualistic nature of the execution reinforces submission and legitimizes authority.
- Example: The Officer's detailed explanation of the machine's operation elevates the act of punishment to a quasi-religious ceremony.



The Fragility of Authoritarian Systems

Kafka illustrates that authoritarian systems, despite their appearance of invincibility, are inherently fragile. The gradual breakdown of the execution machine symbolizes the eventual collapse of oppressive regimes under their own weight.

1. The Machine's Decay:

- The machine's malfunction reflects the unsustainable nature of systems reliant on coercion and violence.
- Example: The Officer's inability to maintain the machine signals the decline of his authority (Mohammed, n.d.).

2. The Officer's Desperation:

- The Officer's decision to subject himself to the machine highlights the self-destructive nature of authoritarian figures.
- Example: His death at the hands of the machine he revered underscores the futility of blind loyalty to power.

3. The Explorer's Departure:

- The Explorer's rejection of the penal colony's justice system signals the possibility of resistance and change.
- Example: His departure suggests that oppressive systems are not immutable and can be challenged through moral conviction (Rutherford, 2001).

IV. The Execution Machine as a Central Symbol

The execution machine in Kafka's *In the Penal Colony* is the story's most prominent symbol, representing the intersection of power, violence, and dehumanization. Through its intricate design and central role in the colony's justice system, the machine embodies the authoritarian obsession with control and order. Its gradual breakdown, culminating in the Officer's death, reflects the inherent instability and ultimate collapse of oppressive regimes.

The Machine as an Instrument of Discipline

The execution machine functions as a tool of discipline, enforcing the colony's laws with mechanical precision. Its operation, described in painstaking detail, exemplifies the bureaucratic rationalization of violence (Boyer, 2015).

1. The Inscription of Justice:

- The machine literally inscribes the condemned's sentence onto their body, turning punishment into a physical and permanent record of guilt.
- Example: The Officer's description of the process, where the condemned "learns the nature of the sentence through their suffering," reflects the dehumanizing philosophy of the penal colony.



2. Mechanical Justice:

- The machine's impersonal operation eliminates human empathy from the process of punishment.
- Example: The Officer's pride in the machine's precision highlights the reduction of justice to a technical procedure devoid of moral consideration.

3. Authority through Spectacle:

- The machine's elaborate design and the public nature of its operation emphasize its role as a spectacle of power.
- Example: The Officer's insistence on the machine's superiority to modern justice systems demonstrates how authoritarian regimes use public displays of violence to legitimize their authority (Mohammed, n.d.).

The Machine as a Symbol of Oppression

The machine serves as a metaphor for the oppressive systems that dominate the penal colony. It represents not only the physical violence of punishment but also the psychological and cultural mechanisms that sustain authoritarian rule (Rutherford, 2001).

1. Bureaucratic Violence:

- The machine reflects the dehumanizing effects of bureaucratic systems, where individuals are reduced to objects of control.
- Example: The lack of a trial for the Condemned Man highlights the arbitrary and impersonal nature of the colony's justice system.

2. Loss of Individuality:

- The machine's operation erases the humanity of the condemned, turning them into mere bodies to be inscribed with authority's message.
- Example: The Officer's description of the machine's "beautiful" inscriptions illustrates how authoritarian regimes aestheticize violence to mask its brutality.

3. Power and Control:

- The machine's intricate design symbolizes the complexity of authoritarian systems, which maintain control through layers of procedure and ritual.
- Example: The Explorer's reaction to the machine's operation—both fascination and revulsion—reflects the dual allure and horror of oppressive power structures.

The Machine's Breakdown and the Fragility of Power

The machine's eventual collapse serves as a powerful metaphor for the instability of authoritarian systems. As the story progresses, Kafka uses the machine's malfunction to illustrate the self-destructive nature of regimes reliant on coercion and violence (Harrington, 2007).



1. Signs of Decay:

- The machine's malfunctions, described by the Officer as minor inconveniences, foreshadow its ultimate failure.
- Example: The Officer's struggle to maintain the machine mirrors his diminishing authority as the system begins to crumble.

2. The Officer's Death:

- The Officer's decision to submit himself to the machine reflects his unwavering loyalty to the system, even as it collapses.
- Example: The machine's failure to function properly during the Officer's execution symbolizes the collapse of the oppressive system it represents (Mohammed, n.d.).

3. The End of the Machine:

- The destruction of the machine leaves the penal colony without its central mechanism of control, signaling the end of the authoritarian regime.
- Example: The Explorer's departure from the colony after the machine's destruction suggests the possibility of resistance and renewal beyond the system's collapse.

The Machine's Dual Role: Discipline and Self-Destruction

The execution machine embodies both the enforcement and the downfall of authority. Kafka uses its dual role to critique the unsustainable nature of oppressive systems, which ultimately destroy themselves through their own excesses (Frydman, 2019).

1. Discipline and Ritual:

- The machine's operation reinforces authority through ritualized violence, creating a spectacle that legitimizes oppression.
- Example: The Officer's devotion to the machine as a "work of art" highlights the ritualistic aspects of authoritarian control.

2. Fragility and Decay:

- The machine's collapse demonstrates the inherent fragility of systems that prioritize control over humanity.
- Example: The machine's inability to function without constant maintenance reflects the unsustainable nature of authoritarian regimes.

V. Broader Implications of Kafka's Critique

Franz Kafka's *In the Penal Colony* transcends its specific historical and cultural context, offering a profound critique of authoritarianism, justice, and the human condition. By examining the interplay of power, submission, and the dehumanizing effects of bureaucracy, Kafka sheds light on the enduring dynamics of oppression. The story's broader implications resonate in contemporary discussions of governance, ethics, and resistance.



Critique of Modern Systems of Governance

Kafka's portrayal of the penal colony critiques modern systems of governance that prioritize order and control over humanity. The execution machine, with its mechanical precision, serves as a metaphor for the bureaucratic systems that dominate modern life.

1. **Parallels with Totalitarian Regimes:**

- The penal colony reflects the characteristics of totalitarian regimes, where authority operates without accountability, and dissent is eradicated.
- Example: The Officer's unquestioning loyalty to the machine mirrors the role of enforcers in oppressive governments (Boyer, 2015).

2. **Bureaucracy and Dehumanization:**

- Kafka's depiction of the machine critiques the depersonalization inherent in bureaucratic systems.
- Example: The Condemned Man's inability to comprehend his sentence reflects the alienation of individuals in bureaucratic societies (Harrington, 2007).

3. **Relevance to Contemporary Governance:**

- Modern legal and political systems continue to grapple with the balance between authority and individual rights.
- Example: Rutherford (2001) argues that Kafka's critique of justice in *In the Penal Colony* resonates in discussions about surveillance and state power in the 21st century.

The Psychological Impact of Power Dynamics

Kafka explores the psychological effects of power on both the oppressors and the oppressed, revealing the moral and emotional toll of authoritarian systems.

1. **The Oppressor's Burden:**

- The Officer's unwavering devotion to the machine illustrates the psychological burden of maintaining authority.
- Example: The Officer's ultimate submission to the machine reflects the self-destructive nature of authoritarian figures.

2. **The Oppressed's Alienation:**

- The Condemned Man's voicelessness highlights the psychological toll of dehumanization on the oppressed.
- Example: His passive acceptance of his sentence illustrates the internalization of oppression (Frydman, 2019).

3. **The Observer's Complicity:**



- The Explorer's moral ambiguity underscores the psychological challenges faced by bystanders who witness injustice.
- Example: The Explorer's decision to leave the colony without intervening reflects the moral dilemmas faced by external actors in oppressive systems.

Universality of Kafka's Themes

Kafka's critique of power and oppression is universal, transcending the specific context of the penal colony to address broader questions about authority and justice.

1. **Timelessness of Kafka's Critique:**

- The story's themes of dehumanization, bureaucracy, and resistance remain relevant in contemporary contexts.
- Example: Mohammed (n.d.) highlights how Kafka's use of the execution machine anticipates modern debates about technology and ethics.

2. **Application to Global Issues:**

- Kafka's exploration of authority and submission offers insights into issues such as systemic racism, colonialism, and human rights abuses.
- Example: Frydman (2019) connects Kafka's critique to the historical experiences of marginalized communities, including the Holocaust and colonial oppression.

3. **Kafka's Influence on Modern Thought:**

- Kafka's work has inspired discussions in philosophy, law, and literature, shaping contemporary understandings of power and resistance.
- Example: West (1985) argues that Kafka's exploration of consent and autonomy continues to inform debates about individual freedom and collective responsibility.

Possibilities of Resistance and Renewal

While Kafka's portrayal of the penal colony is bleak, the story suggests the possibility of resistance and renewal beyond the collapse of oppressive systems.

1. **The Collapse of the Machine:**

- The destruction of the execution machine symbolizes the potential for authoritarian systems to self-destruct.
- Example: The machine's failure reflects the fragility of regimes reliant on violence and coercion (Mohammed, n.d.).

2. **The Explorer's Departure:**

- The Explorer's decision to leave the colony suggests the possibility of rejecting oppressive systems.



- Example: His departure can be interpreted as a symbolic act of resistance, even if passive (Harrington, 2007).

3. The Role of Reflection:

- Kafka's critique invites readers to reflect on their own roles in perpetuating or resisting systems of power.
- Example: Rutherford (2001) emphasizes the transformative potential of Kafka's work, urging readers to confront the moral and ethical dilemmas of their own societies.

Conclusion

Franz Kafka's *In the Penal Colony* stands as a profound meditation on power, oppression, and the human condition. Through the isolated and insular setting of the penal colony, Kafka constructs a microcosm of authoritarian control, where justice is rendered mechanical, humanity is stripped away, and authority perpetuates itself through ritualized violence. The execution machine serves as a powerful symbol, representing not only the dehumanizing effects of authoritarianism but also the inherent fragility of systems built on coercion and domination.

Kafka's characters—the Officer, the Explorer, and the Condemned Man—each embody different facets of power dynamics, submission, and complicity. The Officer's blind devotion to the machine reflects the moral and psychological toll of upholding oppressive systems, while the Explorer's moral ambiguity highlights the complexities of complicity. The Condemned Man, voiceless and passive, serves as a stark representation of those marginalized and dehumanized by such systems. These interactions illuminate the psychological and moral dimensions of power, urging readers to confront their own roles in sustaining or resisting authority.

The broader implications of Kafka's critique extend far beyond the confines of the penal colony. His portrayal of bureaucratic violence and mechanized justice resonates in modern discussions of governance, surveillance, and systemic oppression. Kafka's themes of dehumanization and resistance invite reflection on issues such as totalitarianism, human rights, and the ethical dilemmas posed by technology. The execution machine's collapse underscores the unsustainable nature of oppressive regimes, offering a glimmer of hope for renewal and resistance in the face of authoritarianism.

Ultimately, *In the Penal Colony* is a timeless and universal work, challenging readers to grapple with the complexities of power, justice, and humanity. Kafka's incisive critique remains deeply relevant, reminding us of the fragility of systems that prioritize control over compassion and the enduring need for vigilance, resistance, and moral reflection in confronting oppression. As readers, we are left not only with the story's unsettling images but also with its urgent questions: What are the costs of submission to authority, and how can we resist the dehumanizing forces of



power in our own societies? These questions, central to Kafka's work, remain as vital today as they were a century ago.

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Honoré de Balzac and the Rise of Realism in Literature

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| Keywords | Abstract |
|---|--|
| Honoré de Balzac Literary Realism La Comédie Humaine 19th-Century French Literature Social Dynamics Realism in Literature Post-Revolutionary France Complex Characters | Honoré de Balzac is widely regarded as a foundational figure in the development of literary realism, a movement that emerged in the 19th century as a response to Romanticism. Through his monumental series <i>La Comédie Humaine</i> , Balzac captured the complexities of post-revolutionary French society with unparalleled depth and precision. This article explores the historical context that shaped Balzac's works, highlighting his detailed portrayals of characters, settings, and social dynamics. Key features of Balzac's realism, such as his multidimensional characters and vivid depictions of urban and rural life, are analyzed through seminal works like <i>Eugénie Grandet</i> , <i>Father Goriot</i> , and <i>Lost Illusions</i> . The enduring influence of Balzac's realism on authors such as <i>Émile Zola</i> and <i>Gustave Flaubert</i> , as well as its relevance in contemporary literature, is also examined. While critiques of his exhaustive descriptions and character archetypes persist, Balzac's legacy as a chronicler of human nature and societal transformation remains undisputed. This study reaffirms his pivotal role in the rise of realism and his lasting impact on the literary canon. |

Introduction

Honoré de Balzac stands as a monumental figure in literary history, his works profoundly shaping the trajectory of realism. As a pivotal contributor to 19th-century literature, Balzac pioneered a methodical and deeply human portrayal of society, distinguishing himself through his meticulous attention to detail and nuanced characterizations. His magnum opus, *La Comédie Humaine*, a collection of over 90 interconnected novels and stories, serves as a comprehensive examination of post-revolutionary French society, reflecting its complexities, ambitions, and moral ambiguities (Kendrick, 1976). Through this extensive body of work, Balzac laid the foundation for realism, influencing contemporaries and successors alike.

The rise of realism during the 19th century was a direct response to the idealized and emotionally charged narratives of Romanticism. Authors sought to represent life as it truly was, delving into the intricacies of human nature and societal structures. Balzac epitomized this movement, crafting stories that explored the aspirations, struggles, and contradictions of his time. For instance, in *Eugénie Grandet*, Balzac deftly portrays the corrosive effects of greed and social expectations, weaving a narrative that remains strikingly relevant (Gheorghită, 2023). Similarly, in *Father Goriot*, he examines the interplay of familial bonds, ambition, and societal corruption, painting a vivid picture of Parisian life.



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Balzac's contribution to realism extends beyond storytelling; he introduced a profound philosophical dimension to his works. He viewed society as an ecosystem in which individuals, shaped by their circumstances, navigated a web of social hierarchies and economic forces. This perspective is evident in *Lost Illusions*, where the protagonist's journey from provincial life to Paris becomes a commentary on the intersection of art, journalism, and morality (Joshua, 2023). Balzac's commitment to capturing the human condition earned him recognition as a literary innovator, inspiring figures such as Gustave Flaubert and Émile Zola, who expanded upon his realist foundations.

Moreover, Balzac's exploration of realism was not limited to themes of ambition and morality but extended to his unparalleled ability to create intricate, lifelike settings. Paris, in particular, emerges as a character in its own right in his works, its neighborhoods serving as microcosms of French society. For instance, the squalor of the boarding house in *Father Goriot* contrasts sharply with the opulence of the aristocratic salons, illustrating the chasms of wealth and status that defined 19th-century France (Mantsurov et al., 2024).

Critically, Balzac's realism also addressed the darker facets of human nature and societal structure. His characters, though often deeply flawed, resonate with authenticity, embodying universal struggles and desires. Balzac's portrayal of such individuals aligns with the essence of social realism, which seeks to highlight the tensions between personal ambitions and societal constraints (Nath et al., 2024). This interplay of personal and collective narratives underscores Balzac's enduring relevance in the study of realism.

In examining Balzac's role in the rise of realism, it is crucial to consider the broader cultural and historical context of his work. The industrial revolution, the growth of urban centers, and the aftermath of the French Revolution created fertile ground for realist literature. Balzac captured this transitional era with precision, chronicling the aspirations and disillusionments of a society in flux. His works not only provide a mirror to the 19th-century world but also serve as a foundation for understanding the evolution of the novel as a literary form (Jo et al., 2023).

Balzac's legacy as a pioneer of realism remains indisputable. His ability to depict the intricacies of human experience and the complexities of society has cemented his position as a cornerstone of French literature. By merging meticulous observation with profound insight, he set the stage for future explorations of realism, ensuring his works remain a touchstone for readers and scholars alike.

Historical Context and Balzac's Contribution to Realism

Honoré de Balzac's rise as a literary titan coincided with a transformative period in European history. The 19th century was marked by political upheavals, economic transitions, and profound shifts in societal structures. France, in particular, was reeling from the effects of the French Revolution, the Napoleonic era, and subsequent restorations of the monarchy. These changes profoundly influenced the artistic and literary worlds, fostering a movement toward realism. Writers sought to break away from the idealized worlds of Romanticism, aiming instead to portray life in its unvarnished truth. Balzac emerged as a leading voice in this cultural shift, his works reflecting the intricacies of a society caught between tradition and modernity.

The Social and Political Landscape of Balzac's Time

The aftermath of the French Revolution left an indelible mark on French society. While the Revolution promised equality and liberty, the 19th century saw persistent inequalities and the rise of a new bourgeois class. The rapid industrialization of France led to significant urbanization, particularly in cities like Paris,



which became central to Balzac's narratives. The stark contrast between the opulence of the bourgeoisie and the struggles of the working class offered fertile ground for Balzac's exploration of societal dynamics.

In his novels, Balzac often depicted the consequences of these socio-economic changes. For instance, *Lost Illusions* explores the protagonist Lucien's journey from provincial life to the cutthroat world of Parisian journalism. This work is not just a tale of personal ambition but a commentary on the commodification of art and the ruthless pursuit of success in an increasingly capitalist society (Joshua, 2023). Similarly, the boarding house in *Father Goriot* serves as a microcosm of society, bringing together characters from diverse socio-economic backgrounds and exposing the harsh realities of class disparity.

Balzac's Realist Vision

Realism as a literary movement sought to depict life with honesty and precision, rejecting the idealized depictions characteristic of Romanticism. Balzac excelled in this regard, weaving intricate narratives that delved deeply into the human psyche and the societal forces shaping individual destinies. His characters, while often flawed and ambitious, resonate with authenticity, embodying the complexities of human nature.

One of the hallmarks of Balzac's realism is his detailed portrayal of settings. His descriptions of Paris, in particular, are unparalleled, transforming the city into a character in its own right. In *La Comédie Humaine*, Paris is not just a backdrop but a living, breathing entity that mirrors the aspirations, struggles, and moral dilemmas of its inhabitants. From the bustling marketplaces to the lavish salons of the bourgeoisie, Balzac captures every nuance of urban life, offering readers a vivid portrait of 19th-century France (Kendrick, 1976).

Moreover, Balzac's characters are masterfully crafted, each representing a facet of society. Eugénie Grandet, the titular character of one of his most famous works, embodies the sacrifices and struggles imposed by societal expectations, particularly on women. Her story highlights the corrosive effects of greed and the constraints of patriarchal structures, making it a timeless critique of social norms (Gheorghită, 2023). In contrast, characters like Rastignac in *Father Goriot* and Lucien in *Lost Illusions* navigate the complexities of ambition, power, and moral compromise, reflecting the broader societal tensions of the era.

Balzac and the Rise of the Bourgeoisie

A recurring theme in Balzac's work is the rise of the bourgeoisie and its impact on French society. The 19th century saw the bourgeoisie consolidating power, shaping cultural, economic, and political spheres. Balzac's *La Comédie Humaine* captures this transition with remarkable precision, exploring how wealth and social status influenced individual behavior and societal structures.

In *Father Goriot*, the eponymous character's sacrifices for his daughters exemplify the bourgeois obsession with upward mobility. Goriot's relentless pursuit of his daughters' social advancement, despite their ingratitude, underscores the moral decay and familial disintegration driven by materialism (Mantsurov et al., 2024). Balzac's portrayal of such dynamics reflects his keen understanding of the human condition and the societal forces that shape it.

Realism as a Social Commentary

Balzac's realism extends beyond storytelling; it serves as a powerful tool for social critique. His works expose the contradictions and hypocrisies of French society, particularly the tensions between the ideals of



equality and the realities of class disparity. By presenting characters who navigate these contradictions, Balzac invites readers to reflect on the moral and ethical dilemmas of their time.

For instance, in *Lost Illusions*, Balzac critiques the commercialization of literature and journalism, highlighting the ethical compromises artists must make to achieve success. This theme resonates with contemporary debates about the commodification of art and the role of media in shaping public discourse (Jo et al., 2023). Similarly, *Eugénie Grandet* critiques the oppressive power of wealth and greed, exposing how these forces dictate personal and societal outcomes.

Honoré de Balzac's contribution to the rise of realism is unparalleled. By capturing the intricacies of 19th-century French society with unmatched depth and precision, Balzac not only established himself as a pioneer of realism but also laid the groundwork for future literary explorations of the human condition. His works continue to resonate with modern readers, offering timeless insights into the complexities of ambition, morality, and social structures. Through his meticulous portrayals of characters and settings, Balzac ensures that realism remains a vital and enduring force in literature.

Key Features of Balzac's Realism

Honoré de Balzac's realism is characterized by his meticulous attention to detail, multifaceted characters, and insightful commentary on society's complexities. His ability to intertwine personal narratives with larger socio-political contexts sets him apart as one of the foundational figures in realist literature. Through *La Comédie Humaine*, Balzac created a vast and interconnected literary universe, showcasing his unparalleled understanding of human behavior and the forces shaping it.

1. Complex and Multidimensional Characters

Balzac's characters are the cornerstone of his realist vision, embodying the moral ambiguities, ambitions, and struggles of 19th-century French society. Unlike the one-dimensional heroes of Romantic literature, Balzac's characters are deeply flawed and shaped by their environments and personal choices. For example, Eugène de Rastignac in *Father Goriot* evolves from a naive student to a shrewd social climber, driven by his desire for wealth and power. His moral compromises reflect the tension between personal ambition and societal expectations, making him a relatable and timeless figure (Kendrick, 1976).

Similarly, in *Lost Illusions*, Lucien Chardon's journey from an idealistic poet to a morally compromised journalist illustrates the corrupting influence of ambition. Lucien's struggles highlight the precarious balance between integrity and survival in a society governed by materialism and power dynamics (Joshua, 2023). Balzac's ability to portray such complexities allows readers to see themselves in his characters, creating an enduring connection with his works.

2. Detailed and Lifelike Settings

Balzac's settings are not mere backdrops; they are integral to the narrative, shaping and reflecting the lives of his characters. His portrayal of Paris, in particular, is a masterclass in literary realism. The city's neighborhoods, from the luxurious mansions of the bourgeoisie to the decrepit boarding houses of the poor, are depicted with extraordinary precision. This attention to detail creates a vivid and immersive reading experience, allowing readers to traverse the streets of 19th-century Paris alongside Balzac's characters (Kendrick, 1976).



For instance, in *Father Goriot*, the Maison Vauquer boarding house symbolizes the decay and corruption of society. The building's dilapidated state mirrors the moral and emotional degradation of its inhabitants, reinforcing the interconnectedness of environment and character. Such settings not only ground the narrative in reality but also serve as metaphors for broader societal themes (Mantsurov et al., 2024).

3. Exploration of Social Hierarchies

One of Balzac's defining achievements is his nuanced portrayal of social hierarchies and class mobility. In a rapidly changing France, where the bourgeoisie was rising to prominence, Balzac captured the tensions between old aristocratic values and the new capitalist ethos. His works examine how wealth, power, and social status influence personal relationships and societal structures.

In *Eugénie Grandet*, the titular character's father, a miserly yet cunning man, amasses great wealth while subjecting his family to a life of austerity. The story critiques the dehumanizing effects of greed and the sacrifices individuals make in pursuit of social advancement (Gheorghiuță, 2023). Similarly, in *Cousin Bette*, Balzac explores the destructive power of jealousy and ambition within a bourgeois family, revealing the darker facets of human nature and societal expectations.

4. Realism as Social Commentary

Balzac's realism goes beyond mere storytelling; it serves as a profound critique of 19th-century French society. His works expose the contradictions and hypocrisies of a society grappling with the aftermath of revolution, industrialization, and urbanization. By presenting characters who navigate these contradictions, Balzac sheds light on the moral and ethical dilemmas of his time.

For example, in *Lost Illusions*, Balzac critiques the commodification of art and literature, highlighting the ethical compromises artists must make to achieve success. This theme resonates with contemporary concerns about the commercialization of creative industries and the role of media in shaping public discourse (Jo et al., 2023). Additionally, *Father Goriot* examines the sacrifices parents make for their children, exposing the ingratitude and selfishness that can arise within familial relationships.

5. Interconnected Narrative Structure

A unique feature of Balzac's *La Comédie Humaine* is its interconnected narrative structure, which allows characters to appear and reappear across different works. This innovative approach not only creates a sense of continuity but also reinforces the realism of Balzac's literary universe. Characters like Rastignac, Vautrin, and Goriot become familiar figures, their stories unfolding across multiple novels and short stories.

This interconnectedness mirrors the complexity of real life, where individual lives are shaped by an intricate web of relationships and events. It also allows Balzac to explore themes from multiple perspectives, enriching his portrayal of 19th-century French society (Kendrick, 1976).

Balzac's contribution to realism lies in his ability to depict life with unparalleled depth and authenticity. His complex characters, detailed settings, and incisive social commentary offer a profound exploration of the human condition and the societal forces that shape it. By capturing the intricacies of 19th-century France, Balzac not only pioneered a new literary movement but also created a body of work that continues to resonate with readers and scholars alike.

Influential Works of Honoré de Balzac



Honoré de Balzac's literary corpus, particularly his magnum opus *La Comédie Humaine*, serves as an intricate tapestry of human ambition, morality, and the socio-political forces of 19th-century France. Within this vast collection, several works stand out as epitomes of literary realism, each exploring unique dimensions of human experience and societal dynamics.

1. *Father Goriot – The Tragedy of Familial Sacrifice*

Often regarded as one of Balzac's masterpieces, *Father Goriot* delves into themes of parental devotion, ambition, and societal corruption. The novel tells the story of Goriot, a retired merchant who sacrifices his wealth and health to secure social advancement for his ungrateful daughters. His tragic demise highlights the destructive power of greed and ambition, both personal and systemic (Joshua, 2023).

The novel also introduces Eugène de Rastignac, whose transformation from an idealistic student to a calculating social climber encapsulates the moral dilemmas of 19th-century France. Through Rastignac's journey, Balzac critiques the relentless pursuit of wealth and status that characterized the burgeoning bourgeoisie. The closing lines, where Rastignac declares his challenge to Paris, symbolize the city's dual role as a land of opportunity and a crucible of moral compromise (Kendrick, 1976).

2. *Eugénie Grandet – A Portrait of Greed and Sacrifice*

In *Eugénie Grandet*, Balzac examines the corrosive effects of avarice on familial relationships and individual fulfillment. The story revolves around Eugénie, the daughter of a miserly provincial winemaker, whose obsessive hoarding of wealth prevents her from experiencing personal happiness. The novel juxtaposes Eugénie's innocence and moral integrity against her father's greed, creating a poignant commentary on the human cost of materialism (Gheorghită, 2023).

Balzac's portrayal of provincial life is particularly striking, capturing the rhythms and constraints of rural France with meticulous detail. The Grandet household, with its oppressive atmosphere and stark austerity, serves as a metaphor for the spiritual and emotional barrenness caused by the pursuit of wealth. This work further reinforces Balzac's ability to weave personal and societal critiques into a seamless narrative.

3. *Lost Illusions – The Corruption of Dreams*

Lost Illusions is a profound exploration of the interplay between art, ambition, and morality. The novel follows Lucien Chardon, an aspiring poet, as he navigates the challenges of provincial life, the artistic world of Paris, and the corrupting influence of the media. Lucien's gradual moral decline, driven by his desire for success, reflects the broader societal tensions of the era (Jo et al., 2023).

Balzac's critique of the commodification of literature and journalism in *Lost Illusions* resonates with contemporary readers. The novel exposes the ethical compromises that artists and writers must make in a society that values profit over artistic integrity. Balzac's portrayal of Lucien's struggles underscores the fragility of human ambition and the perils of sacrificing authenticity for acceptance.

4. *Cousin Bette – The Poison of Jealousy*

Cousin Bette is one of Balzac's darkest and most compelling works, exploring themes of jealousy, revenge, and familial discord. The story revolves around Bette, a bitter and vengeful spinster who schemes to destroy her extended family. Through her machinations, Balzac reveals the destructive power of envy and the fragility of human relationships (Mantsurov et al., 2024).



This novel also provides a scathing critique of the moral decay within the bourgeoisie, highlighting the lengths to which individuals will go to secure wealth and power. Balzac's detailed descriptions of Parisian life, from opulent salons to impoverished neighborhoods, further enrich the narrative, creating a vivid portrait of 19th-century society.

5. *The Wild Ass's Skin – A Philosophical Exploration*

Balzac's *The Wild Ass's Skin* (*La Peau de Chagrin*) diverges slightly from his other works by incorporating elements of the fantastical into its realist framework. The novel tells the story of Raphaël de Valentin, a young man who acquires a magical talisman that grants his wishes while shortening his life with each use. This work serves as a meditation on desire, ambition, and the consequences of unchecked power (Kendrick, 1976).

While the novel's premise is fantastical, its execution is grounded in Balzac's realist principles. Raphaël's interactions with Parisian society, his struggles with poverty, and his ultimate demise are depicted with the same depth and precision as Balzac's more conventional works. This fusion of realism and fantasy highlights Balzac's versatility as a writer and his willingness to experiment with narrative forms.

Balzac's Enduring Influence

The themes explored in Balzac's works—ambition, morality, societal constraints, and human frailty—are as relevant today as they were in the 19th century. His ability to portray the complexities of human behavior and the interplay of personal and societal forces has inspired generations of writers, from Gustave Flaubert to Émile Zola and beyond (Schuman, 2021).

Balzac's literary legacy extends beyond his immediate successors. His works continue to be studied and celebrated for their rich narratives, intricate characterizations, and profound insights into the human condition. By capturing the essence of 19th-century France, Balzac not only pioneered literary realism but also created a timeless body of work that resonates across cultures and eras.

Balzac's Influence on Future Literary Movements

Honoré de Balzac's groundbreaking approach to realism not only defined 19th-century literature but also left a lasting imprint on subsequent literary movements. His works, with their intricate narratives and profound social commentary, served as a cornerstone for authors seeking to explore human experience in its entirety. From naturalism to modernism, Balzac's influence is evident in the evolution of the novel as a form of artistic and philosophical expression.

1. Balzac's Impact on Naturalism

Naturalism, often regarded as an extension of realism, sought to depict life with scientific objectivity, focusing on the deterministic forces of heredity, environment, and social conditions. Émile Zola, the leading figure of naturalism, openly acknowledged Balzac's influence on his work. Zola's *Rougon-Macquart* series, a multi-volume chronicle of a family's struggles in 19th-century France, mirrors Balzac's *La Comédie Humaine* in its scope and ambition.

Balzac's meticulous attention to detail and his ability to portray the interplay of individual choices and societal pressures paved the way for naturalist writers. In works like *Germinal* and *Thérèse Raquin*, Zola adopted Balzac's commitment to realism while incorporating a more scientific approach to character



and plot development. Balzac's exploration of themes such as ambition, greed, and social mobility provided a foundation for naturalism's exploration of the darker facets of human existence (Kendrick, 1976).

2. Balzac's Legacy in Modernism

While modernist literature often sought to break away from traditional narrative forms, Balzac's influence is evident in its thematic depth and psychological exploration. Marcel Proust's *In Search of Lost Time* shares Balzac's fascination with memory, identity, and the passage of time. Proust's detailed descriptions of social dynamics and interpersonal relationships owe much to Balzac's pioneering work in these areas (Jo et al., 2023).

James Joyce, another modernist icon, also admired Balzac's ability to create immersive worlds through meticulous detail. While Joyce's stream-of-consciousness technique represented a departure from Balzac's realist style, both authors shared a commitment to capturing the intricacies of human experience. Balzac's portrayal of Paris as a living, evolving entity in *La Comédie Humaine* parallels Joyce's depiction of Dublin in *Ulysses*, highlighting the city as a central character in their narratives.

3. Balzac and the Evolution of the Novel

Balzac's comprehensive approach to storytelling revolutionized the novel as a literary form. His use of recurring characters and interconnected plots in *La Comédie Humaine* introduced a level of complexity and cohesion that had rarely been seen before. This innovation not only influenced his contemporaries but also set a standard for future authors seeking to create expansive and immersive literary worlds.

For example, the works of Charles Dickens exhibit a similar focus on social commentary, intricate characterizations, and vivid settings. Dickens, who was an avid reader of Balzac, adopted many of his techniques, particularly in his depiction of London and its inhabitants. Similarly, Fyodor Dostoevsky's exploration of moral and psychological dilemmas in *Crime and Punishment* and *The Brothers Karamazov* reflects Balzac's influence, particularly in his portrayal of human complexity (Schuman, 2021).

4. Cross-Cultural Influence

Balzac's works transcended cultural and linguistic boundaries, influencing literary traditions across the globe. In Russia, authors such as Ivan Turgenev and Leo Tolstoy drew inspiration from Balzac's exploration of societal structures and human psychology. Tolstoy's *Anna Karenina*, for instance, mirrors Balzac's commitment to realism through its detailed portrayal of Russian society and its nuanced characters.

In England, Balzac's works resonated with Victorian authors, particularly George Eliot and Thomas Hardy. Eliot's *Middlemarch* and Hardy's *Tess of the d'Urbervilles* reflect Balzac's influence in their exploration of social constraints and individual struggles. Eliot's emphasis on moral complexity and Hardy's depiction of environmental determinism both find roots in Balzac's literary philosophy (Kendrick, 1976).

5. Balzac's Enduring Relevance

Even in contemporary literature, Balzac's influence remains palpable. His themes of ambition, morality, and social dynamics continue to resonate, providing a rich framework for authors exploring modern challenges. Works that address urbanization, globalization, and the commodification of art often draw from Balzac's insights into the interplay of individual aspirations and societal forces.



For instance, Orhan Pamuk's *Istanbul: Memories and the City* and Kazuo Ishiguro's *The Remains of the Day* reflect Balzac's legacy through their exploration of memory, identity, and the passage of time. These works, while rooted in their unique cultural contexts, echo Balzac's commitment to portraying the complexities of human experience (Mantsurov et al., 2024).

Honoré de Balzac's contribution to literature extends far beyond his own time. His innovative narrative techniques, profound social commentary, and exploration of human nature laid the groundwork for subsequent literary movements and continue to inspire writers today. By capturing the essence of 19th-century France, Balzac not only defined realism but also shaped the evolution of the novel as a powerful tool for understanding the human condition. His legacy endures as a testament to the timeless power of literature.

Critiques and Limitations of Balzac's Realism

While Honoré de Balzac is celebrated for his groundbreaking contributions to realism, his works have not been without criticism. Scholars and readers alike have debated various aspects of his narrative style, thematic focus, and character portrayals. These critiques, though often highlighting limitations, also serve to underscore the complexities of Balzac's literary legacy and his enduring influence on the literary world.

1. Overwhelming Detail and Exhaustiveness

Balzac's commitment to detailed description has been both lauded and criticized. His meticulous depictions of characters, settings, and societal contexts are often seen as one of his greatest strengths, yet some critics argue that this level of detail can overwhelm readers. For instance, in works like *Lost Illusions* and *Cousin Bette*, Balzac's exhaustive descriptions of Parisian life, though vivid, can occasionally slow the narrative pace (Kendrick, 1976).

While such descriptions enrich the reader's understanding of the social milieu, they may detract from the story's emotional immediacy. This tendency to overindulge in detail has been described by some as a "painterly" approach to storytelling, where the broader strokes of the narrative are sometimes obscured by an excess of intricate detail (Leys, 2022). However, this same quality has made Balzac's works a treasure trove for scholars studying 19th-century France.

2. Tendency Toward Caricature

Another critique of Balzac's realism is his occasional reliance on caricatured characters to drive his narratives. While many of his characters are deeply complex and multifaceted, others can appear exaggerated or overly symbolic. For example, Père Goriot in *Father Goriot* is often seen as a personification of parental sacrifice, while Eugénie Grandet represents innocence and virtue in the face of greed (Gheorghiuță, 2023). These characters, while memorable, may lack the subtlety that characterizes some of Balzac's finest creations.

Critics have argued that this tendency toward caricature diminishes the realism of certain works, creating figures that serve more as moral exemplars or thematic devices than as fully realized individuals. However, proponents of Balzac contend that these exaggerated traits are deliberate, intended to heighten the moral and social critique embedded within his narratives (Schuman, 2021).

3. Gender and Feminist Critiques



Balzac's portrayal of women has been another area of scrutiny. While he created some of the most memorable female characters in 19th-century literature, such as Eugénie Grandet and Cousin Bette, his narratives often reflect the patriarchal attitudes of his time. Female characters in Balzac's works are frequently depicted as either paragons of virtue or embodiments of vice, with little room for complexity or agency.

For instance, in *Cousin Bette*, the titular character's vengeful nature is driven by her exclusion from traditional roles of power and respect within her family. While this portrayal highlights the limited opportunities available to women in Balzac's era, it also reinforces stereotypes of women as emotionally driven and manipulative. Critics argue that such portrayals, though reflective of societal norms, fail to challenge the gender dynamics of the time (Lemoine & Schneider, 2021).

4. Repetition of Themes and Motifs

Given the scope of *La Comédie Humaine*, Balzac's works inevitably feature recurring themes, motifs, and even character archetypes. Ambition, greed, familial conflict, and the pursuit of wealth appear repeatedly across his novels, leading some critics to suggest a lack of thematic variety. For example, the themes of social climbing and moral compromise are central to both *Father Goriot* and *Lost Illusions*, creating a sense of repetition that can diminish the impact of individual works (Jo et al., 2023).

However, Balzac's defenders argue that this repetition is intentional, serving to underscore the universality of these struggles within 19th-century French society. By revisiting these themes in different contexts and with varying characters, Balzac offers a comprehensive exploration of their implications and consequences.

5. Challenges with Moral Ambiguity

While Balzac is praised for his nuanced portrayal of moral ambiguity, some critics feel that his works occasionally lack resolution or definitive moral guidance. In novels like *Lost Illusions*, the protagonist's moral decline is depicted with realism but without the redemptive arcs often found in other literary traditions. This unresolved tension between personal ambition and ethical compromise may leave readers grappling with the absence of clear moral direction (Nath et al., 2024).

Balzac's refusal to moralize, however, is also one of his greatest strengths. By presenting characters and situations without explicit judgment, he invites readers to form their own interpretations, reinforcing the realism of his narratives.

The critiques of Balzac's works, while valid in many respects, do little to diminish his stature as one of the most influential figures in literary history. His detailed descriptions, recurring themes, and complex characters continue to captivate readers and scholars alike, even as they invite debate and discussion. These limitations, when viewed in context, underscore the richness and complexity of Balzac's literary legacy, ensuring that his works remain a subject of enduring interest and relevance.

Conclusion.

Honoré de Balzac's contributions to literature transcend his time, establishing him as a pioneer of realism and a chronicler of 19th-century French society. His ambitious project, *La Comédie Humaine*, not only captured the essence of the human condition but also offered a profound critique of the social, economic,



and moral structures that defined his era. Balzac's works, characterized by intricate plots, complex characters, and vivid settings, continue to resonate with readers and influence literary traditions worldwide.

Balzac's ability to intertwine individual narratives with broader societal themes highlights his unique approach to storytelling. Through characters like Eugène de Rastignac in *Father Goriot* and Lucien Chardon in *Lost Illusions*, Balzac explored the interplay of ambition, morality, and social mobility, themes that remain deeply relevant in contemporary discussions of identity and ethics. His depictions of Paris as a dynamic and multifaceted character further underscore his commitment to realism, creating an immersive world that reflects the complexities of urban life (Kendrick, 1976; Gheorghîță, 2023).

Despite criticisms of his exhaustive detail, occasional caricature, and limited gender perspectives, Balzac's works remain a cornerstone of literary realism. These critiques, rather than diminishing his achievements, highlight the intricacies of his craft and the challenges inherent in capturing the multifaceted nature of human experience. By presenting characters and situations with authenticity and nuance, Balzac invites readers to grapple with the moral ambiguities and societal forces that shape human behavior (Schuman, 2021).

Balzac's influence extends far beyond his own time, shaping the works of naturalists like Émile Zola, modernists like Marcel Proust, and even contemporary authors exploring themes of ambition, morality, and societal transformation. His legacy lies not only in his innovative narrative techniques and profound social commentary but also in his enduring ability to capture the essence of humanity.

As we continue to read and study Balzac, his works remind us of the timeless power of literature to reflect, critique, and illuminate the world around us. His narratives remain a testament to the enduring relevance of realism and its capacity to explore the complexities of life, ensuring that Balzac's name will remain synonymous with literary greatness for generations to come.

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The Role of Teaching Proverbs and Sayings in Enhancing Students' Speaking Skills

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| Keywords | Abstract |
|---|--|
| Proverbs Sayings Folklore in Education Communicative Competence Intercultural Awareness Language Teaching Strategies | Proverbs and sayings serve as dynamic tools in language education, fostering linguistic, cultural, and moral development. This study explores the role of proverbs in enhancing students' speaking skills during English language teaching, with a particular focus on Azerbaijani and English linguistic materials. Through comparative analysis, the research highlights the structural and cultural nuances of proverbs in both languages, revealing their shared themes and unique differences. Practical applications such as vocabulary building, interactive activities, and cultural discussions are discussed, demonstrating how proverbs can improve communicative competence, critical thinking, and intercultural awareness. By integrating proverbs into classroom practices, educators can create a holistic learning environment that combines language mastery with cultural enrichment and personal growth. |

Introduction

Proverbs and sayings hold a unique position in language education as linguistic tools that bridge culture, communication, and meaning. These succinct expressions, laden with cultural and moral values, transcend time and geography, offering language learners an authentic means to understand and use a foreign language in a meaningful way. In the context of teaching English as a second or foreign language, proverbs are not only instruments of linguistic enrichment but also catalysts for cultural awareness and deeper cognitive engagement (Nabi, 2024). By integrating proverbs into language lessons, educators can provide students with opportunities to develop communicative competence and expand their intercultural understanding (Gözpınar, 2014).

The communicative language teaching (CLT) approach underscores the importance of language as a tool for meaningful interaction. Within this framework, proverbs serve as a gateway to improving language skills by encouraging learners to interpret, analyze, and use these expressions in context (Shokirovna, 2022). Furthermore, as highlighted by Can (2011), learning proverbs allows students to immerse themselves in the linguistic and cultural nuances of the target language, fostering both linguistic accuracy and cultural empathy.

Proverbs also have a profound impact on learners' motivation and cognitive development. Mpumuje, Bazimaziki, and Muragijimana (2024) argue that oral literature, including proverbs, enhances



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students' language proficiency by engaging them in meaningful and culturally rich activities. Additionally, the visual and metaphorical nature of proverbs stimulates creativity and critical thinking, as learners are encouraged to decipher the deeper meanings embedded in these expressions (Hibbing & Rankin-Erickson, 2003). This dual function of proverbs—as both linguistic and cognitive tools—renders them invaluable in language pedagogy.

In Azerbaijan, the integration of proverbs into English language education offers unique opportunities to combine cultural preservation with linguistic innovation. By comparing Azerbaijani and English proverbs, educators can help students draw parallels between the two cultures, thereby strengthening their intercultural competence and communicative abilities (Abdulhasanli, Rzayeva, Amirova, & Huseynova, 2023). Moreover, as Vos, Van Der Meijden, and Denessen (2011) emphasize, engaging students in constructing meaning from proverbs fosters intrinsic motivation and deep learning strategies, essential for mastering a foreign language.

This paper explores the role of proverbs and sayings in enhancing students' speaking skills during English language education, with a particular focus on Azerbaijani and English linguistic materials. Drawing on theoretical perspectives and practical applications, it seeks to demonstrate how proverbs can enrich students' vocabulary, develop their critical thinking, and foster a deeper appreciation of both the target and native cultures.

The Role of Foreign Language Education

In today's interconnected world, foreign language education is no longer a mere academic pursuit; it is a vital tool for global integration and cultural exchange. As nations strive to foster international cooperation and mutual understanding, the role of language as a bridge between diverse cultures becomes increasingly prominent. In Azerbaijan, a country rich in cultural heritage and undergoing rapid globalization, foreign language education is recognized as a cornerstone for personal and societal development. The integration of proverbs and sayings into language instruction aligns with the broader objectives of modern education systems, which aim to prepare students for active participation in a globalized world (Abdulhasanli, Rzayeva, Amirova, & Huseynova, 2023).

One of the central aims of foreign language education is to develop communicative competence—an ability to use the language effectively and appropriately in various contexts. The communicative language teaching (CLT) approach, widely regarded as one of the most effective methodologies, emphasizes meaningful interaction and the practical use of language. Within this framework, cultural expressions such as proverbs and sayings play a pivotal role in fostering linguistic fluency and cultural understanding (Shokirovna, 2022). They offer learners insights into the social norms, values, and traditions of the target language community, thereby enriching their linguistic and intercultural repertoire.

Moreover, foreign language education extends beyond linguistic proficiency to include the development of cognitive and social skills. Learning a foreign language encourages critical thinking, problem-solving, and creativity, particularly when students engage with metaphorical and idiomatic expressions like proverbs. As highlighted by Nabi (2024), proverbs serve as linguistic artifacts that encapsulate centuries of cultural wisdom, enabling learners to explore the rich historical and philosophical dimensions of a language. This approach not only enhances their linguistic abilities but also deepens their appreciation for the cultural contexts in which the language is used.



Incorporating foreign language education into national curricula also aligns with international educational reforms aimed at fostering intercultural dialogue and global citizenship. As Gözpinar (2014) notes, language serves as a powerful medium for developing intercultural awareness, enabling students to understand and respect cultural diversity. By integrating proverbs into the learning process, educators can create opportunities for students to compare and contrast cultural values, thereby cultivating empathy and mutual respect among learners.

In the Azerbaijani context, the strategic focus on foreign language education reflects the country's aspiration to strengthen its global presence. The use of authentic materials, such as proverbs and sayings, bridges the gap between language learning and cultural understanding. As Nabiev (2023) points out, teaching linguistic nuances, including idiomatic expressions, is crucial for developing advanced language skills among learners. By embedding such elements into language instruction, educators can ensure that students not only acquire linguistic competence but also become culturally informed global citizens.

In conclusion, foreign language education plays a transformative role in equipping learners with the skills and knowledge necessary to navigate an increasingly interconnected world. By integrating culturally rich elements such as proverbs and sayings, educators can foster a holistic learning experience that combines linguistic proficiency with cultural awareness, critical thinking, and social engagement.

Teaching Through Folklore and Proverbs

Folklore, as a repository of cultural heritage, plays a significant role in language education by offering authentic, meaningful, and engaging content for learners. Among the various elements of folklore, proverbs stand out as concise, memorable expressions that convey moral values, societal norms, and linguistic richness. Integrating proverbs into language teaching provides educators with a powerful tool to foster both communicative competence and cultural awareness (Nabi, 2024). These succinct expressions not only teach language mechanics but also serve as gateways to understanding the values and traditions of the target culture (Gözpinar, 2014).

Proverbs possess a universal appeal, making them adaptable across diverse linguistic and cultural contexts. By exploring the proverbs of different languages, learners are encouraged to identify common human experiences and appreciate cultural diversity. For instance, comparing proverbs in English and Azerbaijani reveals shared values such as hard work, honesty, and respect for traditions, as well as unique cultural perspectives. This comparative approach not only enhances language skills but also develops intercultural sensitivity among learners (Mpumuje, Bazimaziki, & Muragijimana, 2024).

The integration of proverbs into language lessons can be achieved through various strategies. For example, educators can use proverbs to teach vocabulary, grammar, and sentence structure. English proverbs such as "Don't put all your eggs in one basket" or "An apple a day keeps the doctor away" can illustrate grammatical patterns like imperative sentences or subject-verb-object structures. Additionally, metaphorical expressions like "Still waters run deep" introduce learners to the rich figurative language of English, fostering creativity and deeper comprehension (Shokirovna, 2022).

Interactive activities, such as matching halves of proverbs or discussing their meanings, can further enhance learners' engagement and critical thinking. These activities not only encourage active participation but also help students internalize the linguistic and cultural nuances of the proverbs. As noted by Can (2011), such practices enable learners to better retain vocabulary and idiomatic expressions while simultaneously improving their communicative abilities.



Another effective method is using proverbs to introduce storytelling or role-playing exercises. For instance, learners can create narratives based on the meanings of proverbs, thereby practicing their speaking and writing skills. This approach aligns with the communicative language teaching (CLT) methodology, which emphasizes the practical use of language in meaningful contexts (Vos, Van Der Meijden, & Denessen, 2011).

Moreover, proverbs can serve as tools for moral education, promoting values such as integrity, diligence, and empathy. As Abdulhasanli, Rzayeva, Amirova, and Huseynova (2023) observe, using culturally embedded materials in language lessons fosters a deeper connection between learners and the language they are studying. By understanding the moral and ethical lessons conveyed through proverbs, students can gain insights into the worldview of the target language community.

Teaching through folklore and proverbs offers a multifaceted approach to language education that integrates linguistic, cultural, and moral dimensions. By leveraging the universal appeal and practical applications of proverbs, educators can create enriching and meaningful learning experiences that extend beyond language proficiency to foster intercultural understanding and personal growth.

Comparison of Azerbaijani and English Proverbs

Proverbs serve as cultural mirrors, reflecting the shared values and unique traditions of different societies. Comparing Azerbaijani and English proverbs offers valuable insights into their linguistic structure, grammatical patterns, and cultural meanings. Such comparisons not only highlight the commonalities that unite humanity but also reveal the distinctive characteristics that define each culture. As Nabi (2024) notes, proverbs encapsulate centuries of wisdom and offer a means to understand the cultural context in which they are used.

Structurally, Azerbaijani and English proverbs often share similarities in brevity and metaphorical richness. Both languages use proverbs to convey deep meanings through concise phrases. For example, the Azerbaijani proverb "*Toydan sonra nağara*" (literally, "Drumming after the wedding") parallels the English saying "After dinner, mustard," both of which convey the idea of something being too late or untimely. However, the grammatical construction in Azerbaijani may vary, often relying on implied subjects and verbs, while English proverbs frequently employ complete clauses.

Grammatically, English proverbs are more likely to adhere to standard sentence structures, such as imperative or declarative forms. Examples include "Don't put all your eggs in one basket" (imperative) and "An apple a day keeps the doctor away" (declarative). In contrast, Azerbaijani proverbs may omit elements such as subjects or auxiliary verbs for brevity and impact, as in "*Təzə süpürgə, təmiz süpürər*" ("A new broom sweeps clean"), where the structure is intentionally simplified for clarity and rhythm.

Culturally, Azerbaijani and English proverbs reflect their respective societies' values and worldviews. Azerbaijani proverbs often emphasize collective values, such as community, family, and tradition. For instance, "*Birlikdən qüvvət doğar*" ("Unity brings strength") highlights the importance of solidarity. English proverbs, while also valuing cooperation, frequently underscore individual responsibility and practicality, as seen in "God helps those who help themselves."

Despite these differences, there are notable thematic overlaps. Both cultures value hard work, honesty, and perseverance. The Azerbaijani proverb "*Zəhmətsiz bal yeməzlər*" ("No bees, no honey") mirrors the English saying "No pain, no gain," emphasizing the necessity of effort to achieve success.



Similarly, "*Hər elin öz adəti var*" ("Every land has its customs") corresponds to "So many countries, so many customs," showcasing a shared recognition of cultural diversity.

Translation of proverbs between these languages often involves not just linguistic adaptation but also cultural interpretation. Some proverbs can be directly translated while retaining their meaning, such as "*Yavaş get, uzaq get*" ("Go slowly, go far"), which is equivalent to "Slow and steady wins the race." However, others require contextual adaptation to convey their essence, as in "*Dəvəcən boyun olunca, düyməcə ağlın olsun*" ("Better to have wisdom than height"), which lacks a direct English equivalent but aligns conceptually with "The bigger they are, the harder they fall."

The nuanced differences in translation underscore the richness of each culture's linguistic heritage. As Gözpinar (2014) points out, understanding such nuances fosters intercultural awareness and deepens learners' appreciation for the target language. These comparative studies of proverbs offer not only linguistic benefits but also insights into the philosophical and moral priorities of each society.

Azerbaijani and English proverbs, while differing in structure and cultural focus, share universal themes that transcend linguistic boundaries. Exploring these similarities and differences helps language learners develop a broader perspective on communication and culture, enriching their linguistic competence and intercultural understanding. As Mpumuje, Bazimaziki, and Muragijimana (2024) emphasize, such comparative approaches in language education foster meaningful connections between learners and the cultures they study.

Practical Applications in Teaching

Incorporating proverbs and sayings into language teaching offers numerous opportunities to enhance students' linguistic and cultural competence. As compact and meaningful expressions, proverbs serve as effective tools for teaching vocabulary, grammar, and communication skills while simultaneously fostering cultural awareness. Their integration into lessons aligns with the communicative language teaching (CLT) approach, which emphasizes meaningful interaction and practical language use (Shokirovna, 2022). Here are some practical applications for using proverbs in the classroom:

1. Teaching Vocabulary and Grammar

Proverbs are an excellent resource for introducing and reinforcing vocabulary and grammatical structures. For instance, English proverbs like "Don't count your chickens before they are hatched" and "Don't put all your eggs in one basket" can be used to teach imperative sentences and negation. Similarly, proverbs such as "An apple a day keeps the doctor away" highlight subject-verb-object structures in declarative sentences.

To enhance understanding, educators can provide translations of proverbs into the students' native language. For example, the Azerbaijani proverb "*Zəhmətsiz bal yeməzlər*" ("No bees, no honey") can be compared to the English equivalent "No pain, no gain." Such comparisons help learners grasp both linguistic and cultural nuances (Nabi, 2024).

2. Encouraging Critical Thinking

Proverbs encourage learners to think critically about language and meaning. Teachers can ask students to interpret the metaphorical or symbolic significance of proverbs and relate them to real-life situations. For example, discussing the proverb "Still waters run deep" can lead to conversations about personality traits



and first impressions, fostering deeper cognitive engagement (Mpumuje, Bazimaziki, & Muragijimana, 2024).

3. *Developing Speaking and Writing Skills*

Proverbs can serve as prompts for creative speaking and writing activities. Students can be tasked with creating stories or dialogues based on a selected proverb, encouraging them to use their imagination and linguistic knowledge. For instance, the proverb "Slow and steady wins the race" could inspire students to write a short narrative or role-play a conversation about perseverance. This practice aligns with Vos, Van Der Meijden, and Denessen's (2011) findings that interactive activities promote intrinsic motivation and language acquisition.

4. *Building Intercultural Awareness*

Proverbs offer an opportunity for students to explore cultural values and traditions. By comparing proverbs from different languages, learners can identify similarities and differences in cultural perspectives. For example, the English proverb "So many countries, so many customs" and the Azerbaijani equivalent "*Hər elin öz adəti var*" highlight a shared recognition of cultural diversity. Such exercises not only improve language skills but also cultivate empathy and intercultural competence (Gözpınar, 2014).

5. *Interactive Games and Activities*

Interactive activities can make learning proverbs engaging and memorable. For instance:

- **Matching Game:** Students match halves of proverbs, such as pairing "Don't put all your eggs" with "in one basket."
- **Proverb Completion:** One team begins a proverb, and the other completes it (e.g., "Easy come, easy..." → "...easy go").
- **Proverb Charades:** Students act out a proverb while others guess its meaning.

These activities encourage collaboration, reinforce vocabulary, and improve students' ability to use proverbs contextually (Can, 2011).

6. *Enhancing Listening and Comprehension*

Teachers can use proverbs in listening activities by incorporating them into songs, speeches, or storytelling exercises. For instance, playing a recording of a story featuring proverbs allows students to identify and analyze their usage. Hibbing and Rankin-Erickson (2003) emphasize that combining visual and auditory elements enhances comprehension and retention, making proverbs particularly effective for struggling learners.

7. *Promoting Moral and Ethical Values*

Proverbs often convey moral lessons, making them valuable tools for character education. Discussing proverbs like "Honesty is the best policy" or "*Birlikdən qüvvət doğar*" ("Unity brings strength") helps students reflect on ethical values while practicing the target language. This dual focus on language and character development enriches the overall learning experience (Abdulhasanli, Rzayeva, Amirova, & Huseynova, 2023).



The practical applications of proverbs in language teaching are diverse and far-reaching. By integrating proverbs into classroom activities, educators can enhance students' vocabulary, grammar, critical thinking, and intercultural competence. These activities not only improve language proficiency but also foster a deeper connection to the cultural and moral dimensions of the target language. Such an approach ensures a holistic and engaging learning experience for students.

Conclusion

Proverbs and sayings are invaluable resources in language education, offering a unique blend of linguistic enrichment, cultural insight, and moral guidance. Their integration into teaching practices enhances vocabulary acquisition, grammatical understanding, and communicative competence, while also fostering critical thinking and intercultural awareness. As Nabi (2024) and Shokirovna (2022) emphasize, the use of culturally rich materials such as proverbs aligns with communicative language teaching, ensuring that students engage with the target language in meaningful and practical ways. In comparing proverbs from Azerbaijani and English, educators can highlight both universal themes and culturally specific nuances, promoting a deeper appreciation of the shared and distinct values reflected in language. By exploring proverbs, learners not only develop their linguistic abilities but also gain insight into the philosophies and traditions of the cultures they study (Gözpinar, 2014). Moreover, the moral and ethical lessons embedded in proverbs encourage students to connect language learning with personal growth and character development (Abdulhasanli, Rzayeva, Amirova, & Huseynova, 2023).

The practical applications of proverbs in teaching, from interactive games to creative writing exercises, make language learning engaging and memorable. By using these activities, educators can motivate students to actively participate in their language education while simultaneously fostering their ability to think critically and communicate effectively. Ultimately, the integration of proverbs into language instruction creates a holistic learning experience, bridging the gap between linguistic competence and cultural understanding. As a powerful pedagogical tool, proverbs enable students to connect with the target language on a deeper level, preparing them not only to use the language fluently but also to navigate the complexities of cultural exchange in a globalized world.

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Artificial Intelligence in Translation: Challenges and Opportunities

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Abstract

This article explores the transformative impact of artificial intelligence (AI) on translation, examining its opportunities and challenges. AI has revolutionized the field by enhancing accessibility, speed, and scalability, making language services available to a global audience. Tools powered by neural machine translation (NMT) have improved translation accuracy and efficiency, facilitating real-time communication across languages. However, significant challenges persist, including difficulties with idiomatic expressions, cultural sensitivity, and ethical concerns in sensitive fields such as legal and medical translation. The article advocates for hybrid translation models, improved training datasets, and ethical frameworks to address these limitations. By integrating AI's technological strengths with human expertise, the future of translation can balance efficiency with cultural and linguistic integrity, fostering effective global communication.

Introduction

Translation has long been a critical medium for bridging linguistic and cultural gaps, facilitating the exchange of knowledge, and fostering mutual understanding. From the manual translation of ancient texts to modern technological advancements, the methods and tools used for translation have continuously evolved. In recent years, the emergence of artificial intelligence (AI) has transformed translation practices, offering unprecedented speed and scalability while posing significant challenges (Bahri, 2020). Neural machine translation (NMT), powered by deep learning algorithms, represents a major breakthrough, enabling tools like Google Translate and DeepL to produce translations that are more accurate and context-aware than ever before (Gehring et al., 2017; Vaswani et al., 2017).

The impact of AI on translation is multifaceted. On the one hand, AI-powered tools democratize language services, making them accessible to individuals and small businesses globally. These tools provide real-time translations for text, speech, and images, revolutionizing communication and reducing costs (Koehn, 2020). On the other hand, AI systems struggle with cultural nuances, idiomatic expressions, and the translation of complex or ambiguous contexts, which often results in inaccuracies or misinterpretations



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(Zetzsche, 2019; Ismayilli, 2024). This duality underscores the need for a balanced approach that combines AI efficiency with human expertise to address these limitations.

Furthermore, the rise of AI in translation has introduced new ethical and cultural concerns. The homogenization of linguistic diversity and the perpetuation of biases inherent in training datasets threaten the cultural integrity of translated texts (Wilks, 2008; Pym, 2013). Ethical challenges become even more pronounced in fields like medical and legal translation, where precision and accountability are paramount (Ismayilli, 2024). These challenges highlight the indispensable role of human translators in ensuring the quality, reliability, and cultural sensitivity of translations.

This article explores the transformative role of AI in translation, emphasizing both its opportunities and challenges. By examining historical developments, current applications, and future directions, this study seeks to provide a comprehensive understanding of how AI has reshaped the field of translation. It advocates for hybrid translation models, enhanced training datasets, and ethical frameworks to maximize AI's potential while preserving linguistic diversity and cultural richness. As the demand for efficient and accurate translation grows in our globalized world, this balanced approach can ensure that the evolving practices of translation continue to bridge, rather than divide, cultures and communities.

The Evolution of Translation Technology

The history of translation technology reflects humanity's continuous quest to bridge linguistic divides through innovation. From manual translation practices rooted in cultural and contextual understanding to the emergence of machine translation (MT) systems, this evolution has profoundly shaped the way people communicate across languages. The integration of artificial intelligence (AI) into translation marks the latest chapter in this journey, offering transformative potential while introducing complex challenges (Pym, 2013; Bahri, 2020).

Manual Translation and Early Efforts

For centuries, translation relied entirely on human expertise, which combined linguistic skill with cultural insight to convey meaning effectively. Translators played an essential role in historical milestones, such as the translation of Greek philosophy into Arabic during the Islamic Golden Age or the dissemination of Renaissance knowledge through Latin texts (Wilks, 2008). These efforts emphasized accuracy, creativity, and a deep understanding of cultural nuances, making human translators indispensable in knowledge dissemination and intercultural exchange.

The Advent of Machine Translation

The 1950s marked a paradigm shift with the advent of rule-based machine translation (RBMT). Systems like the Georgetown-IBM experiment in 1954 laid the groundwork for automated translation by relying on predefined linguistic rules and grammar-based algorithms (Bahri, 2020). While RBMT demonstrated the potential of MT, it struggled with languages that had complex syntax or significant structural differences, leading to limited accuracy and adoption.

The 1990s saw the rise of statistical machine translation (SMT), a data-driven approach that relied on vast parallel corpora of translated texts to identify patterns and probabilities (Pym, 2013). Unlike RBMT,



SMT eliminated the need for exhaustive rule creation, improving translation quality, especially in handling ambiguity. However, it still faced challenges with idiomatic expressions, cultural nuances, and long-form texts, highlighting the need for more sophisticated solutions.

Neural Machine Translation: A Breakthrough

The introduction of neural machine translation (NMT) in the mid-2010s revolutionized the field, leveraging deep learning algorithms and neural networks to process entire sentences instead of isolated words. NMT models, such as those used by Google Translate and DeepL, excel in capturing context and producing more fluent and accurate translations (Vaswani et al., 2017; Gehring et al., 2017). By analyzing the relationships between words within a sentence, these systems overcome many of the limitations of SMT and RBMT, enabling context-aware translation.

AI-Powered Tools and Real-Time Translation

Modern AI-powered tools have pushed the boundaries of translation further, providing real-time solutions for text, speech, and image translation. Applications like Microsoft Translator and Google Pixel Buds integrate voice recognition and translation technologies, allowing seamless communication across languages. DeepL, renowned for its precision, focuses on translating challenging texts, catering to professionals in fields like law and medicine (Koehn, 2020). These advancements have democratized access to translation services, benefiting individuals, small businesses, and multinational corporations alike.

Limitations and Ethical Implications

Despite their remarkable progress, AI-driven translation systems still face limitations. They often struggle with idiomatic expressions, metaphors, and cultural subtleties, resulting in translations that are grammatically correct but semantically flawed (Zetzsche, 2019). Moreover, biases in training datasets can perpetuate stereotypes or produce culturally insensitive translations, raising ethical concerns about the homogenization of linguistic diversity (Ismayilli, 2024).

The Path Ahead

The evolution of translation technology underscores the need for continuous improvement and integration of human expertise. Hybrid models that combine AI's efficiency with human creativity and cultural awareness offer a promising way forward. By addressing challenges in accuracy, inclusivity, and cultural sensitivity, future developments in AI translation can preserve the art and ethics of translation while meeting the demands of a globalized world.

Opportunities Presented by AI in Translation

The integration of artificial intelligence (AI) into translation has brought transformative opportunities, significantly advancing accessibility, efficiency, and collaboration in the field. AI-powered tools have democratized translation services, making them widely available to individuals and organizations across the globe (Bahri, 2020). These innovations have redefined how languages are bridged, fostering more inclusive communication and streamlining workflows.

1. Increased Accessibility



AI-powered translation systems, such as Google Translate and DeepL, have made translation services more accessible than ever. These tools provide instant translations for a broad range of languages, allowing users to overcome linguistic barriers without the need for professional assistance (Gehring et al., 2017). This accessibility benefits individuals, small businesses, and global organizations alike, enabling broader participation in international communication.

2. Speed and Cost Efficiency

Neural machine translation (NMT) systems process vast amounts of text at unprecedented speeds, significantly reducing the time and costs associated with traditional translation methods. This efficiency is particularly advantageous for industries handling large-scale multilingual projects, such as e-commerce, media, and international trade (Vaswani et al., 2017). The ability to translate documents rapidly and at scale supports global expansion and operational agility.

3. Real-Time Communication

Advancements in AI have enabled real-time translation for text, speech, and images, facilitating immediate interaction across languages. These capabilities are integral to enhancing communication in personal, professional, and educational settings. AI-powered systems, including voice recognition tools and chat platforms, are helping to bridge linguistic divides in real time, fostering more effective cross-cultural dialogue (Koehn, 2020).

4. Enhanced Collaboration Between Humans and AI

AI has augmented human translators' workflows by producing initial drafts that can be refined for accuracy and cultural appropriateness. This collaboration enhances productivity and ensures high-quality translations by leveraging both AI's efficiency and human expertise (Zetzsche, 2019). The combination of machine-generated precision and human contextual understanding is vital for nuanced fields like legal and medical translation.

5. Bridging Linguistic Gaps in Education

AI has also played a pivotal role in education, expanding access to multilingual resources and enabling learners and educators to engage with materials across languages. Tools that provide real-time translations and personalized assistance facilitate language acquisition and improve the accessibility of educational content worldwide (Babazade, 2024).

6. Expanding Linguistic Research and Training

AI-driven translation technologies have opened new avenues for linguistic research and training. By analyzing large-scale multilingual datasets, these systems contribute to a deeper understanding of language structures and patterns. They also enhance language learning platforms by offering immediate feedback and insights tailored to individual learners' needs (Badri et al., 2021).

AI's integration into translation has redefined the field by offering unprecedented accessibility, speed, and collaboration opportunities. These advancements have empowered individuals and organizations to navigate linguistic barriers effectively, enhancing global communication and fostering inclusivity.



However, addressing AI's limitations remains critical to fully realizing its potential while preserving the richness of linguistic and cultural diversity.

Challenges of AI Translation

While artificial intelligence (AI) has revolutionized translation, it also faces significant challenges that impact its reliability and effectiveness. These challenges, rooted in linguistic complexity, cultural nuances, and ethical considerations, underscore the limitations of AI-powered tools in certain contexts. Addressing these issues is essential to ensure that AI translation systems support accurate and culturally sensitive communication.

1. Accuracy and Idiomatic Expressions

AI translation tools often struggle to interpret idiomatic expressions, metaphors, and context-dependent phrases. These linguistic features, deeply embedded in cultural and social contexts, frequently extend beyond their literal meanings, posing difficulties for AI systems reliant on statistical patterns and training data (Vaswani et al., 2017). Neural machine translation (NMT) models, while advanced, can produce grammatically correct translations that fail to capture the intended meaning, particularly with idiomatic or metaphorical language.

For instance, idiomatic expressions like “kick the bucket” (meaning to die) or metaphors like “time is money” may be translated literally, resulting in outputs that are semantically incorrect or culturally inappropriate (Zetzsche, 2019). Similarly, polysemous words—those with multiple meanings depending on context—often lead to ambiguity in translations. Without sufficient contextual understanding, AI systems can misinterpret such terms, diminishing the clarity and reliability of translations (Bahri, 2020).

2. Cultural Sensitivity

AI translation tools often lack the ability to recognize and preserve cultural nuances, leading to a homogenization of linguistic diversity. Human translators bring a deep understanding of cultural context, historical subtleties, and emotional tone, which machines currently cannot replicate (Koehn, 2020). This limitation is particularly problematic when translating culturally specific idioms, greetings, or formalities, where misinterpretation can result in unintended offense or loss of meaning.

Additionally, biases in AI training datasets further exacerbate this issue. If the training data lacks diversity or overrepresents certain linguistic or cultural norms, the translations produced may reinforce stereotypes or exclude underrepresented perspectives (Wilks, 2008). For instance, translating formal greetings in one culture into overly casual equivalents in another may come across as disrespectful, undermining the intended tone and relationship (Ismayilli, 2024).

3. Ethical Concerns

AI translation systems face significant ethical challenges, particularly in sensitive fields like medical, legal, and diplomatic translation. These areas require precision, accountability, and a deep understanding of specialized terminology, which AI tools often fail to provide (Gehring et al., 2017). Errors in these contexts can have serious consequences, ranging from misdiagnoses in medical translation to legal disputes caused by inaccuracies in contracts or agreements.



For example, mistranslating a medical diagnosis or prescription could endanger a patient's health, while inaccuracies in legal texts could lead to breaches of contractual obligations or international misunderstandings (Ismayilli, 2024). Moreover, the lack of accountability in machine-generated translations raises ethical concerns about liability when errors occur. Human oversight remains essential to ensure that translations in such contexts meet the necessary standards of accuracy and cultural appropriateness (Zetzsche, 2019).

While AI-powered translation tools offer remarkable advancements in speed and accessibility, their limitations in handling idiomatic expressions, cultural nuances, and sensitive content present significant challenges. Addressing these issues requires a balanced approach that combines the efficiency of AI with the expertise and cultural awareness of human translators. By improving training datasets, incorporating ethical frameworks, and emphasizing human-AI collaboration, these challenges can be mitigated, paving the way for more reliable and culturally sensitive translation practices.

Proposed Solutions and Future Directions

While artificial intelligence (AI) has brought transformative changes to translation, addressing its challenges requires a multi-faceted approach that leverages both technological advancements and human expertise. The following solutions and future directions aim to enhance AI's effectiveness while preserving cultural and linguistic integrity.

1. Hybrid Translation Models

AI-human collaboration offers the most effective pathway to overcoming AI's limitations. Hybrid translation models combine the efficiency of AI with the cultural sensitivity and contextual understanding of human translators. AI tools can provide initial drafts of translations, which human professionals refine for accuracy, tone, and cultural relevance. This approach not only enhances productivity but also ensures that nuanced and sensitive texts meet the highest standards of quality (Zetzsche, 2019).

Implementation Example:

In legal and medical translations, hybrid models allow AI to handle repetitive and technical elements while humans focus on interpreting complex terminology and ensuring cultural appropriateness. By integrating AI into human workflows, organizations can achieve cost savings without compromising precision (Gehring et al., 2017).

2. Improving Training Datasets

The quality of AI translation tools is inherently tied to the diversity and accuracy of the data on which they are trained. To reduce biases and improve cultural sensitivity, AI systems must be trained on datasets that are representative of a wide range of languages, dialects, and cultural contexts. Including minority languages and culturally specific expressions in training datasets ensures more accurate and inclusive translations (Bahri, 2020).

Strategies for Improvement:

- Partner with linguists and cultural experts to curate datasets reflective of diverse linguistic and cultural practices.



- Regularly update datasets to incorporate evolving language usage, idiomatic expressions, and regional variations (Wilks, 2008).

3. Developing Ethical Frameworks

The responsible use of AI in translation requires robust ethical guidelines, particularly in high-stakes scenarios such as medical, legal, and diplomatic contexts. These frameworks should address issues of accountability, transparency, and inclusivity. Standards must be established to determine when human oversight is mandatory, especially for translations with potential legal or ethical ramifications (Ismayilli, 2024).

Proposed Guidelines:

- Mandate human review for translations involving sensitive or critical content.
- Establish accountability mechanisms to address errors in machine-generated translations.
- Ensure transparency in how AI tools process and produce translations, including disclosing limitations and areas of uncertainty (Koehn, 2020).

Case Studies and Real-World Applications

AI translation has already demonstrated its value in various industries, showcasing both its potential and the effectiveness of hybrid approaches. These real-world applications highlight practical solutions for overcoming linguistic barriers.

1. AI in E-Commerce

AI-powered translation tools have revolutionized e-commerce by enabling businesses to localize content for global markets. Platforms like Amazon and Alibaba use AI to translate product descriptions, reviews, and customer support materials into multiple languages, improving accessibility and user experience (Babazade, 2024).

2. AI in Diplomacy

In diplomatic settings, real-time AI translation tools facilitate multilingual communication during international conferences and negotiations. However, hybrid approaches are often employed to ensure that culturally sensitive and ambiguous statements are accurately conveyed (Ismayilli, 2024). AI provides efficiency in translating technical and routine content, while human interpreters manage complex cultural and diplomatic nuances.

3. Content Localization

Media and entertainment industries rely on AI tools for rapid translation of subtitles, scripts, and marketing materials. DeepL, for instance, is favored for its ability to handle creative and formal texts, ensuring linguistic fluency and contextual relevance (Gehring et al., 2017). In these cases, human editors refine AI-generated translations to align with the intended tone and cultural context.

4. Success Stories of Hybrid Translation



Hybrid translation approaches have been successfully implemented in numerous fields. For example, in healthcare, AI tools assist with translating patient information, while human translators ensure that medical jargon and cultural nuances are accurately interpreted. Similarly, in international law firms, AI accelerates the translation of contracts, with human lawyers reviewing final outputs for precision and compliance with local legal systems (Zetzsche, 2019).

The future of AI in translation lies in a balanced approach that integrates human expertise with technological innovation. Hybrid translation models, diverse training datasets, and ethical frameworks can address the challenges of accuracy, cultural sensitivity, and ethical concerns. By learning from real-world applications, the translation industry can continue to evolve, ensuring that AI serves as a tool for inclusive and effective global communication.

Conclusion

The integration of artificial intelligence (AI) into the field of translation has ushered in a new era of accessibility, efficiency, and scalability. AI-powered tools have revolutionized the translation process by enabling real-time communication, reducing costs, and expanding the reach of language services to individuals and organizations worldwide. However, as transformative as these advancements are, they also come with notable challenges. AI struggles to interpret idiomatic expressions, cultural nuances, and ambiguous contexts, often leading to inaccuracies. Moreover, ethical concerns, including biases in training data and the potential homogenization of linguistic diversity, further complicate its application in sensitive fields like legal, medical, and diplomatic translation.

To address these challenges, a balanced approach is essential. Hybrid translation models that integrate AI efficiency with human expertise offer the most effective way forward, combining technological speed with the cultural and contextual understanding only humans can provide. Improving training datasets to better reflect linguistic diversity and developing ethical frameworks for responsible AI use in high-stakes scenarios are also critical steps. These measures not only mitigate the limitations of AI but also ensure its contributions to translation are inclusive, accurate, and culturally sensitive.

As demonstrated in fields like e-commerce, diplomacy, and content localization, AI's potential is vast, particularly when paired with human oversight. By leveraging its strengths while addressing its shortcomings, the future of translation promises to enhance global communication, preserve linguistic diversity, and foster deeper intercultural understanding. Through continued research, innovation, and collaboration, AI can become a powerful ally in bridging the world's linguistic divides.

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The First Influences of Western Literature on Azerbaijan Literature: Modernism and Tradition in the Works of Akhundzadeh

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| Keywords | Abstract |
|--|--|
| <p>M.F.Akhundzade modernism and tradition culture philosophy</p> | <p>The views expressed in this article the attitude of the prominent Azerbaijani thinker Akhundzadeh towards the West and the East. By comparing it with his attitude toward the East, one may understand his attitude toward the West on every given issue. Akhundzadeh's perspective on the West and the East was examined in the works, and the impact of his philosophy on our literature was also clarified. Here are some of Akhundzadeh's approaches to religion and literature as they relate to the issues facing the West and the East. In addition, for a proper understanding of Akhundzadeh's attitude towards the West, many quotations that reveal his attitude towards the West and the East have been mentioned, and the thinker's views have been discussed throughout the article.</p> <p>The article also mentions the points where Akhundzadeh's attitude toward the West diverged. Thus, his attitude towards Tsarist Russia and Europe is also differentiated.</p> <p>The points that akhundzadeh opposes existing traditions in Azerbaijani and Eastern Literature in general, supports Western literary traditions, and the advantages that will be achieved through the application of innovations are listed. Akhundzadeh's role in the integration of existing Sciences in Europe to the East was noted.</p> <p>The essay emphasized how Akhundzadeh's attitude toward both civilizations was evident in his creative, scientific, and philosophical achievements.</p> |

Introduction

The first well-known figure in Azerbaijani literature to oppose classicism and eastern literary traditions was M. F. Akhundzadeh. Presenting him only as a representative of Azerbaijani literature would be incorrect. As a result, he was the head of the enlightened movement known for its impact in the East and one of the first representatives of the materialist philosophy in the East, which at the time was gaining traction in the West.



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His proficiency in Arabic, Persian, and Turkish facilitates his study of the literature and cultures of the peoples of Central Asia and the East, as well as his ability to grasp all aspects of Islamic culture.

Akhundzadeh was among the first to advocate for literary concerns in Russian, which was the primary means by which the developed scientific and literary corpus of the West reached Azerbaijan and Iran.

In Azerbaijani literature, M. F. Akhundzadeh is considered the creator of dramaturgy, literary criticism, and realism. With his numerous creative ideas, he served as a bridge between the two civilizations and literatures, having studied both Russian and Western literature.

What are our article's goals and objectives? In Eastern literature, M. F. Akhundzadeh carries particular significance. Even though he was educated in a traditional Eastern manner, was well-versed in Eastern literature, and even penned his early works in this genre, he was against the classical writing that developed in this region, which utilized themes and repetitions. His preference was for works that reflected actual life and had a fresh narrative. The article's primary objective is to examine the causes of this and how it has affected our literature—that is, how Western literature has influenced Eastern literature, particularly Azerbaijani literature.

Literary Contributions and Philosophical Views of M.F. Akhundzadeh

The first systematic articles in the theoretical and scientific literature of Azerbaijan were published by Akhundzadeh. In classical Eastern literature, literary issues or critical issues are in the form of incomplete information given as a piece of fiction in works without a plot or with a partial plot. Let's examine Fuzuli's gazelle, "Soz" (*The Word*) as an illustration.

Artıran söz qədrini sidqilə qədrin artırır,
Kim nə miqdar olsa, əhlin eylər ol miqdar söz.

(Meaning: Whoever makes the word more valuable, confidently adds value to himself. He talks as much as he is worth talking about.)

The phrase "to come from nothing" in Fuzuli's sense, which reveals to the public a person's innermost thoughts, serves as a measure and indication of a poet's skill. Knowing the worth of one's word enhances one's own worth (Yusifoglu, 2015). This example demonstrates how literary concerns are presented and analyzed by a critic in traditional Eastern literature. The idea is that this was the state of all literary and critical concerns prior to Akhundzadeh. Because of his command of the Russian language and his mentorship of Russian literature, Akhundzadeh was able to offer a fresh, methodical critique of European literature.

On the other hand, Akhundzadeh was worried about the deviation of Islam from its original path, its transformation into superstition, and the abundance of such approaches in literature. All literature has been overtaken by classical poetry, and the creative energy of writing has been exterminated by repetition. "In the general spirit of Akhundzadeh's works, the importance of realism, which was founded by Akhundzadeh, and the promotion of the unnecessaryness of classicism occupy the main place" (Babazadeh, 2018).

Akhundzadeh fought for the lack of plot and unnecessary repetitions in classical literature. He categorized the works of classical poets. For example, he calls Fuzuli a master of poetry but noted that there



is not enough influence in his poems. This means that although his poetry contains proper measure, rhyme, rhythm, and harmony, they have no meaning. Akhundzadeh adds Movlana Jamaledin Rumi to his list as well. Despite his belief that idealism leads to a weakness in Movlana's works, he finds that his use of storyline and realistic, alive paintings set him apart from the rest (Valiyev, 2014).

Akhundzadeh's most famous literary works are the poem *The Oriental Poem (Lament on the Death of Pushkin)* (1837), *Hekayati Molla Ibrahim-Khalil Kimyagar* (1850), *The Story of Monsieur Jourdan, a Botanist and the Dervish Mastalishah, a Famous Sorcerer* (1850), *Adventures of the Lankaran Khanate Vizier* (1850), *Hekayati Khirsi-Kuldurbasan* (1851), *Sarguzeshti Mardi-Khasis (Haji Kara)* (1852) comedies, the play *The Story of the Appeal Lawyers* (1855), and the satirical stories *The Deceived Kavakib (The Story of Yusif Shah)* (1857). Akhundzadeh's scientific and philosophical works include *Letters with Kemaluddov*, *Doctor-English Yuma zasav*, *Argument with Molla Alakbar*, *Fehiristi-kitab*, *Khitab ber katib*, *Khitab ber nagil*, *About Verse and Prose*, *Criticism about Mirza Agha's Plays*, *On Rumi and His Work*, *Criticism of the Columnist of the "Millat" Newspaper of High Iran*, *About One Word*, *John Stewart about National Freedom*, *About the Muharram Ritualism*, *Babylonian Beliefs*, *Hikayat*, *The Parable of Sismond*, etc.

Azerbaijani literature was impacted by Arabic and religious themes as Islam expanded in the seventh century. True, there are occasional exceptions, but not many. This impact starts to lessen in the 19th century, which might push both Western and Islamic culture. War is the exact cause of these consequences. "Cultural integration occurs through different factors such as war, trade, and religion" (Bloch, 1985). The invasion of the Arabs and the spread of the Islamic religion brought Eastern literary traditions to literature, while the occupation of Tsarist Russia replaced this tradition with the Western literary tradition. As we have seen, the factor of religion and occupation plays a key role here.

If we go further back, we will see that the territory of Azerbaijan bears traces of different cultures due to nomadic tribes—from the dualism spoken in *Avesta* to the image of Tepegoz (Cyclops) in *Kitabi-Dede Gorgud*. However, this can be said not only about the nomadic Turkic tribes settled in Azerbaijan but also about the tribes settled in the territory of Turkey. "The migration of the Turks from these nomadic tribes to different geographies from their own geographies allowed them to encounter many civilizations and create different syntheses because they lived semi-nomadically. As a result, the Turks got acquainted with the great Islamic culture that dominates the Eastern culture" (Hüseyn, İbrahim, & Ishak, 2009).

However, it should be noted that Islamic culture has been distanced from its originality by the dominance of various states over Azerbaijan's territory, invasions, the multiplicity of ethnic elements, the assimilation of various cultures by the aforementioned nomads, and the trade that took place along the Silk Road across a vast geographic area. These problems cause myths and superstitions unconnected to religion to proliferate and cause the general public's scientific quotient to decline.

The country's split into khanates and the deterioration of the primary economic routes and cultural connections severely diminished the people's sense of national and ethnic identity on the eve of the invasion of Tsarist Russia. Akhundzadeh plays the role of a bridge between Tsarist Russia, which has just invaded Azerbaijan, and those masses. A. A. Bakikhanov was one of those who undertook this mission. Akhundzadeh's first attempt to improve literacy was the "Alifba Project" (Musayev, 2021).



Tsarist Russia was his closest ally on this issue. The essential point is that expanding business utility was a major factor in the fact that a large portion of the populace at least knew the regulations governing the administration of the newly conquered territories. One of the key tenets of the Tsarism policy was the exclusive participation of women in the industrial process. Mass exploitation was hard to implement since Eastern thought did not support it.

Although they are founded on distinct objectives, Akhundzade's thoughts are consistent with Tsarism in that they criticize all the twisted, obsessive notions of Eastern-Islamic thought (Nuriyeva, 2015). However, over a certain period of time, we see that the invaders' interest in educating the people has decreased, and on the contrary, they are supporting local religious authorities and giving them special privileges. In certain sources, the reason for this is the uprisings led by the clergy in Azerbaijan (Caucasian Muslims Administration, n.d.).

Working in the civil service between these two civilizations, Akhundzadeh combines aspects of both cultures into his plays as a writer and playwright. Thanks to his employment in the public service during the Russian Tsarist viceroyalty, he is more acquainted with the current processes.

Based on the aforementioned claims, let us examine the influences of both Western and Eastern philosophy and culture on Akhundzadeh's writings. Let us first concentrate on scientific works. He discusses "stenography" in England in the essay *A New Alphabet for the Writing of Islamic Languages Consisting of Arabic, Persian, and Turkish* (Akhundzadeh, 2005, Vol. III). There are many benefits to this type of rapid writing, but this art cannot be practiced with Arabic calligraphy, as the pen should not be separated from the paper at this time. The dots in the Arabic script do not allow this. Because most letters are spelled the same, the only difference is the dots. The author mentions the possibility of applying the European printing system due to the introduction of the alphabet. At this time, a laborious and expensive work such as manual transfer will be eliminated.

Numerous issues arise as a result of the Arabs' influence on poetry. As a result, any event's description is made up for rhyme's sake, which results in writing extra words. But in Europe, new genres were emerging. Akhundzadeh made the initial moves and produced the first works of Eastern literature after becoming familiar with these advances through the Russian language. In his own words, "I myself cannot praise and brag about my works, but I can dare to be proud that I was the first among Muslims to get acquainted with the works known only to Europeans and introduced my compatriots to them" (Akhundzadeh, 2005, Vol. III). In this letter written to Kruzenshterin, the director of the Office of the Viceroy of Tsarist Russia in the Caucasus, he also explains the role of Russian tsarism in the writing of his works: "If my comedies are spread among Muslims, it will lead to the improvement of their morals, and it can perpetuate the glory and goodness of my high-status responsibility (representatives of Tsarist government are meant) which pushed me to such a literary genre" (Akhundzadeh, 2005, Vol. III). It is also clear from the historical facts that during Vorontsov's regency, the people of the Caucasus were asked to write works in new literary genres. Akhundzadeh also makes this note in his letters (Akhundzadeh, 2005, Vol. III). However, it cannot be said that Akhundzadeh's reason for writing comedies and dramas is only this requirement. He himself understood that this was an important point. Writer Chingiz Huseynov's work *Fatal Conquest* reflected this moment with its full reality. When Vorontsov said to Akhundzadeh, "Your people should become European, write a play for this," Akhundzadeh thought, "We have been writing



poetry for centuries, but the people are still illiterate and backward. The time has come to write dramatic works" (Huseynov, 1986).

The intellectual theories of Akhundzadeh, which combined Eastern and Western thought, acquired particular weight in the nineteenth century. In his work *From the History of Social and Philosophical Thought of the 19th Century in Azerbaijan*, eminent philosopher and valuable scientist Heydar Huseynov wrote the following about Akhundzadeh: "Mirza Fatali Akhundov is the most prominent representative of progressive social and philosophical thought of the 19th century in Azerbaijan" (Huseynov, 2007). Heydar Huseynov regards Akhundzadeh as an adherent of the materialist tradition that originated in Russia and Europe.

It's noteworthy to observe his opposition to materialism and idealism in his essay *Hakimi-İngiliz Yuma Javab (The Doctor: The Answer to the English Wash)*. Here, the opinions of philosophers and Shariatists are contrasted, and topics like existence and non-existence and the necessity of a reason are covered that have turned into unique discussion topics worldwide. Akhundzade adopts a somewhat materialistic stance in this instance. According to Shariatists, everything has to have a cause. For instance, a seed requires a tree, just as a sperm needs a begetting one. Consequently, as the cosmos is made up of various objects, it likewise requires a cause. In this instance, the universe may exist and cannot cease to exist. Based on this theory, we may conclude that wajubul-wujud is a being that exists and does not require a cause. In this case, the existence of the universe is possible and it is impossible to stop. With this idea, we can judge that there must be a being that does not need a cause, and that is wajubul-wujud. It is sufficient in this sense to exist on its own; it's feasible that he is the reason why the cosmos could exist at all. From this wajubul-wujud, we ought to see it as the source of all things, except God (Akhundzadeh, 2005, Vol. II).

In response, Akhundzade says, "O Shariatists, a thing does not need its essence and a cause, but it is only of one kind to another kind; it needs a reason for its transformation from one state to another" (Akhundzadeh, 2005, Vol. II). Akhundzade rejects the veracity of the Shariatists' claims. As we have seen, Akhundzade adopts a materialist stance in contrast to other Eastern thinkers. It should be mentioned that scholars of Islamic philosophy also see certain aspects of Islam as important to the religion, such as the notions that everything has a cause and that God is the creator of all things, among other idealistic concepts (Mehdiyev, 2010).

Knowing the East well, Akhundzadeh believed that new topics should be introduced into literature to further its advancement and compared it to Europe. Therefore, the didactics that originated in the East and have now become customary are not beneficial to individuals. At one time, this genre also existed in Europe. But then its uselessness was understood. Akhundzadeh writes about it like this:

I read *Yek Kelme (An Only Word)* over and over. It is a unique book, a beautiful keepsake, and a useful piece of advice. But it was written for a dead nation. Does anyone in Iran listen to the advice? Previously, in Europe, it was believed that counseling the oppressor would force him to give up his oppressive ways. However, as time went on, people saw that advice had little effect on the oppressor's character. That's why the nation realized the benefits of unity by progressing in science thanks to the unobstructedness of religion, and united with each other, appealing to the tyrant to give up the empire and government! (Akhundzadeh, 2005, Vol. II).



The key argument is that didactics held a dominant role in literature up till Akhundzadeh. Whether it was written in *Aruz*, which came to our literature from the Arabs, or written in our national style *heja* (syllable), the works continued to be written in this style. Many examples continued to appear, from the master's books of the lovers to A. Bakikhanov's *Tahzūbil-akhlaq*. Akhundzadeh's struggle slowed down the development of this genre.

Akhundzadeh preferred the existence of a European constitution to religious laws and didactic works. He wrote:

If Sharia is the source of justice, then it must implement equality of law, which is the first basis of the constitution, in the courts (Akhundzadeh, 2005, Vol. II).

Akhundzadeh highlighted "personal freedom" as a concern. It is stressed how crucial it is to implement it as a constitutional right. In the story given as an explanation for this, the statements of the four witnesses are not considered reliable because they are not Muslims, and a wrong verdict is given. Akhundzadeh again confronts this issue with Europe and writes that over time, such issues that exist there also hinder development, and therefore Europe quickly turns away from this line:

In the past, the Jesuits in Europe considered it permissible to buy and sell pagan and polytheist slaves and maids based on the fatwa of the Torah. They said that Moses made the buying and selling of pagans and polytheists halal, even obligatory. The Englishman stood up and said that Moses did not understand: Pagans and polytheists are people like us, they are our brothers. The human species cannot be deprived of its right to freedom because of religious separation. That is why they strictly prohibited buying and selling slaves and maids in every corner of the old and new world (Akhundzadeh, 2005, Vol. II).

There are issues that are difficult to address or give any opinion about. Going beyond the accepted values in our literature and culture could endanger not only the writer's creativity but also his life. However, Akhundzadeh seems to be more courageous among the thinkers before and after him on certain issues.

Commenting on living without marriage, which is completely forbidden by Islam, Akhundzadeh writes:

A free man and a free woman become very close with each other without a marriage record, with the consent of both parties. Shariat is wrong to punish each of them with a hundred punishments? Isn't this work contrary to the complete security of the human personality (inviolability of the personality, the right to a safe life) and is it not opposed to justice? If the purpose of Sharia from this verse is to protect honor and mentality, then this verse should refer to the adultery of a woman with a husband and a man with a wife (Akhundzadeh, 2005, Vol. II).

Akhundzadeh contends that these individuals ought to take responsibility for their actions and that others shouldn't interfere in their personal affairs. He cannot have his freedom taken away from him, regardless of the error. Since freedom is, in Akhundzadeh's opinion, the most exquisite gift that humanity has ever received. It doesn't take away people's freedom to play pretend and spend little money on games.

Akhundzadeh also highly evaluated the importance of the inviolable nature of life. The precedent of the death penalty being upheld in the East carries on this problem, which has already become a value in



the West. It is true that the tsarist government, especially the tsars, killed anyone they considered a potential threat, but the country's laws prohibited the death penalty.

In general, it is evident from even a cursory examination of Tsarist Russia's legal system that various choices were taken at different points in the empire's history. For instance, in her article *The Death Penalty in the Constitutional Order of the Russian Federation and the Approach of the Constitutional Court*, Zeynab Ozkan writes:

In the sixteenth and seventeenth centuries, some crimes against religion, state, Tsar, person, or property, such as buying furs without customs, cheating in the salt press, organizing the sale of prohibited substances, evading service, helping fugitive soldiers, were considered within the scope of the death penalty (Gernet, 1913). In the Military Law dated 1715, Tsar Büyük Petro increased the crimes requiring the death penalty to one hundred and twenty-three and the type of execution to twenty. In 1735, Tsar Elizabeth is known as the first ruler to abolish the death penalty. However, the results of this intervention were short-lived. The Emirname of Queen Elizabeth dated 1744 is an example of the legal abolition of the death penalty. According to the decree, all death sentences will be presented to Queen Elizabeth (Ozkan, 2019).

The death penalty in the constitutional system of the Russian Federation and the approach of the constitutional court formed the basis for the legal reform of Tsar Alexander II dated 1864. Mirza Yusif Khan received a copy of a letter written in 1875. The highlighting of legal issues in this piece called *One Word* coincides with the period after the legal reforms implemented by Tsar Nicholas II in 1864. This gives us the impression that Akhundzade was familiar with the processes taking place in Tsarist Russia and supported the policy.

Conclusion

Living in Tiflis, the crossroads of Western and Eastern civilizations, Akhundzadeh was fluent in Azerbaijani, Turkish, Persian, Arabic, and Russian. He also studied both cultures and the sciences prevalent in those regions; his writings capture the harmony between the two cultures. This is evident in his creative, scientific, and philosophical works, as discussed in the main section. Apart from the primary conclusion, the article's findings can be summarized as follows:

1. Akhundzadeh systematized literary-critical ideas in Eastern literature before him and brought innovations from Western literature into Eastern literary traditions.
2. Akhundzadeh refuted religious superstition in science and culture, basing his opinions on European scientific models.
3. Akhundzadeh introduced forms that found a home in European literature while opposing the traditions that had ruled the literary world for four to five centuries.
4. Akhundzadeh's writings set aside space for the advocacy of the policies of the present administration.
5. A person's constitutional rights are wholly Western-centric in Akhundzadeh's writings.



Considering all of this, it can be claimed that Akhundzadeh succeeded in establishing Western literary traditions and produced the first Western literary models in the East by rejecting the customs prevalent in Azerbaijani and Eastern literature generally. Akhundzadeh's achievement in this work may be attributed to his understanding of Western traditions and sciences within the context of the Russian Empire.

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Underground water galleries of Ganja city – kahriz

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| Keywords | Abstract |
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| agriculture gardens orchards and melon fields artificial irrigation | It has become clear from ethnographic studies that the material culture of the population has preserved many of the ancient traditions by developing through its own internal resources. A number of its archaic forms trace their roots back to the distant past. This has created the basis for the centuries-old traditional historical material culture examples of urban culture to be passed from generation to generation. |

Ganja, which connects the northeastern foothills of the Lesser Caucasus Mountains with the wide Kura-Araz plain, is a city with a mild climate, abundant water, and fertile and fertile lands. Historically, the city has had a favorable natural-geographical position. Ganjachay, flowing from the Lesser Caucasus, was used for irrigation and domestic use. The climate of the foothills of the Lesser Caucasus, including Ganja, is hot, semi-humid, mild-cold, and cold-humid in the highlands. In the highland zone, alpine and subalpine mountain-meadow soils are spread in the direction of Goy lake, and mountain-forest soils are spread below it [1, p. 38]. This city has always been located on the caravan and trade routes, and at the same time it played an important role in the political, economic and cultural life of our people by ensuring the transition between the Muslim world and the Christian world. Passing the test of centuries and overcoming the disasters caused by nature and states, this historical city, which has preserved its ancient name, national and spiritual values, has been and continues to be one of the famous scientific and cultural centers of the East in all respects. Sources show that Ganja, being the last big city in the north of the Muslim world, also served as a guard post. The part of the city located on the right bank of the Ganja river was protected by a double fence, and on the left bank by deep ditches filled with water. In later times, the city's sewage system made of perfect earthen pipes, well-built drinking water ditches on the side of the streets, once again shows that even in the 10th-13th centuries, Ganja experienced a flourishing period of its development. Several technical methods were used to provide water to the city life. At one time, the city was bordered from the north by the right bank of the Kur and the Zayam river, a small branch of the Alazan river. It bordered the Karabakh and Iravan khanates from the south. The territory of Shamshaddil, inhabited by Azerbaijanis, was separated from Ganja by the Zayam river, and from Kakheti by the Kura river. A military unit was located in the area called the Castle in the central part of the city [2, p. 328]. Currently, the city is located 363 km west of Baku, connecting both banks of Ganjachay, the right tributary of the Kura River, on the Baku-Tbilisi railway.



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Historian scientist MXSharifli writes that since the 9th century, a number of farms, gardens and orchards covered large areas, and the expansion of artificial irrigation networks conditioned the expansion of cotton cultivation. The dried fruits of Azerbaijan, grapes, figs, apples, pears, cranberries, chestnuts, etc., were popular in all Middle Eastern countries at that time [3, p. 101]. A. Sumbatzade notes that in 1882, the dried fruits of Ganjali Ibrahim Karim (abukhara, black plum, apricot, peach, cherry) were exhibited at an agricultural exhibition in Moscow. At one time, he grew grapes, pomegranates, figs, mulberry trees and melons in Ganja gardens [4, p. 280]. Ganja's yellow figs, almonds and goragis apples are famous in the region.

Artificial irrigation had a certain importance in the Ganja area, which was more favorable for the development of ancient agriculture and viticulture. Due to the hot climate in the parts of this place that are relatively close to the plain, there is a great need for artificial irrigation. The main water sources of the foothill zone, including the city, are rivers, streams, large ditches, etc. has been [5, p. 75]. During the conversation with the residents of Bagbanlar neighborhood, it became known that grapes were also stored in khehriz in Ganja. The advantage of these methods was that it did not require additional costs to store the grapes, despite the long storage, the bunches did not lose their freshness, taste and quality. The practice of keeping grapes and other edible food products cool for a long time in the summer season was also in the city of Ordubad. Perishable food products could be kept for a long time in the wall openings of the building called "centipede" built here - in the eye of Kahriz.

Usually, it was possible to irrigate croplands by leaving relatively small tributaries from rivers that take their source from mountain springs. Such rivers were used in the city both in ancient and medieval times. The procedure for using them did not require much labor. However, the history of such small ditches, which are much easier to build and require relatively little effort, is almost ancient. After the habit they gained in these small ditches, people started building bigger ditches in the plains. The maintenance and operation of the ditches for the artificial irrigation system required a lot of manpower.

Another irrigation system in the city was carried out through kahriz. GNoting that one of the artificial irrigation sources in Anjabasar region is kahriz, NAAbelov called it "underground water gallery" [6, p. 49]. It is known that "the creation of the kahriz system is one of the most valuable findings of human thinking in the field of agriculture. The expansion of the Khariz was probably related to the spread of morning culture. Kahriz have been known in Ganjabasar world since ancient times. Archaeologists around Shamkhorchay B.C. Excavating in the cemetery of the 1st century, they found the remains of an ancient tomb. Archaeological sources show the use of kahriz and Ganja water in the irrigation of agricultural fields around ancient Ganja [7, p. 67]. The Kahriz were struck in these areas as early as BC. Undoubtedly, one of the most widespread irrigation systems in the Middle Ages was the kahriz. Kahriz were used more widely in the foothills of the Lesser Caucasus Mountains, especially in Ganja and other areas. Although these mentioned irrigation systems were used in the part of the Dağatayi region, which is included in another mountainous region, they were not so important. Due to the rains, the cultivation of wheat has developed here [8 p. 39].

Kharizs belonged to private individuals and separate communities. In this regard, its water was either used communally, or kahriz owners allowed to take water from their kahriz under certain conditions. In parallel with the ethnographic field materials, certain different points are found in the scientific literature



in the excavation of the Khariz. Depending on the relief of the region and the water level, the depth of the khariz wells varied from 10 to 60 meters. First, a well would be drilled "presumably" to assume the presence of water in the area. After determining the presence of water here, 2-3 "sulukar" wells with plenty of water were dug in that area. The wells were 30-60 meters apart. The total length of the canal varied from 2 to 6 km. The last well of the river was dug in that area - the gode well, and then its gap. The place where the water came to the surface of the earth was called the eye of the river. There were 4-6 workers in the Kahrizgazan-Kankan detachment. They consisted of the chief foreman - kankan, assistant foreman - laghimbar, wheelwright, dolzu. The following tools were used in the excavation of the river: dolamacharkh (it is simply called a wheel), kulung, kejabel (in Ganja it is called chalov), dol (made from cow's heart), qirmag, rope, lamp or candle, scales, etc. With a wheel placed at the mouth of the Khariz well, the soil spilled from the sewer was lifted and taken out. The land was collected "dola" with chalov. A sewer was dug with an auger, and the direction of the sewer and its correct digging were determined with a light or balance. In addition, the cancan wears a special cap on his head, and throws a sheepskin blanket or felt over his shoulder so that the water and soil falling from above do not hinder him. The part of the canal where the water flows was called a sewer or a basin. The height of the sewer was about 1m 50 - 60 cm, and the width was up to 80 cm, so that the cancan could work comfortably. The water-flowing part of the sewer was dug straight, and the upper part was dug with an arch. In the parts of the sewer where there was a fear of flying, raft - shadeband, i.e. stone masonry, was built. In order to prevent the Khariz wells from falling or collapsing, the mouth (upper) part of them was lined with red bricks in an area of 3-5 m [9, p. 130]. According to the sources, in 1850, water was brought to the city gardens mainly through 10-12 khariz, which was distributed through certain canals within the city. There were about 40 bridges to connect both sides of the city. These bridges changed their places when the water was abundant. There were more than 50 mills on Ganjachay. In addition, about 70 water wells were used in the city. [10, p. 27]

In 1903, AXGrigoryev and AASTakman conducted research on water sources in large cities of the Caucasus. The results of the research were published in the monograph "Drinking waters of the Caucasus". The list of canals and canals of Ganja where water samples were taken during the research is also reflected in the work:

I. Nanasov river supplied with drinking water:

- 1.1. The fountain on Colonia Street,
- 1.2. The fountain at the corner of Colonia and Chavchavadze streets;

II. Common public sewers supplied with drinking water:

- 2.1. The first fountain on Kerezmanut Street,
- 2.2. The third fountain,
- 2.3. The fourth fountain,
- 2.4. The fountain on Bomi Street;

III. The mosque area supplied with drinking water:



- 3.1. Water collection kiosk in the market square,
- 3.2. The fountain in the courtyard of Juma Mosque,
- 3.3. The fountain behind the Russian Provoslav Church,
- 3.4. the spring next to the mosque gate on Toyugchular Street;

IV. Kehriz water pipes used for irrigation:

- 4.1. In the brick factories behind the local hospital,
- 4.2. on Imamli Street,
- 4.3. on Sofulu Street,
- 4.4. At the station;

V. Irrigation ditches along the Ganja River:

- 5.1. In the upper parts of the city,
- 5.2. Around the city bridge.

In the city, there was a firm rule among the families who used kahriz water. So, it was impossible to wash clothes and dishes in the water of Kahriz, falling into the sewer, and polluting it. Every family would build a special staircase in their yard to get down to the sewer and collect water. The cost of digging the canals would be paid by the neighborhood, city community or the entrepreneur who would use its water. The amount of Kankan team's labor fee would be paid in kind and money, depending on the negotiation and agreement. Each kahriz would have its own name according to custom. When determining its name, it was called by the place where the aquifer was dug or which neighborhood and area it supplied water to. Sometimes the kahriz was named after its owner: Haji aga Muhammad Taghi kahriz, Mir Gasim agha kahriz, Haji Bagir kahriz, Sayyid Hasan kahriz, etc. In Ganja, kahriz were mainly named according to the name of the neighborhoods. For example, Bagbanchilar district, Demirchilar district, etc. The water of the kahriz belonging to private persons was only at the disposal of that entrepreneur. The water of the kahriz, which was built at the expense of the community, was used (during irrigation) in turn by those who paid for the construction of that kahriz. According to the custom, every person could use the water of the well to drink and work. Sometimes, a few people would dig a well at their own expense and provide drinking water to the community of a neighborhood for the sake of merit. The gangs of kankan digging kahriz in Ganja would be mainly from South Azerbaijan. However, there were masters of this work in Ganjabasar and other regions. The kahriz, which operated in the city in 1850 and was destroyed during the siege by the Russian troops of Ganja, was restored. Not only did the Russians not engage in the construction of new buildings, but because they did not pay enough attention to the improvement of the city, Alexander Garden was built only in 1862 during the long period of occupation, which cost the hard work of the local population [10, p. 32]. Until the 20s and 30s of the 20th century, the kahriz irrigation network was important in agriculture. Every year, more than 50,000 desyats of cultivated land were irrigated with about a thousand kahriz water [11, p. 29]. The kahriz farm, which has been used by the local population since ancient times and is extremely difficult and complicated in terms of its own digging and operation, has had an



irreplaceable role both in irrigation and in providing drinking water to settlements, depending on local and natural conditions. Drawing the lines required great skill and practice. It is known from the sources that the European travelers standing in front of the Kahriz water, which was uncovered by its own stream from a depth of sixty meters and sometimes more, looked at it in amazement and considered the Kahriz a miracle of human action. The formation of the kahriz system was of great importance for the cities of the Middle East. The kahriz system, which created conditions for the development of urban culture, also made a positive contribution to the cultural settlement of the population. In 1868, drinking water in the city was taken from a spring located on the left bank of Ganjacy two versts above the market square of "Dik Street" and from about 20 water wells in the city. [12, p. 4].

In the late 1860s, there were 597 artisan shops, 11 caravansaries, 7 baths, 44 mills, 2 squares, about 50 water wells, etc. there was The number of streets in Ganja, which used to have only one street, reached 38 [13, p. 32].

The mentioned diversity of economic life played a special role in the formation of the city of Ganja as a settlement, and the process continued until modern times. [14, p. 45]. With the exception of the old central part of the city, people in some neighborhoods are still engaged in their own household chores. This traditionality, formed in the household, shows that the local population has been living in this area since ancient times.

Ganjachay, a mountain river, divided the city into two equal parts. Ganja was surrounded by large mulberry and other orchards [15, p. 5]. "The city of Yelizavetpol (Ganja), the center of the province, was surrounded by gardens in the 19th century. XIX In the first quarter of the century, there were 165 fruit and 27 mulberry gardens in the city. Apricots, peaches, cherry plums, quinces, pears, cherries, cranberries, cranberries, grapes, gooseberries, etc. are grown in these gardens. the fruits were growing." Abdurrashid Bakuvi (XVasr): "There is a castle called Herak (Shovel) one apartment away from Ganja. There are fragrant herbs, running water and gardens around it. The weather here is beautiful in the summer and the Ganja people move here. There is a big mountain and on it there is a plant called "har (khar)" similar to the pine tree. This plant is a medicine for liver disease. This mulberry is not found anywhere except Ganja and Shirvan.

Thus, the specialized economic life of the city population formed from the early Middle Ages had a positive effect on the formation of the city as a place of residence. It is also known from archaeological materials that the settlement process, which is considered one of the main principles of urban culture, directly depends on important economic factors. From this point of view, along with other economic fields in Ganja city, sericulture has become one of the main fields of commodity production economy and has taken a special place in the life of the city population. In the end, the formation of the city as a farm-type settlement made it possible for its products to reach the Russian markets. This also led to a change in economic relations and created conditions for the development of productive forces. The development of agriculture and trade has also led to the growth of the urban population.

The material culture of the city of Ganja is a product of long historical periods, and the natural and geographical conditions played a significant role in its formation. It is also possible to see the influence of socio-economic and cultural factors here. The material culture of Ganja has developed organically with the economic occupation of its population. In the mentioned period, it is known that the economic occupation



of the population created the basis for the development of crafts here. As can be seen from the ethnographic materials, employment has left its own deep mark on the material culture of the population. The development of socio-economic and cultural relations expanded the circulation possibilities of local markets, the formation of a new transport infrastructure in the 20th century, the expansion of material and technical capabilities, etc. such factors determined the development of monetary relations and the expansion of market relations. The qualitative changes that occurred in the field of socio-economic progress, in turn, developed the creative ability of the people and revealed their talent, which led to the creation of new material culture elements and the transformation of traditional material culture elements. The formation of new tastes, the spread of different examples of material culture in a wide context have had an impact on the cultural and household style of the city population.

Conclusion

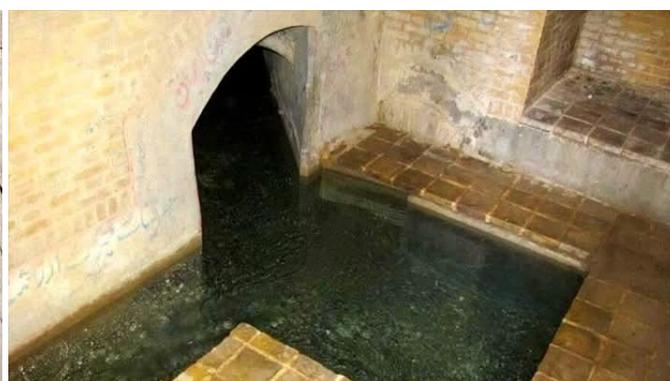
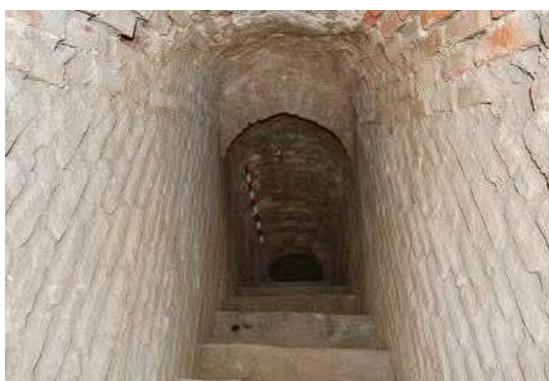
It is clear from the study of the material culture elements of the city that the material and cultural heritage formed here has had a significant impact on the material culture of Azerbaijan. With the exception of a number of local characteristics, this material and cultural heritage has become a part of the material culture of All Azerbaijan. The common features with other historical-ethnographic regions of Azerbaijan are explained, first of all, by the historical-ethnic connection and mutual cultural contact between them. Urban culture formed in modern conditions is enriched on the basis of continuing the rich experience of folk artists, developing past cultural traditions. Ethnocultural processes in the globalized world are also showing their influence on the urban environment that is becoming richer. We would not be wrong if we say that individual peasant farms with a wide technical base have opened unlimited perspectives for creative work.

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Samples of Khariz



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Revamping Traditional Methods: Evaluating the Grammar-Translation Method in Modern Language Teaching

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| Keywords | Abstract |
|---|--|
| Grammar-Translation Method Language Teaching Communicative Competence Mixed Methodologies Learner-Centered Approaches | The Grammar-Translation Method (GTM) has long been a staple in language education, particularly in non-native English-speaking contexts like Azerbaijan. While it excels in teaching grammar and translation, its limitations in fostering communicative competence and practical language use have drawn criticism. This article examines the strengths and drawbacks of GTM, such as its focus on grammatical accuracy and vocabulary development versus its neglect of speaking and listening skills. Alternative approaches are proposed, including integrating mixed methodologies, leveraging technology, fostering authentic communication, and adopting learner-centered practices. These solutions aim to modernize GTM, balancing traditional strengths with innovative methods to meet the demands of contemporary language learners. |

Introduction

The Grammar-Translation Method (GTM) has been a cornerstone of traditional language teaching methodologies, widely employed for centuries to teach foreign languages. Its focus on grammatical accuracy and translation tasks has made it an appealing choice for many educators worldwide. In non-native English-speaking contexts, such as Azerbaijan, GTM remains a dominant method in language instruction. Teachers often rely on this approach due to its structured and rule-based nature, making it easier to implement in classroom settings (Brown, 2007; Harmer, 2007).

Despite its advantages in developing reading and writing skills, GTM faces criticism for its inability to foster oral and communicative competencies among learners (Richards & Rodgers, 2001). Larsen-Freeman (2000) highlighted the method's lack of emphasis on real-life language use, resulting in students struggling with speaking and listening tasks. Furthermore, research from various educational contexts, such as Bangladesh, supports the notion that GTM can be adapted to incorporate listening activities, but it still falls short in promoting meaningful interaction and fluency (Rahman, 2012).

Recent studies have shown that incorporating technology and mixed methodologies can address these challenges. For instance, Babazade (2024) demonstrated the potential of digital tools in enhancing vocabulary acquisition, while Mammadova (2024) emphasized motivational strategies for weak learners in



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overcoming communicative barriers. By blending traditional methods with modern, learner-centered approaches, educators can balance grammatical accuracy with communicative competence, making language learning both effective and engaging.

This article evaluates the strengths and weaknesses of GTM, its continued relevance in Azerbaijani classrooms, and the need for integrating alternative methodologies to meet the demands of modern language learners.

Strengths of the Grammar-Translation Method

The Grammar-Translation Method (GTM) has maintained its relevance in language teaching for centuries due to its structured approach and focus on developing foundational language skills. Although often criticized for its limitations in fostering communicative competence, GTM offers several strengths that make it a useful tool in specific contexts. These strengths include grammatical accuracy, vocabulary development, accessibility for non-native teachers, and suitability for certain learner profiles. Below, these strengths are examined in detail with examples.

1. Development of Grammatical Accuracy

One of the primary advantages of GTM is its emphasis on grammatical precision. By systematically teaching grammar rules and structures, learners gain a solid foundation in the mechanics of the target language. This method ensures that students understand complex syntactic patterns, enabling them to produce grammatically correct sentences. For example, students in an Azerbaijani classroom using GTM might spend time analyzing verb conjugations or sentence structures in English, ensuring mastery of rules such as subject-verb agreement or tense usage.

This strength is particularly beneficial in contexts where standardized exams emphasize grammatical correctness. For instance, in Azerbaijan, university entrance exams often test students' ability to apply grammatical rules rather than their ability to engage in spontaneous conversation (Harmer, 2007). As a result, GTM aligns well with these assessment objectives, preparing students for academic success.

2. Expansion of Vocabulary Knowledge

GTM often includes the translation of texts and vocabulary lists, which helps learners expand their lexical repertoire. Students are typically introduced to a topic-specific set of vocabulary items, which they memorize and use in translation exercises. For example, a lesson on "The Environment" might introduce terms such as *pollution*, *recycling*, *ecosystem*, and *conservation*. These terms are then reinforced through translation exercises, where students translate sentences like "The government has introduced new recycling initiatives" into their native language.

This approach ensures that students acquire a rich vocabulary within specific contexts, which can later serve as a foundation for more advanced language use. Additionally, GTM allows for nuanced understanding of synonyms, antonyms, and idiomatic expressions, as learners often compare the meanings of words in the target language with their equivalents in the native language.

3. Accessibility for Non-Native Teachers



GTM is particularly well-suited for non-native English teachers who may lack advanced communicative fluency in English. Because the method relies heavily on the teacher's ability to explain rules and translate material into the students' native language, it allows educators to effectively teach the language without the need for perfect fluency in the target language (Larsen-Freeman, 2000).

For instance, an Azerbaijani teacher might explain the English present perfect tense by comparing it to a similar grammatical structure in Azerbaijani, highlighting differences and similarities. This comparative approach not only clarifies complex rules but also helps students understand the logic behind the target language.

4. Suitability for Analytical Learners

GTM appeals to learners who prefer analytical and structured approaches to language learning. These individuals often excel in environments where explicit rules are taught and logical reasoning is applied. For example, a student with a strong interest in linguistics might thrive under GTM because it involves dissecting sentences, analyzing grammar rules, and understanding word formation processes.

Such learners benefit from tasks like parsing sentences to identify parts of speech or transforming active sentences into passive forms. For instance, in a lesson focused on sentence transformation, students might convert "The teacher explained the lesson" into "The lesson was explained by the teacher," reinforcing their understanding of passive voice construction.

5. Effective for Literary Translation and Academic Settings

In academic contexts, GTM is particularly valuable for teaching students how to read and interpret literary texts in a foreign language. By focusing on detailed translation exercises, learners develop an appreciation for the subtleties of the target language and its cultural nuances. For instance, students studying English literature might translate passages from Shakespeare's *Hamlet* into Azerbaijani, analyzing the meaning of complex phrases like "To be, or not to be."

Moreover, GTM is ideal for professionals or students in fields such as law, medicine, or theology, where the accurate translation of technical texts is essential. For example, medical students in Azerbaijan might use GTM to translate English medical texts into Azerbaijani, ensuring precision in understanding terminology like *hypertension* or *cardiovascular system*.

6. Alignment with Academic Traditions

In many countries, including Azerbaijan, the educational system has historically favored teacher-centered and exam-oriented methodologies. GTM fits seamlessly into such systems because it emphasizes memorization, structured lessons, and the mastery of specific skills (Richards & Rodgers, 2001). For example, teachers often prepare students for language proficiency exams by focusing on grammatical accuracy and translation tasks, as these are key components of the tests.

This alignment with traditional academic practices makes GTM an appealing option for schools and universities. Teachers can rely on tried-and-tested lesson plans, while students feel confident in their ability to perform well on standardized assessments.



Drawbacks of the Grammar-Translation Method

While the Grammar-Translation Method (GTM) has strengths that make it useful in certain educational contexts, it also has significant drawbacks that limit its effectiveness in promoting practical language acquisition. These drawbacks are particularly evident in areas such as communicative competence, learner engagement, and real-life language use. Below, the main limitations of GTM are discussed with examples and analysis.

1. Lack of Communicative Skills Development

One of the most significant criticisms of GTM is its inability to develop communicative competence. Since the method prioritizes grammar rules and translation tasks, it neglects the practical aspects of language use, such as speaking and listening. As a result, students often struggle in real-life conversations, even if they have a solid grasp of grammar.

For example, students in an Azerbaijani classroom might excel at translating sentences like “The cat is under the table” into their native language but fail to ask for directions in English when traveling abroad. This gap highlights the method’s failure to prepare learners for spontaneous, everyday communication (Richards & Rodgers, 2001).

2. Overemphasis on Memorization

GTM heavily relies on rote learning, which can lead to passive knowledge retention rather than active language use. Students are often required to memorize vocabulary lists and grammar rules without context or meaningful interaction, which makes it difficult for them to apply what they’ve learned in real-world scenarios.

For instance, a student might memorize the meanings of 50 new vocabulary words for a test but struggle to use even five of them in a conversation. This overemphasis on memorization can result in superficial learning that does not translate into long-term proficiency.

3. Minimal Focus on Listening and Speaking Skills

The method’s primary focus on reading and writing means that listening and speaking skills are often neglected. This creates an imbalance in language acquisition, as learners are not exposed to the sounds, rhythm, and intonation of the target language.

For example, in a class using GTM, students may spend hours translating written texts but rarely engage in listening exercises or role-playing activities that mimic real-life situations. Consequently, they lack the confidence to interact in English, as they are unaccustomed to hearing and producing the language in natural contexts.

4. Limited Student Interaction and Engagement

GTM is a highly teacher-centered method, where the instructor explains grammar rules and translations while students passively listen and take notes. This approach leaves little room for interactive or collaborative learning, which is crucial for language development.



For example, instead of participating in group discussions or practicing dialogues, students in a GTM classroom might focus on translating sentences individually. This lack of interaction reduces opportunities for peer learning and diminishes students' motivation and engagement.

5. *Ineffective for Real-Life Language Use*

GTM often fails to equip students with the skills needed for practical, everyday language use. The focus on literary texts and formal grammar rules makes it difficult for learners to adapt their knowledge to real-world situations, such as ordering food at a restaurant or participating in casual conversations.

For instance, a student who can accurately translate Shakespearean phrases might be unable to respond to a simple question like "How are you?" in English. This disconnect between academic knowledge and practical application undermines the method's effectiveness in preparing learners for real-world communication.

6. *Lack of Creativity and Flexibility*

The rigid structure of GTM can stifle creativity and adaptability in both teachers and students. Lessons often follow a formulaic pattern of grammar explanations and translation exercises, leaving little room for innovation or exploration of diverse teaching materials.

For example, instead of engaging students with multimedia resources, interactive games, or cultural activities, a GTM classroom might rely solely on textbook exercises. This monotonous approach can make language learning feel dull and uninspiring, further reducing student motivation.

7. *Dependency on the Mother Tongue*

GTM relies heavily on the use of the students' native language for explanations and translations. While this approach can be helpful in clarifying complex concepts, it can also hinder immersion in the target language and slow down the development of thinking in English.

For example, students learning English through GTM might instinctively translate every sentence into their native language before responding, creating a mental barrier to fluency. This dependency can be particularly problematic in advanced stages of language learning, where immersion is crucial for achieving proficiency.

8. *Limited Vocabulary Development*

Although GTM introduces students to extensive vocabulary lists, it does not emphasize the active use of these words in context. Students often learn isolated words without understanding their nuances, collocations, or usage in different situations.

For instance, a student might learn the word *run* but fail to grasp its contextual variations, such as *run out of time* or *run errands*. This lack of contextual vocabulary knowledge can impede their ability to communicate effectively.

9. *Negative Impact on Confidence and Motivation*



The repetitive and rigid nature of GTM can make language learning monotonous and demotivating. Additionally, the method's emphasis on error correction and accuracy may create a fear of making mistakes, reducing students' confidence in using the language.

For example, a student who is constantly corrected for minor grammatical errors might become hesitant to speak in class, fearing criticism. Over time, this can lead to a lack of enthusiasm for language learning and a reluctance to practice the target language outside the classroom.

Examples in Practice

Example 1: Limited Real-Life Application

A student who has mastered translating "He is reading a book" might struggle to ask, "Where can I buy a book?" in a real-life context because GTM does not emphasize conversational skills.

Example 2: Lack of Interaction

In a typical GTM classroom, the teacher might write a sentence on the board, explain the grammar rule, and ask students to translate it. However, no effort is made to encourage group discussions or role-playing activities, limiting interaction.

Example 3: Fear of Mistakes

Students often feel pressured to produce grammatically perfect sentences during GTM lessons. For example, a student who says, "He go to school yesterday," might be reprimanded for their error instead of encouraged to continue practicing.

While the Grammar-Translation Method provides a strong foundation in grammar and vocabulary, its drawbacks significantly limit its effectiveness as a comprehensive approach to language learning. The lack of emphasis on communicative skills, minimal focus on speaking and listening, and reliance on passive learning make it ill-suited for preparing students for real-world language use. To address these shortcomings, educators should consider integrating GTM with more interactive and communicative methodologies, fostering a balanced approach that meets the needs of modern language learners.

Alternative Approaches and Solutions

The limitations of the Grammar-Translation Method (GTM) have led educators to explore alternative approaches that address its weaknesses while preserving its strengths. The following solutions propose ways to enhance language teaching by integrating methodologies, leveraging technology, fostering authentic communication, and adopting a learner-centered approach.

1. Mixed Methodologies

Blending GTM with other teaching methods can create a more holistic learning experience that balances grammatical accuracy with communicative competence.

- **Combine GTM with Communicative Language Teaching (CLT):**



While GTM emphasizes grammar and translation, CLT focuses on fluency and interaction. For example, after introducing grammatical structures through GTM, teachers can use role-playing activities where students apply those structures in real-life scenarios, such as asking for directions or ordering food.

- **Use Techniques from the Direct Method:**

The Direct Method emphasizes natural language acquisition through immersion and oral interaction. Teachers can encourage students to think and respond directly in the target language without translating. For instance, instead of translating vocabulary, students can associate words with images or real objects, like pointing to a chair and saying, *chair*.

- **Incorporate Audio-Lingual Drills:**

Audio-Lingual techniques, such as repetition and pattern drills, can improve listening and speaking skills. For example, students can practice sentences like, “I am going to the market” with varied subjects or verbs to reinforce syntax and pronunciation.

2. Technology Integration

Modern technology offers tools that can transform language learning, making it more engaging and effective.

- **Multimedia Tools:**

Use language learning apps, video lessons, and online resources to provide immersive experiences. For example, interactive platforms like Duolingo or Quizlet can supplement GTM by reinforcing vocabulary and grammar in a fun and interactive way.

- **Real-Life Simulations:**

Virtual reality (VR) or augmented reality (AR) tools can simulate real-world environments, such as a virtual marketplace or an airport, where students practice conversational English in context.

3. Authentic Communication

Creating opportunities for real-life communication ensures that students learn to use the language practically.

- **Real-Life Tasks:**

Assign activities like writing emails, preparing presentations, or participating in debates on current topics. For instance, students can write an email inviting a friend to a party and then role-play a follow-up conversation.

- **Interactive Group Activities:**

Activities like group discussions, peer interviews, or problem-solving tasks foster collaboration and communication. For example, students might work in pairs to plan a travel itinerary, practicing language relevant to transportation, accommodation, and activities.



4. Learner-Centered Approach

Tailoring instruction to individual needs empowers students to take ownership of their learning.

- **Foster Autonomy:**

Encourage students to set personal learning goals, such as maintaining a language diary or practicing daily with an English-speaking partner. Tools like self-assessment checklists can help them track progress.

- **Personalized Learning:**

Adapt lessons to accommodate diverse learning styles. For example, visual learners can use flashcards, while auditory learners might benefit from listening exercises or podcasts.

Case Study or Example

The effectiveness of blending GTM with other approaches is illustrated by Marzana Rahman's insights into adapting GTM to include listening activities. In her study on Bangladeshi classrooms, Rahman noted that dictation exercises helped improve students' listening and attentiveness. For example:

- **Dictation as a Listening Activity:**

Students listen carefully as the teacher reads a sentence aloud, such as, "The sun rises in the east." They then write down what they hear. This activity encourages active listening and improves both comprehension and spelling.

- **Integration with Speaking Practice:**

After completing a dictation exercise, students can work in pairs to discuss the meaning of the sentences, reinforcing their speaking skills. For instance, if the dictation sentence is, "John likes reading books," students might discuss their own hobbies, using similar structures like, "I like reading books, too."

Rahman's approach demonstrates that even a traditional method like GTM can be adapted to develop skills beyond grammar and translation. By incorporating creative tasks and focusing on practical application, teachers can make GTM more dynamic and effective for modern learners.

Conclusion

The Grammar-Translation Method (GTM) has stood the test of time, offering a structured and rule-based approach to language teaching that prioritizes grammatical accuracy and translation skills. Its continued use in Azerbaijani classrooms reflects its alignment with traditional academic practices and the emphasis on exam-oriented learning. However, this method's limitations, particularly its neglect of speaking, listening, and real-life language use, hinder its effectiveness in fostering communicative competence.

To address these shortcomings, integrating alternative approaches is essential. Mixed methodologies, such as combining GTM with Communicative Language Teaching (CLT) and the Direct Method, can balance accuracy with fluency. Incorporating audio-lingual drills and leveraging technology,



such as multimedia tools and virtual simulations, can further enhance listening and speaking skills. Emphasizing authentic communication through real-life tasks and group activities ensures students gain practical language experience. Additionally, adopting a learner-centered approach empowers students to take ownership of their learning and adapt lessons to their individual needs.

By modernizing the Grammar-Translation Method through these strategies, educators can create a more holistic and effective language learning experience. While GTM provides a strong foundation, its potential is maximized when blended with innovative and interactive practices, ensuring students are prepared for both academic success and real-world communication.

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The population of Karabakh in the and XIX early XX centuries (based on statistical sources)

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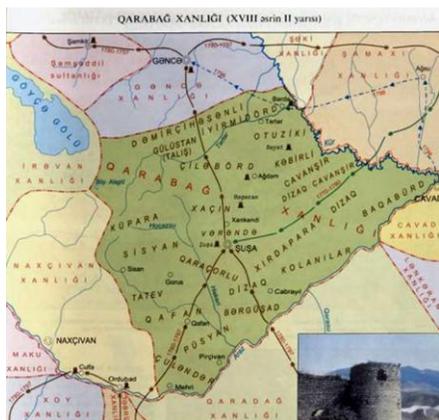
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Keywords

demographic changes
ethnic composition
Karabakh
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Abstract

This article examines the changes in the ethnic composition of the population of the Karabakh region from the beginning of the 19th to the beginning of the 20th century. The resettlement policy implemented by the Russian Empire, the mass resettlement of Armenians to the region after the Turkmenchay and Edirne treaties, as well as the influence of social and economic factors, have led to significant changes in the demographic landscape of Karabakh. The article is based on historical documents and statistical data and sheds light on the impact of these changes on the political and social development of the region.



Introduction: The political and demographic changes that took place in the Karabakh region, one of the most important pages of Azerbaijani history, are remembered as one of the turning points that shaped the fate of not only one territory, but an entire region [9, vol. 3, p. 45]. At the end of the 17th century and the beginning of the 18th century, the Safavid state entered a phase of its weakening. As a result of internal strife, feudal conflicts and external threats, the empire lost its central power [6, pp. 28-29]. This weakening process was temporarily stopped with the coming to power of Nadir Shah Afshar [6, p. 31]. The Afshar state changed the balance of power in the region in a short time and took vast territories under its control [7, p. 64]. However, with the sudden

death of Nadir Shah, the Afshar state also collapsed, which led to the beginning of a new political era in the territory of Azerbaijan [7, pp. 67-68]. The political vacuum that arose after the death of Nadir Shah paved the way for the emergence of independent khanates in various regions of Azerbaijan [9, vol. 4, p. 120]. Among these khanates, the Karabakh Khanate occupied a special place with its strategic position, economic potential, and cultural heritage [4, pp. 51-52]. The Karabakh Khanate also had significant influence in the South Caucasus with its central city of Shusha [6, p. 72]. However, the period of independent khanates did not last long, as the policy of the Russian Empire's expansion towards the South Caucasus aimed to bring these small political entities under its influence [10, p. 45].

In 1805, the Karabakh Khanate came under the protectorate of Russia with the Treaty of Kurekchay [4, pp. 70-71]. This event was a turning point in the political administration of the region. The Russian



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Empire began a policy of resettlement in order to change the political and ethnic balance in the region [10, p. 50]. The Treaty of Turkmenchay of 1828 and the Treaty of Edirne of 1829 played a decisive role in the implementation of this policy [8, pp. 81-83]. The massive resettlement of the Armenian population from Iran and the Ottoman Empire to the South Caucasus, especially to Karabakh, led to radical changes in the ethnic composition of the region [8, pp. 84-85].

This article will discuss the changes in the ethnic composition of the Karabakh population from the early 19th to the early 20th centuries, the main causes and consequences of these changes [9, vol. 5, p. 200]. Analyses based on statistical sources and historical documents show how Russia's resettlement policy and political events during this period affected the demographic landscape of the region [4, p. 90]. These changes shed light not only on a historical stage, but also on important processes that paved the way for conflicts in the following decades [10, p. 75].

Ethnic composition of the Karabakh province (1823):

| Ethnic group | Family size | Share in total population |
|---------------------|--------------------|----------------------------------|
| Azerbaijanis | 15,729 | 78.3% |
| Armenians | 4,366 | 21.7% |

As for the ethnic composition of the population of Shusha, at that time there were 1,532 families living in the city. Of these, more than 1,000 were Azerbaijanis, and about 500 were Armenian families [4, pp. 73-75]. This also shows that in Shusha, Azerbaijanis constituted about 65% of the population, and Armenians - 35% [7, p. 120].

Ethnic composition of the city of Shusha (1823):

| Ethnic group | Family size | Share in total population |
|---------------------|--------------------|----------------------------------|
| Azerbaijanis | 1,000 | 65% |
| Armenians | 500 | 35% |

These statistics show that at the beginning of the 19th century, Azerbaijanis constituted the majority of the population in both the Karabakh province and its capital, the city of Shusha [9, vol. 3, p. 80]. However, in subsequent years, especially after the Treaty of Turkmenchay in 1828, the mass resettlement of Armenians from Iran and the Ottoman Empire to Karabakh led to significant changes in the ethnic composition of the region [8, pp. 90-92]. According to Article XV of the Treaty of Turkmenchay, signed on February 10, 1828, Armenians living in Iran were granted the right to come under Russian protection [8, p. 81]. This article provided for the mass resettlement of Armenians from Iran and the Ottoman Empire to the South Caucasus, including Karabakh [10, p. 54]. As part of the resettlement process, approximately 40-50 thousand Armenians were brought from Iran to the South Caucasus, and after the Russo-Turkish War of 1828-1829, an additional 90 thousand Armenians from the Ottoman Empire were brought to the South Caucasus [8, p. 85]. As a result of these resettlements, Armenians were mainly settled in the regions of Iravan, Nakhchivan and Karabakh [7, p. 150]. The Russian government created special committees for the resettlement of Armenians and granted a number of privileges to the resettled people. For example, they were exempted from taxes and duties for 6 years, and were also provided with financial assistance [4, p. 98]. As a result of these resettlements, significant changes occurred in the ethnic composition of Karabakh [9, vol. 4, p. 110].



In 1823, out of 20,095 families in the Karabakh province, only 4,366 were Armenian. However, by 1832, the number of Armenians had increased significantly, and they began to constitute 34.8% of the population [8, p. 100]. Thus, the mass resettlement of Armenians after the Turkmenchay Treaty significantly changed the demographic landscape of Karabakh and influenced the future political and social development of the region [10, p. 80]. The results of the cameral census of 1832 confirm these changes [4, p. 105].

Results of the 1832 cameral census:

| Population group | Family size | Share in total population |
|------------------|-------------|---------------------------|
| Azerbaijanis | 13,965 | 64.8% |
| Armenians | 7,583 | 35.2% |

These statistics show that in 1823, Azerbaijanis constituted 78.3% of the population in the Karabakh province, while in 1832 this figure had dropped to 64.8% [4, p. 105]. On the contrary, the share of Armenians in the population increased from 21.7% to 35.2% [8, p. 90]. These changes occurred mainly as a result of the mass resettlement of Armenians [10, p. 54]. A similar trend was observed in the city of Shusha. In 1823, there were 1,000 Azerbaijani families and more than 500 Armenian families living in the city. In 1832, the number of Azerbaijani families decreased to 962, while the number of Armenian families increased to 782 [9, vol. 4, p. 110]. This indicates a significant change in the ethnic composition of the city [7, p. 120]. These data show that the mass resettlement of Armenians after the 1828 Turkmenchay Treaty significantly changed the demographic landscape of Karabakh [8, p. 95]. These changes also affected the future political and social development of the region [10, p. 75].

Results of the 1886 census:

| Accident | Azerbaijanis | Armenians |
|-----------|--------------|-----------|
| Shusha | 58% | 42% |
| Zangezur | 50.6% | 49.4% |
| Gabriel | 75.5% | 24.5% |
| Javanshir | 70% | 30% |

Overall, in the Karabakh region, 54.5% of the population was Azerbaijani and 45.5% was Armenian [4, p. 115]. In the city of Shusha, Armenians made up about 60% of the population, and the remaining 40% were Azerbaijanis [7, p. 140]. These statistics show that in the Karabakh region, where Azerbaijanis predominated at the beginning of the 19th century, the number of Armenians increased significantly in the second half of the century [9, vol. 5, p. 200]. Among the reasons for this increase, the resettlement of Armenians from Iran and the Ottoman Empire, the favorable socio-economic conditions created for them, and the increase in the birth rate played an important role [10, p. 80].

Results of the 1897 census:

| Accident | Azerbaijanis | Armenians |
|-----------|--------------|-----------|
| Shusha | 45% | 53% |
| Zangezur | 50.6% | 49.4% |
| Gabriel | 75.5% | 24.5% |
| Javanshir | 70% | 30% |



These data indicate that in the late 19th century, the number of Armenians increased in some areas of Karabakh, especially in the Shusha and Zangezur districts [8, p. 100]. This increase occurred mainly as a result of the resettlement policy implemented by the Russian Empire and natural growth [4, p. 125]. However, in general, Azerbaijanis continued to constitute the majority of the population in the Karabakh region [9, vol. 5, p. 220].

Clashes of 1905-1906: In 1905-1906, large-scale clashes between Armenian and Muslim communities took place in the South Caucasus, especially in the territories of Azerbaijan. As a result of these events, significant changes were observed in the ethnic composition of the population [10, p. 95]. The aggressive activities and armed attacks of the Armenian side led to the migration of the civilian population and demographic changes [8, p. 110].

The main causes and course of the clashes: The political instability and social discontent that arose in the empire during the Russian Revolution of 1905 created the basis for conflicts on national grounds [10, p. 85]. The socio-economic and political problems that existed in the Russian Empire during this period, especially the persistence of the remnants of serfdom in agriculture and the difficult conditions of the industrial proletariat, increased discontent among different strata of the population [8, p. 95]. With the beginning of the revolution, these discontents deepened and led to the emergence of distrust and conflicts between different national groups [9, vol. 5, p. 215].

Clashes on national grounds: Under the influence of the revolution, ethnic clashes broke out in various regions of the empire, including the South Caucasus. Armenian nationalist organizations, especially the Dashnaktsutyun party, tried to use the resulting political chaos to achieve their goals [4, p. 110]. These organizations formed armed groups and launched attacks against the Muslim population, which resulted in ethnic conflicts in the region [7, p. 140].

Activities of Armenian nationalist organizations: "Dashnaktsutyun" Party: Founded in Tbilisi in 1890, this organization was one of the largest and most organized organizations of Armenian nationalism. Its main goal was to establish an independent or autonomous Armenian state in the territories inhabited by Armenians. To achieve this goal, the "Dashnaktsutyun" used various means, including terrorism and armed struggle [6, p. 75].

"Hnchak" Party: The "Hnchak" (Social Democratic Hunchak Party), founded in Geneva in 1887, fought for the freedom of the Armenian people based on socialist ideology. This organization organized armed uprisings and terrorist acts in the Ottoman Empire and the South Caucasus [9, vol. 4, p. 160].

The clashes of 1905-1906 and demographic changes: As a result of the Armenian-Muslim clashes that took place in 1905-1906, thousands of people were killed on both sides, hundreds of villages were destroyed, and thousands of people were displaced from their homes. Approximately 158 Azerbaijani and 128 Armenian settlements were destroyed, and the total human loss was from 3 thousand to 10 thousand [10, p. 95]. A policy of ethnic cleansing was carried out by Armenian armed groups in the areas inhabited by Azerbaijanis, as a result of which the number of Armenians in some regions increased [8, p. 100].



Statistics of the 1916 "Caucasian Calendar":

| Ethnic group | Number | Share in total population |
|--------------|---------|---------------------------|
| Azerbaijanis | 322,000 | 57% |
| Armenians | 242,000 | 43% |

These data show that in 1916, Azerbaijanis constituted the majority of the population in Karabakh [4, p. 125]. At the same time, the increase in the number of Armenians was mainly due to the resettlement policy and socio-economic privileges implemented by the Russian Empire [8, p. 110]. The clashes that occurred in 1905-1906 further deepened this demographic change [10, p. 110].

The policy and consequences of ethnic cleansing in Karabakh in 1918-1920. During World War I (1914–1918), the Russian Empire faced serious economic and social difficulties. The losses caused by the war and the lack of resources led to famine and poverty in the country [9, vol. 5, p. 215]. This situation increased the discontent of the population, leading to the February and October Revolutions of 1917 [8, p. 95]. As a result, Tsar Nicholas II abdicated and the Russian Provisional Government was established. However, this government failed to provide stability, and the empire completely collapsed with the coming to power of the Bolsheviks [10, p. 85]. The collapse of the Russian Empire created a power vacuum in the South Caucasus. Taking advantage of this situation, Armenian nationalist forces, especially the "Dashnaksutyun" party, began to act to strengthen their position in the region [4, p. 110]. In March 1918, Armenian armed groups, together with the Bolsheviks, committed mass massacres against Azerbaijanis in the city of Baku and the surrounding regions. These events went down in history as the "March Genocide" [7, p. 140]. Thousands of Azerbaijanis were killed in Baku alone, houses and public buildings were burned [8, p. 100]. At the same time, Armenian armed groups were carrying out a policy of ethnic cleansing in other regions of Azerbaijan. Attacks were organized on Azerbaijani villages in areas such as Shamakhi, Guba, Lankaran, Salyan, Zangezur, Karabakh and Nakhchivan, civilians were mercilessly killed and villages were burned [10, p. 95]. For example, in Shamakhi, 58 villages were destroyed and thousands of people were killed in March-April 1918 [9, vol. 4, p. 160]. In order to prevent these massacres and to create stability in the region, the Ottoman state created the "Caucasian Islamic Army". This army, under the command of Nuru Pasha, arrived in Ganja in June 1918 and, together with the Azerbaijani National Army, began operations against Armenian-Bolshevik forces [6, p. 85]. In September, the city of Baku was liberated and Armenian-Bolshevik rule ended [8, p. 110]. However, according to the Treaty of Mudros signed on October 30, 1918, the Ottoman troops had to withdraw from the South Caucasus [4, p. 125]. Taking advantage of this situation, Armenian forces became active again and intensified their attacks against Azerbaijanis, especially in the Zangezur and Karabakh regions. In 1919–1920, hundreds of Azerbaijani villages were destroyed in Zangezur, thousands of people were killed or expelled from their homelands [9, vol. 5, p. 220].

Conclusion

The history of the Karabakh region from the 19th to the early 20th centuries witnessed demographic changes. In particular, the mass resettlement of Armenians to the region as a result of the policies of the Russian Empire drastically changed the ethnic composition of Karabakh. In areas previously dominated by Azerbaijanis, the number of Armenians increased significantly as a result of resettlement, natural increase, and social support policies.



But these changes did not occur as a result of natural processes. The resettlement and socio-economic concessions were aimed not only at changing the ethnic balance, but also at reshaping the region for future political and strategic purposes. One of the most dramatic consequences of this period was the forced change, in many cases, of the historical composition of the population of Karabakh, thereby creating the basis for future conflicts.

Today, the demographic history of Karabakh is not just a statistical figure, but also provides important lessons for the cultural heritage and geopolitical destiny of the region. We believe that studying and objectively analyzing historical facts will contribute to the future development of the region.

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The Idea of Good and Evil in Joseph Conrad's Heart of Darkness through the Philosophical Concepts of Nietzsche and Freud

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Abstract

This article explores the problem of good and evil in human nature by comparing worldview approaches through historical-philosophical and cultural analysis. It examines the English writer Joseph Conrad's *Heart of Darkness* alongside the works of Sigmund Freud and Friedrich Nietzsche. Despite differences in their worldviews and creative approaches to philosophical inquiry, the study reveals significant parallels in their perspectives on human nature. These thinkers portray humanity as a dual entity, whose essence is shaped not only by social constructs but also by deep, inherent natural and biological components. Furthermore, the social aspects of human nature are not unconditionally positive or good, nor does the natural world inherently embody evil. Instead, the concepts of good and evil are subjective, assigned ethical and axiological significance by individuals.

Introduction

The meaning and significance of any philosophical doctrine, including the philosophical component of the work of great writers, can only be understood by taking into account the peculiarities of a particular period of history. After all, every time has a social and spiritual dimension. The social dimension of an era is constituted by the historical events themselves, and the essence of the spiritual development of a particular historical period is most clearly expressed in various forms of creativity, in particular philosophical. Karl Marx spoke particularly about geniuses, believing that they are “a product of their time, their people, the most subtle, precious and invisible juices of which are concentrated in philosophical ideas” (Marx & Engels, 1955, p. 105). Thus, he regarded geniuses as deeply connected to their historical and cultural context. He believed they are not isolated individuals but rather a culmination of their era and society, absorbing and reflecting its most refined, precious, and intangible qualities, which manifest as philosophical ideas.

The worldview of any outstanding writer necessarily has certain philosophical components, expressed to a greater or lesser degree of clarity. They may be obvious or latent. In the latter case, the identification of philosophical ideas in the works of writers and poets can be a difficult task, the solution of



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which is inevitable semantic loss. The image born in the depths of the poetic soul is difficult to express in the usual philosophical terminology. Very often the intuitive clarity of a concept is obscured by being squeezed into the Procrustean bed of categorical definitions. And only art opens the way for philosophy as a "jolly science", if we recall the characterization of wisdom given by Michel Montaigne and subsequently repeated by Friedrich Nietzsche in the title of his 1882 book *Die fröhliche Wissenschaft* ("The Gay Science"). However, even the Provençal troubadours tried to combine in *gai saber*, in their poetic art, the power of wisdom and the trepidation of feeling, because even in philosophy itself, love is the semantic dominant.

Heart of Darkness by Joseph Conrad (1857-1924) is a striking phenomenon in the history of not only English, but also world literature as arguably the earliest example of postcolonial literature and example of imperialist colonization (Güven, 2018). A Pole by origin (Bekler, 2023), a native of the Russian Empire, Conrad mastered English only by the age of twenty. And he managed not only to become a brilliant stylist, but also a wise thinker, for he learned to filigree express the most complex and relevant worldview ideas, including philosophical ones, in the language of the great Shakespeare. Behind the adventure plot of his story *Heart of Darkness* lays a powerful philosophical subtext, which even today encourages productive reflection. The novella was written at the turn of the 19th-20th centuries, and 1902 is considered the year of publication of the book version. In those years, many believed that the coming 20th century will become an era of peace, progress, unprecedented growth of science. Few people could have foreseen at that time that the coming century would become the era of two world wars and revolutions that would shake the foundations of individual and social existence, which would expose previously unseen problems and force thinkers and writers to take a different look at the problems of human nature and the relationship between social and biological in it, good and evil. And only a few talented thinkers have been able to discern dangerous tendencies in human nature that have been fully realized in the new century.

In this work, we will make an attempt to compare the basic philosophical ideas about good and evil in human nature, which can be isolated from Conrad's novella *Heart of Darkness*, and similar spiritual intentions, which are revealed by a careful comparative reading of some of the works of two such dissimilar thinkers as Friedrich Nietzsche (1844-1900) and Sigmund Freud (1856-1939). To achieve this goal, within the framework of this article, we will set and try to solve the following tasks; 1) to identify common cultural intentions found in Conrad, Nietzsche and Freud, their genesis and cultural and historical roots; 2) compare the views of thinkers on the biosocial nature of man; 3) analyze the ethical views of Conrad, Nietzsche and Freud, their ideas about good and evil in the universe and human nature.

Discussion

At the end of the 19th century in the spiritual space of the era, there was a clear weariness from the rationalism of the previous philosophy. Diverse irrational concepts arose that not only spoke about the power of the human spirit and will, but also sought to expose the whole tragedy of the individual's existence in a world filled with tragedies and injustice. First, we should note a striking similarity that becomes apparent even with the most cursory comparison of Conrad, Nietzsche, and Freud as individuals. Friedrich Nietzsche was not so much a "professional" philosopher as he was a brilliant philologist. His philosophy is sometimes considered the link between traditional classical philosophies and the wisdom of the twentieth century (Pertsev, 2009). Indeed, without Nietzsche, the entire culture of the tumultuous and catastrophic



twentieth century would have been markedly different—perhaps even its history as a whole. Nietzsche did not experience adventures in the wilds of Africa during his life, but he made the slogan of his existence the bold cry: “Live dangerously!” The fate of this man was both extraordinary and tragic. Early talent, a professorship, deteriorating eyesight, syphilis, mental illness, and eventual death—these were the defining external events of his biography. Nietzsche believed it was impossible to completely define a person or give them a final verdict. Every attempt at definition, he argued, puts up artificial, rigid boundaries around the vital essence of real life. In this, he followed the thoughts of his idol Goethe (Tekin, 2023), who believed that any person is so limitless that all attempts to classify them conceptually are deserving of ridicule. Nietzsche hoped that sometime in the future the modern and sad division of mankind into a dull herd, to which most individuals belong, and a small number of Supermen, will disappear. In the future, all people will turn into such perfect people, but Nietzsche, of course, did not set exact dates for this transformation. It is precisely such a Superman (Tekin, 2021a, 2021b) that, according to literary critics, Joseph Conrad showed in his story *Heart of Darkness*. Unfortunately, many motives and plots of Nietzsche's philosophical work were interpreted in a totalitarian way in German national socialism both by A. Hitler in his 1925 programmatic book *Mein Kampf* (My Struggle) and by A. Rosenberg in the work *The Myth of the 20th Century* (1939), which claims philosophical depth. Carefully reading Conrad's short story, you understand that it shows the influence of such works by Nietzsche as *The Birth of Tragedy from the Spirit of Music* (1872), *Beyond Good and Evil: Prelude to a Philosophy of the Future* (1886), *The Anti-Christian* (1895), and *Human, Too Human* (1878). In these programmatic philosophical monologues, full of poetics and passion, Nietzsche furiously attacks Christian morality, considering it the lot of the weak and an unfortunate hindrance to strong-minded individuals.

And the works of the Austrian psychiatrist Sigmund Freud were as familiar to Conrad as to any educated person of that era. Freud did not seek to formulate his views into a systematized philosophy, but the excellent literary style of his work, combined with compliance with the “spirit of the times,” brought this practical thinker enormous popularity. As it is known, Freud began with the treatment of hysteria, trying to find the cause of the disease in the patient's past. But the analysis of mental anomalies, the “dark side” of human nature, Freud sometimes did with the skill of a truly great artist, analyzing the work of great thinkers and writers in such works as “Oedipus Rex and Hamlet”, “Michelangelo's Moses”, “Dostoevsky and parricide”. *Totem and Taboo* (1913), where Freud talks a lot about the primitive brutality characteristic of primitive peoples, much recalls the pages of Conrad's short story. Freud writes the following lines:

The cannibalism of primitive peoples has something like this as its highest motivation. By absorbing parts of the body of a person through the act of devouring, they also acquire the properties that this person had. From this follow precautions and dietary restrictions under exceptional conditions. A woman during pregnancy should avoid eating the meat of certain animals, because in this way undesirable properties, such as cowardice, can pass on to the child she raises (Freud, 1999, p. 448).

Similarly, Conrad, in describing the manners and customs of the savages, horrifies the reader with their inhumanity, leading them to thank God for belonging to European civilization. However, everything turns out to be much more complex than it initially seems. Joseph Conrad himself, like most writers, can hardly be classified as a “pure philosopher”. He, of course, was not a “professional” in philosophy. Accordingly, Pushkin, Tolstoy, and Dostoevsky also cannot be considered as such, if only the education



they received is taken into account. But poets and writers create images of heroes reflecting on philosophical problems, encouraging them to productive reflections with their books. If we understand by "professional philosophy" an abstract understanding of reality, expressed in categories, then not a single writer can be called a philosopher. But, in our opinion, this is an overly narrow view of the nature of philosophy. No wonder A.F. Losev wrote that "there is no poet without this or that philosophical outlook. There is the philosophy of Pushkin, there is also the philosophy of Turgenev. But how to get to such a philosophy? How to formulate it?" (Losev, 2000, p. 372).

Ideas, as one may know, are in the air of the epoch itself and philosophy, as a unique form of human culture, possessing the features of science and art, not only generates worldview ideas itself, but also captures them from artistic creativity and transforms them. This process is mutual. For instance, Nietzsche's idea of the "blond beast" has undergone such radical transformations in the culture of the twentieth century that whole volumes can be written only about the "adventures" of this theory of Nietzsche. The "ready-made word" in culture is gradually acquiring features that were not intended by its creators. So many of Nietzsche's images began an individual philosophical and cultural existence.

Joseph Conrad had a genuine interest in philosophy, seeking to synthesize philosophical ideas with his own life experience. If we understand intuition as the ability direct capture and awareness of the truth, then it is inherent in the artists of the word of the Conrad scale and manifests itself in their work. But in any work, there is a mystery that the artist seeks to unravel. He is like a thinker trying to get closer to comprehending the mysteries of being, to understanding the nature of good and evil. Both Nietzsche, and Freud, and Conrad looked for and found good and evil not only in their own souls, but also in the souls of other people. Yes, despite all the differences in the worldview and work of Nietzsche, Freud and Conrad, spiritual parallels between them must and can be found. For modern people who have lost faith in the future, a thoughtful appeal to the work of these so different, but at the same time extremely similar thinkers will not be useful.

Of course, at times it's much easier to just read a book without trying to immerse yourself in the inner demons that the characters have. This is true of Dostoyevsky's voluminous novels, and the same is true of Conrad's short story. In *Heart of Darkness*, the demons themselves plunge into the reader (Lawtoo, 2012). The idea of contrast between white and black, light and darkness, good and evil runs like a red thread through the whole story. White people mine ivory in the heart of black Africa and believe that they are the bearers of civilization for savage cannibals. But the line between savagery and civility is sometimes invisible, and a person who considers himself civilized and cultured does not have time to realize how and at what moment he crosses it. It was about this that the great H. G. Wells, somewhat earlier than Conrad, thought in his novel *The Island of Doctor Moreau*, and published in 1896. Conrad in his novella is preoccupied for the most part with reflections on the extent of evil or the extent of good that he discovers in his heroes. The psychologism and philosophy of the writer's prose are visible to the naked eye when he writes about the mysterious Kurtz in this way: "And his soul was possessed by madness. Abandoned in the wilderness, she looked into herself and - I swear by heaven! - went crazy. I had to - probably as a punishment for my sins - undergo a test and look into his soul myself" (Conrad, 2012, p. 86). The protagonist of the story, during a carefree journey along the Thames and traditional Victorian England reflections on the "white man's burden", tells his comrades the story of his journey into the very depths of Africa in search of the mysterious Mr. Kurtz, who leads the extraction of ivory.



One can have different attitudes towards the concept of the “white man's burden”, which was born in the British Empire in the second half of the 19th century thanks to the great R. Kipling in the era of Queen Victoria. But there are elements of truth in this concept: the British thought that they brought civilization to the assumed-backward and so-called underdeveloped peoples of Africa and Asia. But they did it most often by forceful and by no means Christian methods while demolishing the existed well-developed civilizations. Many subjects of Queen Victoria seriously believed that God was British. This was reflected in the literature and philosophy of the British.

Second half of the 19th century - the era of Nietzsche, the time of the birth of Freud's psychoanalysis. By that time, people were tired of excessive rationalism, of that unbridled cult of reason, which was preached by the French and German enlighteners. A powerful irrational trend was born in world philosophy, which made the words of the great its motto: “Not everything that exists is divided into reason without a trace” (Goethe, 1957, p. 395). It was the majestic image of Goethe that turned out to be significant for irrationalism (Tekin, 2022a). But for Nietzsche and Freud, as well as for the European-educated writer Konrad Goethe, he became a landmark figure, including in terms of understanding the relationship between good and evil in the universe. Goethe believed that good and evil are equal opposite forces in the universe. Goethe believed, like Hegel, that there can be no development without a struggle of opposites (Tekin, 2025). Evil forces a person to fight against it, and in this way a person retains his best qualities and does not dehumanize. The intellectual leaders of the time began to address topics such as racism (Firchow, 2000), horrific and cruel murders, and the plundering of the continent by colonialists, who adopted the guise of a 'superman.' We will not recount the plot of Conrad's story but note that, in his vivid depiction of the horrors and madness faced by those searching for Kurtz, the writer excelled. He skillfully revealed the bestial nature that manifests not only in so-called savages but also in the civilized man. Nietzsche, with all the passion of a prophet, attacked the virtues of civilization in *Beyond Good and Evil: Prelude to a Philosophy of the Future* (1886):

Modern taste and virtue weaken and dilute the will; nothing is to such an extent consistent with the time as weakness of the will: therefore, in the ideal of a philosopher, the concept of “greatness” should include precisely willpower, severity and the ability for prolonged determination; on the same basis as the opposite teaching and the ideal of timid, self-sacrificing, meek, disinterested humanity approached an age of opposite character, one that, like the sixteenth century, suffered from the dammed energy of the will, from the ferocious flood and stormy waves of egoism (Nietzsche, 1990, p. 324).

All the advantages of civilization, which a person often takes for granted in the routine and comfort of daily life, suddenly become starkly clear and meaningful when confronted with the raw and primal reality of life among cannibals. It is in such moments of extreme contrast, away from the structured order and sophistication of modern society, that one begins to truly appreciate the benefits of civilization—its laws, comforts, moral frameworks, and cultural achievements. The absence of these elements reveals their significance. Simultaneously, the imperfections and flaws of modern European civilization, which are so easy to dwell upon in times of comfort and critique, seem to pale in comparison. In the face of such a primal existence, they are quickly forgotten or become trivial. This realization resonates deeply in Conrad's reflections, encapsulating his exploration of human nature, morality, and the thin veneer of civility that separates us from the more primitive aspects of existence. It is a confrontation with these extremes that



shapes his conclusions about civilization and its value. Similarly, Friedrich Nietzsche, with his philosophical insight, sought to inspire humanity toward a metaphorical ideal—a concept that transcends the everyday struggles and contradictions of modern life, urging individuals to strive for greatness and embrace the full spectrum of human potential:

The greatest one, who can be the most lonely, the most secretive, the most unlike everyone else, is a person who stands on the other side of good and evil, the master of his virtues, the owner of a huge reserve of will; this is what should be called greatness: the ability to be distinguished by the same versatility as well as wholeness, the same breath as well as completeness. But I will ask again: is greatness possible today? (Nietzsche, 1990, p. 326).

It is this ideal that Kurtz is trying to live up to, in whose soul the last doubts about his own exclusivity are gradually disappearing. Moreover, Nietzsche in his work *The Anti-Christian: The Curse of Christianity* (1895) put forward a terrible thesis that the falling one must be pushed. And this was written by a man who, in his childhood, was called “little pastor” for his deep faith and excellent knowledge of the Bible. Indeed, Nietzsche was a man of extremes all his short life. The slavish morality of Christianity, according to Nietzsche, destroys everything valuable in a person and prevents the birth of the superman. The goodness of Christianity is a lie, and this religion itself destroys the healthy animal principle in man. Nietzsche often considers man as a biological organism, in the process of its development developing more and more complex adaptations to the surrounding world. Man is primarily a body, and the intellect is a product of the social, necessary for the preservation of the lower and necessary instincts (cf. Tekin, 22b).

In the story *Heart of Darkness* Kurtz tries on the toga of a great man, "standing on the other side of good and evil", but in the process of this flirtatious fitting, he begins to lose everything human. Conrad quite philosophically, combining the skill of generalization and the ability to be specific, writes about savagery, about the predominance of biological and even purely animal in man: “They howled, jumped, made terrible grimaces; but the thought that they were people like you, the thought of your distant relationship with these wild and passionate creatures, brought you to awe” (Conrad, 2012, p. 58). Practically about the same, only in other words, Freud always spoke. The biological component of human nature is an integral part of it. Nietzsche believed that modern man should become a superman, and in his modern incarnation he is more like an animal. Nietzsche, as you know, especially many "hairpins" were released precisely about the Germans. Freud placed at the forefront the biological component of human nature in its sexual incarnation. Although it was the followers of Freud who created Freudianism precisely as a philosophical doctrine.

In his work, Conrad showed how Kurtz is trying to embody and put into practice his own ideas about superman. Freud, in his book *The Psychology of the Masses and the Analysis of the Human Self* (1921), rightly wrote that “the primitive form of human society was a horde dominated by a strong male... The human masses again show us the familiar picture of one omnipotent among a crowd of equal comrades, a picture that is also present in our conception of the primitive horde. At the dawn of human history, he was that superman that Nietzsche expected only from the future” (Freud, 1999, pp. 818-819). Kurtz really makes an impression, if not a superman, but an individual, of course, talented and outstanding. The unusual environment in which he found himself reveals animal instincts in him, sometimes releasing a purely



biological one. Kurtz excels in writing, oratory, politics, music, drawing. For this reason alone, there are the makings of Superman in him - as Nietzsche understood him. But this man fell under the power of the base instincts of his soul, he seemed to get lost in his own psychosis. And this happens by no means because he is a villain, but precisely because he is initially smart and extremely sensitive. The image of Kurtz makes us recall the following reasoning of Nietzsche: "Will is not only a complex of feeling and thinking, but above all, it is also an affect - and, moreover, an effect of a team. What is called "freedom of the will" is in essence a superior affect in relation to the one who must obey: "I am free," he "must obey" - this consciousness is hidden in every will, just like that tension of attention, that direct look, fixing only one thing, that unconditional assessment of the position "now this and nothing else is needed", that inner confidence that obedience will be achieved, and everything that still belongs to the state of the commanding. A person who wants - orders something in himself that obeys or about what he thinks that it obeys" (Nietzsche, 1990, p. 224). Accordingly, in Conrad, Kurtz can analyze the smallest spiritual turns in himself, he can peer into himself and listen to the voice of his own soul. Kurtz has the hypnotic ability to influence his surroundings. The surrounding people praise him in every way: "he is kind", "he has big plans", "he will change everything". The strength of this person's gifts rightfully elevates him above others, and it also makes him lonely. Conrad's conclusion recalls the works of Freud, in which he tries to analyze the psyche of patients suffering from neuroses: "But the wild wilderness noticed him early and severely avenged him for the fanatical invasion. I think she told him in a whisper about himself what he did not know, about which he had no idea until he listened to his loneliness, and this whisper enchanted him and resounded in him with a booming echo, for there was emptiness in his depths" (Conrad, 2012, p. 128).

Writers often make their characters philosophize. In the novella *Heart of Darkness* deep thoughts about human nature, about the essence of good and evil and their relationship in being, are expressed by Marlow, whom Conrad made not only the hero of several works, but also the narrator of stories (Güven, 2013). Apparently, Conrad gave this hero some personality traits, making Marlow a person who is able to understand Kurtz and analyze the underlying causes of his actions and the essence of moral transformation. Marlow is able to understand and appreciate Kurtz precisely because they are similar in many ways. Any European and the British in particular, could well be subjected to the temptations that overpowered Kurtz. Apparently, the narrator himself understands that in a similar - "borderline", to use the language of existentialists - situation, he is not in any way immune from repeating the actions and behavior of a madman who imagines himself to be a Nietzschean "superman".

Until now, genuine interest in Conrad's story is caused by his description of the traditions and habits of the indigenous people of Africa, the aborigines, on the one hand, and the influence of the empire, which introduced new rules to its colonies, on the other. The episode is vividly described when Marlow, who came for his colleague, begins to observe in him - a man with a powerful intellect - a manifestation of primitive instincts. The Wilderness takes brutal revenge on Kurtz for the fanatical intrusion. He begins to lose his human appearance, turning into the likeness of a native deity. Kurtz is a well-read and cultured man, who at one time was the author of several articles in defense of the values of European civilization. But this "cultural layer" turns out to be very weak, superficial, which quickly flies off his soul, exposing its mysterious, terrible bowels. The fate of Kurtz is the outer plan of the story. But Conrad asserts something else in it. What is implied much deeper is a terrible savage who beats his drums furiously when he sees death, who literally boils his blood with cruelty. And such a savage may not necessarily be black. This



savage sits inside us and only waits for the moment when all the social norms accumulated by civilization, all the conventions, all the invented etiquette become unnecessary, and even interfering factors, and these dangers have been actualized in the modern era experienced by mankind, when the pandemic and the threat of a possible nuclear war between civilizations have made the very further existence of “reasonable man” itself debatable.

Ten years after the release of Conrad's story, in April 1912, the giant liner Titanic sank. The surviving passengers later described how quickly, during the disaster, the thin veneer of civilization disappeared from the polished gentlemen, who turned into savages, pushing children and women away from lifeboats in their obsession with saving themselves. In July 1914, the First World War broke out, and for the first time, the extermination of people was organized on a scientific basis. All the dubious achievements of civilization, such as poison gases, were used on a grand scale by some so-called civilized nations against others. During World War II, fellow tribesmen of Kant and Nietzsche conducted horrific medical experiments on humans (Josef Mengele) and created lampshades and gloves from human skin (Ilse Koch).

Conrad puts into the mouth of his character thoughts about how hard it is to drop the entire social husk and become a white demon sitting on a throne surrounded by heads of "rebels". Yes, *Heart of Darkness* sounds incredibly creepy and relevant in our time, especially after two terrible world wars. In general, each work of Conrad has a rather strong psychologism. The writer exposes the hidden corners of the human soul, which to a certain extent is akin to the ideas of not only Nietzsche and Freud, but also existentialists. Any catastrophe or phenomenon acquires a symbolic and philosophical character, be it a ghost, a typhoon or the mysterious darkness of an impenetrable jungle. In the story *Heart of Darkness* the focus of the writer's vision is evil. Evil external (jungle, elements, darkness) becomes evil internal, primitive, at the level of instincts. Starting the description with a hostile river, all these terrible howling natives, the author gradually shifts the focus to Kurtz himself, who is, as it were, a reflection of the hero Marlow, his dark corners of the soul. Not a demon, not a person, a character who subjugates other people to his will. No wonder Freud thought a lot about the "terrible, coercive nature of mass formation" in his work *Psychology of the Masses and the Analysis of the Human* (1921). Here is what Freud writes in this work:

The terrible character of mass formation, manifested in the phenomena of suggestion, can rightly be explained by its origin from the primitive horde. The leader of the mass is still the forefather, to whom everyone is filled with fear, the mass still wants, to be ruled by unlimited power, passionately seeks authority; she craves submission (Freud, 1990, p. 830).

Interestingly, later on, Adolf Hitler and Alfred Rosenberg would argue a lot about the fact that the mass is a woman who, by her very nature, is destined to give herself to a strong man. It seems that between Marlow and Kurtz initially there is a connection, an attraction. As you move deeper into the darkness itself, it becomes more and more crowded, and after the death of the infernal agent - almost mystical. Kurtz is essentially Marlow's anti-double, his innermost being. Sometimes this essence looks frighteningly powerful, capable of subjugating not only the will of a person, but even the elements themselves. At the end of the story, Conrad seems to sum up his reflections on human nature and his thoughts about Kurtz: “Kurtz was a wonderful person. He had something to say. He said it. Since I looked beyond the edge, I



understood the look of his eyes, which did not see the flame of a candle, but contemplated the universe and were sharp enough to see all the hearts that beat in the darkness” (Conrad, 2012, p. 132). It turns out that the meaning of human existence is life itself. Conrad comes to this main conclusion. With the cessation of biological existence, individual existence also ends, but some people acquire a long social existence after physical death, and many acquire social immortality.

After all, Nietzsche also did not deny the philosophy of vitality, the idea of the primacy of life as such. Then A. Schweitzer will call such a pathetic attitude to life "reverence for life." Nietzsche tried to express this in metaphors in his philosophical prose poems. Another thing is that the beautiful image of Superman (the term itself is taken from Goethe's *Faust*) was misinterpreted, more than once during the turbulent 20th century. José Ortega y Gasset rightly notes: “The discovery of values immanent in life, accomplished by Goethe and Nietzsche was a brilliant foresight of the future, an event of great significance - the discovery of these values, the worldview of an entire era. The era foreseen, heralded by brilliant augurs, has come - this is our era" (Gasset, 1991, p. 467). Freud wrote in his work *Psychology of the Masses and the Analysis of the Human "I"* (1921) about the role of the social in a person: “In essence, only society is what prescribes the norms of his morality to a person, while an individual person, as a rule, from these high requirements somehow lagging behind” (Freud, 1999, p. 782). Similar thoughts can be expressed in the language of fiction, which was done by Joseph Conrad in the story *Heart of Darkness*, in which the “linguistic obscurity respectively reveals Conrad’s critique of colonialism and his concern for humanity from the two different paths” (Liu, Y., & Zhong, Z, 2023, p. 313). Conrad understood, as did Nietzsche and Freud, that sometimes a person is separated from the brutality of his own nature only by a faint touch of so-called civilization. The biological was not evil for Conrad, rather, he believed that it was the vices of sociality that irreversibly deformed human nature. Two sides of the same human nature: Social and biological, as well as good and evil, sometimes do not lend themselves to unambiguous conceptual definitions.

Good and evil coexist closely both in human nature and society, and in all social institutions. Despite the fact that morality is a historical concept, there are certain fundamental ethical constants, violating which a person ceases to be a person. The line between civilization and savagery is very thin, sometimes it is generally ephemeral. If in the past twentieth century citizens of civilized countries were often “liberated from the chimera of conscience” (words attributed to Adolf Hitler), then what can we say about uncivilized countries, far from European culture? A European and a black cannibal understand the word "humanism" differently. For a thinking European and for a cannibal in the tropical Congo, it is just a tasty dish on the menu.

However, for nature itself is neither good nor evil. A tsunami or a volcanic eruption is considered evil only through the prism of human perception. But man has learned to partially use the power of nature and the laws of its existence to the detriment of his own kind. And if in the 21st century a new natural science arises, free from the mistakes of the past, then it must necessarily be ethically oriented. Without moral support and an axiological compass, humanity will inevitably perish. Nature itself is the greatest value given to man, and therefore its knowledge must be truly humanistic. Man is not the king of nature, but only a thinking instrument created by nature itself for self-knowledge, and if this tool breaks down (say, if a reasonable anthropic principle turns into megalomania), then the consequences can be irreversible. Let's hope that modern natural scientists have enough reasons and reasons not to allow this. The spiritual



intentions expressed in their creations by such dissimilar people as Conrad, Nietzsche, and Freud were similar in many ways. The commonality of historical time has affected. Good and evil, the nature of a wild beast and unprecedented upsurges of the spirit are combined in a person. Yes, the film of civilization on the surface of the social sea is very thin, so a person sometimes has to make tremendous efforts not to turn into an animal. Evil has many faces and civilization should be inside, not outside of man.

Conclusion

Thus, this work has shown that, despite the difference in worldview and the variety of creative approaches to solving philosophical problems, the views of these thinkers on human nature largely coincided. They proceeded from the idea of a person as a dual being, the deep essence of which is determined not only by the introduced social, but also by deep natural, biological components. Moreover, the social in human nature by no means something affirmatively positive, and the world of nature does not at all introduce an evil principle into human essence. There is no evil or good in the natural world. Axiological, value coloring to this or that phenomenon is always given by the person himself. It was the work of such writers as Joseph Conrad, and such thinkers as Friedrich Nietzsche and Sigmund Freud, who possessed excellent literary talent, that at the dawn of the coming twentieth century provided new, truly prophetic, guidelines for a more sober understanding of human nature, devoid of enlightenment illusions. It seems that although Joseph Conrad, Friedrich Nietzsche and Sigmund Freud deprived philosophy of Enlightenment illusions in many ways, they allowed a more objective look at good and evil in human nature.

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Crossing Boundaries: The Integration and Impact of English Loanwords in French Media

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| Keywords | Abstract |
|--|---|
| English loanwords French language mass media lexical influence grammatical influence | This research explores the influence of English loanwords on modern French, particularly their lexical and grammatical impact in mass media. It examines frequently adopted English terms like hashtag, smartphone, and email, which have seamlessly become part of the French lexicon. Additionally, the study investigates the subtle integration of English grammatical structures, such as the progressive tense and prepositional usage, into French syntax. Mass media plays a significant role in accelerating this linguistic shift, especially among younger and globally connected audiences. While these borrowings contribute to linguistic flexibility and modernization, they also raise concerns about maintaining the structural integrity and cultural identity of the French language. The growing presence of English in media discourse has fueled debates on linguistic preservation, emphasizing the challenge of balancing language evolution with cultural heritage. This study highlights the necessity of further research into the long-term effects of English borrowings on French communication, identity, and language policies in an increasingly globalized context. |

Introduction

The fact that one language takes over terms in a different language reflects language's flexible and changing character. With its omnipresence in most areas—from technology and science to economy and pop culture, and even in its function in offering a model for language and language use in many nations—English is a source rich in many countries' loanwords, including French ones. Loanword use is not a mere result of language contact but an expression of cultural and commercial contacts conditioning language environments all over the world. In this introduction, lexical and grammatical impact of English loanwords in modern French, and particularly through the channel of mass media, with its key function in dissemination and naturalization of such loanwords, is stressed.

The Nature of Language Borrowing



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Language borrowing occurs when terms and phrases in a language become part of a new language's lexicon. Most times, language development is necessitated by a lexical gap, and for new concepts and ideas not yet in use in the borrower language (Durkin, 2014). For French, intake of English terms of use have been significant, with most taking place in the later 20th century and spilling over into the 21st century. Not only is language borrowing prevalent in informal use, but even in use in the media, and it is through the media that most such terms gain access and become prevalent (Barffour, 2016).

Influence of Mass Media

Mass media, such as television, radio, newspapers, and the internet, act as a catalyst for rapid dissemination of English loanwords. Media use English terms in a move to make them accessible to a larger group and to convey specific terms in a shorter and newer format (Varga, Orešković Dvorski, & Bjelobaba, 2011). Media drive language change in a considerable way in that not only repeats but also molds its speakers' use of language, and in the process, accelerates acceptance of loanwords.

Lexical and Grammatical Integration

The use of English loanwords in French not only involves lexical borrowing but extends to include shifts at a grammar level. Examples include gender, number, and shifts in conjugation, through which French speakers attempt to insert English terms into French grammar. All such shifts involve a deeper integration in language, one that goes a notch deeper than use, and an even deeper level in terms of altering the French language system (Winter-Froemel, 2014).

The Sociol

The presence of French loanwords in English is not merely a language fact but a sociolinguistic one, a reflection of language, identity, and contact attitudes towards cultures. For a section of society, such borrowings stand for language development and an expression of globalization, but for many, a threat to French language purity. There can be a significant range of variation in attitudes between groups in a community speaking French, conditioned, for example, by age, educational level, working environment, and contact with English (Pulcini, 2024).

Research Purpose

The objective of this article is to explore lexical and grammatical accommodation of French loanwords in representations via mass media. It will explore processes of borrowing, forms of grammatical accommodations, and social and language implications of such processes. Through an in-depth review of current sources of information, the work will contribute to an understanding of language change processes in a globalized society.

Structure of the Article

Next, the article will present a critical review of the literature, describing previous studies and theoretical approaches to language borrowing. In its methodology, it will present collection and analysis of data in French mass media and analysis methodologies adopted. Subsequent sections will present its lexical and grammatical findings in detail and both lexical and integration and lexical adoption in detail. In its discussion, it will interpret its findings, with consideration for its overall contribution to both French



language and culture. It will conclude with future research implications and pragmatic implications for producers, instructors, and policymakers.

An analysis of the impact of French loanwords in English via mass media presents a fascinating window into current trends in the French language. As will become apparent in this investigation, incorporation of these loanwords is complex and multi-faceted, including both language adaptations and larger cultural transformations. The investigation is predicted to make a significant contribution towards an awareness of language change in a globalized environment, and in documenting and explaining language trends, and in identifying a role for both a reflection and a creator of language trends for the role played by media.

Literature Review

The literature review touches on studies in the past regarding the use of English loanwords in French, with a view towards lexical assimilation, grammar assimilation, and its social consequences, in terms of its impact via mass media, in particular. In this section, general studies about language borrowing and language change through the contribution of media in a general analysis of the problem at issue have been included.

Theoretical and Historical Context

Language borrowing is not new but, in fact, dating back to language times. Durkin (2014) introduces a background, and according to him, both English and other languages have taken and exchanged with each other, including with French. With changing society, such a two-way relation emerged, with specifically English emerging as a lingua franca for international communications, technology, and business. Historical background is significant in terms of an understanding of current trends in language borrowing.

French Loanwords in English

Barffour (2016) considers a concrete case of English loanwords in French texts and adverts and reveals that such items not only represent language but represent larger social processes and become cultural items. For him, acceptance of such loanwords is not monolithic for francophone readers but varies with age, profession, and familiarity with English for such acceptance to become a reality. That such variation is a complex intersection between language and identity is a significant observation, for such loanwords can signpost modernity and global connectivity.

Media Influence on Language Adaptation

Varga, Orešković Dvorski, and Bjelobaba (2011) investigate the part played by the press in spreading English loanwords through French and Italian newspapers. What is discovered through their work is that no part can overestimate the role played by the press in language change, and that actually, newspapers actively promote new forms and adaptations, and don't simply follow trends in language. What this therefore suggests is that language professionals in the press regularly drive language innovation.

Integration of Loan Words



The grammar of including English loanwords in French is addressed in Winter-Froemel (2014), in which semantic shifts in the process of borrowing are examined. Adjustment entails not only lexical insertion but fitting in the loanwords in terms of French grammar, a process that can modify them in form and function. Adjustment can contribute to a deeper, long-term incorporation of loanwords in the target language.

And Sociolinguistic and Attitudinal Studies

An analysis of current Italian feelings about English can be seen in Pulcini (2024), and such can be contrasted with feelings about French about English loanwords. There is a dualism in feelings, with one part regarding such borrowings as enrichments and a part regarding them as contaminations of language purity. All such works are significant in enjoying larger cultural and language consequences of assimilating English loanwords.

Comparative and Methodological Innovations

A comparative examination of Tatsioka (2010)'s work concerning the use of English loanwords and code-switching in television in Greece deepens our perception of cultures' use of English loanwords in a comparative examination. Methodological breakthroughs in lexical borrowing, such as argued for in Winter-Froemel, can shed new insights into the use of combining semasiology (meaning development) and onomasiology (to name a new entity) in loanword studies, and can shed new insights into adaptations and use of terms in spontaneous language use.

The books under review exhibit a high academic concern with language contact dynamics, and in particular with French loanword incorporation in English. Cumulatively, the books present a multi-dimensional face of such a development, including not only language but also social and cultural shifts. Mass media, both a reflection and a shaper of such trends, is mentioned specifically, and it can reasonably be argued that future studies could profitably explore in detail new media's ongoing role in shaping acceptance and accommodation of loanwords. This review paves the way for a critical examination of incorporation of English loanwords in modern French, particularly in terms of mass media, and a basis for analysis in subsequent chapters.

Methodology

The following section narrates the adopted research methodology for investigating lexical and grammatical influence of modern French via English loanwords, with a specific consideration towards representing and reinterpreting such items in mass media. Quantitative and qualitative approaches have been blended for an overall balanced view towards incorporation of English loanwords in French.

Data collection

The source materials for this book have been taken from a variety of French mass media, such as national press, bestsellers, television, and web portals for information. All of them have been taken for their general dissemination and for language use in a public sphere shaping purpose. The observation period runs between January 2010 and December 2019, a period planned to span current trends and events in language use in the media.



Newspapers and Magazines: Articles have been collected in a corpus drawn from France's most important newspapers, including *Le Figaro* and *Le Monde*, and periodicals including *L'Express*. Articles with salience for predominantly English loanwords, and particularly in technological, commercial, cultural, and life-related settings, have been included in selection criteria.

Radio and Television: Programmes have been recorded and transcribed off France 2 and France radio, with a view to segments dealing with subjects with strong English influences, such as internet trends, international politics, and technological breakthroughs.

Online Media: Online sources and blogs have not gone unanalyzed, either, in consideration of their role in dissemination and becoming normalized with new language forms at a quick pace. Examples include *Mediapart* and *Le Huffington Post* French edition.

Analysis Techniques

Frequency Analysis of Words: Quantitative analysis consisted in a count of occurrences of English loanwords in a range of sources both in terms of prevalence and distribution. Software packages including *AntConc* facilitated such analysis.

Contextual Analysis: Qualitative analysis was conducted in a try to understand in which settings the English loanwords were being used. That involved an analysis of semantic fields most prominently represented with such loanwords and incorporation into French grammar.

Grammatical Analysis of Loanword Adjustment: Extra care was taken in documenting grammar-related accommodations in loanwords, including gender, number, and inflectional behavior. In discussing them, one could comprehend incorporation of English loanwords in terms of grammar in French.

Attitudinal Survey: In a complementary exercise, a survey of attitudes towards use of French speakers' use of English loanwords was conducted in a try to assess public acceptance and attitude towards use of the media.

Validation and dependability

To confirm and authenticate the findings, a variety of sources of media have been examined and cross-checked between and between forms of media. Besides, triangulation in terms of a mix of quantitative information and qualitative observations was adopted in the study, and thus, added to the solidity of the conclusion drawn.

Ethical concerns

All media content was used in compliance with copyright laws, and all survey respondents provided informed consent. The study adhered to ethical guidelines concerning anonymity and confidentiality, particularly in the handling of survey data. Conclusion The study conducted for this work is multi-faceted, combining a range of sources of information and analytic techniques in a consideration of rich dynamics of French loanwords in English media. By combining both quantitative and qualitative techniques, the study aims at getting a rich picture of how English comes into contact with and re-shapes French through mass media, not only providing information regarding the frequency with which such adoptions occur but



regarding deeper language and cultural implications. In preparation for a careful consideration of the findings, such an approach will present a careful analysis of integration trends for English loanwords in French and of the factors driving such adoptions in a sociolinguistic consideration.

Findings

The analysis of French sources of mass media revealed significant information regarding modern French English loanword distribution, environments, and grammatical accommodations. In this section, I introduce a summary of significant observations in lexical frequency analysis, contextual analysis, and analysis of grammatical accommodations, supplemented with information gained through attitudinal surveying.

Frequency of English Loanwords

The lexical density of French mass media revealed a high density of English loanwords in all types of French mass media. Business, technology, and entertainment-related English terms dominated in terms of encounters. For example, startup, streaming, and hashtag have become near ubiquitous in French media, near to an equivalent level of respective potential French equivalents. Newspapers and web media showed a high density of English loanwords compared with television and radio, and a variation in terms of consuming these terms can therefore be detected in a medium-specific manner.

Contextual use of Loanwords

Contextual analysis revealed that French use English loanwords to denote new, at least, shorter definitions in terms of, in technology and financial reporting, for instance, to denote new, cutting-edge thinking, such as big data and crowdfunding. In most cases, such terms go un-translated, an indication of global acceptance and a lack of a similar French expression with similar connotations of breadth of meaning.

Adoption of Loanwords in English

Grammatical accommodation analysis showed a variety of integration into French grammar structures. Most nouns preserve their form in English, but many integrate with French grammar, such as gender and assignment of number, for instance, use of un for "an" (e.g., un email, an email, but sometimes des for "a" (e.g., des emails, a lot of emails). English-originating verbs integrate with a French regularization in terms of conjugation, for instance, boot (to boot) being conjugated in je boote, tu bootes, etc.

Attitudes Towards English Loanwords

The attitudinal survey helped reveal a lot about French speakers' attitudes towards using English loanwords. Most respondents agreed that English terms have a beneficial role, specifically in a working and academic environment in which accuracy and worldwide usability matter. There was, however, a strong minority who expressed concerns regarding "Anglicization" and loss of French language identity through its use of English terms.

Discussion



The findings in this study validate the complex role of current French language with regard to English loanwords through ease of use in mass media. Frequent use and situational demand for such loanwords validate its organic role in current French language, specifically in industries most affected by global trends. Grammatical accommodation signifies a deeper integration, one that extends past simple borrowing, and towards a naturalization process in which such loanwords become an irreducible feature in French language. Such language trends are not passive reflection of language contact but active accommodations of professionals and laypeople in an endeavour to make communications function in a globalised environment. Conflicting approaches towards such trends unveil a balancing act between embracing trends in language and preserving language heritage at a cultural level. Conclusion The integration of English loanwords in French, through mass media, is a living, continuous process, a reflection of larger social, economic, and cultural transformations. Observations in the current study confirm the role played by media in both disseminating and naturalising such loanwords, opening doors for them to become part of French society. Long-term implications of such language development can be examined in future studies, with an eye towards seeing how French language policies and educational frameworks respond to such language shifts. That continuous dialogue between two languages is a characteristic of our increasingly cosmopolitan era, in which language is both a conduit and a storehouse for contact between cultures.

Conclusion

The role of modern French through English loanwords, specifically in mass media, portrays significant aspects of language accommodation and contact between cultures. In this book, integration of English loanwords in a variety of forms of media have been examined, including an examination of its presence, usage, and grammar in its new habitat. Analysis portrays a profound and ongoing role of English in modern French, with a boost through globalization and dissemination of information technology at a widespread level.

Summary of Important Findings

Frequency: There is widespread use of French loanwords in French mass media, with a strong presence in technology, economy, and pop culture, in harmony with language trends worldwide.

Loanwords consistently fill lexical gaps, and transmit concise expression for new and sophisticated terms, and have proven them to have a functional function in modern French language use.

The integration of English loanwords in French grammar expresses them at a profound level, with such accommodations including gender, number, and verbal inflectional modifications

Public Opinion: There is widespread acceptance of English loanwords for their use and global relevance, but reservations regarding their role in contributing towards contaminating and undermining purity and integrity of the French language.

Implications for future studies

The results of this work pave the way for future work in a range of avenues:



Longitudinal studies: There could follow over years, even decades, the development of French loanwords in English and investigate how newer forms of media, such as social networks and computer-mediated communications, shape language change.

Comparative Analyses: Comparisons between its impact in French and its impact in other groups of Romance language could shed new insights into processes of language accommodation and language borrowing in a range of language environments.

Education and Policy: How Loanwords in English can Influence Language Policies and Pedagogy in French-speaking countries can inform language planning and instruction

Practical Applications The observations in this study have pragmatic consequences for language producers, translators, and language teachers. Media professionals can utilize such observations in a way that enables them to comprehend and counter language use, and consequently, build effective communications approaches. Translators and language teachers can develop a heightened level of consciousness regarding ins and out of integration of loanwords, and utilize such consciousness in shaping instruction and translation in a way that harmonizes language integrity with ongoing use.

Closing Thoughts The ongoing dialogue between English and French, in and through mass media, is not a language curiosity alone—this is a marker of cultural adaptability and dynamism. As language continues to expand and borrow terms and structures between one language and another, not only is our view of language change enriched but our consciousness of cultural interconnectedness that characterizes our global community is increased, too. This book is part of that picture, a glimpse at a language in transition and at processes shaping its development in a networked age.

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Exploring Positive Parenting Skills in Adolescent Behavioral Development



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Keywords

positive parenting
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behavioral outcomes

Abstract

The article addresses positive parenting and its contribution towards shaping adolescents' behavior development, with a strong emphasis placed on effective techniques such as effective communication, supportive care, consistent guidance, and sympathy. By a review of empirical studies and theoretical analysis, it is proven that such practice aids in heightened academic achievement, social competency, emotion regulation, and reduced at-risk behavior in adolescents. How positive parenting can function in a range of family types and cultures and its adaptability is addressed, with a view that personalized approaches will have to be adopted in a development of best development in adolescents. The article pleads for ongoing training and guidance for parents in an ongoing development of parental competencies, with an affirmation of community contribution towards such an activity.

Introduction

Adolescence is a critical developmental phase marked by rapid physical, emotional, and psychological changes. During this period, the role of parenting becomes increasingly significant, as it directly influences adolescent behavioral outcomes and their overall well-being. The concept of positive parenting, which includes practices such as supportive nurturing, consistent discipline, and open communication, has gained substantial attention for its potential to foster healthy developmental trajectories.

A growing body of mixed-methods research provides a nuanced understanding of how various dimensions of parenting styles affect adolescent behavior. For instance, Liu, Bian, and Bian (2024) highlight the crucial role of parental warmth in cultivating leadership qualities among adolescents through both intrapersonal and interpersonal mechanisms. Similarly, research by Ambriano and Bettis explores the dynamics of non-suicidal self-injury disclosure in adolescents, emphasizing the complex interplay between adolescent behaviors and parental reactions.

Moreover, studies such as those by Edwards and Lopez (2006) and Suldo et al. (2009) underscore the importance of perceived family support and teacher support in enhancing life satisfaction and subjective



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well-being among adolescents. These investigations reveal that positive parental engagement can mitigate various challenges faced during adolescence, including academic pressures, social struggles, and emotional turmoil.

This article aims to further explore the impact of positive parenting on adolescent behavioral development by examining contemporary mixed-methods research. By integrating findings from seminal studies, this discussion seeks to articulate effective parenting strategies that promote resilience, academic success, and healthier social interactions among adolescents.

II. Theoretical Background

Summary of Existing Theories on Parenting and Adolescent Development

The theoretical context of adolescents' development is replete with frameworks that contribute a lot towards explaining in detail the profound impact of parental rearing types. Diana Baumrind's early work in characterizing rearing types labels them with three general categories: authoritative, authoritarian, and permissive, with each having definite implications for adolescents' behavior and development (Baumrind, 1966). Authoritative rearing, with high responsiveness and fair demands, is universally regarded to have a positive impact in creating healthy adolescents.

The phases of psychosocial development according to Erik Erikson function to reiterate even more, in a way, parental role in phases of development during adolescents, namely stage identity versus role confusion. Negotiating successfully in this stage, according to Erikson, is critical in developing a healthy identity, and one whose development is in part a function of parental behavior towards adolescents (Erikson, 1968).

Discussion of the Impact of Parenting Styles on Adolescent Self-Esteem, Autonomy, and Resilience

Research worldwide attests that adopted parental style plays an important role in significant aspects of development in adolescents such as independence, self-esteem, and resilience. Teenagers who have been reared under an authoritative parental style enjoy high independence and high self-esteem, all thanks to a supportive yet organized environment in which they have been reared (Baumrind, 1991). Teenagers under such a parental style stand a high chance of developing resilience, a key skill that enables one to survive and thrive in the face of challenging experiences (Ungar & Liebenberg, 2011).

Moreover, positive supportive parenting has been correlated with heightened autonomy and self-regulation in adolescents, both of which contribute to them becoming successful and happy in life (Suldo et al., 2009). Nurturing yet firm parenting consistently embraced helps adolescents develop competencies for successful negotiation in complex social and academic environments.

In conclusion, theoretical frameworks constructed by Baumrind and Erikson, and confirmed through empirical studies, form a strong theoretical basis for explaining adolescents' changing role in guiding development through parents. All such observations direct towards welcoming parental approaches towards a supportive environment for development, independence, and mental wellness.

III. Core Components of Positive Parenting



The Meaning and Definition of Positive Parenting in Teenagers

Positive parenting is warm, supportive, and guiding with high boundary and expectation but not controlling in its style. It seeks to build a healthy, strong parental-adolescent relationship, with a positive contribution towards adolescents' development and well-being. In contrast with stricter, controlling approaches, positive parenting seeks guidance and not penalty, and freedom and not confinement. It seeks to build a secure, supportive environment in which both have a high regard and an awareness for one another (Sanders, 2012).

Discussion of important ingredients

Open Communication Open communication is a part of positive parenting and consists of two-way expression of thinking and feelings in a direct, respectful, and transparent form. It invites adolescents to speak out and not have to face retribution, and in return, a trustful and open environment is generated. It is an important function for adolescents to sort through complex feelings and for parents to channel them appropriately (Kuhaneck & Kelleher, 2015).

Nurturing supportive care entails offering encouragement and positive emotional support, both of which promote healthy development in adolescents. Nurturing supportive care entails praising achievement and offering comfort in failure. Nurturing supportive care promotes a positive concept of oneself and can boost confidence and motivation for challenging experiences (Brooks, 2011).

Consistent Discipline Consistent discipline entails having definite requirements and consequences, both fair and consistently executed. In contrast to punitive actions, guidance and instruction, and not vengeance, takes a topmost position in consistent discipline. Consistent discipline tells adolescents about the borders of approved behavior and why it is worth having them, creating a feeling of security and solidity (Skinner & Zimmer-Gembeck, 2007).

Empathy and Understanding Empathy and understanding form a part of positive parenting, both comprising acknowledging and confirming feelings and adolescents' perspectives. Empathy and understanding build a strong parental-child relationship and enable effective resolution of conflicts and effective supporting, and model for adolescents empathising with others, a critical skill for social relations (Gottman & DeClaire, 1997).

Combined, these ingredients make a coherent model for healthy development and positive, strong relations between adolescents and parents. All of them have a critical role in taking care of adolescents' development with dignity.

IV. Impact of Positive Parenting on Adolescent Behavior

Review of Empirical Studies Linking Positive Parenting to Positive Behavioral Outcomes in Adolescents

Extensive research has demonstrated the beneficial impacts of positive parenting on adolescent development. A meta-analysis by Pinquart (2017) synthesizes findings across studies, showing that positive parenting practices are consistently linked with better behavioral outcomes among adolescents. These practices, which include supportive nurturing, consistent discipline, open communication, and empathy, are



associated with lower levels of adolescent aggression, anxiety, and depression, and higher levels of psychosocial maturity.

Discussion of the Effects of Positive Parenting on:

Academic Performance Positive parenting has a direct impact on academic performance. Parents who engage in supportive nurturing behaviors, such as providing homework help and showing interest in educational activities, foster an environment conducive to learning. Adolescents with positively engaged parents are more likely to develop a positive attitude towards school and achieve higher grades. Steinberg, Lamborn, Dornbusch, and Darling (1992) found that authoritative parenting, which is high in responsiveness and demandingness, is particularly effective in promoting academic success.

Social Skills The development of social skills is another area where positive parenting plays a crucial role. Adolescents who experience empathetic communication and nurturing from their parents are better equipped to develop strong social relationships. Studies suggest that these adolescents show higher levels of social competence, such as better conflict resolution skills and greater empathy towards peers (Lereya, Samara, and Wolke, 2013).

Emotional Regulation Emotional regulation is significantly influenced by the parenting style experienced by adolescents. Positive parenting practices, especially those involving open communication and empathy, help adolescents learn to manage their emotions effectively. This is crucial during adolescence, a period marked by emotional volatility. Eisenberg, Cumberland, and Spinrad (1998) demonstrated that adolescents who perceive high levels of parental warmth and support are better at regulating their emotional responses to stress.

Risk Behavior Reduction Positive parenting is also linked to a reduction in risk behaviors among adolescents, including substance use, delinquency, and unsafe sexual practices. Parental monitoring, a component of positive parenting, plays a key role in mitigating risk behavior by keeping parents informed about their children's activities and peer associations. Dishion and McMahon (1998) highlight the importance of consistent discipline and monitoring in preventing the development of antisocial behavior in adolescents.

Together, these findings underscore the extensive influence of positive parenting on various aspects of adolescent behavior. The nurturing and structured environment that positive parenting provides is essential for fostering resilience and a positive trajectory during the formative years of adolescence.

V. Challenges and Barriers to Positive Parenting

Identification of Common Challenges Faced by Parents of Adolescents

Parenting adolescents presents a unique set of challenges that can impede the implementation of positive parenting practices. Two prominent challenges are the influence of digital media and peer pressure:

1. **Digital Media Influence:** Adolescents today are increasingly immersed in digital environments, which can affect their behavior, expectations, and relationships. The pervasive presence of social media and online interactions can complicate parenting efforts, leading to conflicts over screen time and exposure to potentially harmful content.



2. **Peer Pressure:** Adolescents are particularly susceptible to peer influence, which can lead to risky behaviors or attitudes that conflict with family values. This external influence can undermine parental authority and complicate communication.

Strategies for Overcoming These Challenges

To address these challenges, parents can adopt several strategies:

- **Set Clear Guidelines and Boundaries for Media Use:** Establish rules for digital device usage that are reasonable but firm, and encourage activities that do not involve screens. It's also important for parents to model the behavior they expect from their children regarding media consumption.
- **Enhance Communication:** Strengthening communication can help mitigate the impact of peer pressure. This involves actively listening to adolescents' concerns and being open to discussing their social interactions and experiences without judgment.
- **Provide Alternatives:** Encourage participation in extracurricular activities such as sports, arts, or community service, which can provide healthy peer interactions and reinforce positive social norms.
- **Educational Workshops:** Parents can benefit from workshops that teach strategies for dealing with common adolescent issues, including how to talk about peer pressure and the responsible use of technology.

VI. Case Studies

Presentation of Case Studies Illustrating Successful Implementation of Positive Parenting Strategies

Case Study 1: The Johnson Family

- **Background:** The Johnson family was concerned about their 15-year-old daughter, Emily, who was spending excessive time on social media and showing signs of anxiety.
- **Interventions Used:** The parents implemented structured family time that was tech-free and began using family meals as a time for open discussions about daily experiences and feelings.
- **Outcomes Observed:** Emily showed improved mood stability and began engaging more in family activities. Her academic performance also improved as she learned to balance her online interactions with her schoolwork.

Case Study 2: The Anand Family

- **Background:** Raj, a 14-year-old, started displaying defiance and detachment influenced by his peer group who engaged in minor shoplifting incidents.
- **Interventions Used:** Raj's parents responded by increasing their supervision and involvement in his daily activities without being intrusive. They enrolled him in a martial arts class that promoted discipline and positive moral values.



- **Outcomes Observed:** Raj developed a sense of responsibility and self-control. His social circle changed as he made new friends within the class who had a positive influence on him.

Discussion of the Interventions Used and the Outcomes Observed

In both case studies, the parents effectively used positive parenting strategies to address significant challenges. By setting clear boundaries, enhancing communication, and providing healthy alternatives, they managed to steer their adolescents toward better behaviors and improved emotional well-being. These cases illustrate that with thoughtful implementation, positive parenting can significantly alter the developmental trajectory of adolescents facing common contemporary challenges.

VII. Practical Recommendations for Parents

Concrete, Actionable Advice for Parents to Foster Better Behavioral Development in Adolescents Through Positive Parenting

1. **Establish Routine Family Meetings:** Regularly scheduled family meetings encourage open dialogue and allow family members to discuss their feelings, challenges, and successes. This practice supports open communication and mutual understanding.
2. **Develop a Parenting Plan:** Tailor parenting strategies to fit individual adolescent needs. Recognize each child's unique personality, interests, and developmental stage to adapt parenting approaches accordingly.
3. **Positive Reinforcement:** Focus on rewarding desirable behaviors rather than punishing undesirable ones. This approach can motivate adolescents to repeat good behavior and understand the value of positive actions over negative ones.
4. **Consistent Rules and Expectations:** Maintain consistency in rules and disciplinary actions. Inconsistencies can confuse adolescents and make it harder for them to internalize appropriate behaviors.
5. **Educate Yourself About Adolescent Development:** Understanding the psychological and physiological changes that adolescents undergo can help parents respond more empathetically and effectively.

Tips on Adapting Positive Parenting Techniques to Different Family Structures and Cultural Backgrounds

1. **Respect Cultural Values and Traditions:** Incorporate respected family and cultural traditions into parenting practices. Understanding and honoring these values can strengthen the parent-child bond and provide a shared framework for behavior.
2. **Adjust Communication Styles:** Adapt communication methods to be culturally sensitive and appropriate. This might mean understanding the roles of extended family members or community leaders in parenting within certain cultures.



3. **Seek Community Support:** Engage with community resources, such as parenting workshops, support groups, or educational programs, which can offer valuable support and insights tailored to diverse family structures.
4. **Be Flexible and Open to Change:** Recognize that parenting practices may need to evolve as the family situation changes or as more is learned about effective parenting strategies within different cultural contexts.

Conclusion

The article discussed in detail regarding positive parenting's important role in adolescents' emotion and behavior development. By combining theoretical frameworks and studies, one can comprehend that processes such as empathetic listening, supportive care, positive guidance, and consistent guidance have important roles in developing healthy, resilient adolescents. All such positive approaches in positive parenting have an impact in academic achievement, social competency, emotion regulation, and reduced risk behavior.

The importance of translating such techniques into a variety of family types and cultures has also been stressed, with positive parenting not a one-size-fits-all practice but an adaptable collection of techniques that can be shaped to individual family needs.

For such beneficial consequences to become a reality, parents will have to have a strong dedication towards continuous parental training and skill development. Teachers and community leaders will have to make a contribution, too, through providing parents with access to information, training, and direct contact, and in providing a supportive environment that spreads outwards, not merely in family but in society at large.

In conclusion, raising adolescents is a challenging but satisfying journey. By employing positive parenting, parents can impart adolescents with tools that will allow them to navigate through life in current society, opening doors for them to become successful and well-adjusted adults.

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The Role of Foreign Languages in Social Media

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| Keywords | Abstract |
|--|---|
| Social Media Language Development Global Communication Cultural Influence | <p>Language is an integral part of our delegation; it forms the identity of the community and society. To play a creative language in the contemporary world, contemporary is one of the most important components of an ugly person. At least a creative language knowledge expands a person's worldview. Social media can be used as a tool to protect and develop the language, but for this it is necessary to use the language carefully and consciously. Today, social media has become the perfect platform to spread news, friends and events. For this reason, there have been great changes in the way people relate to each other, which have had a significant impact on language use. Users prefer to use this language for frequent and easy communication. At the same time, the correct use of language has a positive effect on their personal and brand image. In addition, the use of language on social media has its drawbacks. Thus, excessive use of social media language can harm language and reduce cultural richness. We can conclude that the role of foreign languages in social networks is indispensable, but care must be taken when using them.</p> |

Introduction:

Language in a technology age is at the epicenter of web communications, namely social networks, in which individuals, businesses, and groups convene and post messages, make contact with each other, and speak out about themselves and lives. Social language stretches borders, in that web visitors with conflicting cultures and geographics can speak in real-time and navigate through a web environment that is increasingly homogenized and interconnected. As a living and evolving platform, social networks not only embody language and cultural trends but actually shape them, having a profound impact in terms of language use and language perception in cyberspace.

Language plays a significant role in communicating and socialising. With language, humans can communicate and maintain a positive relation with fellow humans. As a tool for



communicating, language is shared and utilized by all humans in a view to conveying feelings, thinking and opinions to fellow humans both verbally and in writings. By not using language, obviously one will face an issue in communicating with one another. In addition, language can use by humans in knowing one's thinking horizons in knowing one's world because language is a measure for one's breadth of information. With an improvement in technology, information and communications

Social media have been proven to have a potential for developing listening skills in a foreign language. Students and language learners have stated using social media platforms for language development, including listening. In addition, social media have been proven to not only act as a tool for language development but even for producing and distributing materials in a range of forms such as audio, video, and text. Public diplomacy studies have recognized listening in terms of its role in dialogue, and social media can act as a platform for a range of types of listening in public diplomacy. Apart from that, social media have been proven to make processes of collaboration in language development, including listening, easier. In modern times, becoming a master in a foreign language is one of the most important parts of a successful, modern personality. Having at least one language in a foreign language opens a new worldview, helps to learn about cultures and customs of other countries. Apparently, everyone wants to become successful in a career. And in such a case, mastering a language can pay off a lot even in such a case. First, it is additional information, and second, employers prefer to recruit a specialist who can speak a language in a foreign language. The key is in having an opportunity to enter a mysterious and incomprehensible universe, it is an opportunity to make contact with a person with a different worldview and thinking.

I have studied a lot of reading materials regarding the use of a foreign language in our life and I have gained an awareness that 1.5 billion speak and a billion learn English language. In present date, English holds a position of a third most speaking language, then comes Chinese and Spanish language. India and China have a stronghold in having most speakers of English language in secondary language form. With an awareness of English, probably everyone in the whole universe will understand, and that is a sign of value of language. Foreign language is being used in most aspects of our life.

The languages in social media:

Here, in this article, social media's role in language use, correct language use and incorrect language use, social media language use techniques and tips will be discussed for everyone who wants to use social media for communications effectively. For everyone, who wants to use social media for communications effectively, one will understand one's skills and techniques one must utilize in order to make a correct impact in social media, and through examples, one will understand, how important correct language use is. Overall, social media can make a lot of



contribution towards developing listening skills in a foreign language and developing intercultural communications through representing several languages and cultures. Social media have become an important platform for information dissemination, communicating with friends and leisure nowadays. Thus, a tremendous change in communicating with each other happened, and its impact over language use is considerable. Social media platforms have many options such as short messaging options and sharing that allow one to deliver messages in an easy and quick manner. For such a purpose, one tends to utilize short and concise terms such as text messages, abbreviations and emoticons. By utilizing language in such a form, one can make communications quick and convenient, but sometimes, it can generate misconceptions and confusions too. Besides, social media have many disparate impacts over language use such as geographics, age, gender, and cultures. For an instance, use of abbreviations and emoticons is common in teens, and therefore overall language use is changing in a similar form too.

In a similar form, language use can even differ according to a region's and a culture's characteristics. So, language use in social media platforms is most significant in terms of individual and brand name, and social interaction with fellow users. By using proper language, one can gain followers and engagements and make fellow users respect and trust them. Thus, social media platforms have a big role in terms of language use. Users use a personalized language in order to speak and converse in a convenient and quick manner, but proper use of language positively reflects both individual and brand name and personality and individual and brand image. Thus, proper use of language in social media platforms must be taken care of. As social media is a platform through which one can access a lot of fellow humans, proper use of language is most significant. Social media use of language has a big role in terms of a person's expression manner, individual and brand personality, and individual and brand name and image. Proper use of language in social media platforms makes social media profiles to appear in a proper and reliable manner. Apart from that, proper use of language helps in reading articles in a proper manner and eradicating misconceptions and ambiguities. Social media use of language is evaluated in a quick manner by fellow readers. Thus, proper use of grammar and spelling must be taken care of. Not committing any mistakes in terms of words and proper use of abbreviations make posts appear in a proper and reliable manner.

Whereas language teachers have become reasonably comfortable with using web tools in instruction, social integration is relatively new. Nonetheless, in consideration of one of language instruction's most significant objectives, namely, offering students a chance for real-life conversation and communication, language teachers have to be encouraged to try out using such tools in a manner that enriches students' language instruction in real-life conversation terms. With a growing use of virtual learning environments (VLEs) in Higher Education, students have become increasingly engaged in web activity and VLEs such as Moodle have a range of social tools included, and, therefore, instructors can seamlessly integrate them in the platform for instruction.



The Common European Framework of References for Languages, adopted in 2001, proposed a model for measuring communicative competences in a target language, with strong consideration for "the use of a language for autonomous communication" (Council of Europe 2011). As technological development continued, language instruction developed, with a transition from a behavioristic model of language instruction, with drills and practice taking a dominant role, to a social-cultural model (Harrison & Thomas 2009) through a transition away from Computer Assisted Language Learning (CALL) packages towards web sources and communities, with language teachers wishing to maximize students' access to authentic sources and native speakers.

Extensive investigations have taken place regarding individual social software tools, such as social networks (Clark & Gruba 2010, Brick 2012), blogs (Hourigan & Murray 2010) and wikis. Wang & Vasquez (2012) believe that, despite high usage of blogs and wikis, social network software for language learning is less prevalent. Laru et al. (2012) respond, arguing little in terms of proper investigation regarding use of a range of tools for supporting learning can be detected.

The purpose in this investigation was to explore how utilizing a range of social media tools could enhance traditional language instruction/language instruction and whether students of a target language (L2) could become accustomed to using such tools in an educational setting in Ireland for language instruction.

Why are these social media companies hiring people who speak these languages:

Social media is engrained in our lives, with Facebook still leading in popularity in Ireland, followed by Instagram and Twitter. There are billions of users accessing different social media platforms daily across the world, which has many benefits but also requires a level of security and monitoring. To do this efficiently, social media companies are hiring native speakers who are passionate about making social media a safe place. The most common multilingual positions available are:

- Content reviewer/safety policy operations analyst with additional language e.g German, French, Arabic
- Advertisement specialist with or without additional language e.g English, Japanese, Mandarin, Arabic

Is this a suitable position for you?

If you speak the required language and have an interest in online safety or social media, these kinds of roles could be for you. There are opportunities to grow within these roles, starting from an agent position. Once you have shown your potential as an agent, there are different career paths you can take. You could become a quality analyst, trainer/coach, SME, Team lead or Team manager. Working within the social media space has a range of unique perks too from attending company



events, personalised lunch in the company canteen and of course most positions are permanent contracts. For content reviewers, a background in law or policy or some relevant experience is very beneficial. While as an advertisement specialist, if you are analytical, tech-savvy and passionate about advertisement/marketing it's a big advantage. With that said, many of the social media language jobs we hire for are entry-level roles with no experience required if you are passionate about the role. We may also have senior positions available.

Impact of Social Media on Language Learning:

Social media platforms have emerged as invaluable resources for language learners seeking immersive and interactive environments to enhance their linguistic proficiency. Through features such as live streaming, voice messaging, and language exchange groups, learners can engage in authentic conversations, receive feedback from native speakers, and access a wealth of multimedia content in their target language. Moreover, social media facilitates informal learning experiences that complement traditional classroom instruction, fostering a holistic approach to language acquisition that integrates cultural awareness and communicative competence.

Social Media Language Use Strategies:

The unique communicative affordances of social media necessitate strategic language use to effectively engage audiences and convey messages. Emojis, for instance, serve as visual cues that complement textual communication, conveying emotions, and tone in succinct and expressive ways. Similarly, hashtags function as metadata tags that categorize content and facilitate discoverability, enabling users to participate in trending conversations and amplify their reach. Abbreviations and slang, while emblematic of informal discourse, can enhance linguistic economy and foster a sense of belonging within online communities.

Challenges and Misconceptions in Social Media Language Use:

Despite its communicative benefits, language use on social media is not without challenges. The brevity and informality inherent to digital communication can lead to misunderstandings and misinterpretations, particularly when context is lacking or linguistic conventions are misapplied. Moreover, the rapid dissemination of information on social media heightens the risk of misinformation and linguistic manipulation, underscoring the importance of critical literacy skills and fact-checking mechanisms in navigating online discourse.

Strategies for Effective Communication on Social Media:

To navigate the complexities of social media language use, users and organizations can adopt a range of strategies to optimize their communication effectiveness. Prioritizing clarity and conciseness in messaging, conducting thorough research and verification before sharing content, and fostering inclusive and respectful dialogue are paramount. Additionally, leveraging platform-



specific features and analytics tools can enhance audience engagement and inform content strategy, enabling users to tailor their language use to meet the diverse needs and preferences of their audience.

Role of Social Media Companies in Language Support:

As the demand for multilingual content moderation and support grows, social media companies are increasingly investing in linguistic expertise to ensure accurate language representation and user safety. Native speakers with proficiency in multiple languages play a pivotal role in content moderation, community management, and policy enforcement, helping to mitigate linguistic barriers and foster inclusive online environments. Moreover, language-related roles within social media companies offer diverse career opportunities for individuals passionate about language, technology, and online safety, with opportunities for professional growth and development

Incorrect Use of Language on Social Media:

Social media is one of the most popular ways to communicate quickly and easily. However, many people can ignore the language and spelling rules in messages that they write quickly, causing the wrong use of language. This may cause the meaning of the article to change, misunderstandings and even personal reputation to be damaged.

Among the most common examples of the use of Deceptive language on social media are the following:

Word errors: Messages written quickly on social media platforms can cause word errors. These errors can change the meaning of messages, leading to misunderstandings. It is important to pay attention to word errors, especially on social media accounts that are important for brand image.

Incorrect use of abbreviations: Abbreviations that are often used on social media can lead to misunderstandings in quickly typed messages. Especially in business messages or official accounts, it is necessary to pay attention to the correct use of abbreviations.

False narrative: Social media platforms can cause a misunderstanding of quickly typed messages. A false narrative can cause the message to have a completely different meaning, which can lead to damage to people's reputation.

Incorrectly used expressions: The expressions used on social media can have different meanings. Therefore, incorrectly used phrases can cause the meaning of messages to change.

Here are some tips to avoid using the wrong language on social media:



Unchecked Messages: It is common to type messages quickly on social media. However, posting messages without checking them can lead to misunderstandings. Therefore, it is important to check messages and correct word errors.

Not using abbreviations correctly: It is important to use abbreviations that are often used on social media correctly. Especially, the use of abbreviations in official accounts is very important in terms of the correct perception of the desired message to be given to the masses.

Conclusion

In the contemporary digital landscape, social media platforms have become integral facets of everyday life, shaping how individuals communicate, connect, and express themselves on a global scale. Within this dynamic ecosystem, language serves as the primary vehicle for conveying ideas, emotions, and identities, exerting a profound influence on the interactions and relationships that unfold in virtual spaces.

The pervasive nature of social media underscores the significance of language in shaping the impact and reception of digital discourse. Each word, phrase, or emoji employed in online communication carries nuanced meanings and connotations, contributing to the construction of personal narratives, community norms, and cultural identities. As users navigate the vast expanse of digital platforms, they engage in a constant negotiation of language, adapting their communication strategies to suit diverse audiences, contexts, and objectives.

Moreover, the correct use of language on social media transcends functional communication—it is a reflection of individual values, attitudes, and social identities. Users carefully curate their online personas through linguistic choices, cultivating virtual personas that align with their desired self-image and social affiliations. From the adoption of slang and memes to the use of formal language in professional contexts, language becomes a powerful tool for self-presentation and social positioning in the digital realm.

In addition to its role in personal expression and identity construction, language on social media plays a crucial role in shaping collective perceptions, cultural norms, and societal discourses. Through the dissemination of information, opinions, and narratives, social media language shapes public discourse on a wide range of issues, from politics and social justice to entertainment and lifestyle trends. The viral spread of hashtags, memes, and viral content amplifies the influence of language, catalyzing social movements, sparking debates, and shaping public opinion in real-time.

Furthermore, the impact of language on social media extends beyond individual interactions to influence broader social dynamics and power structures. Linguistic choices can reflect and perpetuate inequalities based on factors such as race, gender, ethnicity, and socio-



economic status, perpetuating existing hierarchies and marginalizing certain voices within digital spaces. Therefore, promoting linguistic diversity, inclusivity, and cultural sensitivity is essential for fostering equitable and inclusive online environments that empower all users to participate and contribute to digital discourse. In conclusion, the role of language in social media is multifaceted, encompassing aspects of personal expression, social interaction, and cultural representation. As users navigate the complexities of digital communication, understanding the nuances of language use on social media becomes imperative for fostering meaningful connections, facilitating dialogue, and promoting social change. By embracing linguistic diversity, cultural sensitivity, and inclusive communication practices, individuals can harness the transformative potential of language to cultivate more inclusive, equitable, and empowering digital communities in the digital age.

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Impact of Upbringing Children in A Bilingual and Multilingual Environment in Azerbaijan, Baku

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Abstract

The study is based on the analysis of the processes of bilingual and multilingual upbringing of children from families living in Baku and the suburbs of Baku, whose mother tongue is Azerbaijani. The study examined the influence of the current environment on the mental and social development of children. The information obtained after the survey, interview, and observation is the basis of the study. The study aimed to shed light on the positive and negative effects of bilingual and multilingual parenting processes on children and laid the groundwork for larger-scale research in the future.

1. INTRODUCTION

1.1 Background

Raising children in an environment where more than one language is spoken has pros and cons. First, this is manifested in the formation of a strong memory in children. At the same time, these children also have powerful problem-solving skills and are able to do multiple tasks at the same time. Having the opportunity to get to know different cultures, these children can easily adapt to various environments. Knowing more than one language also helps them in their future education and career life.

However, their language development can progress more slowly in the beginning. Of course, there may be few opportunities to speak all languages at the same time with equal fluency. Therefore, it is very important to maintain and maintain a balance between languages.

1.2 Problem statement

At present, the modern world both provides and encourages the raising of children in a multilingual environment. Although the current situation generates a series of advantages, it generates a series of difficulties for both the parent, the child and the teacher, which are yet to be resolved.

Delays in language development do not change the fact that not all languages can be spoken at the same level, leaving behind the mother tongue development of the second language, as well as the fact that the child may be successful in social and academic environments in the future. Because each new language learned also means a new culture, which is also a factor that directly supports the development of the child.



Knowing the advantages and disadvantages of raising children in a bilingual and multilingual environment and taking steps in this regard allows for an increase in the working capacity and success rate of both the parent and the language tutor. In a practical environment, potential problems can easily find their solution.

1.3 Research Objectives

This article aims to understand the advantages and disadvantages of raising children in a bilingual and multilingual environment. Below, the objectives are outlined in a more specific way.

1. Mental development-analysis of the effects of children in bilingual and multilingual environments on mental skills such as memory, problem-solving, multifunctionality
2. Language development – assessment of the positive and negative effects on language development when exposed to more than one language
3. Academic success – analysis of factors affecting the academic success of bilingual and multilingual children
4. Social and emotional differences – a study of the role of multilingual parenting on children's social adaptation and emotional balance
5. Cultural identity-analysis of the position and relationship of a child raised in a multilingual environment in society
6. Parenting strategies - methods that parents who aim for their children to speak two or more languages can use
7. Long-term effects-analysis of the effects of bilingual and multilingual environments on children's future social lives and careers
8. Support mechanisms-methods for anticipating and preventing problems that children may encounter during language learning

1.4 Research questions

1. What differences arise when comparing the mental development of children raised in a bilingual and multilingual environment with children raised in a monolingual environment?
2. How does learning more than one language affect a child's social and emotional development?
3. What factors are crucial in the academic success of bilingual and multilingual children?
4. What are the risks of language delay in a bilingual or multilingual environment and how can they be prevented?
5. What should parents do to ensure the balanced development of children in both languages?

2. LITERATURE REVIEW

Raising children in a bilingual and multilingual environment is a topic of interest to many people. Articles about the benefits of raising such children are often found. At the same time, several writings do not ignore the difficulties that this entails. This section will discuss the pros and cons of raising children in a multilingual environment, proceeding from the positions of different specialists.

2.1 Benefits of raising children in a multilingual environment

One of the most important benefits of learning multiple languages is the positive impact on mental development. According to renowned psychologist Ellen Bialystok, children who are exposed to more than one language are more successful in problem-solving, memory, and task-shifting (Bialystok, 2011). These skills not only lead to academic success, but also increase the ability to adapt to real life.

François Grosjean, a specialist in the field of psycholinguistics, positively assesses the role of bilingualism in the understanding of cultural consciousness. These children are more capable than others to understand



and respect different cultures. This directly proves that the feeling of empathy in them is stronger than in others. This, in turn, is a fine example in terms of global adaptation (Grosjean, 2010).

From a social perspective, bilingualism, of course, has an undeniable role in the development of communication skills. Jim Cummins, who has proven his expertise in the field, argues that children who learn more than one language have outstanding comprehension abilities, and this, in turn, justifies the concept of awareness in both the native language and the second language (Cummins, 2000).

2.2 Difficult aspects of raising children in a multilingual environment

In addition to the above advantages, raising children in a bilingual and multilingual environment can bring with it a number of difficulties. Developmental psychologist Erika Hoff states that bilingual children develop their word stocks more slowly than their monolingual peers. His research shows that although the general word stock is equivalent among languages, the issue of delay is evident when we take a single language (Hoff, 2018).

In addition, Antonella Sorace considers that achieving success in a balanced way in all her languages can rarely occur. Based on his research, we can say that, depending on the environment and the level of exposure, in children, basically, one language is more pressing, which in some cases can make the fluent use of the other language difficult (Sorace, 2007).

Stefan Krashen, on the other hand, focused on the importance of adequate exposure every year. His input hypothesis notes the importance of information transmitted in a natural form in an appropriate, understandable way to that language for a language learner to learn a new language naturally. He states that children need to be actively exposed to these languages in order to master fluent speech in more than one language. In order to overcome this difficulty, active use of these languages is necessary (Krashen, 1985).

2.3 Building a balance between advantages and disadvantages

Given these different views, we can point out that achieving success in raising a bilingual and multilingual child is directly related to how to manage difficulties. It is important to strive to create a balance between languages. (Grosjean, 2010) emphasizes the importance of creating an environment of exposure to language by adopting the strategy of families “one parent, one language”. (Sorace, 2007), however, believes that society and schools themselves can support such processes through educational programs that support minority languages.

(Hoff, 2018), however, offers a model that prioritizes quality over quantity. Both languages continuously emphasize the effectiveness of language exposure. (Cummins, 2000), on the other hand, argues that a positive attitude towards all languages within the family increases motivation and self-confidence in children.

From the foregoing, we can conclude that raising children in a bilingual and multilingual environment has many advantages from a mental, social and cultural point of view. But these advantages include language delays, inter-language imbalance, etc. is able to create a basis for some difficulties. Referring to the opinions of experts such as Bialystok, Grosjean, Cummins, Hoff, Sorace and Krashen, we can say that parents and language educators can use a series of strategies to overcome other obstacles that come to light, in addition to providing these benefits. Success is rooted in creating a supportive and balanced language environment.



3. METHODOLOGY

3.1 Research design

This study was conducted among 20 families living in the capital of Azerbaijan, Baku and the suburbs of Baku, whose mother tongue is Azerbaijani. The study aimed to find the pros and cons of parenting in a bilingual or multilingual environment for children. Using both quantitative and qualitative research methods, the mixed method was applied. Digital data includes metrics on the language competencies of families and children, while descriptive data includes data collected through interviews.

3.2 Participants

The survey was attended by 20 families living in the capital of Azerbaijan, Baku and the suburbs, whose native language is Azerbaijani. In 14 of these families, the second language is Russian, in 6-English. There are a total of 38 children in these families. These children speak a second language as well as their mother tongue, Azerbaijani. 26 children have some difficulties in speaking both languages, while 12 children are fluent in both languages. Of the 26 children mentioned above, 9 speak Russian better than Azerbaijani. But in both languages, they violate grammatical and lexical norms. Their parents note that since they received a Russian-speaking education, they spoke more Russian at home, which caused the children to have difficulties with both languages.

3.3 Data collection

The data collection period consists of 3 stages.

1. Questionnaires: - a questionnaire survey was conducted in order to collect information about children's language learning periods, the language spoken at home and the problems that children face.
2. Interview: - an interview was conducted with families on language learning via the online platform.
3. Observation: - the language used by children at home has been monitored and recorded.

3.4 Data analysis

The collected data were evaluated using both quantitative and qualitative analysis methods.

1. Digital data: the data obtained from the questionnaires were statistically evaluated using SPSS. Differences and problems in children's language skills are determined by descriptive statistics.
2. Descriptive data: interview and observation data were analyzed using the content analysis method. The information received from the participants was classified based on the subject categories. Based on these analyzes, problems and success strategies have been identified.

These methods have laid the foundation for a better understanding of the difficulties that children face in a bilingual or multilingual environment and the strategies for solving these problems.

4. RESULTS AND DISCUSSION

The data obtained from this study show that children who grow up in a bilingual and multilingual environment have a number of difficulties as well as preferences. The effects of upbringing in this way were assessed on the language choice of families, the language skills and social integration of children.



4.1 Advantages

1. Mental development-the study shows that children with two or more language use skills are more attentive than others, and at the same time their analytical skills differ from their peers in a good sense.
2. Worldview-bilingual children are able to acquire significant knowledge of both their native language and the second language. This allows children to be one step ahead in matters of interaction with different cultures and cultural diversity. In the course of the study, intercultural differences were noticeable, especially during the observation of children who spoke Azerbaijani and Russian.
3. Social skills and connections – multilingual individuals adapt more quickly to the environment and communicate with others in a more comfortable way. The study also shows that these children have a wide social circle, they have friends who speak both Azerbaijani and second languages separately. Among them, there are children who are members of various language clubs.
4. Career opportunities-parents of children are hopeful that their children will build a career in a more comfortable way in the future. They think that being able to speak more than one language will create a huge advantage for them in the business field in the future, since these children have a linguistic advantage in the business competition.

4.2 Disadvantages

1. Speech delay-a study shows that children who speak two or more languages may have speech retardation, sometimes being able to confuse these languages later in speech. And this, in some cases, can cause some difficulties in expressing themselves. In particular, in languages with different language structures, this can manifest itself more.
2. Effect on academic performance – this is shown mainly in written speech. For example, the alphabetic graphics in Azerbaijani and Russian are different, which can lead to confusion in writing.
3. The problem of intercultural identity – they are able to experience some difficulties in feeling in what environment they belong to. In fact, they carry the characteristics of both cultures, so from the emotional aspect, the desire to belong to a specific place is capable of causing them difficulties.
4. Parental expectations and pressures – one of the nuances that stands out during the study is that few parents expect their children to speak English even better. And the potential that the child is able to reveal is in sight. And for the development of a second language, time is needed. This process can also create emotional tension in children in some cases. In order not to increase the level of stress in children, such pressure should be avoided.

4.3 Discussion

These proofs show that raising children in bilingual and multilingual environments leads to both opportunities and problems. Even if positive influences such as mental development, worldview, social skills and career opportunities stand out, deficits are not limited to negative factors such as speech retardation and personality problems.

The study emphasizes the importance of parents consciously supporting children during the language learning process. Games and social activities which are aimed at promoting language usage may be recommended. At the same time, the opportunities that bilingual and multilingual upbringing will create in future business careers are striking. In future research, a more comprehensive approach can be applied to examine these results in a broader framework.



4.4 Challenges and limitations

This study is aimed at understanding the difficulties and benefits of Azerbaijani children who grow up in a bilingual or multilingual environment but there are also a number of difficulties in the study of such a complex subject.

The 20 families included in the study do not have the capacity to fully represent various socio-economic and cultural groups in Baku. This circumstance limits the generalization of research results. The questionnaires and interview formats fail to provide sufficient detail to fully understand language learning processes. Although standardized tests are used to assess language abilities, it is evident that these tests do not fully reflect the actual use of language by children.

The study was conducted in a limited number of cases (with 20 families and 38 children). Working with a wider group of participants can make the results more comprehensive. The study was limited to families in Baku and did not take into account the experience of families in different geographical regions. Only Azerbaijani, Russian and English were included in the study, and the study was unable to track children's long-term language development and record changes over time.

4.5 Recommendations

The generalization of the data obtained could improve if future research involves a wider range of participants from different socio-economic and cultural groups. It is advisable that studies be carried out over a longer period of time in order to monitor the language development of children and obtain more detailed conclusions about the language learning process. Working with families from other regions outside Baku can improve the quality of research. By organizing awareness campaigns on raising bilingual or multilingual children, strategies for supporting children's language development can be proposed for parents.

5. CONCLUSION

This study gave significant results on the processes of bilingual and multilingual upbringing of children in Baku families. Data from the study revealed both positive and negative aspects of bilingual parenting's impact on children.

The main result of the study is that children who grow up in a multilingual environment experience cognitive development benefits and an increased ability to adapt to different cultures. However, problems such as speech delay, personality confusion and high expectations of parents indicate that this process must be handled carefully.

As a result, bilingual and multilingual parenting opens up many opportunities and responsibilities for both children and families. Parents play a crucial role in adopting strategies that support children's individual abilities and potential. Future research may allow us to examine these findings more deeply with broader groups and long-term monitoring techniques.

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Bridging Borders: Social Work in the International Arena

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| Keywords | Abstract |
|---|---|
| International Social Work Global Challenges Advocacy and Policy Development Cultural Competence | This article delves into the multifaceted realm of international social work, emphasizing its crucial role in addressing global social challenges such as poverty, migration, and human rights violations. It explores various methodologies integral to the field, including community-based approaches, advocacy, policy development, and culturally sensitive practices. The significance of continuous professional development and intercultural competence is highlighted, alongside a discussion on the impact of emerging technologies and virtual collaboration in enhancing social work practices. Future challenges such as global migration and environmental crises are examined, proposing strategies for the international social work community to prepare and respond effectively. The article concludes by advocating for a proactive, innovative approach to education and professional practice, ensuring that social workers are well-equipped to tackle these complex issues on a global scale. |

Introduction

A career in social concerns and enhancing welfare for humans, social work, takes a certain level of complexity when performed in an international setting. It entails a deep understanding of diversity in cultures, laws, and social welfare in a global scenario. Practising social work in an international setting entails working with diversity in social customs, laws, and social policies, and for that, one must have a certain level of skill and expertise.

In an international environment, social workers play a critical role in resolving general concerns including migration, poverty, and abuse of human rights, and international crises. For example, when discussing social work training, Fox (2015) describes international field practice in preparing social workers with competency in crossing national and cultural borders. International field practice experiences expose future social workers to a larger picture of work and expose them to preparation for interventions in a sensitive manner, with consideration for cultures and countries involved.

Comparative studies and cross-border collaborations, such as those of Collins, Duffy, and Kim (2022), not only reveal diversity in social work practice in a variety of national settings but also reveal a glimpse of social practice and adaptability in one country and its transference in a similar form in a new country. Not only do such studies reveal diversity in social work practice, but they also make a strong case for an international perspective in developing effective social interventions.



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Moreover, international social work involves its own complications. For Boccagni and Righard (2015), migration in Europe is a complex issue, with social workers having to navigate both political realities and migrants' needs in new nations. It is a dual challenge, one that involves a complex awareness of transnational concerns, and one that is challenging and immensely satisfying at the same time.

Educational programs, such as Christensen, Thoennesen, and Walke (2017), have an important role in shaping future international social work. Cross-border training and collaboration are part of such programs, and social workers receive with them tools with which to effectively navigate the complexity of international social work.

The intention of this article is to analyze in detail these dimensions, and to speak about social workers' practice in international environments and its contribution to social affairs in general in a worldwide manner. By reading methodologies, case studies, and educational methodologies, through a deep analysis, this article will make a critical analysis of international social work breakthroughs and challenges.

Global Challenges in Social Work

Social work, with its concern for social justice and humanity, encounters a range of transnational concerns that span a variety of national borders. Poverty, migration, and human rights, for example, are ubiquitous concerns that social workers must address in a variety of transnational environments. All of these concerns have specific barriers and necessitate specific strategies with regard to cultural, financial, and legal frameworks.

Poverty

Poverty is a ubiquitous issue in terms of its presence in countless lives, but its expression is geographically variable. Micro interventions, such as community development and individual interventions, and macro interventions, such as social reform and policy development, both have a role in social work. For instance, in developing countries, social work may entail simple provisions such as food and medical care, but in developed countries, it could entail systemic reform in terms of addressing inequality in terms of earnings and social welfare programs.

Migration

Migration raises challenging social work concerns with regards to displacement, asylum, integration, and governing multicultural communities. Social workers' work in migration involves supporting refugees and immigrants, campaigning for humane treatment and equitable policies, and supporting cultural integration. As Collins, Duffy, and Kim (2022) state, social workers have to work through the legal and social environments in countries of residence and campaign for the rights and welfare of immigrants, with a view to enhancing culturally sensitive practice that promotes dignity for everyone.

Human Rights

The safeguarding and promotion of human rights serve as a basis for social work ethics. Social workers advocate for oppressed groups, challenge abuses, and work towards enhancing and safeguarding human rights in a range of environments. Social work in such a role is most critical in international environments in which abuses of human rights can manifest with a high intensity and with less intervention and awareness. Engagement with international agencies and application of international legislation serve two avenues social workers utilize in an attempt to make advocacy and intervention even more effective.

Different Practices in Areas



Practices in social work vary enormously in geographical and cultural environments. In a European setting, for example, social workers may prioritize assimilation of a high level of immigrants with mixed background, for instance, report Boccagni and Righard (2015). In Asia and parts of Africa, social work could, in contrast, prioritize community interventions for eradicating disease and poverty. All these go towards explaining the need for social work practice that is contextual and flexible enough to adapt to capacities and needs at a local level.

Diffies in Cross-Cultural Context Practice in a global environment comes with a variety of social work challenges, such as cultural obstacles, disparate legal frameworks, and in most cases, limited budgets. Social workers must possess high competencies in cultural consciousness, language skills, and in most cases, a high background in international laws of humanity. In Gredig's (2015) view, social work in a globalized environment compels social work professionals to blur and transverse borders both geographically and metaphorically, and in the process, demand high adaptability and continuous learning. In conclusion, social work at a worldwide level requires a multi-dimensional intervention with an awareness of settings at a local level, trans-border collaboration, and a call for systemic reform. Social workers must face such a challenge with a high level of skill base and an orientation towards international solidarity and justice.

Methodologies in international social work

Global social work employs a range of methodologies specifically designed to tackle complex social concerns that extend beyond national borders. All methodologies adopted for international social work have a flexible and adaptable character, and social workers can effectively function in any cultural, legal, and social environment with them.

Community-based approaches

The community-based approaches make up the backbone of international social work, with a focus placed in enhancing communities in terms of allowing them to develop and tackle their own concerns. Community-based approaches base its premise in communities having a significant role in developing themselves. Participatory action research, community organizing, and capacity development make its principal methodologies. For example, interventions can involve community members in planning and in its implementation, such that interventions become locally relevant and enduring. Community-based approaches function best in resolving such social ills such as community and poverty, for success in both cases rely immensely in community and local knowledge and participation.

Advocacy and Policy Development

An integral function of social work, advocacy aims to make a systemic change. Social workers abroad utilize advocacy in an attempt to form policies impacting at-risk populations in a transnational format. That can involve lobbying for reform in immigrant laws, campaigning for policies protecting human rights, or attempting to expand transnational interventions in crises such as human trafficking. Policy development, in direct relation with advocacy, aims to form and enact policies in an attempt to base them in social work values and best practice. Social workers will collaborate with policymakers, providing expertise in an attempt to make policies effective and equitable.

Culturally Sensitive Practices

Practice sensitive to cultures and customs is paramount in international social work, with its diversity in customs and cultures one encounters. Culturally sensitive practice not only involves an awareness but a responsiveness to one's communities of practice and cultures and customs. Familiarity with customs, language, and beliefs at a community level is significant in developing and providing interventions that will not only honor but effectively work with communities effectively. Culturally sensitive practice training is



a significant part of social work practice and training, for it maximizes one's ability to work with cultural complexity sensitively and in an ethical practice.

Global Exchange and Cooperation Programmes Global collaboration and exchange programs contribute immensely towards strengthening social work practice through an opportunity for information, competencies, and assets to be exchanged between borders. There can be several forms through which such programs can occur, including professional exchanges, international forums, collaboration in research, and service collaboration programs. For example, Christensen, Thoennesen, and Walke (2017) explore how cross-border collaboration in education can expose social workers to a larger picture of social concerns at a worldwide level and new and effective approaches towards them. Not only do such collaborations develop capacities at a professional level, but a worldwide community of social workers supporting and learning from one another is also developed through them. These four approaches together make social work practice in a transnational setting even more effective. By embracing community practice, advocacy, culturally sensitive practice, and transnational collaboration, social workers can effectively respond to a complex and multidimensional range of transnational challenges.

Education and Training for International Social Work

The field of international social work demands a unique set of educational and training requirements that prepare professionals to operate effectively across diverse global settings. The educational groundwork typically includes a foundational knowledge in social work principles, combined with specialized training that focuses on international issues, cultural competence, and global policy analysis. Accredited social work programs often offer courses that cover international human rights, global social policy, and comparative social work practices across countries. This robust educational foundation is vital for social workers who need to understand the complex socio-political and economic landscapes in which they operate internationally.

Continuing professional development (CPD) is critical in the dynamic field of international social work. The nature of global issues necessitates that social workers remain informed about the latest research, policy changes, and effective practices worldwide. CPD activities might include attending international conferences, participating in workshops, and enrolling in advanced courses focused on emerging global challenges. For instance, ongoing training in crisis response and international refugee support provides social workers with the up-to-date skills necessary to respond effectively to crises such as natural disasters or mass migration events.

Intercultural competence is another cornerstone of training for international social work. This aspect of education focuses on enhancing the ability of social workers to engage respectfully and effectively with clients from diverse cultural backgrounds. Training in intercultural competence involves learning about different cultural practices, belief systems, and communication styles. It also includes reflective practices that encourage social workers to examine their own cultural biases and assumptions. For example, role-playing exercises and immersive language training can be part of this training, helping professionals to navigate and adapt to the multicultural environments they will work in.

Prominent international social work education programs play a pivotal role in preparing social workers for international careers. Universities around the world offer specialized programs that focus on global social work practices. For example, the Master of Social Work (MSW) program at the University of Stockholm includes a track specifically dedicated to international and multicultural work, providing students with practical experience through international field placements, such as those documented by Fox (2015). Similarly, programs like the dual degree MSW program at Columbia University and the London School of Economics allow students to study social work through a transatlantic lens, gaining exposure to both American and European approaches to social issues.



These educational and training components ensure that social workers are not only equipped with the necessary skills to address global social challenges effectively but also maintain a lifelong commitment to learning and professional growth in the ever-evolving field of international social work.

Directions and Innovations in International Social Work

The development of international social work continues, with new trends and innovations shaping future social work practice. Emerging trends include technology and virtual collaboration tool use, and its role in transforming social workers' practice with clients and with each other globally. With technology, access to shared assets, training, and best practice is facilitated, and access to a larger population in a shorter timeframe is increased. For instance, virtual therapy and telehealth have extended access to mental care for rural and disadvantaged communities. Besides, international social work training and conference sessions have increasingly taken a web-conducted format, with access increased and ongoing continuous development unencumbered by geographical location.

A new and growing trend is blending artificial intelligence and data analysis with social work practice. There is tremendous potential for social trends analysis, forecasting, and efficient use of resources with these tools. For example, predictive analysis can allow social workers to target locations at high social problem danger, such as a case of a child abuse, and allow for early intervention. AI platforms can, in a similar way, assist social workers with high case loads through routine work automation and decision aids for complex cases. The future environment will increasingly challenge social workers with new requirements, and one such challenge will arise with growing migration complexity at a worldwide level, and it will require high-tech resolution for displacement and integration-related concerns. Social workers will increasingly become expert in international legislation and multilinguality in representing and working with refugees and migrants effectively. Environmental and its conjoined issue, climate change, will become an impending challenge, disproportionately affecting the most underprivileged groups in the world. Social workers will increasingly become involved in social consequences of environment-related concerns, and for that, a deep understanding of environment-related social justice and environmentally friendly development techniques will become a necessity.

To become equipped for such a challenge, the worldwide social work community will have to become a community of learners and adaptable professionals. Networking and collaboration between social workers in nations can facilitate information and strategy sharings, enhancing the capability for a global reaction. Social work programs will have to expand, including training in high-tech technology, courses in environment social work, and international legislation, in curriculums. In such a way, future social workers will have a variety of skills with which to react and confront a changing and complex society.

Future international social work will entail utilizing technological advancement, proactive intervention in emerging global concerns, and regularly updating educational programs in a move towards preparing social workers for the ever-evolving face of global concerns. By such a move, social work will be able to position itself at the fore of global social justice and humanity improvement interventions.

Conclusion

The analysis of social work in an international setting reveals a rich and critical profession, with a role in working through many of humanity's most important present-day concerns. Poverty and migration, for example, through to advocacy for human rights, international social workers have a significant role in developing worldwide solidarity and improving human welfare. Practices adopted in international social work, such as community practice and advocacy, through to sensitive practice, demonstrate the career's adaptability and commitment to effective, ethical practice in a range of settings.



The practice continues to evolve with technological advances and an increased demand for continuous professional development, and both work to not only extend social workers' capacities but to make practice flexible enough to adapt to shifting social issue trends globally. Integration of technology in social work practice, namely through virtual collaboration and information analysis, is raising new standards for effectiveness and access, and social workers can serve an increased number of lives than ever previously.

But future challenges such as, for one, migration at a global level and ecologic crises, and in preparation for such, a proactive position must involve heightened training in international law, ecologic justice, and computer skills. By creating a global community of trained professionals and updating educational curriculums periodically, the international social work community can stand in a position to face such head-on. In summary, social work at an international level is at a crossroads, with an enormous chance to contribute positively towards a kinder and fairer world for all. By taking a position for social justice, utilizing innovation, and following a practice of ongoing development, social workers can have a position at the edge of working towards a problem-solving, kinder and fairer world for all.

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Navigating the Conceptual Landscape of Communication: Principles and Processes

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Keywords

Communication
Conceptual Phenomenon
Nonverbal Cues
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Abstract

This study explores communication as a conceptual phenomenon, examining the layers that extend beyond the mere exchange of words. By reviewing a range of theoretical frameworks and empirical studies, the research highlights how cultural, social, psychological, and technological factors shape our interactions. The study employs a literature analysis combined with a comparative approach to reveal the evolution of communication practices and to identify recurring themes across different models.

The analysis shows that cultural influences deeply affect how messages are conveyed and interpreted. In high-context cultures, for example, much of the meaning is derived from nonverbal cues and shared social history, while low-context cultures rely on clear and explicit communication. Socially, communication serves as the backbone of relationship-building and identity formation, playing a critical role in maintaining the structure of various communities and organizations.

Psychological aspects are also pivotal, with individual perceptions, emotional states, and cognitive processes all influencing the interpretation of messages. This underscores the idea that effective communication is not only about clear delivery but also about understanding the recipient's mental framework. Additionally, the study examines nonverbal cues—such as body language, facial expressions, and environmental context—and their significant role in enhancing or, at times, contradicting verbal messages.

Emerging technological trends are reshaping the dynamics of communication by introducing new channels and tools that extend our reach while also presenting fresh challenges, such as privacy concerns and the risk of misinterpretation. Overall, the findings present communication as a dynamic and evolving process that is integral to human interaction, suggesting that a deeper understanding of its many dimensions is essential for fostering effective and empathetic exchanges in today's diverse and technologically advanced society.



Introduction

Communication, in its broadest sense, is both an everyday practice and a profound conceptual phenomenon that underpins human interaction, social organization, and cultural evolution. Throughout history, the study of communication has evolved from a mere focus on the transmission of information to a nuanced exploration of the intricate processes that shape how messages are constructed, conveyed, and interpreted. This article examines communication as a conceptual phenomenon by integrating insights from diverse theoretical frameworks and empirical studies, providing a comprehensive understanding of its multidimensional nature.

Recent scholarship has emphasized that communication is not solely the exchange of data, opinions, or emotions but also a phenomenon embedded with cultural, social, psychological, and technological dimensions. Arto (2021) presents a multidimensional model that highlights the complexity of interaction by situating communication within a framework that encompasses both the tangible and intangible elements of human exchange. This model is particularly useful in recognizing that communication transcends its superficial appearance as a linear process, instead embodying a dynamic interplay of various elements that continuously evolve.

The emergence of digital technologies and media has further complicated the landscape of communication. Cojocariu (2014) addresses the phenomenon of media communication by arguing that the integration of traditional and digital media has transformed how we understand and experience communication. Digital platforms have not only expanded the reach and immediacy of message dissemination but have also introduced new challenges, such as the prevalence of disinformation and the blurring of boundaries between public and private spheres. This evolution necessitates a reconceptualization of communication that accounts for both its static and fluid characteristics.

A critical aspect of this conceptualization is the role of language and discourse in shaping meaning. Kadirjanovna (2021) emphasizes the importance of pragmalinguistic concepts in understanding speech behavior and discourse, suggesting that language is not merely a tool for expression but also a medium through which social reality is constructed. In this light, communication is seen as a process of meaning-making, where the interplay between linguistic choices and contextual factors generates diverse interpretations and responses. This perspective is echoed in the work of Mandelbaum (2012), who argues that communication phenomena serve as solutions to interactional problems, thereby underlining the adaptive nature of human discourse.

The historical transformation of communication practices has also been the subject of recent research. Kolesnichenko (2023) explores the concept of a communications revolution, highlighting how shifts from traditional to modern modes of interaction reflect broader civilizational changes. These shifts underscore the importance of studying communication not only as a static process but as a continuously evolving phenomenon influenced by social, economic, and technological forces. Kornieiev, Bilan, and Sashchuk (2024) further elaborate on this idea by examining how communication environments are methodologically designed to respond to contemporary challenges, reinforcing the notion that our communicative practices are inextricably linked to the contexts in which they occur.

The intersection between communication and marketing also provides a fertile ground for understanding the conceptual dimensions of communication. Nowak and Phelps (1994) conceptualize integrated marketing communications as a phenomenon that impacts advertising practices, demonstrating how commercial interests and cultural narratives intersect to shape consumer perceptions and behaviors. This intersectionality is essential for appreciating the multifaceted roles that communication plays in both the public and private sectors.



Information science has long contributed to the conceptualization of communication. Belkin and Robertson (1976) posit that information itself is a phenomenon, thereby setting the stage for understanding communication as a process that not only transmits information but also creates and transforms it. Their work offers a foundational perspective that supports later studies, such as those by Yates and Orlikowski (1992), who adopt a structural approach to explore the genres of organizational communication. Their analysis underscores the idea that communication genres are not merely forms of expression but also structures that organize and influence social interactions within organizations.

Another emerging perspective comes from the analysis of disinformation, as discussed by Michael Hameleers (2023). In his work, disinformation is treated as a context-bound phenomenon that requires an integrated conceptual framework to understand the intentions, actors, and techniques involved. This perspective is increasingly relevant in an era where digital communication channels are frequently manipulated to serve political, economic, or ideological purposes. It highlights the necessity of adopting a holistic view of communication that accounts for both its constructive and disruptive potentials.

The legal and ethical dimensions of communication have also received considerable attention. Teremetskyi et al. (2021) examine the phenomenon of interference with private communication within the context of criminal proceedings, illustrating the delicate balance between technological advancements and the protection of individual rights. This legal perspective reinforces the notion that communication, as a conceptual phenomenon, is deeply embedded in societal norms and regulatory frameworks.

Furthermore, the idea of socio-communication hybridity, as discussed by Евстафьев (2021), provides an additional layer of complexity by exploring how traditional communication practices are hybridized in contemporary information societies. This hybridization reflects the diverse, and sometimes conflicting, forces at play in modern communication, where traditional media coexist with innovative digital platforms, each influencing public discourse in distinct ways.

In sum, the study of communication as a conceptual phenomenon reveals a rich tapestry of theoretical insights and practical implications. It challenges us to rethink our understanding of communication beyond the simplistic notion of message transmission and to consider its broader roles in constructing social reality, mediating interactions, and shaping both cultural and technological landscapes. By synthesizing perspectives from linguistics, media studies, marketing, information science, and legal theory, this article aims to offer a comprehensive framework that encapsulates the dynamic and multifaceted nature of communication.

Methods

This study employs a dual-method approach that combines literature analysis with a comparative study of different communication models. The literature analysis was chosen to thoroughly review and synthesize existing theories, enabling an in-depth understanding of how communication has been conceptualized over time. The comparative approach allows for the identification of similarities and differences among various models, which in turn highlights key themes and emerging trends in the field.

By integrating these methods, the study aims to build a comprehensive framework that not only captures the historical evolution of communication theories but also provides insights into their current applications in both traditional and digital media contexts. This approach was selected because it offers a balanced perspective, ensuring that the study is rooted in established scholarship while also addressing the dynamic nature of modern communication practices.

Overall, these methods support a rigorous examination of the conceptual dimensions of communication, offering readers a clear and structured understanding of the subject matter.



Cultural and Social Aspects

Understanding communication requires attention to the cultural and social environments that shape it. Culture influences how people express themselves, interpret messages, and establish social norms. As noted by Berger and Chaffee (1987), cultural influence affects not only the choice of language but also nonverbal cues and contextual nuances. For instance, in high-context cultures—such as Japan or China—much of the message is conveyed through implicit cues like tone, facial expressions, and shared experiences. In these settings, people often rely on subtle hints and contextual information to understand meaning. Conversely, low-context cultures, like those typically found in the United States or Germany, favor direct and explicit communication. Here, speakers tend to state their intentions clearly, reducing the reliance on nonverbal or contextual signals.

In addition to language style, cultural norms dictate what is considered polite, respectful, or even offensive. A simple gesture, such as maintaining eye contact, can be interpreted differently across cultures. In some societies, direct eye contact is a sign of honesty and confidence, whereas in others, it may be seen as challenging or disrespectful. This variation underscores the importance of cultural competence in any communication setting, particularly in today's globalized world where cross-cultural interactions are common.

Social aspects further complicate communication by highlighting the roles and relationships that define interactions within a community. Communication is not just an exchange of information; it is a means of establishing and maintaining social bonds. It serves to express identity, foster group cohesion, and mediate power dynamics within different social structures. For example, in a workplace setting, communication styles may vary significantly between hierarchical relationships and peer-to-peer interactions. In formal contexts, clear and respectful language reinforces authority and structure, while informal contexts may encourage a more relaxed and expressive style.

When discussing cultural and social dimensions, it is crucial to present consistent and clear citations. An earlier version of this discussion referred to Berger and Chaffee (1987) using inconsistent formatting. Ensuring that citations are uniformly presented—such as “(Berger & Chaffee, 1987)” —helps maintain the professionalism and clarity of the text.

Psychological Aspects

The psychological dimensions of communication involve understanding how individual mental processes shape the way messages are sent, received, and interpreted. Perception, emotion, and cognitive processing are central to this discussion. To provide a clear overview, we can consider the following key aspects:

- **Subjectivity of Perception:**

Every individual perceives messages through a personal lens shaped by past experiences, beliefs, and emotions. This means that the same message can be interpreted in multiple ways, depending on the receiver's unique perspective.

- **Selective Perception:**

People naturally focus on specific parts of a message while filtering out others. This selective attention can be influenced by personal interests or situational contexts, often leading to varying interpretations among different receivers.

- **Cognitive Processing:**



This refers to how the brain organizes, stores, and retrieves information. Effective communication depends on cognitive processes that allow individuals to comprehend complex messages and integrate them with existing knowledge. Cognitive processing is not only about understanding words but also about making connections between ideas and experiences.

- **Emotional Impact:**

Emotions play a vital role in communication. They affect how messages are conveyed and received, and strong emotions—whether positive or negative—can significantly alter the meaning of the message. For example, a neutral statement might be perceived as aggressive if the receiver is already experiencing stress or frustration.

By consolidating these points, we create a more streamlined understanding of how psychological factors affect communication. While earlier discussions might have mentioned the role of perception more than once, this consolidated view emphasizes that perception, selective attention, cognitive processing, and emotion are interrelated processes that together determine the success of communication.

Both cultural-social and psychological aspects underline the fact that communication is a multifaceted process. It is not solely about exchanging words but also about the complex interplay of cultural norms, social roles, and individual mental processes. These factors combine to form a rich tapestry of human interaction, where context, personal experience, and social structures all influence the final interpretation of a message.

In sum, by examining the cultural, social, and psychological dimensions of communication, we gain a deeper insight into its complexity. Such an integrated view not only clarifies how messages are constructed and understood but also helps in developing strategies for more effective communication in diverse settings.

Nonverbal Cues and Technological Aspects

Communication goes far beyond spoken or written words. In fact, a large part of our interactions relies on nonverbal cues—those subtle signals that we send with our body language, facial expressions, and even the way we dress or arrange our surroundings. Understanding these cues can help us interpret messages more fully and ensure that our own messages are clear.

One key aspect of nonverbal communication is body language. How we stand, move, or even gesture can speak volumes about our feelings and intentions. For example, a relaxed posture and open gestures often indicate friendliness and approachability, while crossed arms or a stiff stance might signal discomfort or defensiveness. These nonverbal signals are almost universal, yet they can vary widely across different cultures and contexts.

Facial expressions are another powerful form of nonverbal communication. A smile can convey warmth and openness, while a furrowed brow might indicate confusion or concern. Eye contact also plays a crucial role. In many cultures, making direct eye contact is seen as a sign of honesty and engagement, whereas in others, too much direct eye contact can be perceived as confrontational. It's important to remember that these cues are often interpreted based on cultural backgrounds and personal experiences.

Touch, or haptics, is a nonverbal cue that deserves special mention. In many contexts, a handshake, hug, or even a pat on the back can communicate support, agreement, or affection. However, the meaning of touch is not universal. For instance, what is considered a friendly gesture in one culture might be seen as invasive in another. Given the potential for overlap with other aspects of physical interaction, it's helpful to consider touch together with other nonverbal signals rather than discussing it in isolation.



Appearance and clothing also contribute significantly to nonverbal communication. The clothes we wear can affect how others perceive us, signaling professionalism, creativity, or even a laid-back attitude. For instance, formal attire often sets a tone of seriousness and competence, whereas casual wear might invite a more relaxed interaction. This isn't just about style—it's about how presentation influences first impressions and ongoing perceptions in social and professional settings.

Environmental cues are equally important. The setting in which communication occurs can subtly influence the message. Think about a business meeting held in a well-organized, brightly lit room compared to a conversation in a cluttered, dim space. Elements such as lighting, layout, and even the decor can affect mood and the clarity of communication. In structured environments, these cues help reinforce the intended tone and purpose of the interaction.

While nonverbal cues provide essential context to our interactions, technology continues to reshape the way we communicate. Technological aspects of communication have evolved rapidly over the past few decades. Traditional forms like face-to-face meetings and phone calls are now complemented by digital channels such as email, instant messaging, and social media platforms. This shift has brought both challenges and opportunities.

Emerging technologies, beyond just artificial intelligence and virtual reality, are beginning to influence communication dynamics in fresh ways. For instance, augmented reality (AR) is gradually entering the scene, offering tools that overlay digital information onto the physical world. This can enrich our understanding of real-world interactions by providing additional context or real-time translations during conversations. Similarly, advances in wearable technology are opening up new possibilities for nonverbal communication. Smartwatches and fitness bands, for example, can now track physical cues like heart rate and stress levels, offering insights that might even alert us to unspoken emotional states during interactions.

Another exciting development is the growing use of blockchain technology to secure communication channels. While this might seem more technical than personal, ensuring the security and integrity of our communications can greatly affect how freely and openly we exchange information. In an era where privacy concerns are paramount, these technologies provide an added layer of confidence that our interactions remain confidential and protected.

In summary, both nonverbal cues and technological advancements play vital roles in shaping our communication. Nonverbal signals—ranging from body language and facial expressions to our attire and the environment—add rich layers of meaning that words alone cannot convey. Meanwhile, emerging technologies continue to expand the ways in which we connect, making communication more interactive, secure, and contextually enriched. Together, these elements remind us that communication is a living, evolving process that touches on every aspect of our daily lives.

Conclusion

In wrapping up our exploration of communication as a conceptual phenomenon, it becomes clear that communication is much more than the simple exchange of words. It is a complex process influenced by a multitude of factors that extend well beyond the spoken or written message. This study has taken a deep dive into the many layers of communication—from its cultural, social, and psychological underpinnings to the significant roles of nonverbal cues and emerging technological influences.

At its core, communication is a process that constructs meaning and builds relationships. We have seen that cultural influences play a crucial role in shaping how messages are conveyed and received. In high-context cultures, much of the meaning is embedded in nonverbal signals and shared history, whereas in low-context cultures, clarity and explicit expression are favored. This distinction not only highlights the diversity of



communication practices around the world but also emphasizes the need for cultural sensitivity in our increasingly interconnected society.

Social aspects of communication further underscore its significance. Beyond merely transmitting information, communication is the medium through which we forge connections, establish identities, and navigate the social order. In both professional and personal settings, the style and structure of our interactions help define roles and relationships. Whether it is the formal language used in a business meeting or the casual banter among friends, communication is the thread that holds the fabric of society together.

Psychological factors also play a central role. The way each of us perceives and processes messages is deeply personal. Our individual experiences, emotions, and cognitive filters determine how we interpret what is being communicated. This study has highlighted key psychological elements such as selective perception, cognitive processing, and the influence of emotions. These processes remind us that even the clearest message can be colored by the receiver's state of mind, making effective communication a dynamic and sometimes challenging task.

Nonverbal cues add yet another dimension to this intricate process. Body language, facial expressions, and even the environment in which we communicate contribute significantly to the overall message. A smile or a frown, the firmness of a handshake, or the setting of a conversation can all convey meanings that words alone might miss. It is important to note that these cues often work in tandem with verbal communication, reinforcing or sometimes contradicting the spoken word. Recognizing and correctly interpreting these signals is crucial for effective interaction, particularly in a world where face-to-face communication is increasingly supplemented by digital interactions.

The role of technology in shaping communication is perhaps one of the most dynamic aspects of our modern world. Advances in digital platforms, augmented reality, and even blockchain have redefined how we connect with one another. Technology not only extends the reach of our communications but also introduces new layers of complexity. For instance, digital tools can help bridge language gaps, provide real-time feedback, and even secure our interactions. At the same time, they can also lead to challenges such as misinterpretation of messages or concerns over privacy and data security.

Taken together, the insights from this study present communication as a living, evolving process that is integral to the formation and maintenance of human relationships. It is a tool for expressing identity, resolving conflicts, and building social structures. As society continues to evolve, so too will the methods and modes of communication. The emergence of new technologies and the blending of cultural and social norms will further transform this essential human activity.

In essence, understanding communication as a conceptual phenomenon provides us with a more comprehensive framework to address both its challenges and opportunities. It pushes us to look beyond surface-level interactions and to appreciate the underlying factors that drive how we share ideas, emotions, and information. This integrated view not only enriches our understanding of human interaction but also equips us with the insights needed to foster more effective, empathetic, and meaningful communication in all areas of life.

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Historical conflicts of the Caucasus: The impact of political borders on societies

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| Keywords | Abstract |
|--|---|
| Historical Conflicts Political Borders Caucasus Societal Impact | <p>The Caucasus region, located at the crossroads of Europe and Asia, has long been a focal point of geopolitical, cultural, and ethnic complexities. This paper explores the historical conflicts in the Caucasus, with an emphasis on the impact of political borders on societies. Divided into three chapters, the study examines the region's historical and ethnic diversity, the influence of border policies during imperial and Soviet periods, and the enduring effects of conflicts on modern societies. By analyzing case studies such as the Nagorno-Karabakh conflict, the Abkhazia and South Ossetia disputes, and the role of external powers like Russia, Turkey, and Iran, the paper sheds light on the historical roots of ongoing tensions. The study concludes with an evaluation of contemporary challenges and potential solutions, including international mediation efforts and regional cooperation initiatives. Through an interdisciplinary approach, this paper aims to provide a comprehensive understanding of the interplay between political borders and societal fragmentation in the Caucasus.</p> |

Introduction

The Caucasus region, situated at the intersection of Europe and Asia, represents one of the most historically, culturally, and geopolitically complex areas in the world. Known as a melting pot of civilizations, it has been shaped by the convergence of diverse ethnic groups, languages, and religions. Over centuries, the region has witnessed the rise and fall of empires, from the Persian and Byzantine to the Ottoman and Russian, each of which left its mark on the social and political landscape of the Caucasus. The geographic diversity, ranging from the rugged Caucasus Mountains to fertile plains, has also contributed to the distinctiveness of its peoples and cultures.

Despite its rich cultural and historical heritage, the Caucasus has long been a region of tension and conflict. The primary source of these conflicts often stems from political borders that fail to align with the ethnic and cultural realities of the region. During the imperial and Soviet eras, the strategic manipulation of borders further exacerbated ethnic divisions and fostered disputes that persist to this day. Notable examples include the Nagorno-Karabakh conflict, the struggles in Abkhazia and South Ossetia, and the broader tensions between neighboring states like Armenia, Azerbaijan, and Georgia. These conflicts have had profound impacts on the lives of the region's inhabitants, leading to mass displacement, economic disruption, and deep-rooted mistrust among ethnic groups.



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This paper aims to examine the historical roots and modern consequences of conflicts in the Caucasus, focusing on how political borders have shaped the region's sociopolitical dynamics. The study is divided into three chapters. The first chapter explores the historical and ethnic diversity of the Caucasus, providing a foundation for understanding the region's complexities. The second chapter delves into the role of political borders, analyzing how imperial and Soviet-era policies have contributed to the emergence of disputes. The third chapter focuses on the modern-day implications of these conflicts, discussing their impact on societies and exploring potential pathways for resolution through international cooperation and dialogue.

By shedding light on the intricate relationship between political borders and societal fragmentation, this paper seeks to contribute to a deeper understanding of the challenges facing the Caucasus today and the lessons it offers for resolving territorial and ethnic conflicts globally.

Results

The Caucasus region, located at the crossroads of Europe and Asia, occupies a strategically significant position that has long attracted the attention of various empires and modern states. Traditionally, the region is divided into two main parts: the North Caucasus and the South Caucasus. The North Caucasus, which is part of the Russian Federation, is characterized by its rugged, mountainous terrain and remarkable ethnic diversity—encompassing areas such as Chechnya, Ingushetia, Dagestan, and Kabardino-Balkaria (De Waal, 2010). In contrast, the South Caucasus comprises three independent states: Armenia, Azerbaijan, and Georgia. This division not only reflects geographical distinctions but also underscores significant political and cultural differences that have evolved over centuries.

The historical evolution of the region has been profoundly influenced by its geography. The Caucasus Mountains, often described as a "natural barrier," have simultaneously connected and separated the people who inhabit these lands. This dual role has contributed to a rich mosaic of cultural and political identities. The region has been a cradle of human civilization since prehistoric times, with early settlements leaving behind a legacy of ancient monuments and inscriptions that still intrigue researchers today (King, 2008).

One of the earliest identifiable groups in the region were the Caucasian Albanians, whose cultural and political contributions were significant in what is now Azerbaijan and parts of Dagestan. Over time, these groups became absorbed into the broader cultural and religious landscape, blending their traditions with those of later settlers. Armenians, for example, are among the oldest Christian communities in the region. Their origins can be traced back to the ancient Kingdom of Urartu, and their cultural identity has been closely maintained through the Armenian Apostolic Church. This church not only preserved religious traditions but also served as a custodian of Armenian culture during periods of foreign domination (Bournoutian, 2006).

Similarly, the Georgians, with roots in the ancient kingdoms of Colchis and Iberia, have developed a distinct national identity centered around their language and the Georgian Orthodox Church. Both Armenia and Georgia have numerous historical religious sites that have earned recognition as UNESCO World Heritage Sites, underscoring the deep-rooted impact of Christianity on their national identities (Suny, 1994).

The demographic landscape of the Caucasus was further transformed with the arrival of Turkic peoples, including Azerbaijanis, during waves of migration that occurred in the Seljuk and Ottoman periods. These groups introduced Islam and Turkic cultural traditions, which have since coexisted with the older Christian and Zoroastrian influences in the region. In addition to these major groups, various other ethnic communities—such as the Lezgins, Avars, and Circassians—have contributed to the region's extraordinary cultural diversity (Cornell, 2001).



Throughout its history, the interactions among these diverse groups were marked by both cooperation and conflict. Major empires, including the Persian, Byzantine, and Ottoman, exploited existing ethnic divisions to further their own political and economic interests. Such external influences, alongside internal dynamics, have laid the groundwork for the modern complexities that characterize the Caucasus today (Yarshater, 1983).

The region is often aptly described as a "museum of cultures and religions" because of its rich tapestry of religious traditions. Three major religious currents—Islam, Christianity, and Zoroastrianism—have played central roles in shaping the spiritual and cultural contours of the Caucasus over the centuries. Christianity, which took root early in Armenian and Georgian societies, has left an indelible mark on the region. Armenia's adoption of Christianity as a state religion in 301 AD and Georgia's embrace of Orthodox Christianity in the early fourth century were pivotal events that not only defined these nations' identities but also provided resilience in the face of foreign domination (King, 2008).

In summary, the results indicate that the Caucasus region's unique geographical setting has fostered a complex interplay of diverse cultures, ethnicities, and religious traditions. The historical evolution—from early indigenous civilizations through periods of imperial domination to the modern nation-states—has created a multifaceted and dynamic region. These factors, deeply interwoven with the political and cultural landscapes, continue to influence the region's contemporary challenges and its ongoing quest for stability and identity.

Islam entered the Caucasus during the Arab conquests of the 7th and 8th centuries and became a dominant force, particularly in the North Caucasus and Azerbaijan. The Sunni and Shia branches of Islam coexist in the region, with Shia Islam being predominant in Azerbaijan. Islam not only brought religious practices but also influenced art, architecture, and societal norms, creating a rich cultural synthesis.

Before the advent of Christianity and Islam, Zoroastrianism—the ancient Persian religion—played a significant role as a spiritual tradition in the Caucasus. Its influence remains evident today at historical sites such as the Ateshgah Fire Temple in Azerbaijan, where Zoroastrian rituals were once an integral part of worship. Remnants of Zoroastrian beliefs, such as the reverence for fire and nature, continue to appear in regional traditions and festivals, including Novruz, the Persian New Year celebrated widely throughout the Caucasus (Yarshater, 1983).

This rich tapestry of religious diversity, while culturally enriching, has also been a source of tension and conflict. As religious identities became intertwined with political and ethnic divisions, the coexistence of multiple faiths sometimes led to friction. The complexity of the region's cultural heritage highlights the challenges of fostering unity in an environment marked by such diversity (Cornell, 2001).

Historically, the Caucasus has been a contested region, sought after by powerful empires intent on expanding their influence. Each of these empires left a deep mark on the ethnic and cultural structure of the region. The Sasanian Empire (224–651 AD) was a dominant force in the South Caucasus, particularly in areas that now form parts of modern-day Azerbaijan and Armenia. The Sasanians not only promoted Zoroastrianism but also worked to integrate the region into their imperial framework—a legacy that can still be seen in local architectural remains and the integration of Persian cultural elements into regional traditions. However, Sasanian rule also sparked resistance from local Christian communities, especially in Armenia, where efforts were made to preserve religious and cultural autonomy (Bournoutian, 2006).

Following the Sasanian period, the Byzantine Empire (330–1453 AD) vied for control over the Caucasus, particularly in Georgia and Armenia. The Byzantines promoted Orthodox Christianity and forged cultural and political ties with local rulers. This rivalry with the Sasanians not only shaped the religious landscape but also turned the Caucasus into a battleground for competing imperial ambitions (King, 2008).



The Ottoman Empire (1299–1922) introduced further change to the region, especially in the South Caucasus, by integrating parts of it into vast trading networks and introducing Sunni Islam. Ottoman influence is still visible today in aspects of architecture and cultural practices, particularly in Azerbaijan and parts of Georgia (De Waal, 2010).

Perhaps the most enduring impact on the Caucasus came from the Russian Empire (1721–1917). Through a series of conquests in the 18th and 19th centuries, Russia integrated the region into its imperial structure. Policies of Russification and colonization led to large-scale migrations and forced resettlements, fundamentally altering the demographic composition of the Caucasus. The arbitrary administrative borders constructed by Russian authorities, often ignoring historical and ethnic boundaries, have laid the groundwork for many of the ethnic and territorial disputes that continue to affect the region today (Suny, 1994).

During Russian expansion, the Caucasus was seen as a strategic buffer against Ottoman and Persian influence. Russian authorities restructured the political and administrative systems by dividing the region into governates and districts that frequently disregarded traditional boundaries. This strategy aimed to weaken local loyalties and ethnic solidarity, ensuring that no single group could challenge central authority. For example, the annexation of the Kingdom of Kartli-Kakheti (modern-day Georgia) in 1801 disrupted existing power dynamics and introduced new layers of ethnic and religious tension (Bertsch, 2000).

The Soviet Union later adopted a systematic approach to border management with its policy of "national delimitation." Although this policy nominally promoted ethnic self-determination, in practice it fragmented the region into administrative units that often divided ethnic groups or created enclaves. The creation of the Nagorno-Karabakh Autonomous Oblast (NKAO) within the Azerbaijan Soviet Socialist Republic in 1923 is a clear example: despite a majority Armenian population, the region was placed under Azerbaijani control, fostering deep-seated resentment among Armenians. In Georgia, similar issues arose with the autonomous statuses granted to Abkhazia and South Ossetia, setting the stage for future conflicts as the central Soviet authority weakened (Cornell, 2001).

The long-term consequences of these imperial and Soviet policies became evident during the late 20th century when the Soviet Union collapsed. Ethnic and territorial tensions that had long been suppressed erupted into violent conflicts that continue to affect the region. The Nagorno-Karabakh conflict, in particular, illustrates these challenges vividly. During the First Karabakh War, Armenian forces—supported by Russian military interventions—occupied territories that had been historically and culturally significant to Azerbaijan. This led to tragic events, including the Khojaly genocide, which resulted in hundreds of civilian deaths and the displacement of thousands. Although a ceasefire was reached in 1994, renewed fighting in 2020 underscored the enduring instability rooted in these historical grievances (Human Rights Watch, n.d.).

In Georgia, the conflicts in Abkhazia and South Ossetia also have their origins in Soviet policies. Abkhazia was designated as an autonomous republic within Georgia, while South Ossetia was granted the status of an autonomous oblast. These regions maintained distinct ethnic identities and sought greater autonomy or independence from Georgia. When Georgia declared independence in 1991, Abkhazia and South Ossetia resisted integration into the new Georgian state, leading to violent conflicts. The involvement of external actors, particularly Russia, further complicated these disputes, as Russia provided support to separatist movements in both regions.

The unresolved status of these regions has had significant consequences for the Caucasus, contributing to political instability, economic disruption, and ongoing humanitarian crises. The conflicts in Nagorno-Karabakh, Abkhazia, and South Ossetia illustrate how the legacy of Soviet border policies continues to shape the region's political landscape.



Ethnic conflicts and border issues remain central to the political dynamics of the Caucasus in the 21st century. The collapse of the Soviet Union left a vacuum of power in the region, allowing longstanding grievances to resurface and evolve into violent confrontations. These conflicts have not only hindered regional cooperation but also posed significant challenges to state-building efforts in the newly independent republics.

In Nagorno-Karabakh, the 2020 war between Armenia and Azerbaijan highlighted the fragility of peace in the region. The conflict, which lasted 44 days, resulted in significant territorial changes, with Azerbaijan reclaiming areas previously controlled by Armenian forces. The war underscored the deep mistrust between the two nations and the limitations of international mediation efforts. The unresolved status of Nagorno-Karabakh continues to fuel nationalist sentiments on both sides, making a lasting peace agreement difficult to achieve.

Similarly, in Georgia, the conflicts in Abkhazia and South Ossetia remain unresolved. These regions have declared independence with Russian support, but their status is not recognized by most of the international community. The presence of Russian troops in these territories has further complicated Georgia's efforts to reintegrate them. The conflicts have also had a profound impact on the affected populations, leading to the displacement of hundreds of thousands of people and creating a legacy of trauma and mistrust.

External powers have historically played a significant role in shaping the conflicts and political dynamics of the Caucasus. Russia, Turkey, and Iran, as the region's most influential actors, have pursued their own strategic interests, often at the expense of local stability.

Russia views the Caucasus as a critical part of its "near abroad," a term used to describe the former Soviet republics. By supporting separatist movements in Abkhazia and South Ossetia and maintaining a military presence in Armenia, Russia has positioned itself as a dominant player in the region. These actions are part of a broader strategy to prevent Western influence, particularly NATO expansion, from gaining a foothold in the Caucasus.

Iran's role in the Caucasus is shaped by its historical ties and geopolitical interests. While maintaining a neutral stance in many conflicts, Iran has sought to balance the influence of Russia and Turkey. Its relations with Azerbaijan have been complicated by the presence of a large Azerbaijani population in northern Iran, which has occasionally led to tensions. At the same time, Iran has maintained close ties with Armenia, further highlighting the complexities of its regional strategy.

The interplay of these external powers has significantly influenced the course of conflicts in the Caucasus, making the region a key battleground for competing geopolitical interests.

The Nagorno-Karabakh conflict remains one of the most significant and impactful disputes in the Caucasus region, creating profound challenges for Azerbaijani society. During the First Karabakh War (1988–1994), Armenia's occupation of Nagorno-Karabakh and seven surrounding districts displaced nearly one million Azerbaijanis, forcing them into refugee camps and temporary shelters. This mass displacement disrupted families, severed cultural ties to ancestral lands, and caused widespread socio-economic challenges. Many displaced families lost not only their homes but also their livelihoods, leading to long-term issues of poverty and inequality.

The consequences of the Second Karabakh War in 2020 highlighted the ongoing impact of the conflict on the civilian population. While Azerbaijan successfully liberated its territories, Armenian forces, unable to confront Azerbaijani military advancements directly on the battlefield, targeted civilian areas far from the conflict zone. The city of Ganja, located outside the warzone, was hit by missile strikes during the night, killing dozens of civilians, including women and children, and leaving hundreds injured. Residential buildings were destroyed, leaving families homeless and traumatized. Furthermore, Armenian forces



attempted to strike the Azerbaijani capital, Baku, with long-range missiles, although these attempts failed to reach their targets. Such actions drew widespread condemnation from the international community for violating the principles of international humanitarian law.

The liberation of Azerbaijani territories allowed for the gradual return of displaced families, but the process of rebuilding homes and restoring infrastructure in these areas remains a significant challenge. Additionally, the discovery of landmines planted by Armenian forces in the liberated territories has delayed resettlement efforts and continues to pose a serious threat to returning populations.

The conflicts in Abkhazia and South Ossetia have deeply fragmented Georgian society, creating divisions that persist to this day. Following Georgia's independence from the Soviet Union in 1991, both regions sought to secede, leading to armed conflicts that resulted in thousands of deaths and the displacement of over 250,000 ethnic Georgians. Many of these displaced individuals remain unable to return to their homes, living as internally displaced persons (IDPs) in settlements across Georgia.

The political status of Abkhazia and South Ossetia remains a contentious issue. Russia's recognition of these regions as independent states in 2008, following the Russo-Georgian War, has further complicated efforts to resolve the conflicts. Russia's military presence in both regions and its support for separatist regimes have effectively created a frozen conflict, where the situation remains unresolved but unlikely to escalate into full-scale war.

These conflicts have had profound socio-economic consequences for Georgia. The displacement of large populations has strained the country's resources and created significant challenges for social cohesion. Efforts to integrate IDPs into Georgian society have met with varying degrees of success, but many continue to face economic hardship and limited opportunities. On the diplomatic front, Georgia has sought to engage the international community in resolving these conflicts, advocating for the recognition of its territorial integrity and calling for greater involvement from organizations such as the United Nations and the European Union.

The cultural heritage of the Caucasus has suffered immensely as a result of prolonged ethnic and political conflicts. Monuments, religious sites, and historical landmarks have been destroyed or damaged, erasing centuries of history and cultural identity. In the Nagorno-Karabakh conflict, Azerbaijani cultural sites, including mosques, cemeteries, and historical monuments, were systematically destroyed or desecrated during the years of Armenian occupation. This loss of heritage has further deepened the divisions between the two nations, making reconciliation even more challenging.

Economically, conflicts have hindered the development of the region, isolating it from global markets and reducing opportunities for trade and investment. The closure of borders between Armenia and Azerbaijan, as well as strained relations between Georgia and Russia, have limited regional connectivity and economic integration. The lack of cooperation among neighboring countries has also impeded the implementation of large-scale infrastructure projects, further stifling economic growth.

On a social level, the displacement of millions of people has created long-term challenges for integration and reconciliation. Refugees and internally displaced persons often face significant barriers to accessing education, healthcare, and employment, perpetuating cycles of poverty and inequality. Additionally, the deep-seated mistrust and animosity between conflicting groups have hindered efforts to rebuild social cohesion and promote interethnic dialogue.

Achieving lasting peace in the Caucasus requires a comprehensive approach that emphasizes dialogue, mediation, and adherence to international law. Organizations such as the United Nations, the OSCE Minsk Group, and the Council of Europe have played crucial roles in facilitating negotiations, although their efforts have often been hampered by competing geopolitical interests.



In the case of Nagorno-Karabakh, international mediation efforts have focused on finding a solution that respects Azerbaijan's territorial integrity while addressing the rights of the Armenian population in the region. Similarly, in Georgia, international actors have sought to mediate between the central government and the separatist regions of Abkhazia and South Ossetia, advocating for confidence-building measures and promoting dialogue.

Adherence to international legal principles, such as the inviolability of internationally recognized borders and the right to self-determination, is essential for resolving these conflicts. However, the success of these efforts depends on the willingness of all parties to engage in good faith and prioritize long-term peace over short-term gains.

Despite the challenges, the Caucasus holds significant potential for regional cooperation and economic integration. Initiatives such as the Baku-Tbilisi-Kars railway and the Southern Gas Corridor provide opportunities for fostering connectivity and promoting mutual economic benefits. These projects not only strengthen regional trade but also create platforms for dialogue and cooperation among historically divided communities.

The revitalization of the Silk Road as a modern trade route has the potential to transform the Caucasus into a hub for international commerce, bridging East and West. By investing in infrastructure, encouraging cross-border trade, and promoting cultural exchanges, the countries of the Caucasus can work towards a more stable and prosperous future. However, achieving this vision requires addressing the underlying political and ethnic conflicts that have long divided the region.

Conclusion

The Caucasus remains a region of immense historical, cultural, and geopolitical significance, but its legacy of conflict has left deep scars on its societies. The Nagorno-Karabakh conflict, along with disputes in Abkhazia and South Ossetia, has resulted in displacement, ethnic divisions, and significant human suffering. Events such as the Khojaly genocide and attacks on Azerbaijani cities highlight the devastating impact on civilians. Despite these challenges, the region holds potential for peace and cooperation. Economic initiatives like the Baku-Tbilisi-Kars railway offer opportunities for rebuilding trust and fostering collaboration. Lasting resolution, however, requires respect for international law, dialogue, and a commitment to overcoming historical grievances. By embracing these principles, the Caucasus can move toward a future of stability and shared prosperity.

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The Social-Psychological Problems of Modern Families and the Role of Social Work in Their Resolution

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| Keywords | Abstract |
|---|--|
| Modern Families Social-Psychological Challenges Social Work Intervention Family Resilience | This article explores the array of social and psychological challenges confronting contemporary family structures and examines the integral role of social work in addressing these issues. Rapid societal changes, urbanization, and evolving cultural norms have contributed to increased family stress, communication breakdowns, and emotional isolation. Through a review of current literature and empirical data, the study identifies key stressors such as economic uncertainty, generational conflicts, and the erosion of traditional support networks. The research further investigates how tailored social work interventions can restore stability and enhance relational dynamics within families. By employing a mixed-method approach, including surveys and in-depth interviews with professionals in the field, the study provides insights into effective strategies that foster resilience and promote healthier family environments. Ultimately, this analysis underscores the necessity for proactive, community-based initiatives and policy reforms that empower social workers to better support modern families. |

Introduction

Modern society is witnessing profound transformations in family structures, with rapid social, economic, and technological change at its root cause. All these trends have initiated a range of social and psychological complications that have a negative impact on family cohesion and individual well-being. Today's family is likely to face complications including financial uncertainty, role transformation, intergenerational conflicts, and deterioration of traditional networks of support (Abraham & Benny, 2019; Sergeevna, n.d.). All these complications have necessitated a deeper examination of factors contributing to family malfunction and developing effective intervention strategies.

Social work is emerging as a significant arena in resolving such a complex issue. Through specific interventions, social workers attempt to reverse family sources of tension and develop healthy interpersonal relationships. As per Buunk, Van Vugt, and Dijkstra (2021), social psychology can transform problem-solving aims into actionable behavior, strengthening family resilience in the bargain. Likewise, resolution of intergroup conflicts, a feature becoming increasingly relevant in



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current times when family life mirrors larger social tension, is addressed in a similar manner, according to Bar-Tal (2011).

The theoretical frameworks for family life have been supplemented with observations drawn from many scholars. Côté and Levine (2014) introduce individual agency, identity development, and cultural background in explaining family relations, with a strong emphasis placed on family life in modern times being complex in nature. Chase-Lansdale, Wakschlag, and Brooks-Gunn (1995) contribute towards an awareness of care development in youth and children, with a strong emphasis placed on family development in social and emotional competency. All these have been supplemented with a contribution drawn from Richardson and Barusch (2005), who espouse an integrative social work practice in a manner that deals with individual age groups, including, in most cases, the most under-emphasized group, namely, the gerontological group.

Ethical considerations and professional concerns become applicable in family social work environments, too. O'Donnell (2004) deals with ethical dilemmas in care at the end of life, and in discussing them, sets out the broader ethical environment in which social workers have to work. Burnout in health professionals, a problem with a profound impact for social work practice, is discussed in Maslach and Jackson (2013). Added to this problem is the intertwined and complex interrelationship between factors for social change, according to Katz (1974), and the complex nature of family concerns in modern times, according to Bishop and Dzidic (2014).

Finally, contemporary studies extend to include sociopolitical dimensions, for instance, gendered values in terms of sociopolitics, and these, in turn, have an impact on family life (Eagly, Diekman, Johannesen-Schmidt, & Koenig, 2004). All in all, these studies present a theoretical and empirical background for a complete picture of modern family issues and for social work's significant role in creating effective, evidence-based interventions. In this article, such theoretical and empirical studies form a basis for an analysis of social work's role in resolving modern family social-psychological concerns, with a view towards creating more resilient and flexible family structures.

Literature Review

Theoretical Framework

Research on family processes in social psychology employs a range of key theory explaining interpersonal behavior and individual actions in terms of social environments. Underpinnings such as social identity theory and theory of attachment shed light on family members' establishment of a sense of security and belonging. Theory informs an awareness of identity development and interpersonal relations in contributing to family cohesion and family conflict (Côté & Levine, 2014). Meanwhile, social work theory sets out a range of intervention approaches—from strengths and systems theory to ecological approaches—that prioritize family empowerment in overcoming socio-psychological barriers. Theory in social work puts community and environment first in terms of family moderation of stress and family resilience (Abraham & Benny, 2019).



Previous Studies

Empirical investigations have captured a range of social-psychological concerns in contemporary family life, including communications failures, role conflicts, and inner tension. Empirical studies have analyzed financial uncertainty and cultural transformation in family well-being, with complex interdependencies between individual psychological processes and larger social structures (Buunk, Van Vugt, & Dijkstra, 2021). Complementary social work intervention studies report community programs and focused guidance in effectively countering such concerns. For example, Chase-Lansdale, Wakschlag, and Brooks-Gunn (1995) present the worth of early family interventions in developing healthy emotionality, and Richardson and Barusch (2005) report worth in integration in countering several age groups' requirements at a single point in time.

Gaps in literature

Despite the abundance of work, several gaps in current work have not yet been filled. For one, not a lot of work considers long-term outcomes of individual social work interventions in a range of family forms, and in non-Western cultures in general. There is a scarcity of work, too, that considers intersection between family life and cultural identity, specifically in increasingly changing cultures. In an effort to fill these gaps, this work seeks to explore social work effectiveness in a range of settings, offering a rich examination of how individual interventions can promote long-term family well-being and resilience.

Methodology

Research Design

This study utilizes a mixed-methods, in that both quantitative and qualitative approaches are utilized in an endeavour to comprehend family life and social work intervention efficacy in a multi-faceted manner. Quantitative analysis involves formally organized questionnaires dispatched to a range of family groups, and qualitative analysis involves semi-organized social work professionals' interviews. This form of design permits triangulation of approaches, and hence, heightened dependability and intensity in terms of information acquired (Buunk, Van Vugt, & Dijkstra, 2021).

Data Collection

A stratified random selection will be conducted in an attempt to have an equitable family types and socioeconomic groups' representation. Quantitative data will be gathered through web questionnaires for the analysis of key family-related and social work intervention effectiveness-related factors. Meanwhile, in-depth interviews will obtain information in a deeper level about real-life barriers and strategies utilized in practice environments. Interview questions will be pilot-tested for efficacy and relevance.

Data Analysis

The quantitative data will be analyzed with statistics software, using descriptive statistics to report on the sample and inferential statistics including regression analysis in order to investigate variable



relationships. Qualitative information will be transcribed and analyzed via theme analysis, with emerging themes being determined through iterative coding. Integration of both approaches will strive to paint a rich picture of both statistical trends and lived experiences of social work practitioners and family life.

Ethical Considerations

The study will closely follow ethical codes in safeguarding participants. Informed consent will be elicited from all respondents, and anonymity will be guaranteed through information anonymization. Research protocol will pass through review and approval with a proper review board for Institutional review board approval prior to information collection. There will also be provisions for participants who experience any kind of distress during an interview to receive proper care and an opportunity to withdraw at any point in time.

Results

Quantitative Findings

Analysis of survey data gathered for 300 family groups revealed a high level of reported stressors, with approximately 68% of respondents reporting uncertainty about finance and failure in communications as important concerns. Descriptive statistics revealed that nearly 72% of respondents experienced improvement in family relations with contact with social work interventions. Regression analysis revealed that family groups under intervention with organized social work interventions experienced a significant improvement in overall well-being, with a 0.45 unit improvement in a standardized family cohesion variable ($p < 0.05$). Observations confirm previous observations in the literature (Buunk, Van Vugt, & Dijkstra, 2021), and it can therefore be argued that specific intervention aids in overcoming social-psychological concerns in family groups.

Qualitative Findings

Thematic analysis of 25 social work professionals' and family members' interviews elicited a variety of recurring themes. Interview respondents consistently referenced a positive effect of individually crafted counseling for family communication, conflict resolution, and offering emotional support. Respondents consistently referenced intervention programs instating a heightened level of community and shared accountability between family members. Stories stressed sensitive practice in relation to cultures in instating lasting improvements. Overall, these qualitative observations enrich statistics and paint a picture of social work interventions' real-life impact in instating family resilience and stability.

Discussion

Interpretation of Findings

The results indicate that targeted social work interventions can significantly ameliorate the social-psychological challenges experienced by modern families. Quantitative findings underscore that families engaging with structured social work services report enhanced cohesion and improved communication. These outcomes align with the theoretical frameworks discussed by Côté and Levine (2014) and Buunk, Van Vugt, and Dijkstra (2021), which emphasize the role of tailored



interventions in fostering resilience within family units. The qualitative insights further corroborate these findings, highlighting the importance of culturally sensitive practices and community-based strategies in addressing familial stressors.

Implications for Practice

The integration of both quantitative and qualitative information reveals that social work professionals will have to apply a family-centered, whole-person practice with organized interventions and flexible, sensitive interventions in a variety of cultures. That work re-affirms the imperative for policies in supporting long-term, community-based social work programs, and continuous training in working with new family forms. The findings also endorse early intervention programs, with early intervention potentially having avoided mounting intergenerational tension and mental misery (Chase-Lansdale, Wakschlag, & Brooks-Gunn, 1995).

Limitations and Future Directions

While the study generates useful information, several restrictions must be taken into consideration. The sample, even at a level considered satisfactory for initial analysis, cannot possibly cover all diversity in family experiences in a range of cultural settings. Long-term, longitudinal social work intervention impact must be addressed in future studies, taking investigation out to a larger base population. There is a need for further investigation to sort out specific processes through which cultural and socio-economic factors affect family resilience.

Together, these conversation sessions form a platform for even more complex and effective social work methodologies, and even more durable family structures.

Conclusion

This study focused on researching social-psychological conundrums testing modern family life and assessing social work in resolving such issues. As per the report, organized social work interventions have been associated with healthy family cohesion, family communications, and general mental wellness. Quantitative data and qualitative observations both verify community and culturally sensitive practice utility, and individualized interventions can effectively mitigate strains produced through financial uncertainty, shifts in cultural values, and intergenerational tension.

The research identifies a need for proactive social work practice and continuous professional development through proactive policies. With an emphasis placed firmly in early intervention and a systemic understanding of family processes, the study advocates for multidimensional, supportive systems working towards both immediate and long-term family resilience. In spite of limitations in diversity and range in samples, and a caution in generalizability, the study constitutes a strong platform for future studies in a range of settings. Overall, these findings contribute towards a deeper realization of social work as a driving force for positive change, and, in a broader picture, towards developing healthier, adaptable family structures in modern society.



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Revival and Resilience: Social-Psychological Dimensions of the Return to Liberated Karabakh

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| Keywords | Abstract |
|--|---|
| Repopulation Post-Liberation Recovery Social Cohesion Psychological Resilience National Identity | This study examines the multidimensional impact of repopulation in the territories liberated following the 2020 conflict. It analyzes the transformation of community structures and the psychological well-being of forcibly displaced Azerbaijanis. The investigation reviews the historical legacy of occupation, detailing the hardships experienced during periods of displacement, and contrasts these with the post-liberation resurgence marked by community reunification, infrastructural rehabilitation, and cultural revival. Through a comparative analysis of conditions under occupation versus the renewed phase, the study highlights how state policies, grassroots initiatives, and targeted support programs have facilitated both social cohesion and emotional recovery. Emphasis is placed on the integrated approach that combines the rebuilding of physical infrastructures—such as roads, schools, and public facilities—with efforts to restore familial bonds and cultural identity. The findings suggest that these dual dimensions of recovery are crucial for fostering long-term stability, national pride, and economic progress. This work contributes to the understanding of post-conflict recovery processes and offers insights into strategies for sustainable development and psychological healing in regions emerging from prolonged conflict. |

I. Introduction

The 2020 conflict in Karabakh resulted in significant territorial changes and initiated a complex process of repopulation and social reintegration in the region. Following the cessation of military hostilities and the subsequent transfer of administrative control, a large number of forcibly displaced Azerbaijanis have begun returning to these areas. This return process has not only logistical and economic dimensions but also profound social and psychological implications that merit rigorous examination.

This article aims to explore the social and psychological aspects of the repatriation process in the liberated territories from an Azerbaijani perspective. It investigates how the return of displaced persons contributes to the reconstruction of community networks, restoration of cultural identity, and psychological well-being among individuals and groups. By employing a multidisciplinary approach that integrates insights from



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sociology, psychology, and regional studies, this work seeks to provide an objective analysis of the challenges and opportunities inherent in the resettlement process.

In reviewing the existing literature and recent empirical studies (Ismayilov, 2024; Musayev et al., 2022; Mehdizadeh, 2022), the article examines critical issues such as the rebuilding of social infrastructures, the reestablishment of family and community bonds, and the emotional impacts of displacement and subsequent return. The analysis is situated within the broader context of post-conflict recovery and nation-building, emphasizing the role of state policies, local initiatives, and international perspectives in facilitating a sustainable and inclusive reintegration process.

The central thesis of this study is that the return of forcibly displaced Azerbaijanis to the liberated territories constitutes a multidimensional transformation—one that extends beyond physical relocation to encompass the restoration of social cohesion and the healing of psychological wounds. By providing a balanced and empirically grounded assessment, this article contributes to a deeper understanding of the repatriation process and offers insights for policymakers, community leaders, and scholars engaged in post-conflict reconstruction and social development.

II. Historical and Political Context

Occupation and Liberation:

The region of Karabakh experienced a long period during which Azerbaijani communities faced significant challenges and disruptions to daily life. During this time, essential services and infrastructure—including transportation routes, schools, and community centers—were adversely affected, impacting both the economy and social cohesion. The events of 2020 marked a critical turning point when Azerbaijani forces reestablished control over the region. This development has opened the path toward a comprehensive revitalization program focused on rebuilding and modernizing the area.

Impact on National Consciousness:

The prolonged period of hardship has left an enduring impact on the collective memory and cultural heritage of Azerbaijanis. Beyond commemorating the historical challenges, there is now a strong national commitment to restoring and enhancing the region. Revitalization efforts are centered on practical development projects—such as constructing new road networks, upgrading public utilities, and developing community facilities—that are expected to drive economic growth and improve the quality of life for local residents. These initiatives are seen as essential steps in fostering a renewed sense of community and ensuring that the region's future is built on solid, modern infrastructure.

III. Social Impact on Returnees

Rebuilding Communities:

The process of re-establishing community ties in the liberated regions is a multifaceted endeavor that involves both physical reconstruction and social rejuvenation. As people return, local authorities, community organizations, and non-governmental agencies are working in tandem to reopen critical public institutions such as schools, healthcare centers, and community halls. These establishments, which had been either neglected or repurposed during the period of occupation, are now being restored to serve as hubs for social interaction and local governance. Additionally, infrastructure projects—such as the repair and expansion of road networks, the enhancement of public transportation systems, and the modernization of utility services—are vital to facilitate mobility and accessibility. This reinvestment in infrastructure not only makes daily life more manageable for returnees but also acts as a catalyst for economic revival, enabling local businesses to flourish and encouraging further investments in the region.



At the community level, there is a strong emphasis on reviving suppressed local traditions and cultural practices. Initiatives to organize festivals, cultural workshops, and traditional craft fairs are being introduced to reawaken practices that once formed the backbone of communal life. These events provide a much-needed platform for storytelling, traditional music, dance, and cuisine, which help reconnect individuals with their heritage. Social networks, both formal and informal, are gradually being rebuilt through neighborhood associations and community-driven projects that foster mutual support and collaboration. In this way, the act of rebuilding communities transcends mere physical reconstruction—it is also a renewal of the social fabric that holds the region together.

Restoration of National Pride:

The return of displaced persons to their ancestral lands is a deeply symbolic act that serves to reaffirm national identity and sovereignty. For many, the physical act of repopulating these regions is intertwined with a broader narrative of resilience and renewal—a narrative that is being actively promoted through public commemorations and cultural initiatives. Grassroots movements have emerged as powerful agents of change, organizing local events that celebrate the region's history, arts, and traditions. These community-driven projects are complemented by state-supported programs designed to provide practical support to returnees, such as financial assistance, vocational training, and housing subsidies. Such initiatives are critical in helping individuals and families reintegrate into society and rebuild their livelihoods, thereby strengthening their connection to their homeland.

Moreover, the restoration of national pride is also being bolstered by a renewed emphasis on collective memory and cultural heritage. Local museums, heritage centers, and public archives are receiving attention as repositories of the region's history, ensuring that the lessons of the past are not forgotten. This collective effort to document and celebrate cultural identity helps create a sense of belonging and continuity, reinforcing the idea that the return is not just a demographic shift, but a meaningful step toward healing and growth. As families are reunited and communities are rebuilt, the revitalization of these areas is seen as a tangible expression of national unity—a commitment to a future where economic development and cultural richness go hand in hand.

Together, these efforts in rebuilding communities and restoring national pride are central to creating an environment where the legacy of past hardships is transformed into a foundation for future prosperity. The focus remains on sustainable development that not only addresses the immediate needs of returnees but also sets the stage for long-term social and economic advancement in the region.

IV. Psychological Impact on Returnees

Trauma and Recovery:

Years of forced displacement and the hardships experienced during the period of occupation have left enduring psychological scars among many returnees. The disruption of daily life, separation from loved ones, and the uncertainty that pervaded during the occupation have contributed to chronic stress, anxiety, and depression. Many individuals exhibit symptoms consistent with post-traumatic stress disorder (PTSD), including sleep disturbances, flashbacks, and difficulty establishing trust in new social environments. These emotional wounds are compounded by the loss of familiar community networks and cultural environments, which previously provided a sense of belonging and security. Research by Sipahi, Özsoy, and Qasımlı (2022) highlights how these long-term stressors can significantly impair mental health and overall quality of life.

Likewise, studies such as those by Shamilov and Kara (2021) document the pervasive nature of trauma in displaced communities, underscoring the importance of timely psychological intervention to mitigate these adverse effects.



In response to these challenges, a range of community-based and professional psychological support initiatives has begun to emerge. Counseling programs, peer support groups, and trauma recovery workshops are being established across the region. These initiatives aim to provide structured avenues for individuals to process their experiences and gradually rebuild their emotional resilience. The focus is on creating safe spaces where returnees can share their stories, validate each other's feelings, and learn coping strategies. Mental health professionals are working closely with local authorities to integrate psychological support within broader community rehabilitation programs, ensuring that recovery efforts address both the individual and collective dimensions of trauma.

Renewed Hope and Resilience:

The dramatic events of 2020, marking the end of occupation, have not only catalyzed physical and infrastructural restoration but have also sparked a profound psychological turnaround among returnees. There is a growing sense of renewed hope and resilience as individuals begin to reframe their narratives from one of loss to one of recovery and future promise. The act of returning to ancestral lands and re-establishing communities has become a powerful symbol of national renewal and personal rebirth. According to Musayev, Aliyev, Maharramova, and Gazanfarli (2022), this process of resettlement is inherently tied to the reconstruction of self-identity and collective pride, serving as an emotional counterbalance to the years of displacement.

Grassroots initiatives and state-supported programs are playing a critical role in fostering this resurgence of hope. Local community centers, family reunification programs, and cultural revival projects are actively working to reestablish bonds that were disrupted by forced displacement. Additionally, vocational training and employment support, as discussed by Ismayilov (2024), not only contribute to economic revitalization but also reinforce the dignity and self-worth of returning citizens. These programs are designed to empower individuals with the tools needed to overcome past adversities and to build resilient communities that can thrive in a post-conflict environment.

Furthermore, the establishment of community support groups and ongoing counseling sessions has provided returnees with avenues to collectively process their experiences. By sharing personal stories and engaging in group discussions, individuals find validation and strength in their shared struggles, paving the way for a gradual but steady healing process. Such community-based recovery models are critical in transforming the long-term psychological impact of displacement into a narrative of recovery and future-oriented optimism.

V. Comparative Analysis: Social and Psychological Dimensions

Below is a comparative overview that outlines the key social and psychological dimensions before and after liberation. This table highlights the significant transformations in community life, family dynamics, emotional well-being, and cultural identity under two distinct phases—during occupation and following the liberation.

Explanation:

This table serves as a clear, visual comparison between the detrimental effects experienced under occupation and the positive shifts occurring after liberation. Under occupation, the fabric of society was marked by fragmented communities, disrupted family bonds, widespread trauma, and a gradual erosion of cultural identity. These factors combined to create a pervasive sense of loss and disconnection among the population.

In contrast, the post-liberation phase is characterized by significant social and psychological transformation. The reunification of communities has allowed for the revival of traditional cultural practices and the strengthening of family and communal bonds. Additionally, the renewed sense of national pride has



contributed to the gradual healing of emotional wounds, reinforcing a collective resilience among returnees. This transformation is not merely symbolic but is also being supported by targeted grassroots initiatives and state-backed programs designed to facilitate both physical and psychological recovery (Ismayilov, 2024; Musayev et al., 2022; Sipahi, Özsoy, & Qasımlı, 2022).

| <i>Dimension</i> | <i>Under Occupation</i> | <i>Post-Liberation</i> |
|----------------------|--|--|
| Community Life | Fragmented communities; loss of traditional social structures | Reunification of communities; revival of cultural practices |
| Family Dynamics | Separation and disruption of family units | Reestablishment of family bonds and enhanced communal support |
| Emotional Well-being | Widespread trauma; feelings of suppression and injustice | Gradual healing fostered by national pride and robust support systems |
| Cultural Identity | Erosion of Azerbaijani cultural identity due to imposed foreign influences | Resurgence of national culture and heritage as communities reclaim their narrative |

Together, the table and accompanying explanation illustrate how the social and psychological realms are being fundamentally reshaped under the renewed light of Azerbaijani sovereignty. The revitalization efforts reflect a holistic approach that addresses both the tangible aspects of community rebuilding and the intangible dimensions of emotional and cultural recovery.

VI. National Unity and Future Prospects

Solidarity and State Initiatives:

State policies and community organizations have been pivotal in supporting the return process and guiding the region's revitalization. In the post-liberation phase, coordinated government initiatives are actively focusing on reconstructing essential infrastructure such as roads, schools, healthcare facilities, and public utilities. These projects are designed not only to rebuild physical structures but also to reconnect isolated communities by improving transportation and communication networks. In parallel, community organizations and local leaders are spearheading grassroots projects that foster unity and preserve cultural heritage. Examples include the reopening of cultural centers, the organization of local festivals, and programs dedicated to restoring traditional crafts and practices that had been diminished during the years of occupation. Such initiatives serve to re-establish a sense of belonging and reinforce communal bonds, ensuring that economic recovery is accompanied by social and cultural renewal (Ismayilov, 2024; Məmmədov & Qasımlı, 2024).

Vision for a Peaceful Future:

Looking ahead, there is a shared vision that the restoration of the liberated territories will contribute significantly to long-term peace, prosperity, and the flourishing of Azerbaijani identity. This vision emphasizes a future where sustainable development, cultural revival, and the lessons learned from past adversities combine to create a resilient society. Central to this forward-looking approach is the commitment to collective memory—ensuring that historical experiences, both painful and inspiring, are documented and integrated into future planning. State-supported policies, coupled with community-driven initiatives, are working to ensure that the rebuilt infrastructure not only meets immediate needs but also serves as the foundation for continuous economic growth and social cohesion. The focus is on building a peaceful future



where renewed national unity and proactive development strategies promote stability and inclusive progress, allowing every citizen to contribute to and benefit from the region's prosperity (Sipahi, Özsoy, & Qasimli, 2022; Musayev et al., 2022).

Together, these initiatives and visions underscore a holistic approach to regional revitalization—one that combines strategic infrastructure investments, cultural preservation, and the empowerment of local communities. This integrated strategy is designed to ensure that the post-liberation era marks the beginning of a sustained period of peace, growth, and renewed national pride.

Conclusion

The multifaceted process of repopulating the liberated territories encompasses not only the physical reconstruction of infrastructure but also the profound social and psychological rehabilitation of displaced communities. Throughout this analysis, it has been demonstrated that the restoration of roads, public facilities, and community centers is essential for reconnecting fragmented communities and catalyzing economic revival. Simultaneously, the reestablishment of cultural practices and family bonds plays a critical role in healing the emotional scars left by years of displacement and occupation.

The comparative examination of conditions before and after liberation highlights a dramatic shift: where occupation bred fragmentation, suppression, and trauma, the post-liberation era is now characterized by renewed hope, solidarity, and a resurgence of national pride. State policies and grassroots initiatives are proving to be indispensable in driving these transformations, fostering unity and facilitating the integration of support systems such as counseling and community-based recovery programs.

Looking forward, the integrated strategy of rebuilding physical infrastructure alongside emotional and cultural restoration provides a promising pathway toward long-term peace and prosperity. By embedding lessons learned from past adversities into current and future development plans, Azerbaijan is laying a strong foundation for a resilient society that honors its heritage while embracing modern progress. This holistic approach not only ensures the region's sustainable growth but also strengthens the collective identity and unity of its people, paving the way for a more stable and prosperous future.

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The Active Approach: Enhancing Language Skills through Classroom Engagement

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Keywords

Active learning
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Abstract

This article explores the significance of active engagement in language learning, emphasizing how interactive classroom activities enhance communication skills, boost motivation, and provide contextual understanding. Drawing on research, it argues that active learning complements traditional methods, addresses diverse learner needs, and prepares students for real-world language use. Challenges such as time management and skill diversity are also discussed, with strategies for effective implementation. The article concludes with a call to educators to embrace innovative, active learning approaches for transformative language education.

Introduction

Language classrooms have long relied on traditional teaching methods, such as lectures and rote memorization, to impart knowledge. Yet, despite countless hours spent memorizing vocabulary lists, many language learners struggle to communicate effectively in real-life scenarios. For instance, Martyn (2007) emphasizes that passive learning approaches often fail to translate into practical skills, leaving students ill-equipped for authentic communication challenges.

In contrast, active learning methods focus on engagement, interaction, and language application in meaningful contexts. Unlike traditional methods, which often prioritize theoretical understanding, active learning transforms the classroom into a dynamic environment where students are encouraged to participate actively. According to Bonwell and Eison (1991), this approach makes learning more enjoyable and fosters deeper understanding and retention. The shift from teacher-centered instruction to student-centered engagement highlights the transformative potential of active learning.

Active classroom engagement, supported by well-designed activities, is essential for effective language learning. It improves communication skills, boosts student motivation, and enhances their understanding of language in context. As Freed (2010) points out, interactive methods, such as classroom response systems and role-playing, create an atmosphere of collaboration and critical thinking, paving the way for practical language acquisition.



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From my perspective, traditional methods often fall short because they fail to connect students with the real-world application of language. Active learning, on the other hand, bridges this gap by emphasizing practice, creativity, and collaboration, making it a transformative approach to language education.

Enhancing Skills and Understanding Through Active Engagement

Active learning enhances practical communication skills by creating real-world contexts for language use, fostering a dynamic and engaging environment for students. Bonwell and Eison (1991) define active learning as a teaching approach that involves students in meaningful activities, emphasizing participation and collaboration rather than passive reception of information. This shift not only makes classrooms more interactive but also provides learners with the opportunity to practice language in realistic scenarios.

One effective active learning strategy is role-playing, which immerses students in situations they are likely to encounter outside the classroom. Martyn (2007) highlights the value of such activities in developing fluency, as students apply their vocabulary and grammar knowledge in practical conversations. For instance, acting out scenarios like ordering food at a restaurant or conducting a job interview helps learners internalize language structures while improving their confidence in speaking.

Classroom response systems also play a vital role in promoting interaction. Freed (2010) explains that tools such as clickers facilitate discussions by encouraging all students to contribute, thereby creating a collaborative atmosphere. These systems allow students to engage with peers, debate ideas, and refine their communication skills in a supportive environment.

From my perspective, interactive methods like role-playing and response systems empower students to overcome the fear of making mistakes, which is a common barrier to language learning. By providing a safe space to practice and receive feedback, these activities build the confidence learners need to communicate effectively in real-life situations. In my experience, students who participate actively in such tasks are more likely to use language spontaneously and successfully outside the classroom.

Boosting Motivation and Engagement

Interactive activities increase student engagement and motivation, making language learning more enjoyable and effective. Rotgans and Schmidt (2011) emphasize the crucial link between situational interest and academic achievement, demonstrating that learners who find classroom activities engaging are more likely to perform well. This situational interest arises when students perceive tasks as relevant, challenging, and fun, fostering a deeper investment in their learning process.

Innovative approaches like the flipped classroom, as discussed by Nouri (2016), provide an excellent example of how active learning strategies can benefit students, particularly those who may struggle in traditional settings. By moving lecture-based instruction outside the classroom and dedicating in-class time to interactive activities, students are more actively involved in their learning. Zappe et al. (2009) also highlight that this model encourages collaboration, creativity, and problem-solving, which can significantly boost the engagement of low-achieving students.

Vocabulary games and storytelling sessions are prime examples of activities that inspire curiosity and collaboration among learners. For instance, a vocabulary bingo game can turn memorization into an exciting challenge, while a group storytelling exercise allows students to use newly acquired words



creatively. Such activities create a sense of achievement and encourage students to experiment with language in a supportive environment.

From my perspective, incorporating interactive activities like these has consistently transformed the classroom atmosphere. Students not only participate more enthusiastically but also exhibit improved retention and application of language skills. In my experience, even the most hesitant learners become actively engaged when lessons include a playful or collaborative element, proving the value of interactive methods in maintaining motivation and enhancing learning outcomes.

Facilitating Contextual Understanding

Activities provide cultural and situational insights, preparing learners for the real-world application of language. According to Park and Choi (2014), transformed classroom spaces designed for active learning enable students to engage in meaningful, contextual interactions. These environments encourage the use of language in ways that mirror its application in daily life, fostering a deeper understanding of how linguistic elements function in various scenarios.

Michael (2006) further highlights that active learning facilitates comprehension of nuanced language use. Unlike traditional methods that emphasize rote memorization, activities such as debates and simulations immerse students in realistic situations, where they can explore tone, idiomatic expressions, and the distinctions between formal and informal communication. This experiential learning helps students grasp the subtleties of language, which are often missed in textbook-based instruction.

For example, a classroom debate on a relevant social issue can teach students how to craft persuasive arguments and adjust their tone to fit formal settings. Similarly, role-playing a casual conversation in a coffee shop allows learners to practice using idiomatic expressions naturally. These activities not only reinforce vocabulary and grammar but also help students develop a practical understanding of how to navigate different communicative contexts effectively.

In my opinion, teaching language extends far beyond grammar rules and vocabulary lists. It involves equipping students with the tools to communicate meaningfully and culturally appropriately in diverse situations. By focusing on contextual understanding through interactive activities, educators prepare learners to adapt their language use to real-life scenarios, enhancing both their linguistic competence and cultural awareness.

Addressing Challenges and Counterarguments in Active Learning

While active learning presents challenges, such as time management and skill diversity, these obstacles can be mitigated with proper planning and thoughtful implementation. Brophy (1983) highlights that effective classroom organization and management are critical for addressing the complexities of diverse learning environments. Teachers must design activities that maximize participation while ensuring that no student feels left behind.

One effective strategy is the use of tiered activities, which cater to mixed-ability groups by providing tasks at varying levels of difficulty. For example, in a vocabulary exercise, beginners might focus on identifying simple synonyms, while advanced learners create sentences or short paragraphs using the same words. Roehl, Reddy, and Shannon (2013) emphasize that such differentiated instruction helps engage all learners, allowing them to participate meaningfully based on their skill level.



Active strategies, like collaborative group work or project-based tasks, can also help manage diversity in the classroom. These methods encourage peer learning, where stronger students can assist others, fostering a supportive environment. For instance, a group storytelling project might involve students taking roles suited to their abilities, such as brainstorming ideas, drafting sentences, or narrating the story.

From my perspective, managing these challenges requires striking a balance between interactive activities and structured instruction. Teachers can allocate specific time slots for activities and plan lessons that seamlessly integrate active and traditional methods. For example, starting a lesson with a brief lecture followed by an engaging activity ensures that foundational knowledge is established before application. In my experience, a well-structured approach not only addresses logistical challenges but also enhances the overall effectiveness of active learning.

Counterarguments and Rebuttal

Critics of active learning argue that activities can distract from structured grammar instruction, potentially leading to a lack of focus on foundational language rules. Additionally, they claim that unequal participation may occur, with more confident students dominating discussions while others remain passive. These concerns highlight valid challenges but do not outweigh the numerous benefits of incorporating active learning methods.

Bonwell and Eison (1991) counter this criticism by demonstrating that active learning complements traditional instruction, rather than replacing it. By integrating activities into lessons, students have the opportunity to apply grammar rules in practical contexts, reinforcing their understanding. For instance, role-playing a real-world scenario or engaging in a structured debate ensures that theoretical concepts are used meaningfully and retained more effectively.

Rotgans and Schmidt (2011) provide evidence that interactive methods enhance retention and academic achievement. Their research highlights that when students are actively involved in learning, they are more likely to internalize and remember language structures. This finding supports the idea that activities do not undermine grammar instruction but instead provide a practical application that enriches learning outcomes.

In my view, the integration of active learning strategies does not detract from grammar instruction; rather, it enhances it by making abstract rules tangible and relevant. By designing activities that require the deliberate use of grammar—such as sentence-building games or peer editing exercises—teachers can ensure that students apply their knowledge in ways that deepen comprehension. In my experience, active learning transforms grammar from a rigid set of rules into a dynamic tool for real-world communication, making it both engaging and effective.

Conclusion

Active engagement is essential for effective language learning, as it empowers students to develop practical communication skills, boosts their motivation, and enhances their contextual understanding of language use. By transforming classrooms into dynamic environments, active learning methods bridge the gap between theoretical knowledge and real-world application, fostering both competence and confidence in learners. Throughout this discussion, we have seen how activities such as role-playing, vocabulary games, debates, and simulations improve fluency, encourage collaboration, and prepare students for authentic communication scenarios. Interactive strategies not only make language learning enjoyable but also cater to diverse learners by addressing varying skill levels and creating a sense of achievement. Additionally, by



providing cultural and situational insights, active learning prepares students for the complexities of using language in different contexts.

Educators are encouraged to embrace active learning methods and innovate classroom activities to create transformative learning experiences. By integrating these strategies thoughtfully, teachers can engage their students more effectively and ensure that language learning is not only meaningful but also relevant to their future needs. From my perspective, active learning has the power to revolutionize language education. I have witnessed how even the most reserved students come alive during interactive activities, gaining the confidence to express themselves and apply their knowledge outside the classroom. For example, in a storytelling session I facilitated, students not only practiced new vocabulary but also learned to collaborate and adapt their language use to suit the narrative. Such experiences affirm my belief in the transformative potential of active engagement, making it an indispensable approach in modern language teaching.

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Reassessing English Romanticism: An Argumentative Analysis of Its Ideological Foundations

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Abstract

This article reexamines the ideological foundations of English Romanticism, challenging traditional narratives that portray the movement as a uniform celebration of emotion, nature, and individual subjectivity. By situating Romanticism within the socio-political and cultural context of late eighteenth- and early nineteenth-century Britain, the study underscores how rapid industrialization and political upheavals prompted a deliberate counter-response to Enlightenment rationalism. Employing an interdisciplinary framework that integrates ideological critique, cultural studies, and structural analysis, the article undertakes a close textual analysis of key works by seminal Romantic authors. This approach reveals inherent contradictions and contestations within Romantic thought, highlighting the dynamic interplay between individual expression and broader cultural forces. Contemporary scholarly debates are critically engaged to reassess the legacy of Romantic ideology, suggesting that its evolution mirrors broader shifts in literary and intellectual history. Ultimately, the article argues for the continued reassessment of literary movements as a means to uncover deeper cultural and ideological dynamics, offering new perspectives that enrich our understanding of both Romanticism and its enduring influence on modern literary discourse.

Introduction:

English Romanticism has long been celebrated as a transformative period in literary history, marked by an intense focus on emotion, nature, and individual expression. Traditionally, this movement is portrayed as a decisive break from Enlightenment rationality—a view that has significantly influenced both academic discourse and broader cultural understanding (Day, 2011; Watson, 2014). However, recent critical perspectives invite a reassessment of these ideological underpinnings, suggesting that conventional interpretations may oversimplify the complex interplay of economic, cultural, and scientific influences that informed Romantic thought (Connell, 2001; Cunningham & Jardine, 1990).



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Despite its enduring influence, prevailing assumptions about Romanticism have often glossed over significant controversies regarding its ideological foundations. Many scholars continue to assume a unified, almost monolithic vision of Romantic ideals, neglecting the nuanced debates and internal contradictions that characterize the movement (Abrams, 1975; Wellek, 1949). This article challenges these conventional views by arguing that English Romanticism, rather than representing a cohesive ideological stance, is better understood as a dynamic contest of ideas that reflects both its historical context and the evolving nature of literary critique.

The analysis that follows is structured to first situate English Romanticism within its historical and cultural framework, before engaging in a close textual examination of its core themes. By dissecting key works and their underlying ideological constructs, the argument will demonstrate that the traditional narrative of Romanticism requires substantial revision. In doing so, this study not only reassesses the legacy of Romantic thought but also highlights its continued relevance in contemporary academic discussions.

I. Historical and Cultural Context

Emergence of Romantic Ideals

Late eighteenth- and early nineteenth-century Britain was a period marked by profound socio-political and cultural shifts that paved the way for the emergence of Romantic ideals. Rapid industrialization, along with significant political upheavals, disrupted established social orders and created a climate of uncertainty and transformation. In this context, traditional norms were questioned, and there arose a collective yearning for a return to nature and authenticity—a sentiment that became a hallmark of Romantic thought (Riasanovsky, 1992; Day, 2011). This period of transformation not only redefined artistic expression but also laid the groundwork for the innovative literary and philosophical approaches that would come to characterize the Romantic movement.

Reaction Against Enlightenment Rationalism

The intellectual climate of the Enlightenment, with its emphasis on reason, empiricism, and universal laws, provided a stark contrast to the emerging Romantic sensibility. Romantic thinkers deliberately positioned their work as a counter-response to the dominant rationalist paradigms of their time. They argued that the cold, mechanistic approach of Enlightenment rationalism failed to capture the depth of human experience, particularly the realms of emotion, intuition, and the sublime. By foregrounding the importance of subjective experience and the ineffable qualities of nature, Romantic artists and writers sought to challenge the reductionist views of the previous era, thus advocating for a more holistic understanding of existence (Watson, 2014; Abrams, 1975). This critical stance not only redefined aesthetic values but also reoriented cultural perceptions of art and literature.

Ideological Roots

At the core of Romanticism lay a complex web of ideological influences that extended beyond a mere rejection of Enlightenment thought. Early Romanticism was deeply intertwined with emerging nationalist sentiments, as many writers and artists began to explore and celebrate regional traditions and cultural identities. In parallel, the period witnessed a growing valorization of individualism—where personal emotion and unique creative expression were seen as central to the human experience. These dual influences, alongside the pervasive reverence for nature as both a source of inspiration and a symbol of purity, coalesced to form the ideological backbone of the Romantic movement. Such ideological roots not



only informed the aesthetic practices of the period but also generated enduring debates regarding the true nature and scope of Romantic ideology (Cunningham & Jardine, 1990; Wellek, 1949).

II. Theoretical Framework and Methodology

Review of Scholarly Debates

The scholarly discourse surrounding the ideological foundations of Romanticism is both extensive and varied. Traditional analyses have often emphasized the movement's celebration of emotion and nature, as exemplified by Day (2011) and Watson (2014). However, a closer examination of the literature reveals persistent debates and notable gaps. While seminal works, such as Abrams' (1975) compilation of critical essays, have laid the groundwork for understanding Romanticism's literary contributions, more recent studies suggest that the ideological dimensions—particularly those involving socio-economic and cultural influences—have not been fully explored (Connell, 2001; Cunningham & Jardine, 1990). This article seeks to bridge these gaps by engaging with both established and contemporary perspectives, thereby challenging the conventional monolithic portrayal of Romantic ideology.

Theoretical Perspectives

To reassess the ideological underpinnings of English Romanticism, this study adopts a multifaceted theoretical approach. Central to this framework is an ideological critique that interrogates how power dynamics and cultural narratives are woven into Romantic texts (Wellek, 1949). In parallel, insights from cultural studies offer a lens through which to examine the interplay between literary production and broader societal trends (Connell, 2001). Additionally, structuralist approaches are employed to dissect recurring motifs and symbols across primary sources, thereby uncovering the latent narrative structures that support the movement's ideological claims (Wu, 2012). This combination of theoretical perspectives enables a comprehensive analysis that not only questions established interpretations but also contextualizes Romanticism within its broader cultural and historical milieu.

Methodological Approach

The methodological approach of this article is both argumentative and analytical, centered on a close textual analysis of primary sources alongside a critical engagement with secondary scholarship. Key works by canonical Romantic authors—such as Wordsworth, Coleridge, and Shelley—are examined to identify and deconstruct recurring ideological motifs and narrative strategies. This analysis is systematically integrated with insights drawn from critical debates in the existing literature, ensuring that each interpretation is rigorously substantiated. By employing an interdisciplinary method that draws on literary criticism, cultural theory, and structural analysis, the study aims to articulate a nuanced reassessment of the ideological foundations of English Romanticism, thereby contributing to a more robust understanding of the movement's complexities.

III. Critical Analysis of Ideological Foundations

Core Themes and Motifs

The ideological underpinnings of English Romanticism are multifaceted, characterized by a celebration of emotion, a deep reverence for nature, an emphasis on individual subjectivity, and a persistent search for transcendence. Romantic poets and writers elevated emotion to a primary aesthetic value, positioning



personal feeling as a counterweight to the impersonal dictates of Enlightenment rationality (Day, 2011; Watson, 2014). Their work consistently manifests a profound connection with the natural world, not only as a source of beauty and inspiration but also as a symbolic space where the spiritual and the sublime converge (Abrams, 1975). Additionally, the emphasis on individual subjectivity—exemplified by a focus on personal experience and introspection—serves as a hallmark of the movement, challenging the notion of universal truths and embracing the multiplicity of human perception. Together, these themes reveal a complex ideological tapestry that both affirms and interrogates the cultural values of its time.

Textual Analysis

A close reading of key literary texts illuminates how these themes are constructed, contested, and reconfigured across the Romantic corpus. For instance, Wordsworth's reflective treatment of nature in his seminal works often presents the natural environment as a dynamic force that mirrors the poet's inner life, thus reinforcing the interplay between emotion and the external world (Watson, 2014). In contrast, Coleridge's exploration of the supernatural in works such as *The Rime of the Ancient Mariner* adds an additional layer by intertwining myth with personal anguish, highlighting the tension between rational inquiry and the ineffable. A comparative discussion of these authors reveals that while both embrace a deep reverence for nature, their treatments diverge in terms of how they negotiate the boundaries between reason and emotion—a divergence that invites further exploration into the nuances of Romantic ideology (Wu, 2012).

Argumentative Assessment

Evaluating these texts critically underscores the extent to which they both support and undermine the traditional narrative of Romantic ideology. On one hand, the persistent emphasis on emotion and the individual experience in these works appears to affirm the established view of Romanticism as a celebration of subjectivity and a rejection of rationalism (Wellek, 1949). On the other hand, alternative interpretations suggest that such texts also reveal inherent contradictions within the movement. For example, while the celebration of nature is often invoked as a counterpoint to mechanistic modernity, it simultaneously carries echoes of structured symbolism and even nostalgia for pre-industrial social orders (Connell, 2001). These counter-arguments challenge the conventional portrayal of Romanticism by highlighting its internal debates and the fluidity of its ideological constructs. In doing so, this critical assessment calls for a more nuanced understanding of Romantic literature—one that recognizes both its foundational commitments and its capacity for self-critique, ultimately questioning established scholarly views and opening avenues for reinterpreting its legacy (Cunningham & Jardine, 1990).

IV. Reassessing the Legacies and Contestations

Contemporary Critiques

Modern scholarly perspectives have significantly reshaped the discourse surrounding Romantic ideology. Recent critiques emphasize that the traditional narrative—often portraying Romanticism as a unified celebration of emotion and individualism—fails to account for the movement's inherent contradictions and the socio-economic forces at play (Connell, 2001; Cunningham & Jardine, 1990). Scholars now argue that Romantic texts not only embody a rejection of Enlightenment rationalism but also serve as complex cultural artifacts reflecting deeper tensions between progress and nostalgia, modernity and tradition. This reappraisal is evident in studies that interrogate how Romantic literature both challenges and reinforces cultural norms, thus inviting readers to reconsider the movement's multifaceted legacy (Railo, 2019).



Evolution of Ideological Interpretations

Over time, interpretations of Romanticism have undergone substantial shifts that mirror broader cultural and intellectual changes. Early literary criticism largely celebrated Romanticism for its emotional depth and natural imagery, while later analyses have revealed more ambivalent readings. As contemporary critics draw from post-structuralist and cultural studies frameworks, there is a growing recognition that the ideological constructs of Romanticism are not static but evolve in response to changing societal conditions (Wellek, 1949; Abrams, 1975). These shifts in interpretation reflect an increasing awareness of how historical contexts, such as the industrial revolution and subsequent modernity, have reconfigured the movement's foundational ideals. In this light, Romanticism is seen not only as a product of its time but also as an ongoing dialogue between past and present cultural narratives.

Implications for Literary Studies

Reassessing Romantic ideology carries significant implications for the evolution of literary and cultural studies. By questioning established interpretations, this critical reassessment contributes to a more nuanced understanding of how literature functions as a site of ideological contestation. It highlights the importance of revisiting canonical texts with fresh theoretical perspectives that account for the dynamic interplay between literature and its historical context (Day, 2011; Watson, 2014). Moreover, by engaging with both traditional and contemporary critiques, scholars can uncover latent dimensions of Romantic thought that inform current debates in aesthetics, politics, and cultural theory. This approach not only deepens our comprehension of Romanticism itself but also reinforces the broader significance of continually reexamining literary movements as living, evolving phenomena that continue to influence modern intellectual discourse.

V. Discussion and Implications

The preceding analysis reveals that English Romanticism is far from a monolithic celebration of emotion and nature; rather, it is a dynamic and multifaceted discourse that has continually challenged both its contemporary critics and later scholars. By synthesizing the core themes and textual analyses presented earlier, it becomes evident that the ideological underpinnings of Romanticism encompass not only a profound reverence for individual subjectivity and the natural world but also inherent contradictions that question the very nature of its cultural assertions (Day, 2011; Watson, 2014). This reassessment underscores that Romantic literature is best understood as a complex dialogue between countervailing forces—where emotion confronts rationality, and nostalgia coexists with progressive impulses—thereby demanding a more nuanced interpretation than that offered by traditional scholarship.

These findings have significant broader implications for our understanding of the relationship between literature, ideology, and historical context. By revisiting the ideological foundations of Romanticism, this study illustrates how literary texts serve as active sites of cultural negotiation, reflecting and shaping societal attitudes towards nature, individualism, and modernity (Connell, 2001; Cunningham & Jardine, 1990). Such an approach not only deepens our appreciation of the Romantic era itself but also informs contemporary debates in literary and cultural studies. It reveals that literature cannot be isolated from the socio-political and economic forces that generate and transform cultural narratives, thus urging modern scholars to consider the fluidity of literary meanings in response to evolving historical conditions.

Looking forward, several avenues for further research emerge from this reassessment. Future studies could benefit from comparative analyses that extend beyond the traditional Anglophone boundaries of



Romanticism, thereby exploring how similar ideological tensions are manifested in other national literatures. Additionally, the application of alternative critical frameworks—such as postcolonial theory, feminist critique, or digital humanities approaches—may uncover new dimensions of Romantic thought that have yet to be fully explored (Railo, 2019; Wu, 2012). By integrating these perspectives, scholars can continue to refine our understanding of Romantic ideology, ensuring that the movement's legacy remains a vibrant and contested field within both literary criticism and broader cultural discourse.

Conclusion

The analysis presented in this article has reexamined the ideological foundations of English Romanticism through a critical evaluation of its core themes—emotion, nature, individual subjectivity, and the search for transcendence—and through a close reading of primary texts that both confirm and challenge traditional narratives (Day, 2011; Watson, 2014). By dissecting these ideological elements and juxtaposing them with contemporary critiques, the discussion has illuminated the inherent contradictions within the movement, revealing it as a dynamic interplay of cultural, social, and intellectual forces rather than a monolithic celebration of sentiment and nature.

This reassessment clearly supports the thesis that English Romanticism should be understood as a contested and evolving ideological discourse. The critical findings demonstrate that rather than simply rejecting Enlightenment rationalism, Romantic writers engaged in a sophisticated negotiation with prevailing cultural norms—a process that continues to inform debates in literary and cultural studies today (Connell, 2001; Cunningham & Jardine, 1990). By challenging established interpretations, the analysis contributes to a more nuanced understanding of how Romantic literature functions as a vehicle for ideological expression and cultural negotiation.

In closing, this study underscores the importance of continually reassessing literary movements to uncover deeper cultural and ideological dynamics. As historical contexts evolve and new theoretical perspectives emerge, revisiting canonical texts not only enriches our understanding of the past but also offers fresh insights into the ways literature engages with the complexities of human experience. The ongoing dialogue between traditional interpretations and contemporary critiques ensures that the legacy of English Romanticism remains a vibrant and contested field, with implications that extend well beyond the confines of literary history.

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War, Colonization, and Language Evolution: Tracing Linguistic Shifts in Global History

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| Keywords | Abstract |
|---|---|
| War Colonization Language Evolution Sociolinguistics | <p>This study investigates the intertwined roles of war and colonization in driving language evolution, focusing on the ways in which historical conflicts and colonial encounters have reshaped linguistic systems. By examining pivotal case studies—including the Norman Conquest, 20th-century conflicts, and colonial language imposition in various regions—the research reveals how power dynamics, cultural exchange, and forced linguistic contact contribute to shifts in vocabulary, syntax, and identity. Employing a multi-method approach that combines comparative historical analysis, corpus-based investigation, and qualitative case studies, the study highlights both the rapid lexical integration observed during wartime and the more gradual processes of creolization and pidgin formation that emerge in colonized settings. The findings underscore the dual nature of language as both a repository of cultural memory and a tool for negotiating social identity, offering valuable insights for contemporary language policy and cultural preservation efforts. This work aims to enrich our understanding of language change by situating it within the broader context of historical events, thereby contributing to ongoing discussions in historical linguistics and sociolinguistics.</p> |

1. Introduction

Language is more than just a means of communication; it is a living record of human experience, reflecting the intricate interaction of social, political, and historical forces. Throughout history, war and colonization have served as significant catalysts for language change. This article looks at how these factors have affected languages over time, documenting the changes in vocabulary, syntax, and language identity caused by conflict and colonial control. In doing so, it hopes to provide a thorough knowledge of the complex link between historical events and language change.

Historically, the imposition of power through war and colonization resulted in significant language alterations. Wars, by definition, destabilize established social orders and frequently bring together speakers of many languages in new political contexts. The Norman Conquest of England, for example, is well-known for demonstrating how military conquest can result in significant lexical borrowing and syntactic change in



the conquered language (Heller & McElhinny, 2017). Similarly, colonial efforts imposed dominant languages on indigenous populations, resulting in the extinction of native languages and the formation of new, hybrid linguistic forms (Phillipson, 2006). These historical examples highlight the idea that language is inextricably linked to power relations, acting as both a tool of control and a conduit for cultural resilience.

In recent decades, globalization and migration have muddled the image of language evolution. As populations travel, whether due to conflict, economic opportunity, or forced relocation, languages come into contact and interact in ways that can hasten linguistic evolution. According to Mufwene (2010), global English, which is frequently viewed as a result of globalization, has been mythologized in some areas, despite the fact that its evolution continues to demonstrate the dynamic interplay between local language traditions and global pressures. Furthermore, as Manning and Trimmer (2020) illustrate, people's historical movements have left indelible scars on linguistic landscapes, with languages adjusting to new sociopolitical situations while maintaining residues of their earlier forms.

The current study extends these foundations by taking an interdisciplinary approach that combines historical linguistics, sociolinguistics, and cultural studies. By examining linguistic transformations from a global historical viewpoint, this essay attempts to uncover the complicated mechanisms by which war and colonization influence language. Modern research on linguistic rights and policy highlights the necessity of understanding these processes. Awal (2023) explores the evolution of linguistic rights across time, highlighting key milestones that have been reached despite—or maybe as a result of—historical barriers posed by conflict and colonialism. This perspective is critical because it not only helps us understand the past, but it also informs present discussions about language policy and cultural preservation.

In addition to macro-level analysis, new research has focused on more nuanced elements of linguistic evolution. Research into lexical and genetic alignment in large populations, such as Yang et al.'s (2024) study on Han Chinese diffusions, shows that language change frequently follows complicated patterns of both demic and cultural interaction. Similarly, the evolution of English morphemes, as studied by Handayani and Wibowo (2024), sheds light on how sociocultural settings impact even the most fundamental components of language structure. These studies demonstrate that the effects of war and colonization are multidimensional, impacting not only vocabulary and grammar but also the underlying cognitive and cultural components of language.

Furthermore, scholarly research continues to focus on the role of language in mediating cultural identity and enabling intercultural communication. Кырбонова (2025) investigates how English has become crucial to inter-cultural communication in the digital economy. This trend may be traced back to historical processes of colonization and global power shifts. Passmore et al.'s (2024) research on worldwide musical diversity reveals that cultural expressions, whether linguistic or musical, frequently emerge along independent but intersecting paths driven by various historical causes.

The article is divided into numerous sections. Following this introduction, the literature review will look at the theoretical foundations of language change in the context of conflict and colonization. The methodology section will describe the comparative strategy taken to study historical case studies. The next sections will provide thorough analysis of specific cases where war and colonization have influenced linguistic transformations, followed by a discussion of the broader consequences for language policy and cultural identity. Finally, the conclusion will summarize the important findings and offer suggestions for further research.

This work aims to shed light on how languages adapt in response to external stresses by mapping linguistic evolution pathways throughout different historical epochs. Understanding the past allows us to acquire insight into the forces that continue to create our linguistic realities today and in the future.

2. Review of Literature



Historical linguistics investigates the temporal development of language, emphasizing phenomena such as lexical borrowing, phonological alterations, and syntactic transformations. The concept of language contact is fundamental to this discipline, highlighting how interactions among diverse linguistic communities can result in significant structural and functional transformations (Heller & McElhinny, 2017; Mufwene, 2010). Sociolinguistic dynamics, including changes in power relations and social identities, significantly influence the adoption or rejection of linguistic elements throughout time.

A significant amount of study has investigated the effects of conflict on language. Research on occurrences such as the Norman Conquest of 1066 and the World Wars demonstrates that warfare can function as both a disruptive and innovative catalyst in language development. The Norman Conquest resulted in substantial lexical borrowing from French into English, significantly transforming its vocabulary and grammar (Phillipson, 2006). Likewise, the worldwide upheaval of the 20th century catalyzed the incorporation of novel terminologies and communicative practices, so underscoring the influence of conflict on language development.

Colonization has also left a permanent mark on linguistic landscapes. Studies in this domain have recorded the imposition of colonial languages on indigenous communities, frequently leading to the suppression of native tongues and the emergence of novel linguistic forms, including creoles and pidgins. This imposition influenced not only vocabulary but also reconfigured grammatical and phonological systems (Phillipson, 2006). These modifications underscore the dual function of colonization as both a mechanism of linguistic uniformity and a stimulus for linguistic creativity.

Although numerous research have examined war and colonization independently, a significant vacuum persists in the literature about their collective impact on language evolution. Contemporary scholarship frequently examines these issues in isolation, neglecting the intricate interaction between conflict-induced disruption and the imposition of colonial languages.

This study employs a theoretical framework based on language contact theories, namely those addressing borrowing and code-switching, alongside sociolinguistic approaches that investigate power and identity relations. These ideas collectively provide a study of how historical events catalyze linguistic changes, presenting a thorough perspective on the combined impact of war and colonization in forming language.

3. Methodology

3.1 Research Design

This study employs a multi-method research design that integrates comparative historical analysis, case studies, and corpus-based investigation. The comparative historical approach allows for a systematic examination of linguistic changes across different time periods and contexts, highlighting both common trends and unique deviations. By selecting key historical events—such as the Norman Conquest and various colonization episodes—as case studies, the research can provide in-depth insights into the processes that drive language change. Complementing these qualitative analyses, the study also uses corpus-based methods to quantify shifts in language, such as changes in vocabulary and grammatical structures, thereby establishing a robust framework for examining the impact of war and colonization on linguistic evolution.

3.2 Data Collection

Data for this investigation are sourced from a variety of historical texts, archived documents, linguistic corpora, and previously conducted case studies. Primary sources, including official records, letters, and contemporary accounts, offer direct evidence of language use during critical periods of conflict and colonization. Secondary sources—comprising scholarly articles and books—provide context and



interpretive frameworks that inform the analysis. Case studies are selected based on criteria such as historical significance, the availability of documented linguistic impact, and clear evidence of language contact phenomena. This multi-source strategy ensures a comprehensive data set that supports both qualitative and quantitative assessments.

3.3 Analytical Methods

The study employs a combination of qualitative and quantitative methods to analyze the collected data. For qualitative analysis, discourse and content analysis techniques are applied to identify recurring themes, patterns of language borrowing, and shifts in linguistic usage over time. Quantitatively, the research involves frequency counts of loanwords and systematic tracking of grammatical changes within the compiled corpora. This dual approach allows for cross-validation of findings, where triangulation between qualitative insights and quantitative data enhances the reliability of the conclusions drawn regarding the linguistic impact of war and colonization.

3.4 Limitations and Scope

While the study aims for a comprehensive analysis, it acknowledges certain limitations. Access to primary sources can be uneven, and the diversity of languages and dialects represented in the case studies may introduce variability that is difficult to standardize. The analysis is confined to a temporal range from the medieval period to the contemporary era, with a geographical focus primarily on Europe, the Americas, and selected regions in Africa and Asia. These constraints are necessary to maintain a focused investigation but also highlight areas for future research to explore broader linguistic and historical contexts.

4. Analysis and Findings

4.1 Case Study Analysis: War and Language

4.1.1 The Norman Conquest

The Norman Conquest serves as a prime example of how warfare can reshape a language. The integration of French lexical items into Old English is well documented, particularly in legal, administrative, and cultural contexts. For instance, numerous legal and governmental terms—such as *court*, *jury*, and *attorney*—find their origins in French. Alongside this vocabulary shift, subtle syntactic changes emerged, reflecting the structural influences of the French language on English. This case demonstrates that military conquest not only disrupts social order but also catalyzes enduring linguistic transformation (Phillipson, 2006).

Table

1

Case Studies on War and Language Change

| Conflict/Event | Language(s) Affected | Linguistic Change(s) Observed | Reference |
|------------------------|--------------------------------|---|---------------------------|
| Norman Conquest (1066) | English | Lexical borrowing; subtle syntactic shifts | Phillipson (2006) |
| World Wars I & II | English and European languages | Loanword proliferation; increased instances of code-switching | Heller & McElhinny (2017) |

Note: This table summarizes key historical conflicts and highlights the specific linguistic changes observed as a result of these events.

4.1.2 20th-Century Conflicts



In the 20th century, global conflicts such as World Wars I and II contributed to significant linguistic changes. The urgency of war necessitated the rapid adoption of new terminologies related to military technology, strategy, and geopolitics. Analysis of historical documents reveals a proliferation of loanwords during and after these conflicts, as terms from allied or enemy languages entered everyday usage. Moreover, the movement of populations during these turbulent times fostered environments where code-switching became a practical communicative tool, enabling speakers to negotiate identities and cultural affiliations under stress (Heller & McElhinny, 2017).

4.2 Case Study Analysis: Colonization and Language

4.2.1 Colonial Language Imposition

Colonial rule has often involved the systematic imposition of the colonizer's language on indigenous populations. In the Americas, the widespread adoption of Spanish transformed native linguistic landscapes, leading to significant shifts in both vocabulary and grammar. Similarly, in parts of Africa, French was introduced as the language of administration and education, often at the expense of local languages. This imposition, while eroding some indigenous linguistic elements, also prompted the emergence of hybrid linguistic practices as communities adapted to the new socio-political realities (Phillipson, 2006).

4.2.2 Creolization and Pidgin Formation

In contexts where European colonizers interacted with diverse indigenous groups, pidgins emerged as practical solutions for communication. Over time, some pidgins evolved into fully developed creole languages. These new linguistic systems represent a blend of elements from both the colonizer's language and local languages. The processes of creolization and pidginization highlight the creative potential inherent in language contact, serving as adaptive responses to the complexities of multilingual environments (Mufwene, 2010).

Table

2

Comparative Overview of Linguistic Shifts in War Versus Colonization

| <i>Aspect</i> | <i>War-Related Shifts</i> | <i>Colonization-Related Shifts</i> |
|------------------------|---|---|
| Duration of Change | Often rapid, driven by immediate strategic needs | Generally gradual, resulting in long-term language imposition |
| Mechanism of Borrowing | Integration of military and technological terminology | Imposition of the colonizer's language; subsequent hybridization leading to creolization and pidgin formation |
| Cultural Impact | Disruption of traditional usage; emergence of new communicative practices | Erosion of indigenous linguistic features; reinforcement of colonial power dynamics |
| Reversibility | Sometimes reversible post-conflict | Often irreversible without concerted revitalization efforts |

Note: This table provides a side-by-side comparison of the mechanisms and outcomes associated with language changes resulting from war and colonization.

4.3 Comparative Analysis and Synthesis

Comparing wartime and colonial contexts reveals both overlapping and distinct mechanisms of language change. Borrowing remains a central process in both scenarios; however, the impetus behind borrowing differs. During wartime, the incorporation of new terms often reflects immediate technological or strategic needs, whereas colonization fosters a broader, more sustained linguistic integration. In both contexts, code-



switching and resistance strategies emerge as communities negotiate imposed linguistic norms while striving to preserve cultural identity. These findings underscore that while the mechanisms of linguistic change—borrowing, code-switching, and resistance—are common, the socio-political context significantly influences their manifestation and long-term impact.

5. Discussion

The findings of this study offer several insights into the dynamic processes through which war and colonization shape language. The evidence from the case studies reinforces the idea that linguistic change is driven by both immediate external pressures and longer-term cultural interactions.

Theoretical Implications

The analysis supports the notion that language contact theories—particularly borrowing and code-switching—are essential for understanding historical linguistic shifts. The introduction of French lexical items into English after the Norman Conquest, for example, underscores how a dominant language can infuse another with new vocabulary and even subtle syntactic patterns (Phillipson, 2006). Similarly, the proliferation of loanwords during the 20th-century conflicts illustrates how wartime necessities can accelerate linguistic borrowing. These patterns affirm the relevance of sociolinguistic approaches that view language as a tool for both asserting power and negotiating identity. In doing so, the study contributes to a broader theoretical framework that situates language evolution within the interplay of conflict, colonization, and cultural resilience (Heller & McElhinny, 2017).

Practical Implications

Beyond theoretical contributions, the findings carry important implications for language policy and cultural preservation. The documented impacts of colonial language imposition and subsequent creolization highlight challenges that many post-colonial societies continue to face. Recognizing the patterns of language loss and transformation can inform policies aimed at preserving endangered languages and supporting multilingual education. As Awal (2023) notes, understanding historical milestones in linguistic rights is crucial for crafting responsive language policies today. The study also suggests that fostering environments where multiple languages are valued can mitigate some of the negative effects of linguistic homogenization imposed during conflict or colonization.

Broader Historical and Cultural Context

The discussion also situates linguistic shifts within broader historical and cultural narratives. Language, as seen through the processes of borrowing and creolization, serves as a living record of historical events. The interplay between power and identity in language transformation reflects not only the practical demands of communication in turbulent times but also the enduring human need to preserve cultural memory. This perspective resonates with recent research on global linguistic diffusion and cultural hybridization (Mufwene, 2010; Manning & Trimmer, 2020).

Reflections on Methodology and Future Directions

While the multi-method approach provided a robust framework for analysis, limitations such as uneven source availability and the inherent variability in linguistic data were noted. Future research might expand the geographical and temporal scope to include additional regions and historical periods. Such studies could further refine our understanding of the complex mechanisms driving language change in contexts of both war and colonization.



In summary, the study reinforces the critical role of historical events in shaping language, offering a nuanced understanding that bridges theoretical models with practical implications for contemporary language policy and cultural preservation.

Conclusion

This study set out to explore how war and colonization have served as catalysts for language evolution, demonstrating that historical events leave an indelible mark on linguistic systems. The analysis of case studies such as the Norman Conquest and the linguistic shifts witnessed during the 20th-century conflicts revealed that war not only disrupts societal structures but also actively drives the incorporation of new vocabulary and structural changes in languages. Similarly, the examination of colonial contexts showed that language imposition and the subsequent emergence of creoles and pidgins are integral responses to the power dynamics inherent in colonization.

The evidence presented underscores that the mechanisms of borrowing, code-switching, and resistance are common to both conflict and colonial contexts, though the underlying motivations and long-term impacts differ. In times of war, the immediate need for effective communication often leads to a rapid influx of loanwords, while the protracted processes of colonization typically result in a more sustained linguistic transformation. These findings not only confirm the theoretical underpinnings of language contact theories but also highlight the critical role of sociolinguistic dynamics in mediating language change.

Beyond theoretical implications, the study carries significant practical relevance. The patterns of linguistic change observed in historical contexts provide valuable insights for contemporary language policy, particularly in efforts aimed at preserving endangered languages and supporting multicultural societies. Recognizing the historical trajectories that have led to current linguistic landscapes can aid policymakers and educators in designing strategies that honor linguistic diversity while addressing the challenges posed by global homogenization.

Nevertheless, the research is not without its limitations. Constraints such as uneven access to primary sources and the inherent variability of language data suggest that further investigation is necessary. Future research could broaden the geographical and temporal scope of the analysis to include a wider array of languages and historical periods, thereby deepening our understanding of how global historical forces continue to shape language.

In conclusion, this study contributes to a nuanced understanding of the interplay between historical events and linguistic evolution. It reaffirms that language is a dynamic, living record of human history—a record that reflects both the tumult of conflict and the transformative power of cultural exchange.

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Translating the Public Sphere: Analyzing Linguistic and Cultural Dimensions in Publicistic Texts

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Keywords

Publicistic Texts
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Figurative Language
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Abstract

This study explores the challenges and strategies involved in translating publicistic texts, which are characterized by their rich use of figurative language, complex syntactic structures, and culturally specific references. Publicistic texts play a critical role in shaping public discourse by conveying ideological and social narratives; however, their translation requires more than a literal rendering. Drawing on theories of figurative language (Glucksberg & McGlone, 2001) and intercultural communication (Iriye, 1979; Kulikova et al., 2017), the research examines how translators navigate linguistic complexities—such as idiomatic expressions and non-standard syntactic forms—while also adapting culturally embedded elements for target audiences. Employing a qualitative methodology that integrates comparative discourse and content analyses of selected texts and their translations, the study identifies common translation strategies, including domestication and the use of explanatory notes, as well as the inherent tensions between fidelity to the source and cultural adaptation. The findings underscore the translator's role as an active mediator who shapes the final text, influencing its ideological and cultural impact. This research contributes to translation studies by offering insights into the effective handling of linguistic and cultural nuances in the public sphere, with implications for both academic practice and professional training.

Introduction

In today's rapidly globalizing world, publicistic texts—ranging from newspaper articles and opinion pieces to online commentaries—play a crucial role in shaping public discourse and influencing cultural perceptions. These texts are not merely vehicles of information; they encapsulate the ideological, social, and cultural narratives of their time. However, translating such texts poses unique challenges due to their inherent reliance on figurative language, idiomatic expressions, and culturally specific references. As Glucksberg and McGlone (2001) note, figurative language is a powerful tool for conveying complex ideas, yet its translation often demands more than a literal rendering, requiring sensitivity to both linguistic nuance and cultural context.



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The challenge of translating publicistic texts lies in the translator's dual responsibility: to remain faithful to the original message while simultaneously adapting the content for a target audience with a different cultural and linguistic background. Iriye (1979) argues that cultural power dynamics are inextricably linked to communication practices, emphasizing that international relations are fundamentally intercultural in nature. This perspective underscores the importance of understanding not only the words but also the cultural subtext embedded within publicistic texts. Similarly, Kulikova, Kuznetsova, Zayats, and Sarkisiyants (2017) highlight the modern challenges of intercultural communication, particularly in spaces where language acts as both a medium of exchange and a marker of cultural identity.

One of the most pressing linguistic challenges in translating publicistic texts is the handling of idiomatic expressions and metaphors. Makkai (2013) has demonstrated that idiom structures in English are often resistant to direct translation, as their meanings are deeply rooted in the cultural and historical experiences of a community. Translators must therefore navigate a delicate balance—transmitting the intended meaning and tone of the source text while preserving the stylistic and cultural integrity of the original message. This challenge is compounded by the concept of translator visibility; as Modrea (2004) and Ponomareva (2018) observe, the translator's choices inevitably influence the reception of a text, sometimes altering its ideological stance and cultural resonance.

Beyond linguistic hurdles, cultural nuances also present significant obstacles in the translation process. Publicistic texts often incorporate culturally embedded proverbs, sayings, and historical references that are essential for conveying the author's intended message. The works of Pushkin, for example, offer a rich repository of proverbs and idioms that reflect the deep-seated cultural identity of Russian society. The challenge, therefore, is to render these culturally charged elements in a manner that is both comprehensible and evocative to a target audience unfamiliar with the original cultural context. Research by Nurgul, Eleonora, and Yuliya (2014) on language purism and the cross-cultural penetration of gastronomic lexicon illustrates how cultural elements can both enrich a language and simultaneously complicate its translation.

Moreover, the dynamics of globalization have intensified the need for effective cross-cultural communication. Razzaq (2023) explores how world religions and global faith communities negotiate meaning in a postmodern era, highlighting the broader implications of translation in facilitating intercultural dialogue. In this context, publicistic texts serve as a microcosm of the broader cultural exchanges that define our globalized society. Recent investigations by Roza, Melani, and Zulfahmi (2024) into student translation practices further reveal that emerging translators are increasingly aware of the cultural dimensions of their work, striving to bridge the gap between linguistic precision and cultural sensitivity.

Historical perspectives also remind us of the longstanding importance of translation in mediating between cultures. Raman (2012) discusses the role of scribes and writing practices in early colonial South India, illustrating that translation has long been a tool for cultural negotiation and knowledge transfer. This historical continuity reinforces the view that translation is not a neutral act but one imbued with ideological, cultural, and political significance.

Given these multifaceted challenges, the present study seeks to analyze the linguistic and cultural dimensions inherent in translating publicistic texts. It aims to identify key linguistic challenges—such as morphological, syntactic, and lexical-semantic complexities—while also exploring the cultural nuances that influence translation decisions. By integrating theoretical insights and empirical findings, this research aspires to propose practical strategies for translators and policymakers, thereby contributing to a more nuanced understanding of cross-cultural communication in the public sphere.



Literature Review

The study of publicistic texts and their translation involves navigating both linguistic intricacies and deep-seated cultural nuances. Publicistic texts are inherently multifaceted; they serve as vehicles for conveying information while simultaneously embedding cultural narratives and ideological perspectives. Glucksberg and McGlone (2001) emphasize that figurative language—encompassing metaphors, idioms, and other non-literal expressions—is central to public discourse yet poses significant challenges for translators. Their work underscores that the translation of such expressions requires more than a word-for-word approach; it necessitates an understanding of the cultural context from which these expressions emerge.

Building on this, Iriye (1979) discusses the role of cultural power in shaping communication. He posits that international relations are fundamentally intercultural, a view that extends to the translation process. Translators are tasked with the delicate balance of preserving the ideological and cultural integrity of the source text while rendering it accessible to a different audience. This interplay between culture and language is further explored by Kulikova et al. (2017), who investigate how modern intercultural communication is influenced by the dual roles of language—as both a communicative tool and a marker of cultural identity.

The complexity of idiomatic expressions is another critical area of focus. Makkai (2013) offers a detailed examination of idiom structures in English, highlighting the difficulties in finding exact equivalents in other languages. This is particularly pertinent in publicistic texts where idioms often carry cultural connotations and historical significance, as seen in the literary heritage of figures like Pushkin. The challenge, therefore, lies not only in the translation of words but also in the translation of cultural memory and identity.

Moreover, the translator's role is far from neutral. Modrea (2004) and Ponomareva (2018) explore how translation involves active decision-making that can subtly alter the ideological underpinnings of the original text. Their research suggests that the translator's visibility and interpretative choices are critical factors that impact the reception of the translated text. Complementing this perspective, Nurgul et al. (2014) examine language purism and the cross-cultural penetration of specialized lexicons, illustrating the broader challenges of maintaining cultural specificity while achieving linguistic clarity.

Recent contributions by Razzaq (2023) and Roza et al. (2024) further illuminate the impact of globalization on language, showing that the increasing interconnectedness of societies demands innovative approaches to translation that honor both linguistic precision and cultural nuance. Collectively, these studies lay the groundwork for a comprehensive analysis of the linguistic and cultural dimensions involved in translating publicistic texts.

Methodology

This study employs a multi-method qualitative design to analyze the linguistic and cultural dimensions inherent in translating publicistic texts. By integrating comparative historical analysis, discourse analysis, and content analysis, the research seeks to uncover how translators negotiate complex linguistic structures and culturally embedded nuances.

4.1 Research Design

The overall approach is primarily qualitative, relying on an in-depth examination of selected publicistic texts and their translations. A comparative historical analysis is utilized to trace changes and challenges over time, while discourse analysis helps uncover the rhetorical strategies, figurative language, and cultural markers within the texts. This design allows for a detailed exploration of how language and culture interact in the realm of publicistic translation. By focusing on both the source texts and their translated counterparts, the study aims to identify the strategies employed by translators to render idiomatic expressions, metaphors, and culturally specific references in a manner that preserves the original intent and tone.



4.2 Data Collection

Data for this research are drawn from multiple sources to ensure a comprehensive analysis:

- **Primary Texts:** A selection of publicistic texts, including newspaper articles, opinion pieces, and online commentaries, serves as the primary corpus. These texts are chosen based on their historical and cultural significance as well as their demonstrated linguistic complexity.
- **Translated Versions:** Published translations of the selected publicistic texts are collected to enable a direct comparison between the source and target languages.
- **Archived Documents and Case Studies:** Historical records and previous case studies on translation practices are consulted to contextualize the linguistic and cultural challenges observed in the current analysis.

Selection criteria for the texts include historical relevance, diversity in cultural contexts, and the presence of complex linguistic features such as idiomatic expressions and metaphors. This multi-source strategy not only enriches the dataset but also provides a solid foundation for triangulating the findings.

4.3 Analytical Methods

The study utilizes both qualitative and, where applicable, quantitative analytical methods to ensure a robust examination of the data:

- **Discourse Analysis:** This method is employed to dissect the narrative structures, stylistic choices, and rhetorical devices within the publicistic texts. By analyzing how figurative language and culturally loaded expressions are rendered in translation, the study seeks to identify recurring patterns and strategies. The approach draws on established practices in discourse analysis (Modrea, 2004; Ponomareva, 2018), allowing for a nuanced understanding of translator decision-making.
- **Content Analysis:** A systematic review of the texts is conducted to identify and quantify the occurrence of specific linguistic features, such as idioms, metaphors, and culturally specific lexical items. Frequency counts and qualitative assessments are combined to evaluate the extent to which these features are maintained, transformed, or omitted in translation.
- **Comparative Analysis:** The translations are directly compared with their source texts to identify discrepancies and successful adaptations. This comparative approach helps to illuminate the translator's role in mediating between linguistic fidelity and cultural sensitivity.
- **Triangulation:** To enhance the validity of the findings, the study employs triangulation by cross-referencing insights derived from discourse and content analyses with historical case studies and secondary literature. This multi-pronged approach ensures that the conclusions drawn are well-supported by diverse data sources.

4.4 Limitations and Scope

While this methodological approach provides a comprehensive framework for exploring the complexities of translating publicistic texts, several limitations are acknowledged:

- **Source Availability:** Access to certain primary sources or archived documents may be uneven, potentially limiting the breadth of the analysis.
- **Language and Cultural Variability:** The inherent variability in linguistic expression and cultural references across different texts and regions may introduce challenges in standardizing the analysis.



- **Temporal and Geographical Scope:** The study is confined to a specific selection of publicistic texts that represent particular historical periods and cultural contexts. As a result, the findings may not be fully generalizable to all forms of publicistic discourse or translation practices.

Despite these limitations, the chosen methodology provides a robust framework for investigating the interplay between linguistic structures and cultural nuances in publicistic text translation. Future research might expand this scope to include additional languages, broader cultural contexts, or different genres of public discourse to further validate and extend the present findings.

Conclusion

Translating publicistic texts is a sophisticated activity in and of itself, a balancing act between language complexity and cultural nuance. In this work, it was confirmed that publicistic language, rich in figurative language, complex constructions, and culturally specific references, brings certain translation complications for a translator. In its analysis, it was revealed that translating such texts not only requires a deep familiarity with lexical and structural specificities of a source language but, in addition, a sensitive accommodation to a target audience's cultural environment (Glucksberg & McGlone, 2001; Makkai, 2013).

Our findings verify that a translator's work is not a passive one, but an active one with interpretative and decision-making processes involved in it. As argued by Modrea (2004) and Ponomareva (2018), such decisions have a significant impact both on the ideological and cultural connotation of a translated work. Translators must make a perpetual decision regarding whether to include a detail specific to a certain environment in one's native environment and make it accessible for a target group, or not include it in one's native environment and maintain its alien character and integrity. That tension between fidelity and accommodation is a ubiquitous feature of publicistic translation and a witness to a delicate balancing act involved in translating between two disparate language worlds.

Moreover, the comparative analysis of a variety of translations confirms that, even when no one answer can work, a harmonious blend of linguistic fidelity and cultural consciousness turns out to be a deciding factor in successful translation. By selecting function equivalents for idiom and metaphors with cultural overtones with care, a translator can convey the purpose of the source message without sacrificing its wealth. Balance is not only important in terms of holding onto the voice of an author but in producing a translated work that will speak to its new community, as well.

Practically, these observations have significant implications for training and translation practice. They suggest a demand for training courses that integrate both technical translation skills and a profound cultural consciousness. Besides, developing standards that acknowledge the translator's observable contribution to the output could stimulate reflective and effective translation practice.

In summary, translation of publicistic texts entails a delicate balancing act between cultural meaning and language structure. Next, future studies will have to try to extend such an inquiry to a larger variety of texts and cultures, and in the process, deepen our sensitization to how translation can bridge communicative worlds in a cosmopolitan society increasingly becoming a reality.

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Cognitive and Pedagogical Dimensions of Translation: A Theoretical and Practical Exploration

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| Keywords | Abstract |
|---|---|
| Translation Process Pedagogy Culture Technology | This article examines translation as more than just word-for-word conversion—it's a blend of analytical decision-making, cultural sensitivity, and creative expression. By exploring translation as both a systematic process and an intuitive art, the discussion highlights its significant role in language teaching. Practical techniques are provided to help students and educators enhance their linguistic skills, improve critical thinking, and adapt to new technologies in the field. This approach bridges theory and practice, offering a well-rounded guide to mastering modern translation. |

Introduction

At its core, translation is the process of transferring meaning from one language to another, bridging cultural and linguistic gaps. It is not merely a linguistic task but a complex activity that fosters communication, mutual understanding, and knowledge-sharing across diverse communities. In language learning, translation serves as a vital method for enhancing vocabulary, grammar comprehension, and cultural awareness. As Dagilienė (2012) emphasizes, translation acts as a learning tool that aids in developing linguistic competence and critical thinking skills, making it a powerful resource for both language educators and students. Beyond its functional role, translation is both an art and a science. Robinson (2003) highlights that it requires creativity, intuition, and analytical precision. The scientific aspect lies in understanding the structural and grammatical rules of the source and target languages, while the artistic element involves capturing nuances, emotions, and cultural subtleties. Together, these aspects translate a dynamic and multifaceted discipline.

The purpose of this article is to provide students with practical techniques and exercises to enhance their translation skills. By integrating theoretical insights with hands-on activities, the article aims to bridge the gap between academic knowledge and real-world application, equipping students with the tools they need to become proficient and confident translators.

1. Theoretical Foundations

Translation as a decision-making process



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Translation is inherently a decision-making process, requiring translators to evaluate and choose from multiple possible options to convey the meaning, tone, and intent of the source text accurately. According to Levý (1967), the act of translating is akin to solving a series of problems, where each decision influences the outcome. Translators must consider linguistic structures, cultural nuances, and contextual elements while ensuring their choices align with the target audience's expectations.

Levý emphasizes that this decision-making process is both systematic and intuitive. Systematic thinking involves analyzing the source text's grammatical and semantic components, while intuition plays a role in selecting expressions that best capture the text's subtleties. This dual nature of decision-making highlights the complexity of translation and the necessity of developing both analytical skills and creative instincts in aspiring translators.

Overview of the Translation Process and Its Challenges

The translation process involves a series of complex cognitive and linguistic activities aimed at transferring meaning from a source language to a target language. As Lörcher (1992, 2005) outlines, this process can be divided into key stages: understanding the source text, analyzing its linguistic and cultural features, reformulating the content in the target language, and revising the output to ensure accuracy and coherence. Each stage demands attention to detail, a deep understanding of both languages and the ability to adapt content to meet the needs of the target audience.

Despite its structured nature, the translation process is fraught with challenges. One significant difficulty lies in managing linguistic differences between the source and target languages. Syntax, grammar, idiomatic expressions, and word order often do not align, requiring translators to make thoughtful adaptations. Additionally, cultural disparities pose another layer of complexity, as concepts or references in the source text may lack direct equivalents in the target language.

Another challenge, as noted by Lörcher, is the inherent ambiguity of language. Translators frequently encounter words or phrases with multiple meanings, necessitating careful contextual analysis to choose the most suitable interpretation. Furthermore, maintaining the tone, style, and intent of the original text while ensuring readability and naturalness in the target language can be a delicate balancing act.

These challenges underscore the need for methodical strategies, practical experience, and a deep appreciation for the nuances of both the source and target languages. By mastering the translation process and developing problem-solving skills, translators can navigate these obstacles and produce high-quality translations.

Role of Translation in Language Teaching and Its Pedagogical Value

Translation has long been recognized as a valuable tool in language teaching, offering students a practical means to develop their linguistic competence and cultural awareness. According to Dagilienė (2012), integrating translation into language education helps learners understand the structural differences between the source and target languages, enriching their grasp of grammar, syntax, and vocabulary. This comparative process not only improves their accuracy in language use but also fosters critical thinking as they analyze and adapt meaning across linguistic boundaries.

Kiraly (1995) expands on this by emphasizing the interactive and collaborative potential of translation in the classroom. When students engage in translation activities, they are not merely transferring text but also



negotiating meaning, solving linguistic problems, and considering the cultural implications of their choices. This dynamic process encourages active participation, teamwork, and communication, translating an engaging and effective pedagogical tool.

Additionally, translation provides real-world relevance to language learning. Through exposure to authentic texts, students gain insight into the practical applications of language skills, from interpreting technical documents to adapting creative works for different audiences. By incorporating translation exercises, educators can bridge the gap between theoretical knowledge and practical use, empowering students to become more confident and versatile language users.

In summary, translation serves as both a cognitive and practical method for language acquisition, enhancing learners' linguistic, analytical, and intercultural skills. Its pedagogical value lies in its ability to create meaningful connections between languages and cultures, preparing students for the complexities of real-world communication.

2. Techniques for Improving Translation Skills

Importance of Linguistic, Cultural, and Contextual Analysis

A thorough understanding of the source text is a fundamental step in the translation process. Tymoczko and Gentzler (2002) emphasize that effective translation requires more than linguistic fluency; it demands an in-depth analysis of the text's linguistic, cultural, and contextual components. This multifaceted approach ensures that the meaning, tone, and purpose of the original text are accurately conveyed in the target language.

Linguistic Analysis: Translators must carefully examine the grammatical structures, syntax, and vocabulary of the source text. Each word and phrase carries specific nuances that may not have direct equivalents in the target language. Identifying these linguistic subtleties allows translators to make informed decisions about how to best convey meaning while maintaining the natural flow of the target language.

Cultural Analysis: Culture is embedded in language, and cultural references often pose significant challenges for translators. Tymoczko and Gentzler highlight the importance of understanding the cultural context behind idioms, metaphors, customs, and traditions referenced in the source text. Without this awareness, translations may lose their intended impact or fail to resonate with the target audience. Adapting cultural elements while staying true to the source text's essence is a key skill in the translator's toolkit.

Contextual Analysis: Context shapes meaning, and no word or phrase exists in isolation. Translators must consider the broader context of the source text, including its purpose, intended audience, and stylistic tone. For instance, the translation of a formal legal document requires a different approach than a casual conversation or a creative literary work. By analyzing the context, translators can ensure that their work aligns with the expectations and needs of the target audience.

In conclusion, linguistic, cultural, and contextual analysis forms the backbone of effective translation. By delving into these three dimensions, translators can produce work that is not only accurate but also culturally and contextually appropriate, bridging the gap between languages and ensuring meaningful communication.

Decision-Making Strategies:



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One of the key decisions a translator faces during the translation process is whether to adopt a literal or free translation approach. Levý (1967) describes this choice as a crucial part of the decision-making process, where the translator must weigh the demands of accuracy against the need for readability and cultural appropriateness. Each approach has its merits and is suitable for different contexts, depending on the nature of the text and its intended audience.

Literal Translation

Literal translation focuses on preserving the exact wording, structure, and meaning of the source text. This approach is often used for technical, legal, or scientific documents where precision is paramount, and the language must adhere strictly to the source. While this method ensures a high degree of fidelity to the original, it can sometimes result in awkward phrasing or unnatural expressions in the target language.

Free Translation

Free translation prioritizes conveying the general meaning and tone of the source text rather than its exact words. This approach is commonly employed for literary works, marketing materials, or other texts where creativity and cultural adaptation are essential. It allows the translator to adjust idioms, metaphors, and cultural references to make the text more accessible and engaging for the target audience. However, the risk of deviating too far from the original meaning makes this method more challenging and subjective.

Factors Influencing the Choice

Levý (1967) argues that the decision between literal and free translation should depend on several factors:

- **Purpose of the Translation:** Is the goal to inform, persuade, or entertain? The purpose often dictates the level of fidelity or flexibility required.
- **Type of Text:** Texts with rigid terminology (e.g., legal contracts) demand a literal approach, while creative or persuasive texts (e.g., poetry) benefit from a free approach.
- **Target Audience:** Translators must consider the cultural and linguistic background of their audience, ensuring the translation is clear, relatable, and effective.
- **Contextual Demands:** Specific contexts may call for a blend of both approaches, where certain elements are translated literally while others are adapted for clarity and relevance.

In practice, translation is rarely a strict choice between literal and free methods; it often involves a balance of both. Skilled translators assess each segment of the text, deciding which approach best serves the purpose and intent of the communication. By mastering this decision-making process, translators can navigate the challenges of translation with confidence and precision.

Developing Translation Competence: Focusing on Both Process and Product of Translation

Developing translation competence involves honing both the process and the product of translation. Kiraly (1995) and Doherty (2016) emphasize that translation is not solely about delivering a polished final text; it is also about understanding and refining the steps taken to achieve that outcome. By focusing on both the procedural and final aspects of translation, aspiring translators can build the skills necessary to handle a variety of texts and contexts with confidence.



Focusing on the Process of Translation

The process of translation involves a series of cognitive and practical steps that enable translators to move from comprehension to expression. Kiraly (1995) highlights the importance of understanding this process as an interactive and dynamic activity, where translators continuously evaluate their decisions and revise their work. Key aspects of the translation process include:

- **Analyzing the Source Text:** Breaking down the text to understand its structure, purpose, and cultural context.
- **Identifying Challenges:** Recognizing areas where linguistic or cultural differences may require adaptation or creative problem-solving.
- **Using Resources:** Employing dictionaries, glossaries, and translation technologies to ensure accuracy and efficiency.
- **Iterative Revision:** Reviewing and refining drafts to improve clarity, coherence, and faithfulness to the source text.

This focus on process not only enhances the quality of the translation but also helps students develop critical thinking and problem-solving skills.

Focusing on the Product of Translation

While the process is crucial, the end product—the translated text—remains the ultimate measure of success. Doherty (2016) underscores the importance of ensuring that the final translation meets the expectations of its intended audience in terms of accuracy, readability, and cultural relevance. Achieving a high-quality product involves:

- **Maintaining Fidelity:** Ensuring the translation accurately conveys the meaning and intent of the source text.
- **Adapting for the Audience:** Adjusting tone, style, and cultural references to resonate with the target audience.
- **Ensuring Naturalness:** Producing a text that reads smoothly and naturally in the target language without sounding overly literal or artificial.
- **Leveraging Technology:** Using modern translation tools and software to enhance consistency and efficiency without sacrificing human creativity.

Integration of Process and Product

Kiraly (1995) advocates for a holistic approach to translation competence, where students are trained to see the connection between the process and the product. Through practice and reflection, they learn to view translation as a series of informed decisions that shape the final outcome. Doherty (2016) adds that the integration of technology into this process can further support students by streamlining repetitive tasks, allowing them to focus on more nuanced aspects of translation.

By emphasizing both the procedural steps and the final text, educators can help students develop a well-rounded understanding of translation. This dual focus enables them to approach translation tasks systematically and creatively, ensuring they are equipped to meet the challenges of professional practice.

Adapting to New Technologies



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In today's digital era, technology plays an increasingly pivotal role in the field of translation. As Doherty (2016) and O'Brien (2009) highlight, the integration of translation tools and technologies has transformed both the process and product of translation, offering new opportunities and challenges for translators. Mastering these tools is now an essential component of developing translation competence.

The Role of Translation Tools

Translation tools, such as Computer-Assisted Translation (CAT) software, machine translation (MT), and terminology management systems, are designed to enhance efficiency, consistency, and accuracy in translation. They assist translators by:

- **Facilitating Repetition Management:** CAT tools, such as Trados or MemoQ, allow translators to store previously translated phrases in a translation memory, reducing redundancy and improving consistency across projects.
- **Automating Routine Tasks:** Machine translation tools like Google Translate and DeepL provide initial drafts that translators can edit and refine, saving time on repetitive tasks.
- **Ensuring Terminological Precision:** Terminology databases and glossaries ensure accurate and consistent use of specialized terms, especially in technical or scientific fields.

Impact on Translation Quality

While these tools significantly enhance productivity, their impact on translation quality depends on how they are used. Doherty (2016) notes that technology can improve consistency and reduce human error, but it also requires a skilled human translator to ensure the text is accurate, culturally appropriate, and stylistically natural. Key considerations include:

- **Post-Editing Machine Translation (PEMT):** Translators must refine machine-generated translations to correct inaccuracies, resolve ambiguities, and ensure the text aligns with the intended meaning of the source.
- **Maintaining Creativity:** While tools can handle repetitive or formulaic content, they often struggle with idiomatic expressions, cultural nuances, and creative writing, requiring human intervention to maintain quality.
- **Minimizing Over-Reliance:** Over-dependence on automated tools can lead to a lack of critical engagement with the source text, potentially resulting in errors or loss of nuance.

Adapting to Technology in Education

O'Brien (2009) emphasizes the importance of preparing translation students to adapt to these new technologies. This includes:

- **Training in Tool Usage:** Familiarizing students with industry-standard software and tools to enhance their technical skills.
- **Developing Critical Skills:** Encouraging students to evaluate the limitations of technology and recognize when human input is essential.
- **Incorporating Eye-Tracking Research:** Tools like eye-tracking studies, as discussed by O'Brien, can provide insights into how translators interact with texts and tools, helping refine teaching methods.



The Future of Translation and Technology

The integration of technology is reshaping the translation landscape, making it faster and more accessible. However, Doherty (2016) stresses that technology should complement, not replace, human expertise. A successful translator in the modern age can harness the power of technology while maintaining a deep understanding of linguistic and cultural intricacies.

By adapting to new technologies, translators can improve both the efficiency and quality of their work, ensuring they remain relevant in an ever-evolving industry. Educators play a crucial role in equipping students with the knowledge and skills to navigate this technological shift confidently.

Conclusion

Translation is a multifaceted skill that requires a balance of theoretical understanding and practical application. It is not merely the act of transferring words between languages but an intricate process of decision-making, cultural adaptation, and linguistic problem-solving. By focusing on the source text through linguistic, cultural, and contextual analysis, students can develop a deeper appreciation of the complexities involved in translation.

The exercises outlined in this article provide students with practical opportunities to refine their translation competence. From comparative analysis to leveraging technology and addressing cultural nuances, these activities encourage critical thinking, creativity, and adaptability—qualities essential for any aspiring translator. Moreover, the integration of technology and modern tools into translation practice highlights the evolving nature of the field, preparing students to meet the demands of a dynamic, globalized world.

Ultimately, translation serves as both an art and a science, bridging linguistic and cultural gaps while fostering communication and understanding. By mastering the foundational skills and engaging in regular practice, students can build the confidence and expertise needed to excel in translation and contribute meaningfully to intercultural dialogue.

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Speech Acts and Hidden Meaning: A Journey into Pragmatics

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| Keywords | Abstract |
|---|--|
| Translation Process Pedagogy Culture Technology | This article examines the core principles of pragmatics, focusing on how speech acts and hidden meanings guide communication across diverse contexts. It explores John Austin and John Searle’s foundational work on speech acts—locutionary, illocutionary, and perlocutionary—demonstrating how utterances perform actions beyond mere information exchange. The discussion then turns to implicature, introduced by H. P. Grice, highlighting the ways in which inferred meanings depend on shared knowledge and context. By integrating cultural considerations, the article underscores how pragmatic competence shapes both cross-cultural understanding and effective discourse. Practical applications include challenges in translation, advances in artificial intelligence, and strategies in media and political communication. Ultimately, the study affirms that pragmatics offers crucial insights into the power of language to form relationships, shape societies, and influence global interaction. |

Introduction to Pragmatics and Speech Acts

1.1 Overview of Pragmatics

Pragmatics, a key subfield of linguistics, examines how language is employed in context to convey meanings that extend beyond the literal interpretation of words (Huang, 2014; Levinson, 1983). Unlike syntax, which focuses on the structural arrangement of linguistic elements, and semantics, which centers on propositional content, pragmatics highlights the interplay between linguistic expressions and contextual cues (Leech, 2016; Grundy, 2019). Through this lens, researchers investigate phenomena such as deixis, presupposition, implicature, and speech acts—each illustrating how speakers and listeners negotiate meaning in authentic communicative settings (Sadock, 2006).

A crucial contribution of pragmatics lies in clarifying how individuals strategically use language to fulfill specific communicative objectives (Huang, 2014). For instance, the utterance “Can you pass the salt?”—although framed syntactically as a question—functions pragmatically as a polite request (Grundy, 2019). This gap between surface structure and intended meaning underscores the importance of context in narrowing interpretive possibilities (Levinson, 1983).

Moreover, pragmatics is indispensable in cross-cultural communication, where cultural conventions govern how speakers perceive and respond to contextual information (Bruner, 1975; Cohen, 1996). These norms influence how politeness, indirectness, or directness is interpreted, thereby requiring “pragmatic



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competence” to ensure successful interactions across diverse linguistic communities (Cohen, 1996; Leech, 2016). By examining the contextual underpinnings of language use, scholars deepen our understanding of how linguistic practices evolve and operate within varying social environments (Green, 2007).

1.2 Speech Act Theory

Speech act theory, pioneered by John Austin in his influential work *How to Do Things with Words*, fundamentally reshaped linguistic inquiry by underscoring the performative nature of language (Austin, 1962; Sadock, 2006). Rather than merely describing reality, language itself constitutes a form of action. Austin (1962) conceptualized three interrelated components of a speech act:

- **Locutionary act:** The core act of producing an utterance with a specific semantic content (e.g., providing information or stating facts).
- **Illocutionary act:** The intended communicative force behind the utterance, such as delivering a request, offering an apology, or issuing a command (Bruner, 1975; Green, 2007).
- **Perlocutionary act:** The consequential effect on the listener—whether persuading, alarming, or motivating them to take action (Levinson, 1983).

Building on Austin’s framework, John Searle (2014) refined the notion of illocutionary acts into five primary categories:

1. **Assertives:** Statements conveying information or describing a state of affairs (e.g., “It is raining”).
2. **Directives:** Utterances aimed at prompting the listener to perform an action (e.g., “Close the door”).
3. **Commissives:** Commitments to future actions (e.g., “I will call you later”).
4. **Expressives:** Expressions of emotional or attitudinal states (e.g., “I’m sorry” or “Thank you”).
5. **Declarations:** Statements that effect a change in external reality (e.g., “I pronounce you husband and wife”) (Cohen, 1996).

By examining the intricate relationship between linguistic form and communicative function, speech act theory highlights how utterances do not merely transfer information but also fulfill tangible social and interpersonal roles (Huang, 2014; Leech, 2016). For example, the phrase “I promise” is more than a factual statement; it actively binds the speaker to a future course of action (Grundy, 2019).

The collective contributions of Austin and Searle remain central to modern pragmatics, offering crucial insights into how speakers utilize language to achieve specific purposes and navigate complex communicative contexts (Bruner, 1975; Sadock, 2006). Through the lens of speech act theory, researchers continue to explore how speakers craft utterances that both reflect and reshape the social realities in which they operate (Green, 2007).

1.3 Hidden Meaning in Communication

Hidden meanings in communication frequently surface through implicature, a concept developed by H. P. Grice to explain how speakers convey additional, unstated information via context and shared knowledge (Levinson, 1983; Huang, 2014). Grice proposed several conversational maxims to outline how cooperative speakers typically structure their contributions:

1. **Maxim of Quantity:** Offer an appropriate amount of information—not too much or too little.
2. **Maxim of Quality:** Strive for truthfulness and avoid claims lacking evidence.



3. **Maxim of Relation:** Ensure relevance in conversational turns.
4. **Maxim of Manner:** Maintain clarity and avoid ambiguity (Grundy, 2019).

When these maxims are overtly or subtly flouted, speakers often hint at meanings that listeners must infer (Leech, 2016). For instance, in the exchange:

A: “Are you coming to the party?”

B: “I have a lot of work to do.”

Although B does not explicitly refuse, the implied meaning (or implicature) is likely a negative response, contingent on the listener’s contextual understanding (Green, 2007).

Context thus becomes pivotal for both producing and interpreting implicatures (Bruner, 1975). It encompasses not only the physical and linguistic setting but also cultural norms, shared experiences, and the interlocutors’ relationship (Cohen, 1996). Misinterpretations commonly arise when these contextual elements diverge, particularly in cross-cultural dialogues where indirect refusals or requests may be misconstrued (Sadock, 2006). Consequently, exploring implicature offers profound insights into how speakers say more than their words literally mean, illuminating the layered and adaptive character of human language use (Levinson, 1983; Huang, 2014).

2.1 Types of Speech Acts

John Austin’s (1962) pioneering work on speech act theory delineates three interrelated dimensions of speech acts, each fulfilling distinct communicative functions (Sadock, 2006):

- **Locutionary Act:** The fundamental act of producing an utterance with a specific semantic content. For instance, saying “The sky is blue” provides factual information about the sky (Bruner, 1975).
- **Illocutionary Act:** The intended communicative force or purpose of the utterance. Using the same example, if a speaker states “The sky is blue” after a storm, the goal may be to comfort or reassure the listener (Searle, 2014; Levinson, 1983).
- **Perlocutionary Act:** The effect the utterance has on the listener or the subsequent response it elicits. Hearing “The sky is blue” might encourage someone to venture outdoors, reflecting how language can motivate action (Huang, 2014).

These three acts operate in tandem, underscoring the layered nature of language use (Leech, 2016; Grundy, 2019). When a speaker says “I apologize for being late,” for example, the **locutionary** act is the utterance itself, the **illocutionary** act manifests as an apology, and the **perlocutionary** act may involve the listener’s decision to accept or reject the apology (Cohen, 1996).

Recognizing these types of speech acts offers a valuable framework for analyzing how language functions not just to relay information, but also to accomplish social, interpersonal, and emotional objectives (Green, 2007). By examining locutionary, illocutionary, and perlocutionary dimensions, researchers capture the multifaceted mechanisms through which speakers achieve specific goals in daily interactions (Sadock, 2006).

2.2 Implicature and Hidden Meaning



Implicature significantly shapes how speakers convey nuanced meanings beyond what is directly stated. In essence, speakers rely on shared context, cultural norms, and mutual background knowledge to subtly transmit information that cannot be inferred from the literal meaning of words alone (Levinson, 1983; Huang, 2014). For instance, consider the exchange:

A: “How was the restaurant?”

B: “Well, the chairs were comfortable.”

Although B does not explicitly criticize the food or service, the intended inference points toward dissatisfaction, contingent upon the listener’s ability to discern the implied message (Grundy, 2019). This dynamic underscores how implicature permits indirectness, politeness, or intentional ambiguity, facilitating socially and contextually appropriate communication (Leech, 2016).

Context remains fundamental in both generating and interpreting implicatures (Cohen, 1996). Factors such as cultural background, individual experiences, and the interpersonal relationship between speakers all inform how meaning is construed (Bruner, 1975). Misinterpretations can occur when these contextual factors diverge, highlighting the importance of pragmatic competence for effective cross-cultural interaction (Green, 2007).

Although Grice’s conversational maxims serve as guiding principles for cooperative communication—emphasizing truthfulness, relevance, and clarity—speakers often flout them deliberately to convey layered or implicit meanings (Sadock, 2006). For example, sarcasm deviates from Grice’s Maxim of Quality (“Be truthful”) yet depends on the listener’s recognition of the intended humor or critique (Huang, 2014). Through examining implicature and hidden meanings, linguists gain valuable insights into the intricate strategies that enable speakers to navigate social norms, manage politeness, and discuss complex ideas with subtlety (Levinson, 1983).

2.3 Pragmatics and Cultural Context

Pragmatics is inherently linked to cultural context because norms, values, and shared assumptions significantly influence how speech acts and hidden meanings are both produced and interpreted (Cohen, 1996; Levinson, 1983). Variations in cultural expectations can precipitate misunderstandings or pragmatic failures, particularly in cross-cultural communication (Huang, 2014). For example, a statement like “It might be difficult to attend” may function as a polite refusal in one cultural setting but be perceived as indecision or reluctance in another (Grundy, 2019).

Cultural differences are similarly evident in the performance of speech acts such as apologies, requests, and compliments (Leech, 2016). In some cultures, directives like “Close the window” are softened with polite strategies—“Could you please close the window?”—reflecting respect for hierarchy, formality, or relational boundaries (Bruner, 1975). In other cultural contexts, directness might be valued as a sign of honesty and efficiency (Green, 2007).

Hidden meanings, including implicature, are likewise shaped by cultural norms. In high-context cultures, meaning often relies on shared background knowledge and contextual cues, including silence or nonverbal signals (Sadock, 2006). Conversely, low-context cultures emphasize explicit verbal communication, requiring speakers to convey intentions more directly (Cohen, 1996). Consequently, messages that are transparent in one setting may be overlooked or misinterpreted in another (Searle, 2014).



Research in pragmatics underscores the necessity of cultural sensitivity to navigate linguistic diversity effectively (Levinson, 1983). Developing “pragmatic competence” entails mastering not only the linguistic code but also the sociocultural rules guiding communication (Huang, 2014). Through a nuanced understanding of how cultural context frames illocutionary force and implicatures, individuals and institutions can foster clearer, more respectful global interactions (Grundy, 2019).

3.1 Translation and Linguistic Challenges

Translating speech acts and hidden meanings across linguistic and cultural boundaries requires more than simply rendering words from one language into another. Speech acts are deeply embedded in cultural contexts; as a result, preserving both the illocutionary force and pragmatic nuances of the original utterance can be particularly challenging (Levinson, 1983; Sadock, 2006). For instance, a direct command in one linguistic community may need softening or rephrasing in another to align with different norms of politeness (Grundy, 2019; Huang, 2014).

Hidden meanings, such as those conveyed via implicature, add another layer of complexity (Leech, 2016). A seemingly innocuous statement—“It’s getting late”—might function as a polite suggestion to conclude a meeting in one culture, yet it could be interpreted literally or misunderstood in a context unfamiliar with indirect communication norms (Cohen, 1996). Thus, translators must remain sensitive not only to the linguistic structure but also to the sociocultural conventions that shape how meaning is construed (Green, 2007).

Moreover, **tone** and **style** present significant hurdles. The humor, sarcasm, or formality of a source text often hinges on culture-specific references and contextual cues (Bruner, 1975; Searle, 2014). Translators may need to find creative workarounds or comparable expressions to evoke a similar response in the target language without losing the original intent (Sadock, 2006). In this way, translation evolves from a mechanical transfer of words into an interpretive act that bridges linguistic and cultural divides (Huang, 2014).

By harnessing insights from speech act theory and pragmatic research, translators can navigate these intricate dynamics more effectively (Levinson, 1983). Such an approach ensures that the pragmatic essence of the source text—its communicative goals, cultural underpinnings, and hidden meanings—is faithfully conveyed to audiences in diverse linguistic landscapes (Cohen, 1996; Grundy, 2019).

3.2 Speech Acts in Artificial Intelligence

Modern Artificial Intelligence (AI) systems, including natural language processing (NLP) applications, chatbots, and virtual assistants, increasingly rely on speech act theory and broader pragmatic principles to enhance user interactions (Searle, 2014; Levinson, 1983). By recognizing and interpreting the illocutionary force of user inputs, these systems can bridge the gap between literal text processing and a nuanced understanding of user intentions (Huang, 2014; Grundy, 2019). For example, when a user types “Can you play some music?”, a well-designed virtual assistant interprets this as a directive rather than a simple question about capability (Leech, 2016).

Incorporating pragmatics also refines AI’s ability to address indirect speech acts and ambiguous requests (Sadock, 2006). When someone says “I’m feeling cold,” a context-sensitive home assistant can infer that the user desires an increase in room temperature, even if that request is not explicitly stated (Cohen, 1996).



By recognizing hidden meanings and implicatures, AI systems deliver more natural and satisfying interactions (Green, 2007).

Additionally, cultural and contextual awareness is paramount in designing AI that serves diverse user populations (Bruner, 1975; Huang, 2014). Politeness strategies and norms for directness can vary across linguistic communities, necessitating localized models that account for these differences (Levinson, 1983). A chatbot tailored for English speakers might employ distinct politeness conventions compared to one developed for a Japanese user base (Grundy, 2019).

Pragmatic principles further guide conversational AI in turn-taking, relevance, and clarity (Leech, 2016). Adhering to Grice's maxims helps these systems maintain coherent dialogues, minimize misunderstandings, and offer user-centric responses (Sadock, 2006). As AI technologies progress, integrating speech act theory and pragmatic insights will remain essential for creating systems that engage with users in contextually appropriate and intuitively meaningful ways (Searle, 2014).

3.3 Media and Political Communication

Media and political arenas offer fertile ground for examining how speech acts and hidden meanings shape public discourse (Levinson, 1983; Sadock, 2006). Politicians, journalists, and media figures often employ pragmatic strategies—such as promises, directives, and declarations—to persuade, inform, or influence audiences, while embedding subtler agendas in their messages (Huang, 2014; Grundy, 2019). For instance, a politician asserting “We will create more jobs” constitutes a commissive speech act aimed at building voter trust, though its perlocutionary impact—whether it garners support or skepticism—depends heavily on contextual factors such as credibility and prevailing socio-political sentiments (Searle, 2014).

In the media, hidden meanings commonly arise through implicature, framing techniques, and selective emphasis (Leech, 2016). A headline like “Local Communities Struggle with Rising Costs” may subtly attribute responsibility to broader economic forces without assigning explicit blame, steering audience interpretation while preserving deniability (Green, 2007). The reception of these messages is further molded by cultural and ideological backgrounds: a satirical political cartoon might be seen as a witty critique in one context yet be viewed as disrespectful or offensive in another (Cohen, 1996).

Moreover, media outlets and political figures often exploit intentional vagueness or ambiguity to reach heterogeneous audiences (Bruner, 1975). By selectively violating Grice's maxims—such as providing incomplete information or deliberately obscuring details—they enable multiple interpretations, allowing diverse groups to project their own viewpoints onto the same statement (Sadock, 2006). Investigating the pragmatic dimensions of media and political communication thus illuminates how language constructs narratives, shapes public sentiment, and influences social discourse (Levinson, 1983; Huang, 2014). By dissecting these processes, both researchers and practitioners can more adeptly navigate the complexities of contemporary communication landscapes (Grundy, 2019).

Conclusion

An exploration of pragmatics through the prisms of speech acts and hidden meanings highlights the multifaceted ways in which language both conveys and shapes understanding (Austin, 1962; Levinson, 1983). Speech acts serve as fundamental communicative mechanisms, enabling speakers to perform various functions—ranging from making requests to asserting promises—while hidden meanings furnish an additional layer of depth, often manifested through implicature and indirectness (Sadock, 2006; Searle, 2014). Collectively, these elements underscore how language operates not merely as a medium of



expression but as a potent instrument influencing interpersonal dynamics, societal values, and cross-cultural interactions (Cohen, 1996; Huang, 2014).

From translation—where preserving illocutionary force and cultural nuances is vital—to artificial intelligence—where pragmatic competence helps systems interpret user intent—pragmatics proves indispensable across a range of modern applications (Grundy, 2019; Leech, 2016). The same principles extend to media and political communication, illuminating how speech acts and hidden meanings can sway public opinion or subtly embed agendas in everyday discourse (Green, 2007). Mastering these pragmatic principles therefore emerges as a core skill for individuals and institutions striving to communicate effectively in increasingly global and technologically oriented contexts (Bruner, 1975).

Ultimately, ongoing research will further reveal how linguistic cues, cultural norms, and contextual factors converge to shape the nuanced tapestry of human interaction (Huang, 2014; Levinson, 1983). As our communicative landscapes continue to evolve, the study of pragmatics stands poised to deepen our understanding of language's far-reaching impact on relationships, societies, and the broader world (Searle, 2014; Sadock, 2006).

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Legal bases for the organization of clerical work

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| Keywords | Abstract |
|---|---|
| clericalism deductive requisites subjective parallelism rhythm specialization | The effective organization of clerical work in the places has created favorable conditions for the establishment of a state management system. In management, citizens' appeals, petitions, complaints, proposals and letters should be carefully approached, their formalization should be carried out, the contents of their appeals should be studied and analyzed. On the basis of these, citizens' letters should be responded to in a timely and objective manner. Clerkship is one of the most important areas for us. High-level management of an enterprise and organization largely depends on the organization of the clerical system. |

Introduction

The timely execution of documents largely depends on the operational effectiveness of the document cycle. That is why electronic clerical work was created to further improve these or other areas. This clerical work accelerates the pace of correspondence and creates favorable conditions for achieving the set goals. In departments and organizations, clerical work is understood as the process of compiling, printing and reproducing documents, formalizing, registering, preparing for transfer to the archive, transferring to the archive and storing them. The clerical service carries out the reception, sending, accounting, distribution to structural units, registration, formalization and formation of cases (Əhmədov, 1998). "Clerical work is divided into general and special clerical work. General clerical work involves correspondence conducted in all areas of departments and organizations. Special clerical work involves correspondence related to any service. In the relevant literature, laws, decrees, instructions, and regulatory legal acts related to the "organization of clerical work", extensive information is provided on the compilation and formalization of all types of documents, the location and importance of documents, their classification and conditions, and general requirements for the preparation of documents (Mirzade, 2024).

In organizing clerical work, subjects should pay attention to the correct spelling of all basic words, checking other words, using more general words, and using fewer words and sentences. It is necessary to widely use electronic clerical work in state administration bodies, as well as in other departments, enterprises and organizations. This not only reduces the administrative burden, but also makes it easier. Establishing and strengthening a modern clerical apparatus is more important for management.

Literature review

Clerical work is inevitable in any office. Majority of the employees do some form of clerical work in their workplaces every day. However, clerical workers fulfill most of these assignments in the office which allow other workers to focus on the most important points of their jobs. Answering phones, scheduling



appointments, sending faxes, making copies, filling documents, creating records, checking and sending mail and email, typing correspondence, interacting with customers and investors, using computers, paying utility bills, keeping an inventory of supplies can be considered clerical work. In the past, the people who were engaged in clerical work were called “clerks”. In the catholic church, only men are allowed to be clerics (Paul, 1994). The code of Cannon law and the code of canons of the eastern churches show that each cleric should be enrolled or incardinated in diocese (Code of Cannon Law, 2021).

Methodology

As can be seen, a deductive method from general to specific was mainly used in the study of the problem. In addition, the collected information was mainly based on textbooks and monographs in this field, and this information was reinforced with existing legislative information, and the results characteristic of our country were reached. This is possible because all activities of departments and organizations are reflected in documents. By origin, documents are divided into service and personal documents. Service documents reflect the activities of the department, talk about the interests of a group of employees, and personal documents are documents belonging to a specific person (Öztürk, 2024). “The Rules for conducting clerical work with documents in state authorities, departments, organizations and institutions are implemented in accordance with the Decree of the President of the Republic of Azerbaijan No. 935 dated September 27, 2003. In the process of the work carried out, it was determined that in recent times, a number of scholars have extensively analyzed the subject of the general clerical course, its principles, the legal regulation of the documentation process that constitutes its main component, the creation of documents, the classification, types and requisites of documents, in connection with the general rules for compiling organizational and administrative documents in the republic (Khalilov, 2024).

Course subject, principles and system One of the important places in the management of the economy and ensuring its flexibility is occupied by documentation and the organization of work with documents. The improvement of the management culture in the state administration apparatus affects the work of the apparatus, which in turn accelerates the mechanism of management operations. The basic basis of state building is formed by clerical operations. The subject of the course "Organization of clerical operations" is the organization of work with documents, the rules for regulating their movement, use and storage, and regulates the formation of legal relations between state administration bodies, officials of the administration apparatus, private enterprises and citizens and employees. These regulatory rules are based on legal norms and specify the rights and obligations of citizens when performing clerical work. The subjects of the legal relations in question include civil servants and persons applying to them. Legal relations arising in the clerical process occur during the performance of the following specific duties:

- in the preparation and compilation of documents;
- in the visaing by the authorized executive;
- in the process of execution of approved service documents;
- in the control of the execution of documents;
- in the formation and storage of documents;

The course of the clerical process is regulated by laws, regulatory acts, a unified state clerical system and instructions used in the preparation of service documents, state standards. New economic and legal directions regularly adopted by the state administration, the organization of the country's socio-economic development by modern economic laws, the constant formation of private property lead to the establishment of an administrative system based on new standards. The principles of the organization of clerical work in such a case require the establishment of a unified documentation service for the activities of the clerical



apparatus in state bodies and private enterprises, which is currently reinforced by laws. These principles are divided into two main groups:

1. General principles determining the directions of the establishment of clerical work.
2. Special principles of the organization of clerical work.

General principles mean that clerical operations are carried out in the same way in all state administrative apparatuses, departments, enterprises and organizations, regardless of the characteristics of management activities (Khalilov et al, 2024).

Specific principles specify the direction to which economic management field the clerical work belongs and directly cover that field (Musayev, 2005). The following work should be done in the principles of establishing the clerical work: the application of updated clerical rules in management, the forms of working with documents for the performance of duties should be clearly established, and a single, uniform and easily managed, modern clerical system should be created that allows for the wide use of the capabilities of organizational, technical and computer systems (Garibli, 2024). The electronic clerical system should be widely used in state clerical work. The principles of the modern clerical system show that it is even more important for management to establish and strengthen the clerical apparatus. The course of organizing the clerical service should also meet the following principles:

1. Principles of specialization, that is, the division of labor between employees in clerical operations and working with documents.
2. Principles of parallelism, that is, the parallel implementation of individual clerical operations in order to shorten the execution time of work processes.
3. Principles of regulation, that is, the unhindered delivery of documents from the place of their preparation to the place of their execution by short routes.
4. Principles of continuity, that is, the elimination of a number of interruptions in the process of working with documents in order to ensure the efficiency of work.
5. Principles of rhythm, that is, the simultaneous execution of the tasks set before the management apparatus. Here, the implementation of the documentation system is determined in three directions:
 1. On the documentation system in state authorities;
 2. On the documentation system in management bodies;
 3. On the documentation systems of enterprises, financial, banking, judicial and other organizations.

The main documents covering the activities of state authorities are legal acts: laws, decrees, decisions, protocols, etc (Musayev, 2008). Therefore, the normative documents adopted in the field of the correct organization of the clerical apparatus apply to all state departments, local and central government bodies, law enforcement agencies, notaries, educational, archive, customs, private enterprises other departments without exception. On May 28, 1918, the National Council adopted the Declaration of Independence as the main document and formalized the establishment of the independent Azerbaijan Democratic Republic by announcing. From the first days of the establishment of the Azerbaijan Democratic Republic, all state apparatus employees were required to establish and implement clerical work in a national form. More accurate implementation of the documented part of clerical work in government affairs was one of the general tasks of the governing bodies of the young democratic state (Huseynov, 2024).

Discussions and results



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Work with documents is concentrated in the office of a special structural unit of the enterprise. The office's charter is developed in accordance with the laws and the VDKS. The structure of the office is determined by the rank of the department. The structural units of the office are responsible for the fulfillment of all their specific duties. Working with documents, based on the charter, is the organization of clerical work and management of service work. There are enterprises where it is not advisable to organize an office. In such cases, the work is entrusted to the secretary of the head and clerical work is centralized. For this purpose, document centers of clerical work are established in first and second-tier enterprises, and document bureaus of clerical work are established in third and fourth-tier enterprises, which directly carry out the duties of the office and provide clerical services in structural units. A centralized clerical system creates uniformity in working with management documents and increases the efficiency of work with documents. In organizations with a small number of structural units and document turnover of up to 25,000 documents per year, clerical work is carried out in a centralized manner. In organizations with a complex structure and document turnover of more than 25,000 documents per year, as well as in organizations with structural units located in separate territories, clerical work is carried out in a decentralized manner. When the heads of organizations and structural units are changed, cases or documents in progress are accepted and handed over according to the act. A copy of the act is kept in the clerical service. When dismissed or transferred to another job, the executive must hand over the cases and documents in his possession to the newly appointed person to this position or the person temporarily performing this position according to the act. The act lists all cases and individual documents with an indication of the execution status. The clerical service, being an independent structural unit in the department, performs the following tasks:

- reception, registration and accounting of documents;
- distribution of documents and delivery to executors;
- formalization and dispatch of sent documents;
- increase the number of documents on the computer and by technical means;
- control the execution of documents;- sənədlərin vaxtında icraçılardan qaytarılmasını tələb etmək;
- binding and formatting documents;
- preparing and submitting work to the archive; etc.

The Secretariat checks all incoming letters and records, forwards them to the management, prepares drafts of orders and letters, prepares drafts of board plans and sends them to the structural divisions, announces the time of the board, compiles and sends the minutes of meetings, and monitors the implementation of the board's decisions. The following departments operate in the Secretariat:

1. department that streamlines clerical work;

- prepares and implements measures to improve clerical service;
- takes measures to improve the qualifications of clerks and organizes special advanced training courses;
- develops and prepares instructions on clerical work;
- prepares and submits for approval the nomenclature of work in the enterprise;

2. the department that controls the implementation;

- monitors the implementation promptly and informs the management about it;
- formalizes and sends the administrative documents;



- keeps records of documents for service employees.
 - checks the correctness of the preparation and quality of the documents to be submitted to the management for signature.
 - monitors the timely consideration of applications, complaints and suggestions of citizens and informs the management about it.
 - organizes the reception of citizens;
3. section for receiving and sending letters and other documents;
- receives, sends and delivers letters and writings as appropriate;
 - prepares information for management on the volume of document circulation in accordance with the daily accounting of documents.
 - ensures the reception, accounting and storage of completed clerical work;
 - assists departments in compiling the nomenclature of works; monitors the organization of binding of documents into volumes, the correct formation of works, etc.

Conclusion

The efficient organization of clerical work in the places had a direct positive impact on the establishment of the state management system. In management, citizens' appeals, petitions, complaints, proposals and letters should be carefully approached and formalized, the content of the appeals should be studied and analyzed. On the basis of these, citizens' letters should be responded to quickly and in a timely manner. The technical organization of clerical work and its implementation at a cultural level have a positive impact on the management activities of the enterprise. It should be simple and flexible.

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Top 10 Skills Every Aspiring Translator Should Master

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| Keywords | Abstract |
|---|--|
| translation skills linguistic proficiency cultural competence translation technology CAT tools machine translation lifelong learning adaptability professional growth | This article examines the top skills that aspiring translators must master to succeed in the ever-evolving field of translation. It delves into the foundational importance of linguistic proficiency and cultural competence, emphasizing how these skills enable translators to deliver accurate and contextually appropriate translations. Additionally, the article explores the growing relevance of technological proficiency, particularly in using CAT tools and machine translation systems, and highlights the need for lifelong learning and adaptability to keep pace with industry trends. By addressing the challenges of skill acquisition and offering practical strategies for professional growth, this article aims to inspire translators to embrace opportunities for continuous development and thrive in their careers. |

Introduction

Translation is a complex and nuanced process that goes far beyond simply converting words from one language into another. It requires a deep understanding of meaning, tone, and cultural context to accurately convey messages while preserving their original intent. As a cornerstone of global communication, translation fosters mutual understanding, bridges cultural divides, and facilitates the exchange of knowledge and ideas in an increasingly interconnected world.

To succeed in this dynamic field, translators must cultivate a diverse and ever-evolving skill set. Beyond linguistic proficiency, they must master cultural sensitivity, technological competence, and adaptability to meet the challenges of modern translation. Cinque (2016) highlights the significance of cultural awareness and soft skills, emphasizing their critical role alongside technical expertise in ensuring professional success.

The rapid advancement of technology and the globalization of industries have revolutionized the translation landscape. Tools such as computer-assisted translation (CAT) systems and machine translation have become indispensable, enabling greater efficiency and accuracy. As Pym (2013) notes, the ability to integrate these technologies into translation workflows is now a fundamental requirement. In this context, developing a comprehensive array of skills is no longer optional—it is essential for thriving in the competitive and ever-changing translation industry.



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1. Core Linguistic and Cultural Skills

Importance of linguistic proficiency

Linguistic proficiency forms the backbone of effective translation. It is not merely about understanding vocabulary and grammar but mastering the subtle intricacies of both the source and target languages. Translators must grasp syntax, semantics, and pragmatics to ensure that the original message is conveyed with precision and nuance. According to Tursunovich (2022), linguistic proficiency enables translators to preserve the essence and integrity of the source text, which is critical for maintaining meaning and tone.

Furthermore, proficiency extends beyond basic fluency. Translators need to understand context-specific language, such as idiomatic expressions, professional jargon, and regional variations. Without this depth of knowledge, translations risk becoming literal or awkward, detracting from their effectiveness. Building linguistic proficiency is an ongoing process that requires constant learning, exposure to authentic materials, and interaction with native speakers to refine language skills and stay current with linguistic trends.

Role of Cultural Competence in Delivering Accurate Translations

Cultural competence is a vital component of effective translation, as it bridges the gap between mere linguistic accuracy and true communicative success. Translators must not only understand the words and grammar of a language but also the cultural context that shapes their meaning. Cinque (2016) highlights the importance of cultural awareness in avoiding misinterpretations and ensuring that the translated text resonates with the target audience.

Cultural nuances, such as idiomatic expressions, humor, societal norms, and historical references, can vary significantly between languages and regions. Without cultural competence, translators risk producing work that feels foreign or fails to convey the intended message. For instance, a literal translation of an idiom may confuse the target audience or distort the original tone. A culturally aware translator, however, can find equivalent expressions that capture the same meaning and emotional impact.

To develop cultural competence, translators should immerse themselves in the cultures of their working languages. This can involve consuming media, engaging with native speakers, and staying informed about cultural trends and current events. By doing so, translators enhance their ability to create translations that are not only accurate but also culturally relevant and impactful.

Challenges and Solutions for Mastering These Skills

Mastering linguistic proficiency and cultural competence presents several challenges for aspiring translators. One significant hurdle is the ever-evolving nature of language. New slang, idiomatic expressions, and technical jargon emerge frequently, requiring translators to stay updated with linguistic trends. Similarly, cultural contexts shift over time, influenced by historical events, societal changes, and globalization. Keeping pace with these changes can be daunting, especially when working with multiple languages and regions.

Another challenge lies in limited access to authentic resources. Translators often struggle to find materials that accurately reflect the nuances of the source culture or language. Additionally, achieving cultural immersion may not always be feasible due to geographical and financial constraints. Without regular



interaction with native speakers or exposure to real-world usage, gaining deep linguistic and cultural insight becomes difficult.

To overcome these challenges, translators can adopt several strategies. Engaging with native speakers through language exchange programs or online platforms can provide firsthand insights into both language and culture. Reading authentic texts, such as newspapers, novels, and social media content, helps translators stay current with linguistic trends and cultural nuances. Furthermore, leveraging technology, such as online language courses, translation tools, and cultural resources, can bridge gaps in access and understanding.

By remaining proactive and resourceful, aspiring translators can navigate these challenges and steadily build their linguistic and cultural expertise, ensuring their work meets the highest standards of accuracy and relevance.

2. Technological and Professional Skills

Relevance of CAT tools and machine translation systems

In today's translation landscape, proficiency in technological tools is no longer optional—it is a necessity. Computer-Assisted Translation (CAT) tools and machine translation systems have revolutionized the industry by enhancing efficiency, consistency, and accuracy. Tools such as translation memory software and terminology management systems enable translators to streamline their workflow, reduce repetitive tasks, and ensure consistent use of specialized terminology. Alcina, Soler, and Granell (2007) emphasize that acquiring technological skills is essential for translators to remain competitive in a fast-evolving profession.

Machine translation systems, such as Google Translate and DeepL, have also become integral to the translation process. While these tools are not a replacement for human translators, they serve as valuable aids for handling large volumes of text and initial drafts. Pym (2013) notes that post-editing machine translations has become a common task, requiring translators to critically evaluate and refine automated outputs to meet professional standards.

Learning to navigate these tools can be challenging, especially for translators new to the field. However, investing time in mastering CAT tools and understanding how to integrate machine translation into their workflow empowers translators to work more effectively and adapt to the demands of modern translation projects.

Importance of lifelong learning and professional growth.

Lifelong learning and professional growth are cornerstones of a successful career in translation. The field is dynamic, with languages evolving, industries developing new terminologies, and technologies constantly advancing. To remain competitive, translators must adopt a mindset of continuous improvement, seeking opportunities to refine their skills and expand their expertise. Dagilienė (2012) underscores that ongoing education equips translators with the tools to adapt to new challenges and demands.

Professional growth extends beyond technical skills to include subject-matter expertise. Specializing in fields like legal, medical, or technical translation requires staying updated on industry-specific terminology and trends. Additionally, soft skills such as communication, teamwork, and time management are essential



for navigating client relationships and collaborative projects. Cinque (2016) highlights the importance of these non-technical competencies in fostering long-term success.

To achieve lifelong learning, translators can participate in workshops, online courses, and certification programs. Engaging with professional communities and translation organizations also provides valuable networking and development opportunities. By embracing continuous learning and professional growth, translators not only stay relevant but also enhance their ability to deliver high-quality translations in an ever-changing world.

The need for adaptability to industry changes and trends.

Adaptability is a crucial skill for translators, especially in a profession shaped by rapid industry changes and technological advancements. The translation field has evolved significantly with the rise of artificial intelligence, machine translation, and globalized markets. Translators who can adapt to these shifts are better positioned to meet the demands of clients and remain competitive. As Pym (2013) points out, the ability to integrate new tools and workflows into practice is essential for modern translators.

Industry trends, such as the increasing demand for localization services, have also transformed the scope of translation work. Translators are now expected to adapt content not only linguistically but also culturally to meet the preferences of specific audiences. This requires flexibility and a willingness to embrace new challenges, such as learning about cultural branding or multimedia translation.

To develop adaptability, translators must stay informed about industry developments and be open to learning new skills. Attending conferences, joining professional networks, and exploring emerging tools are all ways to keep pace with trends. By fostering adaptability, translators ensure their work remains relevant and their careers resilient in an ever-changing industry landscape.

Conclusion

In the dynamic and multifaceted world of translation, success requires more than just linguistic knowledge. Aspiring translators must master a diverse skill set that includes linguistic proficiency, cultural competence, technological aptitude, and adaptability. As discussed, linguistic and cultural skills form the foundation of accurate and impactful translations, while technological proficiency and a commitment to lifelong learning ensure relevance in an ever-evolving industry. By developing these core skills, translators can effectively navigate the challenges of their profession and contribute meaningfully to bridging linguistic and cultural gaps in our globalized world.

Investing in skill development is essential for anyone aspiring to succeed in the competitive and evolving field of translation. The ability to master linguistic and cultural nuances, stay proficient with technological tools, and adapt to industry trends ensures not only professional growth but also the delivery of high-quality work that meets the diverse needs of clients. As translators refine their skills and expand their expertise, they position themselves as valuable contributors to global communication and cross-cultural understanding. By committing to continuous learning and skill enhancement, aspiring translators can build a sustainable and impactful career in this ever-important profession.

Aspiring translators should view the challenges of the profession not as obstacles but as opportunities for growth and development. Every linguistic complexity, cultural nuance, or technological advancement presents a chance to refine skills and expand expertise. Embracing these challenges with curiosity and



determination allows translators to stay ahead in a competitive and ever-evolving field. By remaining open to learning and adapting, they can turn each experience into a stepping stone toward professional success and personal fulfillment. Translation is not just a career—it is a journey of continuous discovery and contribution to global understanding.

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Individual Differences in Students' Learning Potential

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| Keywords | Abstract |
|--|---|
| personality education objective assessment method teaching process | The development of a well-rounded individual and the improvement of the efficiency of the educational process are the two fundamental goals of education in the modern day. It is necessary for us to cultivate new individuals who are capable of advancing our homeland, protecting our independence, enhancing its scientific, economic, military, and cultural capabilities, encouraging independent thought, mastering educational disciplines, objectively evaluating life events, and navigating a variety of challenges in order to accomplish this goal. Because of this, significant changes need to be made to the educational system, as well as the revolutionary implementation of cutting-edge pedagogical approaches that are derived from international educational practices. As a consequence of this, reforms are currently being done in order to incorporate the educational system of Azerbaijan through the framework of international education. |

Introduction

Education is a dynamic and developing domain that necessitates ongoing adaptation to the varied learning requirements of pupils. A primary difficulty in contemporary education is identifying and accommodating the diverse learning potentials of students. Research continually demonstrates that students display differences in cognitive capacities, motivation, learning techniques, and socio-emotional development, all of which affect their academic performance and engagement (Recker & Pirolli, 1995; Kubat, 2018). The disparities arise from various factors, including as genetic predisposition, past knowledge, cultural background, and the pedagogical approaches employed by educators (Brevik, Gunnulfson, & Renzulli, 2018).

Comprehending individual differences is essential for developing effective teaching approaches that address the distinct needs of each student. Differentiated instruction, which customizes educational content and teaching methods to accommodate diverse student capacities, is widely acknowledged as a crucial strategy for enhancing learning outcomes (Jurik, Gröschner, & Seidel, 2014). Furthermore, research in second language acquisition has shown that individual variations, including working memory capacity, motivation, and learning styles, significantly influence students' potential to acquire and retain new linguistic structures (Skehan, 1991; Pashayeva, 2024). These findings underscore the necessity of



implementing adaptable instructional methods that consider students' unique cognitive and emotional requirements.

A fundamental element of individual differences is the influence of motivation and self-efficacy on learning. Studies demonstrate that students' intrinsic and extrinsic motivation, together with their self-regulation mechanisms, substantially influence their persistence in academic tasks and attainment of long-term success (D'Lima, Winsler, & Kitsantas, 2014; Sabah, 2020). Gender and cultural origins additionally influence students' views of educational problems and their use of support systems (Day & Livingstone, 2003; Hasanzade, 2024). Identifying these variables enables educators to establish inclusive learning environments that foster academic and social success for kids.

The amalgamation of differentiated education and personalized learning methodologies not only augments student engagement but also cultivates their critical thinking and problem-solving abilities. Educators must utilize varied assessment methodologies to effectively analyze students' strengths and weaknesses, ensuring that no learner is overlooked (Mammadova, 2024; Sadiqzade, 2025). This study is to examine the importance of individual differences in education, analyze diverse instructional methods to accommodate these differences, and provide solutions for enhancing learning experiences tailored to students' distinct attributes.

Differentiation in Education

Differentiation is a fundamental principle in education that acknowledges and accommodates students' diverse learning needs. It involves modifying teaching methods, instructional content, and assessment strategies to align with individual students' abilities, interests, and learning styles (Kubat, 2018). Differentiation is particularly essential in contemporary classrooms, where students vary significantly in cognitive capacity, motivation, and prior knowledge. Research indicates that a one-size-fits-all teaching approach often fails to engage all learners effectively, leading to disparities in academic achievement and student engagement (Brevik, Gunnulfson, & Renzulli, 2018).

Educational differentiation is not simply about grouping students based on ability levels; rather, it encompasses a comprehensive approach that includes content differentiation, process differentiation, and product differentiation (Jurik, Gröschner, & Seidel, 2014). Content differentiation involves modifying the material presented to students based on their readiness and learning preferences. For example, language learners with higher proficiency may engage with more complex texts and discussions, while those requiring additional support might receive simplified explanations and scaffolded exercises (Skehan, 1991; Hasanzade, 2024).

Process differentiation focuses on how students engage with learning. This includes incorporating various instructional methods such as group work, project-based learning, and inquiry-based instruction to match students' preferred learning styles (Pashayeva, 2024). For instance, some students may benefit from hands-on activities and visual aids, while others may thrive through verbal explanations and written exercises. Research has shown that when students are given choices in how they learn, their intrinsic motivation and academic performance improve (Sabah, 2020).

Product differentiation refers to allowing students to demonstrate their learning in different ways. Some students may express their understanding through written reports, while others may prefer oral



presentations, creative projects, or digital content (Recker & Pirolli, 1995). This approach aligns with the principles of inclusive education, ensuring that all students have equitable opportunities to showcase their abilities in ways that best suit them (Sadiqzade, 2025).

Effective differentiation requires careful planning and a deep understanding of student needs. Teachers must use formative assessments to gauge students' progress and adjust instruction accordingly. Additionally, technological tools, such as adaptive learning platforms and personalized digital resources, can facilitate differentiation by offering customized learning experiences tailored to individual students' strengths and areas for improvement (Mammadova, 2024).

By implementing differentiation strategies, educators can foster a more inclusive and equitable learning environment where all students have the opportunity to succeed. The next section will explore the role of individualization in learning and how teachers can further personalize instruction to enhance student outcomes.

Individualization in Learning

Individualization in education extends beyond differentiation by focusing on each student's unique learning needs, pace, and potential. While differentiation tailors instruction for groups of students with similar abilities, individualization takes a more personalized approach, allowing each learner to progress based on their own capabilities and interests (Brevik, Gunnulfsen, & Renzulli, 2018). This method aligns with modern educational theories that emphasize student-centered learning, autonomy, and self-directed study (Recker & Pirolli, 1995).

One of the key principles of individualization is adaptive instruction, where teaching strategies are adjusted according to students' learning progress. For example, in second language acquisition, students with stronger linguistic skills may advance to complex grammatical structures, while those struggling with foundational concepts receive additional support and practice (Skehan, 1991; Hasanzade, 2024). This approach ensures that learning remains challenging yet achievable for each student, preventing both stagnation and frustration.

Strategies for Individualized Learning

1. Personalized Learning Plans (PLPs):

A personalized learning plan outlines specific goals, strengths, and areas for improvement for each student. Teachers can design these plans based on diagnostic assessments and student feedback, ensuring instruction aligns with individual needs (Jurik, Gröschner, & Seidel, 2014).

2. Flexible Pacing:

Not all students learn at the same speed. Some grasp concepts quickly and require enrichment activities, while others need additional time to master foundational knowledge. Allowing students to progress at their own pace fosters deeper understanding and confidence in their abilities (Mammadova, 2024).

3. Student-Teacher Collaboration:



Individualized learning is most effective when students actively participate in their own education. Encouraging students to set their own learning goals, choose topics of interest, and reflect on their progress enhances motivation and self-efficacy (D’Lima, Winsler, & Kitsantas, 2014).

4. **Technology-Enhanced Individualization:**

Digital tools and learning management systems (LMS) enable teachers to create customized learning experiences. Platforms like Moodle and adaptive learning software adjust content difficulty based on students’ responses, ensuring an optimal level of challenge for each learner (Sabah, 2020).

5. **One-on-One Support and Mentoring:**

Personalized attention from teachers plays a crucial role in individualization. Whether through scheduled check-ins, targeted feedback, or tutoring sessions, direct teacher-student interaction helps address specific learning barriers and encourages academic growth (Day & Livingstone, 2003).

Benefits of Individualized Learning

Research highlights numerous benefits of individualization, including increased student engagement, improved academic performance, and greater self-confidence (Brevik, Gunnulfson, & Renzulli, 2018). Students who receive instruction tailored to their needs are more likely to develop critical thinking skills, apply knowledge in practical settings, and retain information long-term (Recker & Pirolli, 1995). Additionally, individualized approaches promote a **growth mindset**, encouraging students to view challenges as opportunities for learning rather than obstacles (Sadiqzade, 2025).

Humanization in Education

Humanization in education emphasizes the importance of recognizing students as individuals with unique emotions, experiences, and aspirations. It involves fostering a learning environment that is respectful, supportive, and student-centered. Rather than focusing solely on academic achievements, humanized education prioritizes students' personal development, well-being, and emotional growth (Jurik, Gröschner, & Seidel, 2014).

Core Principles of Humanization in Education

1. **Respect for Individuality:**

Every student has distinct strengths, weaknesses, and learning preferences. Teachers must adopt a respectful approach, valuing each student’s contributions regardless of their academic abilities (Brevik, Gunnulfson, & Renzulli, 2018). Humanization ensures that students feel seen and heard in the classroom, reducing anxiety and enhancing engagement.

2. **Teacher-Student Relationships:**

The quality of teacher-student interactions plays a crucial role in humanized learning. A positive, respectful relationship fosters trust and encourages students to participate actively in their education



(D’Lima, Winsler, & Kitsantas, 2014). Instead of adopting an authoritarian approach, educators should serve as mentors who guide students through challenges with empathy and encouragement.

3. **Encouraging Student Autonomy:**

Students thrive when they have a sense of control over their learning. Allowing them to make decisions—such as selecting research topics, setting academic goals, or choosing assessment formats—enhances motivation and self-efficacy (Sabah, 2020). This aligns with constructivist educational theories, where students play an active role in shaping their own learning experiences.

4. **Emphasizing Emotional Intelligence:**

Emotional intelligence is a key component of humanized education. Teachers should help students develop self-awareness, empathy, and interpersonal skills alongside academic knowledge (Mammadova, 2024). Emotional intelligence fosters resilience, cooperation, and conflict resolution—skills that are essential in both educational and real-world contexts.

5. **Collaborative Learning and Inclusivity:**

A humanized classroom promotes cooperation rather than competition. Encouraging group discussions, peer teaching, and collaborative problem-solving allows students to learn from each other while developing social skills (Sadiqzade, 2025). Moreover, inclusivity ensures that students of all backgrounds and abilities feel valued and supported in the learning process (Hasanzade, 2024).

Challenges in Implementing Humanization in Education

Despite its benefits, implementing humanization in education is not without challenges. Large class sizes, rigid curricula, and standardized testing often limit the flexibility needed for individualized approaches (Pashayeva, 2024). Additionally, teachers may struggle to balance academic rigor with emotional support, particularly in high-pressure educational systems (Day & Livingstone, 2003). Addressing these challenges requires systemic changes, such as reducing student-to-teacher ratios, integrating social-emotional learning into curricula, and providing teachers with training in humanized instructional techniques.

Impact of Humanized Education on Student Outcomes

Humanized education has been shown to improve student motivation, engagement, and overall academic performance (Recker & Pirolli, 1995). When students feel respected and supported, they are more likely to take intellectual risks, engage in critical thinking, and develop a lifelong love for learning (Jurik, Gröschner, & Seidel, 2014). Furthermore, humanization contributes to better mental health outcomes, reducing stress and anxiety in the classroom environment (D’Lima, Winsler, & Kitsantas, 2014).

By prioritizing humanization in education, teachers can cultivate a more inclusive, empathetic, and student-centered learning experience. The next section will explore practical challenges in educational reform and how institutions can overcome barriers to equitable and effective education.

Practical Challenges in Educational Reform



Despite efforts to modernize education, several challenges hinder the effective implementation of differentiation, individualization, and humanization. Socioeconomic disparities limit students' access to quality education, especially in low-income and rural areas where resources such as books, technology, and transportation are scarce (Day & Livingstone, 2003). Large class sizes and heavy teacher workloads make it difficult to provide personalized attention, reducing the effectiveness of student-centered learning (Jurik, Gröschner, & Seidel, 2014). Additionally, rigid curricula and standardized testing often prioritize memorization over critical thinking, restricting teachers' ability to adapt lessons to individual needs (Sabah, 2020). Limited teacher training in differentiated instruction further exacerbates the issue, leaving educators without the necessary skills to tailor their teaching methods (Recker & Pirolli, 1995). Moreover, technological barriers, particularly in underdeveloped areas, prevent the full integration of modern teaching tools that could enhance learning experiences (Skehan, 1991).

To overcome these challenges, education systems must adopt equity-focused policies that provide additional support to disadvantaged students and schools (Brevik, Gunnulfsen, & Renzulli, 2018). Reducing class sizes, reforming assessment methods to focus on problem-solving and creativity, and offering continuous professional development for teachers can improve the overall learning experience (Hasanzade, 2024). Investments in digital infrastructure and access to learning technologies will help bridge the educational gap, ensuring all students benefit from personalized instruction (Sabah, 2020). Additionally, shifting from a one-size-fits-all model to a more flexible and inclusive system will better accommodate students' diverse learning needs (Pashayeva, 2024). By addressing these structural barriers, education can become more accessible, engaging, and effective for all learners.

Conclusion

Recognizing and addressing individual differences in students' learning potential is essential for creating an inclusive and effective education system. Differentiation, individualization, and humanization enable educators to tailor instruction to students' unique abilities, fostering engagement and deeper understanding (Recker & Pirolli, 1995). However, challenges such as socioeconomic disparities, rigid curricula, and insufficient teacher training continue to hinder progress (Day & Livingstone, 2003). To ensure meaningful reform, education systems must adopt flexible teaching approaches, prioritize student-centered learning, and integrate technology to support diverse learning needs (Sabah, 2020).

Effective assessment methods should evaluate not only students' knowledge but also their problem-solving skills, creativity, and ability to apply learning in real-world contexts (Mammadova, 2024). A shift from traditional memorization-based exams to more dynamic, formative assessments can provide a better measure of student progress and potential (Jurik, Gröschner, & Seidel, 2014). By fostering a supportive learning environment that values each student's strengths, educators can help students develop confidence, motivation, and lifelong learning skills (Sadiqzade, 2025). Ensuring equitable access to quality education will ultimately lead to a more skilled, innovative, and adaptable future generation.

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Developing Critical Thinking in Language Teaching

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| Keywords | Abstract |
|---|---|
| critical thinking English language teaching problem solving creativity | The article analyzes the ways to develop students' critical thinking. The acquisition of higher-order thinking skills is an integral part of the English curriculum. According to research, in order to achieve the ability to think critically and creatively according to the requirements of the curriculum, the ability to make favorable decisions and solve problems should be formed in students, intellectual, physical, emotional, and spiritual factors should be properly balanced. If this is the case, critical thinking will expand the learning experience of students and facilitate the acquisition of a foreign language. Because critical thinking is highly correlated with student achievement. Strong critical thinking means having a correct attitude to facts or events, making an objective analysis. |

Introduction

One of the main tasks of foreign language teachers is to introduce new learning strategies for developing critical thinking in English classes in general educational institutions. Based on this, it should be noted that cognitive development of students around the topic is one of the important goals of foreign language teaching. English is one of the international languages as a spoken language for communication. English is also the universal language of instruction used almost everywhere in the world. English language teaching in general education schools has a new content based on the formation of students' thinking skills. Critical thinking in English is a prerequisite for the success of every young school leaver in an increasingly complex world and is recognized as a competency.

Critical thinking, as an important and necessary skill, helps students to make the right choice in their future education, overcome mental and logical questions, and is used to evaluate national values, innovations and educational progress. It is considered one of the strategic goals for students to have knowledge, skills and habits based on critical thinking and cognitive thinking in English in solving global problems. Critical thinking is clear, reasoned, reflective thinking aimed at deciding whether to perform any activity. It involves not just memorizing topics and facts, accepting what you hear or read, but how to critically approach what is reflected in the topic and how to arrive at hypotheses.

Theoretical Foundations of Critical Thinking

Critical thinking skills are important to develop students' logical and analytical thinking abilities in the teaching process. This skill teaches students to analyze information with skepticism, draw objective



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conclusions from different perspectives, and make independent decisions. Critical thinking is one of the main conditions for deeper learning during education, more effective problem solving and development of creative approaches. Critical thinking skills increase students' academic success, make them more active learners, and develop logical and analytical thinking skills necessary for future working life. The development of this skill in the educational process ensures that students think more freely and creatively and plays an important role in the formation of future leaders. Critical thinking in education is of great importance not only for the study of facts, but also for the analytical analysis of these facts, deep thinking and application in practical life.

Various studies confirm the role of critical thinking in improving English writing skills. Here, the role of motivation to demonstrate students' language skills and oral communication skills is emphasized. If learners are taught ways to demonstrate critical thinking when using a foreign language, they can become proficient language users. Educators also point to the importance of comfortable classrooms and the use of efficient resources to develop thinking skills in English. As Pica (2000) points out, the integration of language and thinking skills is peripheral in English language teaching methodology.

It is argued that teaching language as a communicative tool does not really help students become proficient in the target language. He notes that thinking creatively and critically in the target language is a prerequisite for making an idea logically perfect (Turkan, 2023, p.29) Increasing critical thinking in language learners is possible by having an academic language program, developing critical thinking in accordance with curriculum requirements, and going beyond the influence of linguistic factors.

Development of Students' Critical Thinking In English

The analysis shows that the critical thinking skills of language learners are not very satisfactory. The main reasons for the emergence of these problems include the lack of appropriate motivation and topic selection in English, the shortcomings in the organization of the free learning environment, the failure to conduct dialogues, and at the same time the low level of students' social skills and individual abilities (1.p.23). Other factors include the fact that high school students spend most of their time preparing for the entrance exams of higher education institutions with tutors, physical fatigue, giving preference to only linguistic knowledge in English, spending little time on reading materials, and not giving suitable topics for the development of students' thinking skills.

Despite the high test results of students in English, they cannot find their development dynamics in terms of critical thinking skills, they find it difficult to freely express their opinion on any topic. Another existing problem is the lack of space in the curriculum for topics that develop critical thinking. Weak motivation in training reduces students' interest in training and has a negative effect on joint cooperation in group work (3, p2). The main difficulties faced by teachers are related to their lack of experience in learning technologies, which play an important role in the formation of critical thinking, and their lack of participation in relevant training.

Therefore, educators do not pay attention to the use of methods that affect the development of students' free speech and ensure their thinking. In many cases, the lessons are mainly performed by reading and answering the tasks given in the textbooks, re-reading prepared dialogues and solving grammar exercises. Although group work is conducted in the lessons, students are still presented with the works given in the textbook.



With this kind of activity, it is very difficult to ensure quality in education and to form creative thinking in students.

It is difficult to create motivation for oral speech in students because there is no daily assessment of students' ability to think freely. The conducted observations and analyzes show that the activities and methodical methods for learning English in group discussions around original topics and for students to express their attitude to the topic, evaluate the information they have obtained, and justify the existing problem with facts are not applied. (Bensley, Crowe, Bernhardt, Buckner & Allman, 2010). In general secondary education, communicative activities that affect the development of critical thinking in English, creation of oral dialogues, discussion of video materials, reporting of attitudes to events and problems are rarely observed

Ways to Develop Critical Thinking In Language Teaching

Critical thinking enhances the ability of individuals to think independently and make sound decisions. In today's rapidly changing world, informational and technological innovations are an undeniable fact (Saavedra & Opfer, 2012; Trilling & Fadel, 2009; Voogt & Roblin, 2012). These changes require the acquisition of a number of skills, including digital media literacy. Some skills, such as listening, speaking, reading and writing, enable learners to think critically and express themselves freely (Dewey, 2009, p.345). Some approaches and methods should be applied to achieve critical thinking.

Based on recent studies, new methodological approaches to the development of critical thinking are presented. Class discussions are a method of motivating students to use skills such as critical thinking, problem solving, and creativity. Discussions help to guide the thinking process, as students gain the ability to make clear, fact-based opinions about an interesting topic. Debates and games – stimulate students' thinking by stimulating their speaking skills, creating multiple ideas and thoughts in their minds that enrich their critical thinking.

The main feature of the debate is the conflicting opinions for and against the topic. Online forums – both written weekly assignments and online discussion posts help review student positions and conduct research using reliable online sources. Out-of-class projects – Offers direct presentation of language facts and concepts based on project-based learning (PBL). This approach also introduces students to new concepts in the language and encourages them to use complex real-world problems as a tool to encourage discussion. Karakuzular (2013) and Kow (2016) explain that critical thinking is a disciplined process of actively conceptualizing, applying, analyzing, synthesizing, or evaluating information gathered through observation in project-based learning.

Preparation of free writing samples - students are asked to write free ideas on weekly writing assignments about interesting topics and events they observe. Here, the main idea is to write, use appropriate words and describe the text expressively (Bensley, 2010, p.95). Analysis and evaluation of writing by a teacher or classmates leads to new thinking. Weekly writings allow students to freely approach topics, add new ideas, express their attitudes and learn the language more thoroughly (Kow, 2016; Rafi, 2013, p.39). Tools for this self-evaluation process are provided by critical thinking. People with this ability provide the most reliable perspective for their career. Strong critical thinking means having a correct attitude to facts or events, making an objective analysis.



Conclusion

It is an important and necessary skill for students to have critical thinking in English because it helps them to get out of any situation and evaluate behavior. Based on the problem, it can be concluded that the lack of English speaking is caused by the lack of critical thinking. By forming critical thinking with the help of effective methods and methods, it is possible to gain high thinking ability with some indicators such as finding solutions to existing problems, collecting and compiling necessary information, logical thinking, distinguishing between false and true information, evaluating, and drawing conclusions.

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Theatre as a Reflection of Social Change: How Dramatic Arts Capture Cultural Shifts and Historical Transformations

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| Keywords | Abstract |
|---|--|
| Theatre social change political movements cultural identity digital performance resistance | Theatre has historically functioned as a reflection of society, encapsulating cultural changes, historical developments, and social turmoil. Theatre, from ancient Greek tragedies to modern digital performances, has mirrored political conflicts, economic hardships, and the perspectives of excluded groups. This study examines the evolution of theatre as a medium for social commentary, resistance, and education. It analyzes significant historical events, such as the Theatre of the Oppressed, revolutionary play, and postcolonial theatre, emphasizing their influence on political movements and cultural identity. The function of theatre during crises—such as warfare, economic turmoil, and pandemics—is examined to illustrate its durability as a medium for social involvement and transformation. The emergence of digital theatre and immersive storytelling enables theatre to evolve, influencing public conversation and promoting societal consciousness. This study highlights the persistent importance of theatre in recording and shaping societal change. |

Introduction

With the advent of digital performance and immersive theatre, the role of theatre in reflecting social change has expanded significantly. The integration of technology has broadened its reach, transforming the way stories are told and experienced (Dixon, 2015). Meanwhile, applied theatre has become an effective tool in education and activism, allowing communities to engage with critical social issues through performance-based learning (Bragby, 2019). Whether through traditional stage productions, historical narratives, or contemporary adaptations, theatre remains a powerful force that both preserves and shapes cultural identity. This article explores the ways in which theatre has captured cultural shifts and historical transformations, highlighting its enduring role as a medium for social reflection and change.

The emergence of digital performance and immersive theater has greatly enhanced theater's capacity to mirror societal changes. Technological integration has expanded its influence, revolutionizing storytelling methods and audience experiences (Dixon, 2015). Concurrently, applied theater has evolved into a potent instrument for education and activism, enabling communities to explore crucial social issues through



performance-based learning approaches (Bragby, 2019). Theater continues to be a formidable medium that both maintains and molds cultural identity, whether through conventional stage productions, historical narratives, or modern adaptations. This paper examines the various ways in which theater has documented cultural shifts and historical developments, emphasizing its lasting significance as a platform for social commentary and transformation.

The Origins of Theatre as a Social Commentary

Theatre has historically functioned as a medium for reflecting societal values, conflicts, and transformations. From its earliest forms, dramatic performance has provided commentary on political, moral, and ethical dilemmas, often influencing public perception and shaping cultural narratives. The evolution of theatre as a tool for social reflection can be traced through significant periods, including Ancient Greek theatre, medieval morality plays, and the works of Shakespeare, each of which played a crucial role in engaging audiences with contemporary issues.

Ancient Greek Theatre: How Tragedies and Comedies Depicted Political and Moral Dilemmas

Ancient Greek theatre was deeply intertwined with society, often serving as a public forum for discussing moral and political issues. Tragedies, such as those written by Aeschylus, Sophocles, and Euripides, explored themes of justice, fate, and the consequences of power. For example, Sophocles' *Antigone* addressed conflicts between individual conscience and state law, highlighting tensions between personal duty and governmental authority. Similarly, Aristophanes' comedies, including *Lysistrata*, used satire to critique war and political corruption, providing audiences with humorous yet pointed social commentary. These plays were not merely entertainment; they acted as a reflection of Greek society's struggles and aspirations, influencing public discourse and decision-making.

Medieval Morality Plays: The Use of Religious and Ethical Narratives to Shape Societal Norms

During the medieval period, theatre became a vehicle for religious instruction and moral education. Morality plays, such as *Everyman*, were allegorical performances that conveyed lessons about virtue, sin, and redemption. These plays were designed to instill Christian values in audiences, reinforcing societal norms through dramatic storytelling. They often depicted personified virtues and vices, presenting life as a spiritual journey toward salvation. The widespread influence of these plays helped define ethical expectations within medieval communities, reinforcing the idea that theatre could serve as a moral guide for society.

Shakespearean Drama: Reflections on Monarchy, Power, and Human Nature

William Shakespeare's works are some of the most profound examples of theatre as a mirror of society. His plays explored themes of power, ambition, justice, and human frailty, often reflecting the political and social dynamics of Elizabethan and Jacobean England. In *Macbeth*, Shakespeare examined the dangers of unchecked ambition and the corrupting influence of power. *Hamlet* grappled with existential questions and the uncertainties of leadership, while *King Lear* presented a tragic dissection of authority, loyalty, and family conflict. His histories, such as *Richard III* and *Henry V*, not only dramatized the events of English monarchs but also offered insight into governance and the consequences of war. Shakespeare's ability to capture the essence of human nature and societal structures ensured that his works remained relevant beyond their time.



From the political satire of Ancient Greece to the moral instruction of medieval plays and the psychological depth of Shakespearean drama, theatre has consistently served as a means of reflecting and shaping societal discourse (Sadikhova, 2023). Each era's theatrical productions were deeply influenced by contemporary events and cultural values, reinforcing the idea that drama is not merely a form of artistic expression but also a powerful tool for social commentary. As theatre continued to evolve, it remained a crucial medium for engaging audiences in discussions about morality, governance, and human nature—an enduring tradition that persists in modern performance arts.

Theatre and Political Movements

Theatre has long played a crucial role in political movements, serving as a powerful medium for protest, resistance, and social transformation. Throughout history, dramatic performances have been used to critique governments, challenge authority, and inspire collective action. Whether through subversive satire, revolutionary propaganda, or performances advocating for justice, theatre has given voice to marginalized communities and reflected the struggles of the people. This section explores key movements where theatre has been instrumental, including the *Theatre of the Oppressed*, *Revolutionary Theatre*, and *Postcolonial Theatre*.

Theatre of the Oppressed: Performance as a Tool for Activism

One of the most influential movements in political theatre is the *Theatre of the Oppressed*, developed by Brazilian playwright Augusto Boal in the 1970s. Inspired by Paulo Freire's pedagogy of liberation, Boal's theatre aimed to dismantle hierarchical structures between performers and audiences, transforming spectators into active participants. His *Forum Theatre* technique invited audiences to step into performances and propose solutions to social injustices, making theatre a direct tool for activism. This approach was widely used in oppressed communities, including in Latin America and Africa, where theatre became a means of resisting authoritarian regimes and advocating for social justice.

Boal's methods continue to influence contemporary applied theatre practices, where performances are used to address human rights, education, and political awareness. His impact is evident in grassroots theatre movements around the world, demonstrating how theatre can serve as a catalyst for democratic engagement and collective resistance.

Revolutionary Theatre: Drama in Times of Political Upheaval

Theatre has traditionally served as a powerful influence during periods of political upheaval. During the 18th and 19th centuries, revolutionary upheavals in France, Russia, and other countries witnessed the emergence of theatre as a reflection of societal discontent and an instrument for mobilization. During the French Revolution, writers such as Olympe de Gouges employed theatre to challenge the monarchy and champion human rights. In the early 20th century, Russian revolutionary theater, notably the works of Bertolt Brecht and Sergei Tretyakov, adopted political message, employing epic theatre and agitprop performances to mobilize workers and provoke resistance against oppressive regimes (Sadikova, 2024).

Brecht's epic drama employed strategies like the *Verfremdungseffekt* (alienation effect) to inhibit emotional manipulation and promote critical analysis. His works, such as *Mother Courage and Her Children*, revealed the harsh truths of warfare and capitalism, encouraging audiences to critically examine political institutions instead of passively absorbing tales. Brecht's influence on contemporary political theater is significant, shaping activist-oriented performances globally.



Postcolonial Theatre: Addressing the Legacy of Colonialism

Additionally, theater has been an important component in the process of decolonization as well as the postcolonial analysis of historical events. Playwrights have utilized theater as a means to oppose the cultural dominance of the West and to reclaim indigenous narratives in a number of former colonies located across Africa, Asia, and the Caribbean. Plays were written by authors such as Ngũgĩ wa Thiong'o (Kenya) and Wole Soyinka (Nigeria) that brought attention to the obstacles faced by post-independence communities, the consequences of colonial rule, and the difficulties associated with political corruption.

It was the play "I Will Marry When I Want" by Ngũgĩ that served as a frontal indictment of neocolonial exploitation, which ultimately resulted in his imprisonment by the government of Kenya. His dedication to theater as a method of political resistance is a prime example of how performance can be a potent voice in the fight against oppression at the systemic level. Similarly, Badal Sircar's Third Theatre movement in India placed an emphasis on street performances that engaged directly with the public. This movement avoided stage shows that were reserved for a select few and instead made theater accessible to the general population as a form of resistance.

Throughout the course of human history, theater has existed as a medium for political expression, resistance, and transformation. Theater has consistently served as a medium for exposing injustices and molding political consciousness. This has been the case whether it is through the revolutionary zeal of agitprop theater, the participatory activism of Theatre of the Oppressed, or the decolonizing storylines of postcolonial drama. It is essential that the voices of those who are oppressed continue to be heard, and theater continues to be an important medium for communicating stories, educating people, and advocating for causes, even when new social and political movements form.

Theatre for Ethnic and Racial Justice: Representing Diverse Narratives

Theatre has historically been a vital tool in addressing racial and ethnic discrimination, particularly in societies grappling with colonial legacies and systemic inequality. Across different cultures, marginalized communities have used theatre to reclaim their histories, challenge stereotypes, and amplify their voices.

In the United States, African American theatre emerged as a means of resistance and cultural affirmation. Playwrights like Lorraine Hansberry and August Wilson brought the struggles and triumphs of Black communities to the stage. Hansberry's *A Raisin in the Sun* (1959) depicted the challenges of racial segregation and economic hardship, while Wilson's *Pittsburgh Cycle* chronicled African American experiences across different decades, highlighting themes of identity, migration, and social injustice (Samuel, 2012). These works not only documented history but also played an active role in shaping the civil rights discourse.

Similarly, in postcolonial societies, theatre has been used to confront the effects of imperialism and racial discrimination. Ngũgĩ wa Thiong'o from Kenya, for instance, advocated for the decolonization of theatre by writing in indigenous languages and performing for local audiences rather than elite Western-educated groups. His play *I Will Marry When I Want* critiqued neocolonialism and economic exploitation, leading to his imprisonment by the government—a testament to theatre's power in political resistance (Shang & Wang, 2024).

In Latin America, teatro campesino (farmworker theatre) was pioneered by Luis Valdez in the 1960s to support labor movements, particularly among Mexican-American workers. His works, such as *Zoot Suit*,



blended historical events with theatrical innovation, using performance as a tool for political and cultural empowerment (Iftikhar, Manzoor, & Toor, 2023). Across continents, theatre has provided marginalized communities with an essential space to narrate their own stories and challenge oppressive systems.

Community-Based Theatre Movements: Empowering the Marginalized

Community-based theatre has emerged as a grassroots form of storytelling, enabling marginalized groups to share their lived experiences and advocate for social justice. Unlike mainstream theatre, which often caters to elite audiences, community theatre engages directly with local populations, addressing their struggles and aspirations through performance.

One such example is the Theatre for Development (TfD) movement, which has been widely practiced in Africa and Asia. TfD uses participatory theatre techniques to engage communities in dialogue about social and economic issues, from public health crises to gender-based violence. Performances are often interactive, encouraging audiences to suggest solutions and take part in enacting change. This form of theatre has been particularly effective in rural areas where traditional media is inaccessible, making performance a critical tool for education and advocacy (Epskamp, 1992).

In India, Jana Natya Manch (Janam) has been a pioneer in street theatre, using performances to address issues such as workers' rights, caste discrimination, and political corruption. By taking theatre out of conventional venues and into the streets, Janam has made performances accessible to the working class, ensuring that theatre remains a medium of social change rather than mere entertainment (Zhang, 1997).

Similarly, in Europe and North America, applied theatre techniques have been used in prisons, refugee camps, and rehabilitation centers, providing marginalized individuals with an outlet for expression and healing. Research suggests that theatre can have a profound psychological impact, helping individuals process trauma, build confidence, and foster a sense of community (Bragby, 2019).

Theatre in Times of Crisis and Social Upheaval

Throughout history, theatre has not only reflected the triumphs of civilization but also captured its most turbulent moments. In times of war, economic hardship, and global crises, theatre has served as both a means of resistance and a coping mechanism, allowing societies to process trauma, challenge oppressive forces, and inspire resilience. This section explores the role of theatre in three major areas: war and propaganda theatre, economic struggles and class conflict, and theatre's response to pandemics and global crises (Babayev, 2022).

Theatre During Wars: Resistance, Propaganda, and Survival

Theatre has played a critical role in times of war, often acting as a powerful tool for both resistance and propaganda. During World War II, theatre was used to boost morale among soldiers and civilians alike. In Nazi-occupied Europe, underground theatre groups secretly performed anti-fascist plays, using performance as a means of defiance. One notable example is the *Rote Kapelle* (Red Orchestra), a resistance group in Germany that used theatre and literature to spread anti-Nazi sentiment (Eley, 2005).

On the other hand, theatre has also been exploited as a propaganda tool by governments to shape public perception and encourage nationalism. The Soviet Union, for example, used state-sponsored theatre to glorify communist ideology, while in the United States, wartime plays and Broadway productions were crafted to rally support for the war effort. Bertolt Brecht's *Mother Courage and Her Children* (1939)



remains one of the most profound anti-war plays, critiquing the devastating effects of war on ordinary people (Samuel, 2012).

In war-torn regions, theatre has also been a means of preserving cultural identity and providing psychological relief. In the Middle East, theatre groups in Palestine have used performance to document historical injustices and sustain cultural memory, demonstrating the enduring power of theatre in times of conflict (Shang & Wang, 2024).

Theatre and Economic Crises: Representing Class Struggles and Social Unrest

Economic instability has often been a central theme in theatre, with playwrights using drama to highlight issues of poverty, labor exploitation, and inequality. The Great Depression in the 1930s, for instance, saw the rise of *agitprop theatre*—a form of political theatre aimed at exposing class struggles. Clifford Odets' *Waiting for Lefty* (1935) became one of the most iconic American plays of this era, portraying the plight of taxi drivers fighting for fair wages. The play's interactive format, where actors called upon audiences to take action, exemplified how theatre could function as a tool for labor activism (Schmidt, 2016).

Similarly, Arthur Miller's *Death of a Salesman* (1949) captured the disillusionment of the American Dream, shedding light on the emotional and financial struggles of working-class families. The play resonated deeply with audiences facing economic hardships, reflecting the anxieties of post-war capitalism (Zhang, 1997).

In more recent times, theatre has continued to engage with economic crises, particularly in response to the 2008 global financial crash. Plays like David Hare's *The Power of Yes* (2009) examined the causes of the financial collapse, demonstrating theatre's ongoing role in critiquing economic policies and corporate greed (Iftikhar, Manzoor, & Toor, 2023).

Theatre's Response to Pandemics and Global Crises

Theatre has also responded to public health crises, offering a platform for raising awareness and processing collective trauma. During the HIV/AIDS crisis, plays such as Larry Kramer's *The Normal Heart* (1985) and Tony Kushner's *Angels in America* (1991) brought attention to the epidemic, demanding political action and healthcare reform.

More recently, the COVID-19 pandemic forced theatres worldwide to close, leading to a dramatic shift in how performances were produced and consumed. The rise of digital theatre, with productions streamed online, allowed theatre to survive despite lockdowns and social distancing restrictions (Dixon, 2015). Innovations such as virtual reality theatre and interactive Zoom performances demonstrated theatre's adaptability in times of crisis.

Despite the challenges posed by global crises, theatre has consistently proven to be an indispensable form of expression, helping societies navigate periods of uncertainty and upheaval. Whether through war, economic collapse, or public health emergencies, theatre continues to offer a means of resistance, reflection, and healing.

Conclusion

Theatre has historically mirrored society, encapsulating its victories, challenges, and evolutions across various epochs (Sadikhova, 2022). Theatre has consistently changed from ancient Greek tragedies addressing moral and political concerns to contemporary immersive and digital performances, while retaining its function as a potent vehicle for social commentary (Babayev, 2022). Historically, it has



amplified the voices of underrepresented populations, contested repressive systems, and chronicled the evolving cultural and political landscape.

Political movements have utilized theatre as a mechanism for activity, mobilization, and resistance.

Performances, whether via Theatre of the Oppressed, revolutionary play, or postcolonial theatre, have acted as catalysts for change, impacting public debate and molding communal consciousness. Economic crises and class battles have been prominently portrayed in theatre, illustrating its response to societal imbalances and its capacity to engage spectators in significant discourse. The durability of theater is especially apparent during crises such as wars, pandemics, and political upheaval, serving as a medium for expression and a tool for healing and survival.

As technology continually transforms storytelling techniques, theatre persists as a vibrant entity, evolving with new formats while maintaining its core function as a medium for critical reflection. The emergence of digital theatre and immersive performances has enhanced accessibility, allowing the influence of theatrical storytelling to transcend physical locations. Applied theatre, especially in educational and community contexts, persistently empowers individuals by promoting participation with critical social concerns. Theatre transcends mere pleasure; it reflects human experience, serves as a catalyst for transformation, and exemplifies the eternal potency of storytelling. As society evolves, theatre will persist as a crucial medium for analyzing cultural transformations, championing justice, and inspiring future generations. Theatre's capacity to question viewpoints, stimulate discourse, and unite communities guarantees its continued significance in social and cultural advancement moving forward.

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Gamification and AI in Language Learning – A New Era of Digital Education

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Abstract

The integration of AI-driven gamification in language learning has revolutionized traditional teaching methods by enhancing engagement, motivation, and adaptive learning experiences. Through game-based mechanics, real-time feedback, and AI-powered personalization, learners can interact with language dynamically, reinforcing their skills through immersive and interactive digital environments. This paper explores both the benefits and challenges of AI-powered gamification in foreign language education. While AI improves personalized learning paths, motivation through rewards, and accessibility through adaptive feedback, concerns remain regarding cognitive overload, lack of linguistic authenticity, and over-reliance on AI tools over human interaction. Additionally, ethical considerations such as data privacy, bias in AI algorithms, and the risk of commercializing education must be addressed. The study argues that AI-driven gamification should be implemented as a complementary tool rather than a replacement for human instruction, ensuring that learners receive both technological support and human-guided language practice. A balanced approach, where AI and human educators work in tandem, will allow for a more effective and well-rounded language learning experience, combining the efficiency of AI with the cultural depth and emotional intelligence of human interaction.

1. Introduction

Integrating artificial intelligence (AI) and gamification in language learning has revolutionized traditional teaching methods, making education more engaging, interactive, and adaptive. AI-powered platforms and mobile applications increasingly utilize game-based mechanics, such as points, rewards, and competition, to motivate learners and enhance retention. This shift toward digital education has proven especially beneficial in self-paced learning environments, where students can practice languages without the need for constant human supervision. As technology continues to advance, AI-driven gamification is becoming a key strategy in making foreign language acquisition more efficient and accessible (Azar & Tan, 2020).

Gamification refers to the incorporation of game-like elements—such as leaderboards, challenges, and badges—into non-game contexts to increase user engagement and motivation. In the context of language learning, AI enhances gamification by adapting game difficulty levels, providing instant feedback, and



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simulating real-world conversational experiences through chatbots and virtual assistants. AI-driven gamification allows learners to progress dynamically, receiving personalized exercises based on their proficiency level, learning pace, and weaknesses. Unlike traditional methods, which rely on static lesson plans, AI ensures that each student experiences a customized, interactive, and rewarding learning journey (Shortt et al., 2023).

Despite these advantages, the implementation of AI-driven gamification presents certain challenges that must be addressed. While it significantly enhances engagement, motivation, and personalized learning experiences, concerns arise regarding cognitive overload, authenticity, and over-reliance on AI over human instruction. Some learners may become too dependent on AI-generated feedback, limiting their ability to develop critical thinking and real-world communication skills. Furthermore, AI chatbots may struggle with cultural and contextual accuracy, leading to potential misinterpretations in language usage. This article explores the benefits and limitations of AI-powered gamification in foreign language learning, arguing that it should serve as a complementary tool rather than a replacement for human instruction (Dehghanzadeh et al., 2021).

2. The Benefits of AI-Driven Gamification in Language Learning

Enhanced Engagement and Motivation

AI-powered gamification has transformed language learning by encouraging active participation through interactive game elements such as rewards, badges, and progress tracking. These mechanics create a sense of achievement, motivating learners to engage more frequently and persistently. Unlike traditional learning approaches that may feel repetitive or monotonous, gamified AI systems maintain learner interest by dynamically adjusting challenges and offering personalized incentives. AI-driven platforms can monitor student progress, rewarding milestones and reinforcing positive learning behaviors, which helps sustain engagement over time. This approach is particularly beneficial for self-paced learners, who may lack external motivation from instructors or peers (Fadhil & Villafiorita, 2017).

From a psychological perspective, game mechanics in AI-powered education leverage concepts from behavioral reinforcement theory, where learners feel a sense of instant gratification upon completing challenges. Features like leaderboards, streak rewards, and achievement unlocks trigger the brain's dopamine response, increasing motivation and driving learners to continue their studies consistently. This type of intrinsic motivation makes learning feel less like an obligation and more like an enjoyable experience. Studies suggest that students using gamified AI tools demonstrate higher retention rates and longer study durations compared to those relying solely on traditional methods (Llorens-Largo et al., 2016). Through well-structured gamification, AI ensures that language learners remain actively engaged, intrinsically motivated, and committed to their learning journey.

Personalized Learning and Adaptive Feedback

One of the most significant advantages of AI-powered gamification is its ability to personalize learning experiences by dynamically adapting game difficulty to match each learner's proficiency level and progress. Unlike traditional language courses that follow a fixed syllabus, AI-driven systems analyze user performance, learning speed, and error patterns, adjusting exercises accordingly. This ensures that learners receive challenging but manageable tasks, preventing frustration from overly difficult content while



avoiding boredom from material that is too easy. Through machine learning algorithms, AI identifies areas where students struggle and tailors game-based exercises to strengthen their weaknesses, making learning more efficient and targeted (Purgina, Mozgovoy, & Blake, 2020).

In addition to adaptive learning paths, AI-powered gamification enhances real-time feedback through chatbots and virtual tutors, which provide instant corrections and explanations. Unlike traditional learning environments, where students often wait for teacher feedback, AI-driven tools immediately analyze responses, helping learners understand and correct their mistakes on the spot. This continuous feedback loop not only reinforces learning but also improves retention by ensuring that errors are addressed immediately rather than fossilized over time. AI chatbots can also simulate interactive conversations, allowing students to practice real-world language use in a low-pressure, gamified environment. As a result, adaptive AI feedback bridges the gap between passive learning and active skill-building, ensuring that learners remain engaged, challenged, and supported throughout their language acquisition journey (Shaikh et al., 2023).

Immersive Learning Experiences Through Extended Reality (XR)

The integration of extended reality (XR) technologies, including virtual reality (VR) and augmented reality (AR), into AI-powered gamified learning environments has redefined language acquisition by creating highly immersive experiences. AI-driven VR/AR applications provide learners with simulated real-world interactions, allowing them to practice a foreign language in authentic, context-rich environments. For example, AI-powered VR programs enable learners to engage in virtual conversations with AI avatars, navigate interactive cultural simulations, and complete realistic language-based tasks, such as ordering food in a restaurant or giving directions. These immersive scenarios reduce anxiety in language practice and enhance practical communication skills, making learning more natural and effective (Divekar et al., 2022).

Beyond engagement, AI-driven XR environments significantly improve language retention by reinforcing learning through active participation and sensory interaction. Research shows that experiential learning—where students engage with language through realistic interactions rather than passive memorization—leads to better recall and deeper comprehension. When learners actively participate in AI-driven gamified VR/AR scenarios, they develop muscle memory for pronunciation, strengthen contextual understanding, and enhance cognitive associations with new vocabulary. Additionally, AI-enhanced speech recognition in XR platforms provides instant pronunciation feedback, helping students refine their speaking skills in real time. As AI-driven XR continues to evolve, it has the potential to revolutionize language education, making it more engaging, interactive, and retention-focused than ever before (Schmidt & Strasser, 2022).

3. The Challenges and Limitations of AI Gamification in Language Education

Cognitive Overload and Distraction Risks

While AI-driven gamification enhances engagement, excessive game elements can lead to cognitive overload, where learners become overwhelmed with too much information or unnecessary stimuli. Overgamification, particularly when learning platforms focus heavily on points, rewards, and competition, may result in superficial learning rather than deep language acquisition. Instead of internalizing grammatical structures and vocabulary through meaningful context, learners may prioritize achieving game-based goals (such as earning badges or maintaining streaks) without genuinely understanding the



language material. This shift from comprehension to mere task completion can undermine the effectiveness of AI-powered gamified learning (Talmor et al., 2022).

Additionally, an overemphasis on game mechanics may reduce critical thinking and problem-solving skills, as learners may become too dependent on AI-driven hints and structured tasks rather than developing independent language strategies. When AI provides instant corrections and automated suggestions, students might engage in trial-and-error guessing rather than actively reflecting on their mistakes. In contrast, traditional language learning often involves cognitive challenges, such as constructing sentences, interpreting meaning from context, and engaging in real-time problem-solving. While gamification encourages participation, excessive reliance on AI-driven game features could diminish deeper cognitive engagement, making learners less prepared for real-world language interactions. To mitigate these risks, AI-powered language learning platforms must balance engagement-driven gamification with meaningful cognitive tasks to ensure that students develop both fluency and critical thinking skills.

Authenticity and Contextual Accuracy Issues

One of the key limitations of AI-driven gamification in language learning is the lack of cultural and linguistic authenticity in AI-generated content. While AI chatbots and virtual tutors can provide grammatically correct sentences, they often fail to capture the nuances of natural human communication, including idiomatic expressions, slang, and regional variations. Language is deeply connected to culture and social context, and AI systems may struggle to differentiate between formal and informal speech, leading to potentially unnatural or inappropriate responses. This limitation poses a risk for learners who depend entirely on AI-generated interactions, as they may acquire a mechanical understanding of language rather than a contextually rich and adaptable skillset (Belda-Medina & Calvo-Ferrer, 2022).

Furthermore, AI-powered gamification lacks emotional intelligence, making it difficult for these systems to adapt responses based on tone, intent, or situational appropriateness. In real-life communication, speakers adjust their language based on emotion, social cues, and context, which AI still struggles to interpret accurately. This can be particularly problematic in language learning scenarios that require pragmatic awareness, such as apologizing, expressing sarcasm, or navigating cultural sensitivities. Without human instructors or native speakers to guide them, learners may develop an overly rigid or unnatural way of speaking, limiting their ability to engage in authentic, dynamic conversations. While future advancements in AI and Natural Language Processing (NLP) may help address these issues, current AI-powered gamified tools remain imperfect substitutes for real-world human interaction in language education.

Over-reliance on AI and Reduced Human Interaction

One of the major concerns with AI-driven gamification in language learning is the risk of over-reliance on AI tools, which may reduce learners' opportunities for authentic human interaction. While gamified AI platforms provide instant feedback, adaptive exercises, and personalized learning paths, they cannot fully replace the complexity of real-world conversations. Many learners who become too dependent on AI-generated dialogues may struggle with spontaneous, unscripted interactions when speaking with native speakers. Unlike AI chatbots, human communication involves improvisation, turn-taking, and emotional responses, all of which are essential for developing fluency and confidence in real-life settings (Kannan & Munday, 2018).



Additionally, human teachers play a crucial role in maintaining a balanced approach between AI gamification and practical communication skills. Teachers provide cultural insights, contextual explanations, and personalized guidance that AI alone cannot offer. In a well-structured language-learning environment, AI can handle repetitive practice, pronunciation correction, and vocabulary reinforcement, while human instructors facilitate deep discussions, role-playing exercises, and collaborative activities. Blended learning approaches, where AI supports human-led instruction, ensure that technology enhances rather than replaces meaningful communication. Without this balance, learners may risk acquiring language passively rather than actively engaging in meaningful, real-world conversations (Shaikh et al., 2023).

4. The Future of AI and Gamification in Language Learning

AI-Powered Gamification with Human Collaboration

The future of AI-driven gamification in language learning lies in blended learning models, where AI tools work alongside human instructors rather than replacing them. While AI can handle personalized practice, adaptive exercises, and instant feedback, human teachers provide contextual understanding, emotional engagement, and real-time social interaction, which are essential for effective language acquisition. A well-integrated system ensures that AI supports learners with repetitive tasks, such as grammar drills, vocabulary practice, and pronunciation correction, while teachers focus on higher-order skills like critical thinking, cultural competence, and conversational fluency. This combination allows students to receive both structured AI-driven reinforcement and interactive human guidance, resulting in a more holistic learning experience (Pokrivcakova, 2019).

Beyond improving learning outcomes, AI-driven gamification can enhance teacher efficiency by automating routine assessments and administrative tasks, allowing educators to spend more time on student engagement and individualized support. For example, AI can track learners' progress, error patterns, and skill gaps, providing teachers with data-driven insights that help them design more effective lesson plans. By reducing the burden of repetitive instruction, AI enables teachers to focus on creative teaching strategies, collaborative activities, and real-world language applications, ensuring that learners not only master grammar and vocabulary but also develop practical communication skills. In the future, AI-powered gamification will serve as a valuable tool in language education, provided that it is implemented as a support system rather than a replacement for human-led instruction (Schmidt & Strasser, 2022).

Improving AI's Understanding of Context and Culture

One of the key areas for improvement in AI-driven gamification is the development of more context-aware and culturally adaptive AI models. Current AI-powered language learning tools often struggle with understanding tone, sentiment, and the appropriateness of expressions in different social and cultural settings. Future advancements in Natural Language Processing (NLP) and sentiment analysis could help AI better interpret emotional cues, conversational intent, and situational appropriateness, making AI-generated dialogues more natural and contextually relevant. By analyzing voice inflections, text sentiment, and real-time user reactions, AI could adjust its responses dynamically, allowing learners to practice more authentic, human-like conversations (Llorens-Largo et al., 2016).

Furthermore, AI's ability to recognize linguistic and cultural nuances in gamified learning is expected to improve as machine learning models are trained on more diverse datasets. Currently, many AI-driven



chatbots rely on standardized textbook dialogues, which often fail to capture regional dialects, idiomatic expressions, and informal speech patterns. Future AI models could be customized for specific linguistic and cultural contexts, helping learners acquire not just the formal rules of a language, but also the unwritten cultural norms that influence communication. This evolution would make AI-powered gamification not just an engaging tool, but also a culturally immersive experience, helping students navigate real-world conversations with greater confidence and accuracy (Divekar et al., 2022).

Ethical Considerations in AI Gamification

As AI-driven gamification becomes more prevalent in language education, it is crucial to ensure fair and responsible implementation to prevent the over-commercialization of education. Many AI-powered learning platforms operate on subscription-based models, which may create barriers to accessibility for students from lower-income backgrounds. If AI-driven gamification is disproportionately available to those who can afford premium features, it risks widening the digital divide rather than making education more inclusive. Ethical AI development in gamified learning should prioritize equal access to high-quality education, ensuring that personalized and adaptive learning tools are available to a diverse range of learners, rather than being restricted to paid platforms with exclusive AI-driven advantages (Kannan & Munday, 2018).

Another major ethical concern is data privacy and bias in AI-powered gamified learning systems. AI tools collect vast amounts of learner data, including progress tracking, speech recognition inputs, and behavioral interactions, raising concerns about how this data is stored, shared, and used. Without strict data protection policies, there is a risk of misuse or unauthorized access to personal learning records. Additionally, AI algorithms can inadvertently reinforce biases if they are trained on limited or unrepresentative datasets, leading to unfair language recommendations, cultural stereotypes, or biased feedback. Ensuring transparent AI use, strong data encryption, and regular bias audits is essential for maintaining trust and fairness in AI-driven language learning platforms. As AI continues to evolve, responsible development and ethical guidelines must be integrated into gamified learning environments to ensure that technology enhances education equitably and ethically (Shaikh et al., 2023).

Conclusion

AI-driven gamification has significantly enhanced language learning by increasing engagement, motivation, and personalized adaptive learning experiences. By integrating game-based mechanics, real-time feedback, and immersive AI-driven simulations, learners can develop their language skills more interactively and efficiently. However, despite these advantages, AI-powered gamification presents challenges such as cognitive overload, over-reliance on AI, and a lack of linguistic and cultural authenticity. Without proper integration, learners may prioritize game achievements over deep learning, or struggle with real-world conversations due to the limitations of AI-generated interactions.

To maximize its benefits, AI-powered gamification must be strategically implemented as a complementary tool rather than a replacement for human instruction. A balanced approach, where AI enhances adaptive learning, personalized practice, and engagement, while human educators provide cultural context, emotional intelligence, and conversational fluency, is the key to ensuring effective language acquisition. As AI technologies continue to evolve, their role in gamified education must be guided by ethical



considerations, inclusivity, and pedagogical best practices, ensuring that learners gain not only technical proficiency but also real-world communication skills that will serve them in diverse linguistic and cultural settings.

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Literature as a Cultural Mirror: The Role of Literary Works in Shaping and Reflecting English Cultural Identity

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Narrative Theory
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Abstract

Literature as a Cultural Mirror: The Role of Literary Works in Shaping and Reflecting English Cultural Identity

Introduction

Literature has long been regarded as a reflective surface—a mirror through which cultural identities are both constructed and contested. This dual function of literary works is evident in how texts capture the nuances of societal change while simultaneously influencing perceptions of tradition and modernity. Scholars have explored this phenomenon extensively: Darma Putra (2011) illustrates how Balinese literature reflects modernity and identity, while Dyches (2018) argues that literary mirrors can shatter conventional understandings and offer prismatic experiences that reconfigure canonical narratives. Through the interplay of self and other, as Liu (1999) notes, literature becomes a site where cultural identities are continuously negotiated, enabling readers to see themselves and their communities in new and transformative ways.

At the same time, literature actively shapes cultural identity by providing narratives that articulate both the continuity and disruption of tradition. Works that confront colonial legacies, social hierarchies, and the complexities of the self—as evidenced in studies by Hogan (2000) and King (1984)—demonstrate how literary expressions serve as tools for cultural translation and transformation. The reflective function of literature is further complicated by gendered perspectives (Fish, 2015) and transatlantic exchanges (Giles, 2001), which underscore the multifaceted nature of cultural representation. More recent scholarship, such as Sherefetdinova (2024) and Zubrytska (2014), continues to probe the topologies of cultural identification, while immigrant narratives (Hassan, 2014) and youth literature (Durand & García, 2018) highlight the evolving and contested nature of identity in a globalized context.

Literature Review

The theoretical foundation for understanding literature as a cultural mirror is rooted in diverse perspectives that examine how texts both reflect and shape cultural identities. Darma Putra (2011) and Liu (1999) provide early insights into the role of literature in mediating modernity and the negotiation of self versus other, illustrating how narratives contribute to the reconstruction of cultural identities. These works emphasize the dual function of literature—not only as a repository of traditional values but also as a dynamic medium for challenging and redefining those very values. Dyches (2018) furthers this discussion by highlighting



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how literary texts can shatter established paradigms, offering students and readers a multifaceted experience of canonical literature that simultaneously mirrors and transforms cultural perceptions. This complex interplay is also evident in the studies of Hogan (2000) and King (1984), which investigate the impact of colonial histories and social upheavals on literary expressions, underscoring literature's capacity to both document and influence cultural crises.

Recent scholarship has expanded on these foundational ideas by exploring the nuanced ways in which literature negotiates cultural identity in a globalized context. Fish (2015) and Giles (2001) delve into gendered and transatlantic dimensions of literary representation, revealing how literature functions as a reflective tool that encapsulates shifting cultural dynamics and social hierarchies. More contemporary analyses, such as those by Sherefetdinova (2024) and Zubrytska (2014), explore the evolving topologies of cultural identification, emphasizing the fluid boundaries between tradition and innovation in literary narratives. Furthermore, Hassan (2014) and Durand and García (2018) offer perspectives on immigrant and youth literature, respectively, highlighting the ways in which these texts articulate emerging cultural identities amidst the forces of globalization and transnational exchange. Together, this body of research provides a comprehensive framework for understanding literature's pivotal role as a cultural mirror, setting the stage for further exploration into how literary works both shape and reflect the complexities of English cultural identity.

Methodology

This study employs a qualitative, interdisciplinary approach to explore the role of literature as a cultural mirror in shaping and reflecting English cultural identity. The research involves a detailed textual analysis of selected literary works spanning several historical periods—from classic texts that shaped early English cultural narratives to contemporary digital and immigrant literature that highlights modern transformations in identity. A purposive sampling strategy will be used to select texts that are representative of key cultural moments, including works by canonical authors as well as lesser-known texts that capture diverse perspectives. This selection is informed by critical studies in the field (Darma Putra, 2011; Liu, 1999; Dyches, 2018), ensuring that the analysis covers a broad spectrum of cultural and historical contexts.

Data collection will involve compiling a corpus of literary texts, critical essays, and relevant archival materials that provide insight into the historical evolution of cultural identity in literature. The analysis will be conducted through thematic and narrative analysis, focusing on recurring motifs, symbols, and narrative structures that serve as cultural signifiers. Additionally, the study will incorporate discourse analysis to examine how these literary devices function to both mirror and mold societal values and hierarchies. This methodological framework enables a comprehensive exploration of the interplay between literature and cultural identity, drawing on both traditional literary criticism and contemporary cultural studies (Fish, 2015; Hogan, 2000).

Historical Perspectives on Cultural Identity in Literature

Examining the development of English cultural identity via literature uncovers a complex array of historical narratives that reflect societal changes over time. Early texts, encompassing medieval and Renaissance literature, established a foundation for a unified English identity through the integration of myth, tradition, and nascent social values. The allegorical narratives and epic poetry of these times glorified national heritage while also expressing early tensions between tradition and modernity, as illustrated in Darma Putra's works (2011). These books functioned as cultural mirrors, reflecting the values, beliefs, and conflicts of their eras, thereby establishing a foundation for a dynamic literary legacy that would persist in its evolution.

During the colonial and postwar periods, literature emerged as a vital arena for negotiating identity amid



significant social and political transformations. Writers throughout this era frequently contended with the legacy of colonialism and the ensuing cultural hybridity, as emphasized by Hogan (2000) and King (1984). Literary works from these periods often illustrated the conflicts of tradition and the trials of modernity, providing intricate representations of cultural identity that both validated and scrutinized established conventions. This historical development highlights literature's continuous function in mirroring and constructing cultural identities, illustrating how narrative structures evolve and impact the changing dynamics of society.

Mechanisms of Cultural Reflection in Literary Texts

Literary writings utilize many narrative approaches and stylistic devices to convey and represent cultural identity. Symbolism serves as an effective instrument for endowing items, locations, and individuals with profound cultural meaning. Authors utilize metaphor and allegory to convert ordinary materials into symbols of collective memory and communal values. According to Fish (2015), these symbolic frameworks facilitate readers' engagement with intricate cultural narratives, permitting literature to serve as a mirror for societal norms and historical changes. This symbolic aspect offers insight into the dominant ethos of a specific period and acts as a catalyst for reinterpreting traditional cultural markers in the context of modern issues.

The narrative structure and characterization enhance literature's function as a cultural reflection. Literary works examine the conflict between personal identity and communal heritage through intricately crafted narratives and complex characters. The contrast between conventional societal roles and emerging modern identities—frequently observed in postcolonial and immigrant narratives (Hassan, 2014; Durand & García, 2018)—demonstrates the flexibility and contentious nature of cultural self-definition. The employment of fractured or nonlinear narratives in modern literature illustrates the diversity of voices and experiences in a worldwide society, therefore contesting singular notions of cultural identity. These storytelling techniques reflect the intricacies of cultural change and encourage readers to engage in an ongoing process of identity negotiation and transformation.

Contemporary Perspectives and Modern Implications

In the current era of globalization and digital communication, literature continues to evolve as a dynamic forum for the expression and transformation of cultural identity. Contemporary literary works, including digital narratives and multimedia texts, reflect an increasingly complex interplay of global influences and localized traditions. These modern texts not only interrogate traditional cultural narratives but also reframe them in response to emerging social and political realities. As noted by Sherefetdinova (2024) and Zubrytska (2014), contemporary literature often functions as a platform for negotiating the boundaries of cultural identity, challenging established hierarchies and embracing pluralism in a rapidly changing world.

The modern literary landscape also foregrounds issues of authenticity and cultural hybridity, particularly in the context of transnational migration and digital media. Immigrant narratives, for example, serve as a testament to the ongoing negotiation between heritage and modernity, as authors craft stories that both preserve ancestral traditions and engage with the global zeitgeist (Hassan, 2014). Additionally, youth literature and digital storytelling reflect the perspectives of newer generations who navigate cultural identity through fragmented and multi-voiced narratives (Durand & García, 2018). These contemporary approaches not only broaden the scope of literary representation but also underscore the enduring relevance of literature as a cultural mirror—one that both documents and shapes the evolving contours of English cultural identity.

Discussion



The analysis demonstrates that literature functions as a dynamic cultural mirror, simultaneously reflecting and influencing English cultural identity across historical and contemporary contexts. Through the exploration of narrative techniques, symbolism, and character construction, the study reveals how literary texts encapsulate the tensions between tradition and modernity, enabling readers to engage with complex cultural narratives. Early literary works laid the foundational frameworks for cultural identity by weaving together myth, tradition, and emerging social values, while postcolonial and immigrant narratives have expanded these themes by addressing the legacies of colonialism and the fluidity of modern identities (Hogan, 2000; Hassan, 2014).

In contemporary literature, the integration of digital media and multicultural perspectives further underscores the transformative role of literary expression in shaping cultural self-perception. The diverse narrative strategies employed in modern texts reflect an increasingly pluralistic society, where cultural hybridity and the negotiation of identity are central concerns (Sherefetdinova, 2024; Zubrytska, 2014). These findings highlight the dual role of literature as both a repository of collective memory and a catalyst for cultural innovation. As such, the study contributes to our understanding of how literary works not only document historical and social transformations but also actively participate in the ongoing dialogue about what it means to be culturally English in an ever-evolving global landscape.

Conclusion

This study has explored the multifaceted role of literature as a cultural mirror in shaping and reflecting English cultural identity. By examining texts from diverse historical periods—from the myth-laden narratives of early literature to the fragmented voices of contemporary digital media—the research underscores how literary works document societal transformations while actively participating in the construction of cultural self-awareness. The interplay between narrative techniques, symbolism, and character development reveals that literature not only mirrors collective memory but also drives the evolution of cultural identity by challenging traditional norms and embracing innovative forms of expression.

Ultimately, the findings affirm that literature remains a vital tool for understanding and negotiating cultural identity in a globalized world. As contemporary narratives continue to respond to and influence shifts in social and political landscapes, they provide essential insights into the dynamic process of cultural reformation. This ongoing dialogue between literature and society highlights the enduring significance of literary expression in both preserving heritage and fostering cultural evolution, paving the way for future research that further investigates these complex interrelations.

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Features of international trade contract

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| Keywords | Abstract |
|--|---|
| International Trade Electronic Contracts Internet Transactions Contract Law | <p>The electronic environment of the Internet is considered one of the most modern means of concluding contracts and fulfilling the obligations arising from them, especially in the field of commercial transactions. The nature of electronic contracts in relation to their validity, form, and conformity with the general rules and regulations of civil law regarding contracts is one of the new debates, the understanding and examination of which relations and legal effects arise from it, depend on the formal structure of the electronic environment and the concepts of communication technology recognized in this field.</p> <p>The conclusion of electronic contracts and the characteristics specific to these contracts, the impact of the electronic nature on their formation, and the aspect of harmonization of general rules and regulations of electronic contracts are the main objectives of this article. Electronic contracts, in principle, do not have a different nature from traditional contracts. However, with this existence, the formal structure of the electronic environment has given new characteristics and concepts to this type of contract.</p> <p>In this regard, it can be said that the formal structure and technical characteristics of the electronic environment have created a modern and extensive transformation in various dimensions of contract law, which will potentially affect the concepts of benefits in the way contracts are concluded. The present article attempts to address the characteristics of such contracts in a descriptive and analytical manner.</p> |

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Introduction

The computer and the global electronic communication network are considered to be the great transformations of contemporary electronic communication technology. The emergence of this transformation in all areas of human life, including economic, commercial, and legal, has led to the need to re-examine and create new standards in various concepts of communication rights, and as a result, has provided the field for the emergence of a new type of electronic contracts. The codified laws in this area are designed to take into account the commercial aspect of these relationships and to create a framework for facilitating e-commerce exchanges.

In the field of law, the emergence of multiple concepts and relationships based on various Internet applications has increased the need to understand and examine the various dimensions of the use of new electronic communication tools in legal relations in order to create a balance between the interests of individuals and the protection of their rights. Today, with very little experience and resources, e-commerce law is not sufficiently recognized in our country. Therefore, the publication of the opinions and thoughts of lawyers in various descriptive, review, analytical, and research forms will naturally play an important role in the expansion of e-commerce and the creation of laws and their appropriate implementation.

E-commerce law has various aspects, each of which requires multiple legal studies. Despite the lack of domestic resources, valuable articles have been published on some of its descriptive and analytical aspects, which is appreciated.

Therefore, emphasizing this importance, examining the characteristics of electronic contracts with regard to general rules and regulations and the compatibility of the application of existing laws to this type of contract will constitute one of the main objectives of this article.

Part One: Electronic Contracts

Article One: Definition of Electronic Contracts

In general, electronic contracts, in terms of the basic conditions of the contract and the regulation of the effects resulting from it, are subject to the provisions and general rules of contract law and obligations. However, in terms of technical characteristics and methods of conclusion and the manner of protecting its legal effects, it requires its careful recognition and compliance with the general principles and rules governing contracts.

Electronic contracts, in fact, do not have a different nature from conventional contracts, depending on the conditions of the case or the subject matter. Rather, they are considered a new description of the environment for the formation of contracts, for which the legislator has not provided specific provisions to regulate it. The term electronic contract was first used in the European Union Regulation on Electronic Commerce.¹

¹ Akhlaqi, 2014:54.



In the section on commercial transactions, this Code refers to the same legal status of electronic contracts as other contracts based on paper and traditional instruments, and no specific definition of electronic contracts is specified.

Electronic contracts, in legal doctrine, are generally defined as contracts concluded using modern electronic tools such as electronic data interchange networks, electronic mail, and Internet pages. In contracts concluded through these pages, the offer of a good or any type of service by the Internet provider, in the form of an image or electronic text, within the terms and content of the offer, or The invitation to bid is announced. The buyer also expresses his bid or acceptance electronically by connecting to this network. In fact, the parties' wills are exchanged through the Internet provider.

Some lawyers have defined an electronic contract as follows: “An electronic contract is an agreement in which the offer and acceptance of the parties are exchanged within an international network through remote communication with audio and visual devices.”¹ .

This definition only describes the general nature of the interaction of offer and acceptance and does not address the effects of the exchange of offer and acceptance. Some other lawyers have defined an electronic contract as follows: “It is a contract in which the offer and acceptance are made using an international communications network and through the electronic exchange of data, with the intention of creating contractual obligations.”²

Therefore, electronic contracts, including commercial or non-commercial transactions, in addition to electronic offer and acceptance, also include various aspects of electronic transactions, such as the offer of goods and services for the purpose of inviting the conclusion of a contract, electronic purchase orders, electronic invoices, and electronic payment orders, each of which may be a form of manifestation of the expression of will or the effects resulting from it in the electronic environment.

Article Two: Form of E-Commerce Contracts

In general, the creation of a legal relationship in the Internet environment, especially the conclusion of contracts, in accordance with the principle of the sovereignty of the will and freedom of contracts, is not subject to any special form or formalities, as long as the law and the will of the parties do not expressly provide otherwise.³

That is, the will to conclude contracts is in principle consensual and individuals can conclude any type of contract of their own free will within the framework of the law.⁴

With regard to the conclusion of contracts that are legally subject to written or formal form, these contracts face structural or security obstacles in the electronic environment due to the lack of provision or the impossibility of carrying out these procedures, such as the official signature of the competent authority or their documentation and registration in official registers, such as contracts for the purchase and sale of immovable property.

¹ Mujahed,2000:39.

² Mamdouh,2006:51.

³ Samavati,2010:102.

⁴ Shahidi,2024:25.



However, the removal of this matter and the ability to conclude contracts subject to special legal procedures depends on the creation of a structural framework for the development of special legal regulations regarding it, which requires the active role of the state in this matter.

The creation of offices for providing signature certification or transaction approval procedures by a legal authority requires the provision of a technical mechanism and legal regulation regarding it.

Regarding the written form of the contract, under the laws of Iran and most countries, the parties to the contract can, according to the relevant law, by contacting electronic signature certification service centers, validate the written form of their contracts with an electronic signature verified by the aforementioned reference.

However, at present, there is no technical and legal basis for formal contracts such as contracts for the purchase and sale of immovable property in an electronic environment. Given the technological methods of electronic communications, the form of concluding an electronic contract is not uniform. However, the form of concluding electronic contracts in a computer environment is mainly carried out in three different forms.

1-Concluding a Contract Through a Website Page

A website page is considered to be an electronic display of images and virtual texts that can be viewed, printed, etc., and transmitted. The owner of the page is generally the provider of certain goods or services for the purpose of information, advertising, or conducting electronic transactions.

Therefore, in electronic contracts via the Internet, one of the contracting parties is generally a merchant or a business operator. Today, more than thousands of websites have been installed on the Internet as virtual trading places. Customers can access the pages of each provider through their Internet addresses.

The customer can simply click on options such as "I accept" or "Confirmed" on the aforementioned page to declare his/her acceptance or rejection, so that an electronic contract can be concluded in accordance with the will of the parties. Of course, this depends on the usual methods of correspondence and sequence of acceptance and rejection between the parties. If the terms and conditions on the website are considered an invitation to offer, the customer can submit a purchase request or request for specific services by announcing his electronic offer. The rules of custom and custom and the parties' prior expectations of the concept of offer and mutual acceptance play an important role in distinguishing an offer from an invitation to offer.¹

In general, despite the difficulty of distinguishing between an offer and an invitation to an offer, this is usually not difficult to identify in the field of commercial transactions for professional traders.

Because providing sufficient information about goods and services and, within the scope of advertising, dedicating a web page to selling goods or providing services is a sign of the seriousness of the offeror's intention to make an offer. Therefore, to determine whether the offering of goods and services on web pages

¹ Elsan,2005:51.



is obligatory or an invitation to be obligatory, each case of offering on each page must be examined individually.

- 2 By electronic mail

Electronic mail is considered the electronic equivalent of traditional mail. Communication of wills by electronic mail is not usually immediate and simultaneous. Therefore, these contracts can be considered as correspondence contracts and the provisions related to them can be applied to them. The conclusion of an electronic contract by electronic mail, like ordinary distance contracts, is considered a contract between those not present at a meeting.¹

Therefore, in general, legal doctrine does not distinguish between electronic contracts concluded by electronic mail and contracts concluded by fax, traditional mail, and telex.

3- Through data exchange

In this form of contract, the human element does not have direct physical intervention in the technical operations of concluding the contract. Because the contracting parties have already organized the manner of exchanging communication and concluding FIMA contracts between themselves electronically and have replaced the necessary instructions such as ordering goods or services, accepting them or paying the price, etc. on the computer.

Therefore, based on the programmed data, the parties' computers can automatically declare and create a contract based on the subject and conditions determined electronically. In other words, contracts that are automatically executed between the parties' computers through data exchange are subject to the parent contract, in which all the conditions for concluding subsequent contracts have been previously regulated in the electronic environment.

4- Through virtual presence in an electronic chat room

In indirect contracts, such as correspondence contracts, although the parties do not have physical presence at the time of concluding the contract, no intellectual or psychological connection is established between them to affect each other's personality.

However, in contracts where, despite the lack of physical presence of the parties, direct audio, visual or intellectual communication between them establishes a close relationship similar to virtual presence. In fact, this direct intellectual or psychological connection can be likened to the environment of a meeting, and the options recognized for a physical meeting can also be applied to this virtual meeting.

The principles underlying contracts are based on mutual obligation and commitment to the purposes of the contract, and the choice of the meeting is considered an exception to this principle. Therefore, if the existence or absence of the choice of the meeting is in doubt, the principle is that the choice of the meeting is absent. Accordingly, the Parliament's option does not apply to electronic contracts. Unless the legislator has expressly provided for a specific option.²

¹ Hance and Dionne Balz,1996:910.

² Katouzian,2024:170.



Clause Three: Subject of Electronic Contracts

The subject of the contract, given the electronic nature of the environment in which the contract is concluded, does not have any special characteristics compared to traditional contracts. Therefore, based on the principle of the sovereignty of free will, the parties to the contract have no restrictions on the choice of the subject matter of an electronic contract within the framework of the law. The subject matter of an electronic contract can be divided into three types according to its characteristics:

A- Sale of goods (in these contracts, the fulfillment of the obligation to deliver the goods is carried out outside the electronic space and in accordance with the general rules of the IFA. However, payment of the price is possible electronically).

B- Providing services (such as banking, airline services, etc.).

C- Selling a digital product such as a book, article, picture, film or electronic writing.

In these sales, the contract is concluded and fulfilled entirely in an electronic environment. The digital product is delivered with the seller's permission and by installing the software subject to the contract on the customer's computer, and in return, payment is usually made electronically.

A large part of digital products is software and is often sold in one of these ways: (1) directly (in a package such as a CD containing one or more software programs); (2) by issuing a license to use that product, such as reading a specific book or article or watching a specific slide or film; (3) by subscription or barter transaction; (4) by online sales, which involves the physical delivery of a set of software programs in the form of Automatic.

Of course, in these methods of selling digital products, the conclusion of a contract is carried out with a special feature, the most common of which is the agreement by clicking on the specified option, or the agreement of the package, which is that opening the package, or installing it usually means accepting delivery and accepting it.¹

D- Providing information (such as a contract whose subject is the provision of a report or scientific or economic information by an institution or relevant specialists). In this type of contract, which The main subject of the is the provision of information, the contractor does not undertake to provide any other services or deliver any other goods. Such as providing a report on the exchange of various prices, freight rates or weather conditions.

As mentioned, in principle, it is possible to include any type of property as the subject of purchase and sale or the provision of services in an electronic contract.

However, according to the meaning of Article 6 of the Electronic Commerce Law, three items cannot be selected as the subject of an electronic contract. These items are: a) ownership documents of immovable property. b) Sale of pharmaceuticals to final consumers. c) Notices, notices, warnings or similar expressions that issue specific instructions for the use of goods or prohibit the use of specific methods in the form of an

¹ Jennifer,2008:198.



act or omission. The reason for this exception is probably that the legislator did not consider the message data to be written in the ruling in these cases.

Because according to the mentioned article, “Whenever the presence of a writing is required by law, the message data is written in the ruling, except in the following cases.” Also, according to Article 33 of the aforementioned law, sellers of goods and service providers on the electronic exchange platform must, before the contract is concluded, provide consumers with at least the necessary and effective information in their decision-making to purchase or accept the product, at an appropriate time. The subject of the minimum necessary information is mentioned in the same article in paragraph six. Of course, the exclusion of the aforementioned items in Article 6 of the E-Commerce Law from the scope of electronic contracts has been criticized by legal doctrine.

Because the legislator implicitly eliminated the possibility of removing legal and technical obstacles in the aforementioned items and did not foresee the possibility of providing a legal basis for using these items through electronic contracts.¹

Article Four: Parties to Electronic Contracts.

In principle, the existence of at least two parties is mandatory for the formation of a contract. In the conclusion of electronic contracts, transactions are usually carried out through electronic tools, and in some of these methods of conclusion, human power does not directly intervene and the computer acts automatically on behalf of their will. Therefore, in general, regardless of the formalities of conducting electronic transactions, the will of the parties is assumed in each part of the transaction.

One of the most important difficulties in concluding an electronic contract is the lack of an environment necessary for each party to be informed of the other's true capacity and personality to conclude the contract. In this case, each party must be satisfied with the information provided, and the burden of proving the invalidity of the electronic contract due to the absence of one of the parties will be on the plaintiff.

As mentioned in the above discussions. The message data, which contains the expression of will, is just like other evidence that can be cited in the lawsuit, and its invalidity can also be proven by other evidence.

According to Article 12 of the Electronic Commerce Law, “documents and evidence of a claim may be in the form of message data, and no court or government agency can deny the probative value (message data), one of the essential elements for the validity of a contract, based on the existing rules of evidence, solely on the basis of its form and format.”²

According to the Electronic Commerce Law, the existence of an originator and an addressee and the exchange of message data between them is necessary for the establishment of a legal relationship in the electronic environment.

However, according to Clauses B and C of Article 2 of the Electronic Commerce Law, these parties shall in no way include a person who acts as an intermediary in relation to the message data. Within this law, the

¹ Elsan,2005: 41.

² Qolizadeh,2007:102.



legislator has limited the cases of attributing message data to the originator to two cases. According to the user, in cases other than that, the message data will not be attributed to the originator.

The cases of attribution of message data to the originator according to Article 18 of the aforementioned law are: "A- If it was sent by the originator or by a person authorized by the originator to do so. B- If it was sent by a programmed information system or an automated entity by the originator."

Thus, in electronic contracts where contractual transactions are carried out automatically, the computer actually acts as a tool under the control and prior will of the parties.

Clause Five: Conclusion of Electronic Contracts

According to Article 190 of the Civil Code, the intention of the parties is the most basic condition for the validity of the contract, which the parties must possess.

In addition to this condition, the validity of the contract requires the provision of other conditions such as the capacity of the parties, determination of the subject of the contract, and its legality. The principle of contract law is the consent of the parties to the declaration of wills and the use of appropriate and customary means to declare their wishes, the most common of which are customary words and gestures or actions indicating the will of the parties.

The declaration of will can also be made in writing, since writing is also considered as verbal. According to Article 191 of the Civil Code, "A contract is concluded with the intention of creating it, provided that something that indicates the intention is lawful." Therefore, the legislator has not limited the establishment of intent to a specific means. The basis is that this means must be something that indicates intent. The same applies to electronic contracts.

Therefore, despite the real intention of the parties to an electronic contract, in the electronic structure, the manner of declaring the intention contains its own special characteristics, which, although from the perspective of the parties who based their will on the electronic contract, its inherent validity is preserved and worthy of respect, but from the perspective of the law and the regulation of legal protection and the creation of a balance of interests and benefits of the parties and their private rights, the form of concluding electronic contracts and the manner of expressing the intention It must be recognizable and enforceable through it.

In this regard, contracts concluded through electronic means are, by their very nature, formal contracts, in which the parties can, by prior agreement, make their contracts in a formal form. However, this is not legally binding in any way. However, it should be noted at this point that according to Article 6 of the Electronic Commerce Law, whenever the existence of a written document is required by law, the message data (which, according to the legal requirements, is an expression of intent sent or received via electronic means) is considered written.

Therefore, from the legislator's point of view, electronic contracts, except in cases specified in the law, are generally considered written contracts, and whenever a contract is subject to written form under the law, its conclusion through electronic data will be sufficient. Of course, the important point that is important in written contracts as the final will of the parties is the signature. In electronic contracts, by providing the



basis for creating an electronic signature and its legal validity, an important deficiency in the validity of electronic contracts has been eliminated.¹

In any case, the existence of the nature of technical elements of mediation in electronic communications, in addition to preventing the continuity and convergence of wills, on the other hand, the lack of physical presence, even voice communication, and as a result, the loss of mental and psychological contact between the parties, can be considered factors in considering electronic contracts via the Internet in all common methods between parties not present in a meeting.²

In the electronic environment, the will of the parties is expressed through message data, which is a representation of an event, information, or concept that is produced, sent, received, stored, or processed by electronic, optical, or new information technologies.

Therefore, if we examine the validity of the declaration of intent of the contracting parties according to the message data, contrary to the theory of declaration of acceptance as the time of conclusion of traditional contracts, we see that in electronic contracts, this theory, according to the technical structure and the express nature of the Afghan Commercial Law, the sending of the message containing the will of acceptance is considered the time of conclusion of the electronic contract.

1- Electronic offer

In the literal sense, offer means offering something to another, which in Persian is synonymous with the word offer. In legal terminology, the initial declaration of intent by one of the parties to create a legal relationship between them in a specific matter is called an offer. An electronic offer is no different in its legal nature from an offer in traditional contracts.

The obligation as the first constructive will, despite the variety of its means of transmission, must contain the basic elements for the creation of a contract. Electronic communication has special characteristics compared to traditional communication, depending on the nature of the communication medium and the form of its notification.

For example, traditional communication can be expressed in any conventional means and practice. However, electronic communication is limited to message data that is converted by the Internet service provider into text and images that can indicate the intention and will of the person on the Internet page.

Also, the addressee of traditional communication is not limited to specific individuals. However, in electronic bidding, the addressees are individuals who can access the electronic environment of the Internet using a computer and become aware of the electronic bidding and its conditions on the Internet page. Electronic bidding has distinctive features that can be summarized in a few points: First, electronic bidding is a declaration of intent from a distance.

Therefore, to protect the recipients of electronic offers, who are mostly consumers, the legislator has foreseen specific rules that the offeror is generally required to comply with. Among these, the offeror is required to indicate the specifications and address, determine the subject of the contract and its descriptions,

¹ Akhlaqi,2014:102.

² Fayzi Chekab,2011:431.



the price of the goods and services offered, the payment method, the right of withdrawal period, the warranty period and after-sales services when offering the sale of goods or services.

The Afghan legislature has provided specific provisions in the E-Commerce Law to protect the rights of consumers in electronic contracts. According to the aforementioned law, sellers and providers of goods and services are required to provide information that is effective in the decision-making of buyers before concluding a contract.

Based on this article, it can be said that an electronic offer must include all information that is effective in decision-making and acceptance of the offer. Second, an electronic response is basically in the form of message data that can be converted into understandable written language by electronic means. In the e-commerce laws of various countries, including the Afghan e-commerce law, electronic message data is recognized as a valid expression of will.

According to the Electronic Commerce Law, message data is any representation of an event, information or concept that is produced, sent, received, stored or processed by electronic, optical means and new information technology.

Therefore, electronic communication in the form of message data is created or sent according to the will of the person sending it via the Internet or new information technologies. In the Afghan Electronic Commerce Law, the term “originator” is used in clause “B” of Article 2 in the definition of electronic technology.

According to this law, the originator is “the original source of the message data by whom or on behalf of whom the message data is generated or sent, but does not include a person who acts as an intermediary in relation to the message data.” Third, due to the electronic aspect of the obligation, the place of the obligor loses its importance and the electronic obligation acquires a transboundary, i.e. global, quality.

However, the obligor, i.e. the originator, can, within his obligation, limit his obligation to a specific geographical area or countries or limit the effects of his obligation, i.e. his obligations, such as the obligation to deliver goods or services, to a specific geographical area or areas.

In contrast, traditional procurement is more spatially limited to a specific location, city, region, or country. Fourth, electronic procurement in the Internet environment is actually carried out through an intermediary who generates and sends the procurement on his behalf. This intermediary provides electronic services.

For this reason, the demand does not become legally effective simply by its issuance by the demander, unless the order for its production and transmission is submitted through Internet communication services so that the demand finds its usual and legal form.

Of course, it is possible for the demand to disappear from the page or email on the Internet for reasons beyond the will of the demander, in which case the demand is also considered to have disappeared.¹

2- Electronic Acceptance

¹ INTERNET TRENDS 2015 – CODE CONFERENCE. <https://www.glokalde.com/pdf/issues/3/republished-3.pdf>



Acceptance in the conclusion of a contract is a statement of will that is declared in accordance with the will of the other party. In other words, acceptance is the unconditional acceptance of the proposal presented for the conclusion of the contract.¹

Declaration of consent to the terms of the offer in an electronic environment is called electronic acceptance. Whether the declaration of acceptance is electronic or non-electronic does not affect the nature of the will and the way it implies the creation of legal relations.

Electronic acceptance does not have a special status compared to traditional acceptance in the nature of the expression of will in contracts. However, in terms of the form and manner of the declaration of will, a different status can be observed in electronic acceptance.

Electronic acceptance is usually effected by simply clicking on an electronic statement of consent to the purposes of the electronic response provided in the online environment. According to the Afghan Electronic Commerce Law, the sending of a message is considered valid when it is entered into an information system outside the control of the originator or its authorized representative.

For the purposes of this law, the message data is valid for the purpose of the addressee's acceptance when it leaves the computer information system and enters the information system of the requester in a way that is beyond the control of the acceptor. Some writers consider the sending and receipt of the electronic acceptance as the time of conclusion of the electronic contract.²

In addition to containing the conditions of validity of the will and definitely and specifically producing legal effects, acceptance must also be expressed in the outside world. In addition, the will to accept must be declared within the validity period of the offer. If the acceptance is in accordance with the offer and is free from conditions and matters that are excessive and incomplete for the purpose of the offer, the contract is concluded.

The expression of will to accept electronically can be communicated in various ways, such as by electronic writing and confirmation of its sending, an electronic mail containing the text of consent with an electronic signature, verbally through chat rooms, or by downloading a software program or digital product from the Internet and installing it on the computer belonging to the recipient. Also, one of the common methods for declaring electronic acceptance is a single click or double click on the word "Accept" in the symbol specified below the required items.³

Electronic acceptance, due to the form of its declaration electronically, is considered an explicit and definitive declaration. However, this does not prevent the implicit declaration of acceptance from being recorded and sent in the contents of a letter or electronic conversation.

Because the electronic means performs the operations of transferring message data, and in the form of transmission, there is no room for reasoning or inferring implicit will.

¹ Katouzian,2024:219.

² Fayzi Chekab,2011:431.

³ Hossam El-Din,2016:105.



3. Determining the time and place of concluding an electronic contract

Regarding determining the time of a contract, four main methods have been recognized in contemporary legal systems. These are: the time of declaration of acceptance, the time of sending acceptance, the time of receipt of acceptance, and the time of notification of the offeror. In Afghan civil law, “A contract is concluded with the intention of creating something that indicates the intention,” is more consistent with the broad concept of declaration of acceptance.¹

However, some civil law writers, while accepting the basis of the theory of declaration of acceptance, consider the sending of acceptance to be more logical and practical.²

Therefore, from a legal point of view, the time of conclusion of contracts according to civil law is the time of the addressee’s declaration of acceptance for the purposes of the obligation. Of course, this approach is often not implicitly used in commercial transactions, and most of the time for concluding a contract depends on the time of sending or receiving the acceptance at the place of the offeror.

The validity of the time of conclusion of electronic contracts, although subject to the general rules governing contracts in civil law and customary practices, however, considering the methods of electronic communication and the special provisions that the legislator has expressly foreseen in the Electronic Commerce Law, the time of conclusion of electronic contracts is considered to be the moment of sending the electronic acceptance.

The Commerce Law has not explicitly referred to the time of conclusion of the contract. However, despite the existence of the Electronic Commerce Law, the validity of sending message data is subject to the fact that this data is entered into an information system outside the control of the originator or his/her representative. With regard to the validity and referability of message data, it is necessary to mention that the Electronic Commerce Law considers message data to be in writing. As this point is referred to in the law.

The parties to electronic contracts concluded in a virtual environment generally have a location or address of a website or an email system member. However, in legal terms, due to its virtual nature and its ability to change quickly, a virtual location other than a website address or email address cannot be considered a valid place of conclusion of an electronic contract.

Because the determination of the place of conclusion of the contract must have factual or legal characteristics so that the effects arising from this relationship can be legally applicable in various aspects, such as determining the competent court or the manner of implementing the obligations arising from the contract or determining the laws governing the contract and resolving the disputes arising from it.³

Determining the place of conclusion of an electronic contract, given the international nature and flexibility of electronic tools, is considered a complex issue due to the nature of this type of contract. Therefore, the Electronic Commerce Law has provided specific provisions in this regard.

¹ Qasemzadeh,2022:68.

² Safai,2024:76.

³ Samavati,2010:204.



The Afghan legislature has determined the place of realization of the offer and acceptance in an electronic contract in accordance with the provisions of the aforementioned law. According to this article, if the location of the information system sending the data is the same as the location of the information system receiving the same data, then the location of the sender and the location of the recipient are the same place. However, if these two places are different from each other, the legislator has provided three options in this case.¹

The first option, unless the parties have agreed otherwise, is the place of sending the message, the place of business, or place of work of the originator, and the place of receiving the message is also the place of business or place of work of the addressee.

The second option, in the case of multiple places of business or place of work of the originator, the place closest to the place of transaction of the credit area for the place of sending is the place of business or place of work, otherwise the main place of business of the company is considered the place of business or place of work. The third option is that if the originator or the addressee does not have a place of business or work, their legal residence will be the property.

Accordingly, in electronic contracts, the determination of the place of occurrence of the offer and acceptance in the sense of sending and accepting it is implemented according to the Electronic Commerce Law.

As can be seen, the legislator has explicitly limited the place of conclusion of an electronic contract by law. So, the place of conclusion of an electronic contract, according to the theory of sending or receiving acceptance, will be, respectively, the place of business or work, the main place of the company, and the legal residence, according to the options agreed upon by the parties. Here, with the voluntary or legal determination of the place of conclusion of the contract, the role of the time of conclusion of the contract in determining the place of the contract also loses its importance.

2 Part Two: Characteristics of Electronic Contracts

The electronic nature of the declaration of wills is considered a form of contract conclusion that does not contradict the essence of the principles of contract validity. No specific provisions have been foreseen in the Civil Code or other special laws to regulate electronic contracts.

However, by deducing and reasoning from the rules and principles governing contract law, comparing the manner in which such contracts are concluded with traditional contracts, and reflecting on the nature of the structure of the electronic tool and environment, the main characteristics of electronic transactions can be determined. Determining these characteristics will lead to a better understanding of the legal aspects of electronic contracts and a detailed analysis of the effects arising from them:

Article One: The legality of electronic contracts

A contract concluded in the electronic environment of web pages is considered to be a legal contract. Because the seller displays his goods and services on his website, along with the necessary information and

¹ Fayzi Chekab, 2011:434.



general conditions. The buyer or consumer, if he is willing to buy, can only accept it under the announced conditions. Generally, there is no other place to present new conditions or negotiate with the seller.

However, the seller usually offers the buyer multiple options for sale and different methods for paying the price. The buyer chooses one of the options according to his desire and offers it to the seller to make the purchase. In contrast, the field of electronic contracts via electronic mail is open to negotiation and amendment of terms prior to the conclusion of the contract, and such contracts do not have a legal aspect.

Clause Two: Lack of physical presence of the parties in an electronic contract (remotely) In principle, the physical presence of the parties is not necessary for the conclusion of the contract. The parties can communicate their wills to each other from anywhere and at any time through various means and result in the creation of a contract.

In principle, contracts in which the parties do not have each other's physical presence in a meeting during the conclusion of the contract and a certain material obstacle prevents the creation of a physical connection or a mutual mental and intellectual connection are called distance contracts.

Another basic characteristic of an electronic contract is that it must be concluded electronically or in an electronic environment without the physical presence of the parties. The presence of the parties in an electronic environment is not real. With this description, an electronic contract can be considered a remote contract.

However, due to the speed of information exchange on the Internet, an electronic contract can be considered a contract. Of course, the sequence of offer and acceptance in an electronic contract depends on the method of electronic communication and the degree of temporal synchrony of acceptance with respect to offer.¹

However, the conclusion of an electronic contract between those not present in a meeting also presents some unique problems. Among these, the lack of access of the parties to sufficient information about each other's personality, the lack of assurance of the parties that they are healthy and of sound will to enter into a contract, the proof of the contract, and the manner of relying on electronic evidence are considered issues raised in electronic contracts.

Clause Three: The Principle of Consent in Electronic Contracts

In principle, in Afghan law, the need to adhere to a specific form of formalities is not a condition for the validity of the contract.²

As the Afghan legislator explicitly states in the Commercial and Civil Code, “a contract is concluded with the intention of creating it, provided that it is lawful to do so.” Therefore, the parties to a contract are free to choose the manner in which they express their will. This freedom of expression also applies to the nature of electronic contracts. With the difference that the means of concluding an electronic contract, by its structural nature, imposes certain technical operations on the way of declaring will in electronic form.

¹ Mamdouh,2006:218.

² Shahidi,2024:172.



Because the generation of the expression of will in the form of message data and the form of electronic methods of sending and receiving the expression of will are considered to be the nature of the technological application of the electronic tool of the Internet.

The principle of consent for contracts, including electronic contracts, does not prevent the parties from agreeing to determine a specific form for a contract between them. Because the Commercial and Civil Code explicitly states that “private contracts are valid for those who have concluded them unless they are expressly contrary to the law.”

Without a doubt, the consensual nature of contracts makes legal relations and transactions between individuals easy and inexpensive, which leads to trust and the practice of good faith in transactions. However, on the other hand, the consensual nature of contracts, in addition to providing the basis for the abuse of the environment of trust between the parties, also brings with it the problem of proving the expression of will.

Therefore, this particularity leads to weak legal protection and imbalance of the interests and benefits of individuals in this type of contract. For this reason, the legislator, from various aspects, including social and economic, to protect public order or good morals or to create a balance of economic interests and benefits of individuals in legal relations, has made the conclusion of some contracts subject to special procedures. In the international arena, with regard to the laws governing electronic contracts, there are no specific procedures that would reduce the validity of electronic contracts.

For example, Article 5 of the UNCITRAL Model Law states in this regard that “the legal effect, validity and influence of information shall not be denied solely because it is in the form of a message.”

In this regard, according to Article 9 of the EU Directive,¹ 2 Member States are requested not to create obstacles to the conclusion and use of electronic contracts that are in accordance with the legal regulations governing contracts in their legal systems and not to consider these contracts ineffective and invalid simply because they are made by electronic means.

Section Four: The International Aspect of Electronic Contracts

Electronic contracts, due to the international nature of the Internet, have a cross-border aspect. Because the Internet environment is an environment that is free for everyone, regardless of borders and a specific geographical location, and it is possible for anyone to enter it.

As the legislator has pointed out in the interpretation of the Electronic Commerce Law, the need to pay attention to international specificity.

According to the aforementioned law, “in interpreting this law, attention must always be paid to the international nature, the need to develop coordination between countries in its application, and the need to observe the requirement of good faith.”

¹ Directive 2000/31/EC



In this regard, it can be said that the Afghan legislator, in drafting and approving the Electronic Commerce Law, has practically paid special attention to the international aspect of electronic contracts in the field of electronic commerce law.

In this way, the provisions of the Electronic Commerce Law have been codified and established in accordance with the provisions and basic concepts of the UNCITRAL Model Law. Of course, this is part of the laws that are expected to be established in the international arena in a uniform manner regarding various legal issues related to international electronic transactions.

Because local and domestic laws are not sufficient and adequate to regulate electronic transactions in international dimensions to resolve and resolve the legal effects arising from international law relations in this area.¹

With regard to the cross-border aspect of electronic contracts, the possibility of the existence of an external element must always be taken into account.

Because the electronic environment does not have any specific restrictions on the entry of people from anywhere in the world, in the event of a dispute arising in transactions between them, the issue of determining the applicable law and the competent court for settlement will be one of the important characteristics of international contracts.

Therefore, in the electronic environment, the parties to the transaction usually agree within the framework of the contract to prevent disputes regarding the terms and legal effects of the contract, especially with regard to conflict of laws and the competent court.²

Clause Five: The necessity of using electronic software and hardware in concluding contracts. In general, a contract whose means or environment of conclusion is not an electronic device is not called an electronic contract. In this regard, concluding a contract through electronic communication devices is considered one of the special characteristics of electronic contracts.

An electronic contract is no different from non-electronic contracts in terms of its subject matter, contracting parties, and essential conditions of validity. The only difference is the method of conclusion or the environment in which it is concluded. As the use of hardware and software to create the basis for the provision of an electronic environment within its technical framework, it results in physical limitations and specific locations, and consequently requires the creation of special technological facilities for the conclusion of electronic contracts.

Article Six: The Commercial Character of Electronic Contracts and the Need for Consumer Protection Since the subject matter of electronic contracts commonly constitutes commercial transactions, especially the purchase and sale of movable property, both tangible and intangible, or other intermediary services, or transactions between merchants, therefore, these types of contracts are classified as commercial, including commercial transactions between merchants and transactions that are generally considered commercial in nature according to the Commercial Law.

¹ Samavati,2010:218,

² Akhlaqi,2014:76.



In general, in the supply of goods and services, one of the parties to electronic contracts is often consumers. For this reason, in the field of electronic commerce, electronic contracts are also called consumer contracts. Because these contracts are often concluded between traders, businessmen and consumers. For this reason, electronic contracts have an important place in consumer protection laws. The Electronic Commerce Law provides for specific provisions regarding consumer protection.¹

These regulations include, respectively, the obligations of sellers and service providers through electronic tools and new communication systems (M), (33), the duty of the supplier in verifying the information provided by the suppliers of goods and services (M), (34), the rights of consumers in various methods of electronic presentation (M), (35-41), matters not covered by this law (M), (42), the implementation of consumer rights protection (M), (43-48), the role of legal organizations and Civil Law on the Protection of Consumer Rights (M, 49). In order to protect the rights of consumers and maintain public order, the Afghan legislator has also regulated the rules of advertising through electronic tools by law.

Article Seven: Regarding the fulfillment of obligations arising from electronic contracts, most transactions conducted in the electronic environment involve the purchase and sale of goods and services. The main obligation of consumers as a party to these transactions is Electronic payment is the payment of the price of goods or the use of services provided.

One of the characteristics of electronic contracts is that the method of payment for the price of goods or services is electronic. Even electronic payment in some cases, in addition to being considered as the fulfillment of a commitment, is also considered to be a practical indication of the customer's acceptance.

Today, various electronic payment methods have appeared in electronic transactions, replacing traditional money, whether banknotes or checks.

Section Four: Electronic Contract Signature

The Afghanian legislature has not defined a signature. It only stipulates in the Commercial and Civil Code, in the statement of its validity and authentication in writing: "A signature on a writing or document is evidence to the detriment of the signatory."

With this description of a signature on a writing or document, it gives it the validity of relative evidence.

According to the definition of some jurists, signing is drawing a special mark or writing one's identity details on ordinary or official papers and documents that contain the occurrence of a transaction, commitment, confession, testimony, and the like.²

According to the provisions of the aforementioned article and the aforementioned definition, writing without a signature is not recognized as valid documentary evidence, except in the aspect of evidence. Therefore, the written content of a contract will be invalid until it is signed by the parties.

¹ Ibid.

² Jafari,2024:181.



In written contracts, the signature is considered as a declaration of the final will of each party. Therefore, the signature of a letter or telegram or its equivalent by the accepting party is considered as a declaration of will and his contract with the offering party is concluded at that moment. ¹

An electronic signature is: Electronic data in the form of numbers or letters for the purpose of expressing the final will and identifying the identity of a person that is added to an electronic document. Some authors have defined electronic signature in the general sense of the word as follows:

“An electronic signature is an independent and confidential code that identifies the sender and attaches it to a document that constitutes the content of the data.”

Although the Civil Code and the laws governing the rules of contracts and obligations do not define a signature, due to the unique characteristics of electronic transactions, in which the expression of will is usually expressed and transmitted electronically (message data), it is necessary to define and identify the signature and its degree of validity.

The legislator of the Electronic Commerce Law defines the term secure electronic signature and makes its validity conditional on the presence of the characteristics foreseen in the Commercial and Civil Law. According to the aforementioned law, “a secure electronic signature must have the following conditions:

A- It must be unique to the signatory.

B- It must identify the identity of the signatory - the message data.

C- It must be issued by the signatory or under his exclusive will.

d- Be connected to a message data in such a way that any change in that message data is detectable and discoverable.

A secure electronic signature with these conditions requires a reference that certifies its validity and warranty conditions. The Electronic Commerce Law has a separate discussion on the establishment of electronic certificate issuance service offices.

The legislator has established regulations regarding the legal protection of the validity of electronic signatures by defining two types of electronic signatures and stating the conditions necessary for the evidentiary validity of electronic signatures. According to the Electronic Commerce Law, “all message data created and stored in a secure manner, in terms of its contents and signatures, the commitments of the parties or the party that made the commitment and all persons who are considered their legal representatives, the implementation of its provisions and other effects, are valid documents and can be cited in judicial and legal proceedings.”

In this way, the signing of a secure message data, its contents, and compliance with its implementation are citable in legal and judicial references.

Also, according to Article 5 of the aforementioned law, “With respect to secure message data, secure electronic records, secure electronic records, and secure electronic signatures, denial and doubt are not

¹ Safai,2024:174.



permissible, and the authenticity of the said message data can only be claimed or proven by proving that the said message data has been legally invalidated.”

In this article, the legislator has considered the validity of electronic evidence, including secure electronic signatures, to be as undeniable and irrefutable as signing official documents, and has distinguished it from ordinary evidence.¹

Conclusion

Electronic contracts concluded via the Internet are considered to be contracts subject to general principles and rules. The compatibility and conformity of the verbal and customary concepts of the legal rules of contracts with the technical concepts of the electronic environment, the determination of the rights and options of the parties in protecting their interests and maintaining the balance of their interests in contracts concluded via the Internet, and the regulations governing multiple methods and the fulfillment of obligations via the Internet are among the issues that have made the conclusion of electronic contracts via the Internet face hesitation and reflection.

The main reason for this is that many of the concepts and provisions of the E-Commerce Law governing electronic contracts lack any background in customs, habits, or social and economic needs in our country and are relatively unfamiliar to the legal concepts contained in our country's legal sources. Although the E-Commerce Law, with its specific content, does not appear to conflict with the general rules and regulations of civil and commercial laws, it does not have much coherence and integration with the formal and technical concepts and regulations of legal sources such as civil and commercial laws, and its effectiveness in applying these rules to legal issues of contracts in e-commerce is considered very limited.

The declaration of the intention of the contracting parties remotely, the writing of the contract, the exclusiveness of the contracts to the transactions of the sale and purchase of goods and the provision of services, as well as their formality, are among the main characteristics of the contracts subject to the provisions of the Electronic Commerce Law.

Considering the specifics of the Electronic Commerce Law, it can be said that the principles of the application of electronic contracts are based on an information system and the exchange of message data, which constitute the information, or the means of expressing will (offer and acceptance) of the content of the electronic product that can be exchanged and exchanged in an electronic contract.

Electronic contracts are potentially considered to be part of written contracts, and electronic signatures have also been recognized as the main axis of the validity of the expression of will in valid electronic transactions. This should have been established primarily within the rules of civil law that cover all electronic transactions.

On the other hand, many substantive and formal issues related to civil contracts, in fact, as well as commercial contracts, require the expression of comprehensive and general rules and regulations in the electronic environment, and regulating them under the title of the Electronic Commerce Law will result in a plurality of concepts and limitations in the application of legal rules to electronic contracts. Therefore, it

¹ Jennifer,2008:120.



is proposed that all issues related to e-commerce concepts and transactions be codified within a special chapter of the new Commerce Law.

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Review of the World Trade Organization General Agreement on Trade in Services and International Trade in Legal Services

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| Keywords | Abstract |
|--|---|
| General Agreement on Trade in Services (GATS) World Trade Organization (WTO) International Trade in Legal Services Liberalization of Legal Services | The General Agreement on Trade in Services (GATS) under the World Trade Organization (WTO) plays a crucial role in shaping the framework for international trade in services, including legal services. This article reviews the GATS provisions, their impact on trade in legal services, and the ongoing negotiations to further liberalize this sector. While some countries have embraced the gradual liberalization of legal services, others remain cautious due to concerns over national sovereignty and governance. The study examines the principles of GATS, the classification of legal services, and the challenges faced by legal service providers in an increasingly globalized market. Additionally, it discusses specific commitments made by WTO members and the obstacles to achieving full market integration. The findings suggest that while progress has been made in liberalizing legal services, significant regulatory barriers persist, necessitating a balanced approach to future negotiations. |

Introduction

With legal services playing an increasingly vital and undeniable role in supporting and facilitating trade relations in today's global economy, it is not surprising that the negotiations currently under way under the auspices of the World Trade Organization³ should pay particular attention to trade in services.⁴

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³ World Trade Organization (WTO)

⁴ The trade negotiations currently being pursued by WTO member countries are known as the "Doha Development Agenda". Members formally launched the round at the Fourth Ministerial Conference in Doha, Qatar, in late 2001 and plan to conclude it by 1 January 2005.

(See WTO Ministerial Statement, Document No. /1W/DEC/(MIN/WT)0 dated 14 November 2001).



Commercial transactions, especially those with transnational dimensions, cannot be conducted without legal support. As clients seek business opportunities in the global economy and, as a result, demand for these services increases in different countries, the landscape of law firms around the world is becoming more international; this is not a new development, although it has accelerated in the past decade.¹

The General Agreement on Trade in Services (GATS)² is a document that provides a framework for negotiations on services (trade) in the World Trade Organization, including legal services. This framework not only seeks to further liberalize trade in legal services, but also considers possible developments in the field of regulatory systems at the international level. The benefits of opening up the economy, including the legal services market, will not pose much of a problem for countries with export-oriented economies.

However, opening up the economy and market, including legal services, for countries with domestically-oriented economies can pose a major challenge, as it can be seen as a potential challenge to governance and domestic political objectives.

In this regard, the background to the discussion on trade in legal services has gradually developed during the ongoing negotiations on services. For some countries, the discussions are relatively settled, while for many there are still many issues that need to be addressed. This article outlines the current state of WTO action on trade in legal services and offers some perspectives for the way forward.

General Agreement on Trade in Services (GATS)

The GATS was one of the main outcomes of the Uruguay Round of trade negotiations. This agreement is the first comprehensive set of multilateral rules covering trade in services and aims to progressively liberalize trade in services by establishing successive rounds of negotiations under the auspices of the World Trade Organization.³

Five countries participating in this round, including Australia and New Zealand, made commitments in relation to legal services. However, the Uruguay Round was only the starting point for the full integration of trade in services into the overall framework of the WTO trade rules.⁴

The GATS, as it stands now, is in the process of gradually expanding and liberalizing a large number of services, including legal services, and this will be a long process. With the exception of Australia and New Zealand, which made very large commitments in terms of market access, the level of openness that countries have committed to since the Uruguay Round has been relatively low overall.

However, progress in the negotiations has been slow and very difficult. Deadlines for the negotiations have passed and by early 2007 the negotiations had become unbalanced and unstable.

¹ For example, in 1992 a joint working group in Australia concluded that “further development of international commercial law capabilities is essential if the profession in Australia is to capture a greater share of the international commercial law services market.” See this source: Department Industry, Technology and Commerce (DITAC), Services Industry Research Program Report No 2: Australian Business Law Services, Canberra, Australia (1992).

² General Agreement on Trade in Services (GATS)

³ For an excellent and comprehensive description of GATS and its relationship to the legal profession, see the following source: International Bar Association, General Agreement on Trade in Services – A Handbook about the GATS for International Bar Association Member Bars, London, England (2002).

⁴ Most liberalization commitments have been in the International Law Advisory and Domestic Law Advisory sectors, although 22 countries have committed to liberalization in the Host Country Law Advisory. See the following source: World Trade Organization, Legal Services – Background Note by the Secretariat, S/C/W/43, dated 6 July 1998, para 57.



It is therefore essential that expectations of what will be achieved during the ongoing negotiations be realistic and balanced. Indeed, the Guidelines and Procedures for the Negotiations on Trade in Services, adopted at the beginning of the negotiations, stress, among other things, that

“There shall be appropriate flexibility for individual developing country Members. The liberalization process shall be carried out with due regard to national policy objectives, the level of development of each Member, the size of its economy, both as a whole and in its specific sectors.

Also, due consideration should be given to the needs of small and medium-sized service suppliers, particularly in developing countries. In the case of developing country Members, appropriate flexibility and flexibility should be provided, as they may request the opening of fewer sectors, the liberalization of fewer types of trade, or the gradual granting of access to their markets commensurate with their level of development.¹

Purpose and components of GATS

The main purpose of GATS is to encourage and promote the progressive liberalization of trade in services with a view to achieving economic growth for all countries and the development of developing countries.²

This agreement seeks to achieve this goal by applying the basic rules of the World Trade Organization to trade in services, with necessary amendments that take into account the sensitivities and essential characteristics of trade in services. GATS also grants many options to each country to pursue its national policy objectives in accordance with its priorities. GATS consists of three main parts:

1. General concepts, principles and rules that apply to measures affecting trade in services (including the principle of full treatment of the United Nations³ and the principle of national treatment⁴ and are included in the text of the Framework Agreement.
2. Specific commitments, which list the sectors of the services market that each WTO member country undertakes to trade with and make available to foreign service suppliers;
3. Annexes to the Agreement, which specify principles and rules for some specific sectors of services.

In order to determine the precise scope of the legal obligations that each member has, it is necessary to study all the components together. According to the text of the Framework Agreement, the following two principles are at the heart of the GATS:

The principle of full-fledged government;

¹ See Guidelines and Procedures for the Negotiations on Trade in Services, adopted by the Special Session of the WTO’s Council for Trade in Services on 28 March 2001, S/L/93, dated 29 March 2001.

² The second paragraph of the preamble to the GATT Agreement states: “Desiring to establish a multilateral framework of principles and rules for trade in services in order to expand such trade in a context of transparency and progressive liberalization as a means of promoting the economic growth of all trading parties and the development of developing countries”;

³ Most Favoured Nation (MFN)

⁴ National Treatment



The principle of national treatment. The principle of full-fledged government requires that each country should treat all other WTO members no less favourably than it treats each other.¹

In other words, this principle requires equal treatment between all countries and contains similar rules that have traditionally governed trade in goods.² However, the principle of full-fledged government is restricted in the GATS; in the sense that each country is allowed to act in necessary cases contrary to the general principle of full-fledged government, provided that it defines it in the form of an exception.

The principle of national treatment requires that there be no discrimination between domestic and foreign suppliers of services³ and that this principle is very similar to the rules governing trade in goods. The main difference, however, is that the principle of national treatment in the GATS is limited in two respects:

- 1- to those services sectors for which a country has committed to liberalization in its schedule of commitments;
- 2- to those conditions (if any) attached to the commitments in question.

The GATS also includes general obligations regarding regulatory transparency,⁴ mutual recognition of the conditions required for the supply of services,⁵ rules governing monopolies and exclusive suppliers of services, and other anti-competitive trade practices.⁶

Not all aspects of the text of the framework were finalized by the end of the Uruguay Round. Some issues, such as domestic regulations, emergency safeguard measures, subsidies, and government procurement, remained unfinished for all trade negotiators to finalize in the post-Uruguay Round.⁷ As with the services negotiations, serious progress in these areas of negotiation has been very difficult for WTO members. Indeed, some work (if done) in these important areas will ultimately remain unresolved.

What are services?

“Services” is a broad and complex term that encompasses a wide range of industries, from construction to computer services, from educational services to environmental services, and from telecommunications to tourism and travel services. Unlike goods, which are both tangible and intangible, one of the main characteristics of services is that they are intangible and non-tangible. In fact, it has been said that “services are something that can be purchased but is not tangible.” For greater precision, the World Trade Organization has divided these different activities into twelve sectors. One of these sectors is business services, which includes professional services, and legal services fall under this broad category.

¹ Paragraph (1) of Article II of GATS provides in this regard: “Each Member shall, with respect to any measure covered by this Agreement, immediately and unconditionally accord to the services and service suppliers of any other Member treatment no less favourable than that accorded to like services and service suppliers of any other country.”

² In this regard, refer to Article 1(1) of the General Agreement on Tariffs and Trade (GATS 1994).

³ Paragraph (1) of Article 17 of the GATS provides in this regard that “each Member shall, in the sectors specified in the Schedule of Commitments and subject to the limitations and conditions set out therein, accord to services and service suppliers of any other Member, in respect of all measures affecting the supply of services, treatment no less favourable than that accorded to like domestic services and service suppliers.”

⁴ In this regard, refer to Article 3 of GATS.

⁵ In this regard, refer to Article 7 of GATS.

⁶ In this regard, refer to Articles 8 and 9 of GATS.

⁷ In this regard, refer to Articles 6, 10, 13 and 15 of GATS.



The WTO's sectoral classification system is the basis for the legal obligations that most WTO member countries have undertaken since the Uruguay Round. Unlike trade in goods, there is no harmonized system for classifying services, and countries have wide discretion in defining the precise scope of their legal obligations. It is therefore necessary for WTO members to strive to ensure as much transparency as possible when recording their commitments in order to avoid any misunderstanding or misinterpretation.

5 The importance of services

The importance of services in the multilateral trading system is increasing, reflecting the pivotal role that trade in services plays in the global economy. Indeed, international trade in services has grown significantly over the past twenty years, as advances in transport and communication technology have increased the efficiency and portability of services.

In addition, legal reforms in the foreign exchange market in developed and developing countries have provided new opportunities for foreign firms to participate in markets that were previously closed to foreign competitors.

Modes of Trade in Services

While international trade in goods involves the physical movement of goods from one country to another, trade in services is conducted through different modes of supply. For the purpose of classification, the GATT has divided the supply of services, including legal services, into four modes:

Supply of services across borders (Method 1): In the field of legal services, the first mode of supply of services is used when lawyers provide legal services or advice that is supplied by fax, mail, or electronic mail from the country of origin to another country; The movement of consumers to the country of service production, i.e. consumption abroad.

(Method 2): In the field of legal services, the second method requires that a person obtains legal services from a lawyer abroad; the establishment of a commercial presence in the country where the services are provided.

(Method 3): In the field of legal services, the third method requires that lawyers establish a permanent presence in another country (through the establishment of a branch); and the temporary movement of natural persons to other countries in order to provide services in another country.

(Method 4): In the field of legal services, the fourth method involves a lawyer traveling to another country to provide legal services. This method is not necessarily, but is often, related to the third method; Because if a law firm establishes an office in another country, that person will likely employ some of their own staff in the office. This method also applies to cases where a lawyer temporarily moves to another country to provide legal services.

Growth of Legal Services



In recent years, as a result of the development of the international economy, international trade in legal services has also grown significantly. Lawyers in all countries are increasingly faced with transactions involving multiple legal jurisdictions.¹

Areas such as corporate restructuring, privatization, cross-border mergers and acquisitions, intellectual property rights, financial instruments and competition law have created an increasing demand for more complex and more extensive legal services.² The demand for lawyers' services that require presence in foreign courts is often driven by the problems of clients involved in international transactions. As stated in the background report³ of the WTO Secretariat:

“The greatest demand for legal services in the field of commercial and international law is related to commercial activities and organizations involved in international transactions. These institutional players are looking for legal service providers who can guarantee them the control over the activity and the location of the commercial activity as well as the quality of the services they can provide, regardless of the source of supply.

It is clear that legal service providers resident in the firm's home country (firm lawyers) have a comparative advantage in terms of client-related business activity, while local providers and services have a comparative advantage in terms of local business and legal environment.” Most legal services trade takes place either across borders (method one) or through the temporary movement of a natural person as a professional (method four). The establishment of commercial branches by competent law firms in other countries (method three) has been very limited, although its importance is increasing. Most lawyers who practice internationally combine the domestic practices of different countries under a single brand name (such as the Alison Minter Law Group), although integrated international law firms are also emerging.

Problems and Obstacles

The growth of the legal services trade faces significant obstacles and problems. The main obstacle is that the legal profession is always demarcated and defined within domestic frameworks and reflects the national characteristics of law in each country. National laws are grouped into legal families that contain common legal principles and, in some cases, have structural similarities. Thus, you see, for example, the Common Law system, the Romano-Germanic legal system, the Hindu legal system, and the Islamic legal system.

However, the differences in legal systems do not provide a satisfactory answer to the various problems and shortcomings that lawyers in international trade frequently encounter in providing legal services. According to a wide range of views, the problems and shortcomings include:

- 1- Legal restrictions or prohibitions on the establishment of foreign law firms;
- 2- Obstacles or limitations on joint ventures between domestic and foreign law firms;
- 3- Employment restrictions on local lawyers;

¹ World Trade Organization, Legal Services –Background Note by the Secretariat, para 3.

² Ibid, para 19.

³ Background paper.



4. Numerical restrictions on foreign lawyers;
5. Unnecessary restrictions on licensing;
6. Restrictions or non-recognition of qualifications;
7. Lack of transparency in regulatory systems and processes;
8. Permanent residency requirements;
9. Requirement that lawyers be graduates of domestic universities;
10. Cumbersome visa requirements

In what could be seen as a strong negotiating position, Australia has proposed specific guiding principles aimed at removing these barriers, which are:

1. To recognize the right to practice domestic law, international law and, where appropriate, the law of a third country, on reasonable terms and without the imposition of additional restrictions or different procedures by the host country;
2. To recognize the right of foreign law firms to establish a commercial presence in a country without quotas or other restrictions on professional or other staff, residence, form of business presence or trade name on reasonable terms;
3. To recognize the right of foreign law firms and lawyers to freely enter into fee-sharing agreements¹ or other forms of cooperation with domestic and international law firms and lawyers on reasonable terms;
4. The right to practice law in domestic law, which shall be granted solely on the basis of professional knowledge, ability and competence (without any nationality requirement);
5. Recognition of the right of a foreign law firm to employ local lawyers and staff on reasonable terms;
6. Recognition of the right to procure and appear in an international commercial arbitration².

Australia also proposed the concept of “limited licensing” as an important element in the implementation of the transnational legal services requirement.³

Trade in legal services: definition of the subject matter

In order to provide a framework for negotiations, it is necessary to provide a common understanding of the meaning of the term “legal services”; this question has not yet been answered. There is no definition of legal services in the GATS. The WTO Secretariat has stated in this regard that:

¹ Fee-sharing arrangement

² Communication from Australia, Negotiating Proposal for Legal Services, para 6.

³ Ibid, paras 7-8. See also Communication from Australia, Negotiating Proposal for Legal Services – Revision, S/CSS/W/67/Suppl.1/Rev.1, dated 10 July 2001.



“A broad definition of legal services would include advisory and representation services, as well as all activities related to judicial proceedings (judicial, court clerk, prosecutor, defense attorney, etc.).

Of course, this second aspect, according to Article 1(3)(c) of the GATS Agreement, falls within the scope of government services, which in most countries are provided in the exercise of government authority and are effectively excluded from the scope of the Agreement. The GATS covers any advisory and representation services in the field of law and procedure.¹

The United Nations Provisional Central Classification of Products has divided legal services into several categories,² but these categories have not been specifically linked to the countries that have committed during the Uruguay Round, because the categories adopted in the classification do not reflect the actual trade in legal services. Countries therefore prefer to adopt the following categories to varying degrees:

Host country law (advice/representation);

Home country law or third country law (advice/representation);

International law (advice/representation);

Services related to legal certificates and documents;

Other advisory and information services.

However, the above classifications have been the subject of debate in recent negotiations and it is clear that some countries want to create more effective classifications. The level of interest of countries in the field of classifications varies. For example, Australia initially proposed a classification that “reflects the reality of international trade in legal services and provides a framework for Members to be more flexible in accepting legal services commitments” and proposed twelve new subclasses.

The United States suggested that “the classification system should be understood to include the provision of legal advisory and representation services in the areas of business transaction advisory services, participation in the administration of trade organizations, arbitration, mediation and other similar non-judicial dispute resolution services, public advocacy and consultancy.”

Canada It has been suggested that there should be a sub-sector for foreign legal advisory services (legal advisory services in the field of public and foreign international law). However, a group of WTO members (Australia, Canada, Chile, the European Community, Japan, Korea, New Zealand, Singapore, Switzerland, Taiwan and the United States) subsequently issued a joint statement which, among other things, expressed their agreement to use the following common terminology:

¹ World Trade Organization, Legal Services – Background Note by the Secretariat, para 15. Subparagraph [b] of Article 1(3) of GATS provides that GATS covers “any service in any sector, except services supplied in the exercise of governmental authority.” Subparagraph [c] of Article 1(3) of GATS defines this term as “any service which is neither supplied on a commercial basis nor in competition with one or more service suppliers.”

² CPC classifications include: legal representation and advisory services in criminal law, legal representation and advisory services in judicial proceedings related to other areas of law, legal representation and advisory services in legal proceedings of courts or quasi-judicial bodies, and services for issuing legal documents and certificates and other legal information and advisory services.



Legal advisory services;

Legal representation services;

Arbitration and mediation/conciliation services;

Legal services.¹

The Joint Declaration also states that for those WTO Members that are at different levels of liberalization in terms of the application of domestic law (host country law), foreign law or international law, the following terms may be used:

Domestic law (host country law);

Foreign law;

International law.²

Based on the preliminary proposals that have been made and made available to the public, it appears that some WTO Members are using the terms recommended in the Joint Declaration. However, some other countries have been inclined to use the previous terms used during the Uruguay Round, or to use a combination of both. All of this is to be expected, provided that countries exercise due care and precision in the preparation of their schedules of specific commitments. The most important thing for all WTO members is to be as precise and transparent as possible when recording their commitments.

Specific Commitments

As noted above, at the end of the Uruguay Round, some 45 countries made commitments in the area of legal services at various levels. Almost all of these countries made commitments for international legal advice and domestic legal advice, and less than half of them for host country legal advice. Moreover, in most cases, countries' commitments for representation services in each of these areas have been significantly lower than for advisory services.³

Based on the initial proposals that have been made and made publicly available so far, it appears that commitments to liberalize trade in legal services have expanded, but not in a steady and uniform manner. Some WTO members have announced their readiness to make substantial improvements in liberalization, while others have made modest and gradual improvements.

Similarly, a significant number of WTO members have not made their initial proposals publicly available, or have not made any initial proposals at all, in various sectors. Given the evolving nature of the General Agreement on Trade in Services, as well as the fact that the liberalization process is carried out in accordance with national policy objectives and with the level of development and size of the economy of each country, it is expected that countries will undertake gradual liberalization in the area of legal services.

¹ See, Communication from Australia, Canada, Chile, the European Communities, Japan, Korea, New Zealand, Singapore, Switzerland, the Separate Customs Territory of Taiwan, Penghu, Kinmen and Matsu, and the United States, Joint Statement on Legal Services, TN/S/W/37, S/CSC/W/46, dated 24 February 2005. These terms were further elaborated in the Joint Statement

² These terms are further explained in the Joint Statement, see above.

³ World Trade Organization, Legal Services – Background Note by the Secretariat, para 57.



Indeed, to expect anything else would be contrary to the core functions of the Services Agreement. Surely the key issue is that all new commitments that countries make during the ongoing negotiations should be readily accepted.

Conclusion

The GATS, as it stands, is the first step towards the full integration of trade in services into the WTO trade rules. The agreement provides a platform for ongoing rounds of negotiations to gradually achieve higher levels of liberalization and to close the gaps in the framework of that agreement (such as domestic regulations, subsidies, etc.) that were left unresolved at the end of the Uruguay Round.

The fact that some of the GATS rules have not been finalized, that the schedules of specific commitments are limited, and that many countries have not made any substantive commitments in many services sectors is indicative of the evolving nature of the GATS. In the area of services, the evolving nature of the liberalization GATS will be reflected in the outcome of the current negotiations (whenever that may be). But such liberalization will not be comprehensive, stable or uniform, given the diverse nature of WTO member economies.

On the issue of classification, it is also important for the legal profession to ensure that changes are made based on the realities of trade in legal services, and not in the abstract. More importantly, it is important for government negotiators to be as precise and transparent as possible when setting out their new commitments. Finally, it is important to be realistic and balanced in the expectations of the outcomes of the ongoing negotiations.

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The role and importance of ethics in the use of artificial intelligence in medical education and in the diagnosis of chronic diseases

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| Keywords | Abstract |
|---|---|
| Artificial Intelligence in Medical Education Ethical Challenges in AI Data Privacy and Bias in AI AI Governance and Ethics in Medical Training | The integration of artificial intelligence (AI) into medical education presents numerous opportunities for innovation and efficiency. However, it also introduces significant ethical concerns, including data privacy, bias in algorithms, informed consent, and the protection of student data. This paper explores these challenges and emphasizes the need for ethical oversight in AI-driven medical education. The absence of dedicated ethics committees for educational AI applications complicates the establishment of ethical guidelines, leading to gaps in regulation. The study highlights potential solutions, such as creating specialized ethics committees, improving transparency in AI algorithms, and training medical educators and students in ethical AI use. Addressing these ethical concerns will be essential to harnessing the benefits of AI while minimizing risks in medical education. |

1. The Importance of Ethics in the Use of Artificial Intelligence in Medical Education

In recent years, the role of artificial intelligence in various aspects of human life has become increasingly prominent and has had a wide impact on almost all areas, including daily life, games and entertainment, science and art, as well as the fields of health, medicine and hygiene.

In recent years, artificial intelligence has emerged as a promising research area in medical sciences with the potential to improve patient outcomes, increase efficiency in healthcare delivery, and reduce costs. One of the primary applications of artificial intelligence in medical sciences is in medical imaging, where machine learning algorithms can be used to detect and classify abnormalities in medical images such as X-rays, CT scans, and MRI scans.

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In addition, artificial intelligence can also be used in early diagnosis of diseases, personalized medicine, drug discovery and development, and clinical decision-making. Artificial intelligence is also used for large-scale analysis of health data, such as electronic health records, pattern recognition, public health policymaking, and medical research. In general, the integration of Artificial intelligence in clinical care has the potential to revolutionize the way we approach these processes, and is a hot research area with many opportunities for innovation and improvement.

Medical education is also one of the areas that benefits greatly from advances in artificial intelligence, and the benefits of this tool will increase in the future. However, it should be noted that artificial intelligence is not a powerful tool like any previous innovation because it is evolving rapidly and new applications are added to it every day, and in addition to its beneficial and helpful effects, it can also create challenges, the prevention of which or management of these challenges is one of the important responsibilities in the field of medical education.

The role of ethics in the application of artificial intelligence in medical education has not yet been clearly defined. One of the reasons for this is that medical education centers usually have research ethics committees or clinical ethics committees but do not have an ethics committee in education, and in fact, when it comes to review boards or organizational ethics, it is assumed that this is about research and not educational procedures.

However, given that artificial intelligence can raise ethical issues in the field of medical education it is necessary to monitor these problems, as well as emphasize the beneficial use of this tool and to teach students and health system staff how to use it correctly. Among the ethical challenges in this field is the resistance to collecting too much information from students. The next challenge is to protect the anonymity and privacy of individuals.

Given that in AI-based systems, a lot of private data of students is used and it is almost impossible to keep the data anonymous, when using AI in medical education, attention should be paid to whether students are aware of and consent to the collection of data from them, and if so, to what extent their consent is voluntary or mandatory?

Another challenge is to protect the ownership of student data. In fact, medical education institutions should consider the ownership rights of students and its consequences both in relation to the data that the institution creates about students, such as grades, assessments, and in relation to data created by students themselves, such as assignments, projects. The next important challenge is the bias of the algorithm that can affect the conclusions reached with the help of AI. One example of this bias is the general stereotypes in data labeling, which can be transferred to artificial intelligence algorithms, causing them to assign inappropriate weights to specific data or find unfounded relationships between data.

For example, until recently, searching for the phrase “healthy skin” in search engines only showed images of young women with white skin and European ethnicity as search results. As a result, algorithms developed based on these images were not sufficiently accurate and efficient for people of color.

Finally, one of the most important challenges of using artificial intelligence in medical sciences is the dynamism and high speed of development and expansion of artificial intelligence, its massive data and functions, which can make traditional and closed methods of education in medicine ineffective in the face of its consequences. Therefore, it is necessary to develop dynamic, agile, and up-to-date systems in the field of medical education in such a way that they can keep pace with the progress of artificial intelligence and



respond to the side issues and challenges arising from it¹ Despite the existence of ethical challenges in the use of artificial intelligence in medical education, these challenges can be minimized by using solutions. Applying special sensitivity to the correct performance of algorithms used in education and treatment, and early and effective detection of possible biases of algorithms used in artificial intelligence are among the most important issues in this field. Proper management of mass data while maintaining privacy can overcome many of the ethical challenges in this field. Establishing a special ethics committee in education, in which, in addition to medical ethics experts, artificial intelligence experts are also used, is another effective solution in preventing and managing ethical challenges resulting from the use of artificial intelligence in medical education. In addition, continuous training of faculty members, students, and university personnel in the field of artificial intelligence and its ethical aspects can be another effective practical measure in reducing ethical challenges in this field.

2. The Role and Importance of Artificial Intelligence in Diagnosing Chronic Diseases

Artificial intelligence technology has had a greater impact on people's lives in more specialized fields, including the medical field. The primary and main goal of introducing this technology in the medical field is better decision-making by doctors and reducing human errors.

The medical field, as the largest industry, is one of the main concerns of human societies that are faced with many problems. Considering the change in the structure of the population's age pyramid, from youth to old age, one of the problems of this field is the prevalence of chronic diseases and deaths caused by them throughout the world, especially in Third World countries.

At least one in three adults has multiple chronic diseases, also known as multimorbidity, which is associated with high morbidity and healthcare costs. Treatment for these diseases consumes more than 70 percent of a patient's income.²

Therefore, early diagnosis of chronic diseases and optimal treatment of patients through this technology can greatly help reduce costs and prevent complications of this disease. Artificial intelligence technology can be used to predict disease risk, diagnose, prognosticate, and appropriate treatments using different types of data (demographic, laboratory, and imaging data).³

This technology significantly reduces human error in the diagnosis and treatment of disease and, by enabling early detection of chronic diseases, helps patients and service providers improve their skills, which can ultimately save lives. Disease prediction through smart technologies can help in taking timely preventive measures and preventing diseases and even complications arising from them.

In fact, machine learning techniques such as artificial neural networks, Bayesian, decision trees, and support vector machines (SVM) can be used with high accuracy to predict and diagnose various diseases such as Cancers and chronic diseases.⁴

¹ Meek, et al. 2016.

² Delpino, et al.2022

³ Montazeri, et al. 2022.

⁴ Amiri,et al.2023.



A systematic review study showed that a wide range of machine learning algorithms have been used for the diagnosis and prediction of diabetes. With support vector machines being the most successful and widely used algorithm in this field.

Another study showed that KNN (K-nearest neighbors), SVM, DT (Tree excision), GA (Genetic Algorithm), RF (Random Forest), Convolutional Neural Network (CNN), Feed forward neural network (FFNN), and MLP (Multi-layer perceptron) techniques were used with high accuracy for the diagnosis and classification of diabetes. Prediction of chronic kidney disease using machine learning algorithms such as SVM, RF,¹ and DT and image processing techniques such as CNN can be performed with high accuracy.

Various studies have used machine learning techniques to predict, diagnose, and stratify cancer. In some studies, cancer diagnosis by artificial intelligence techniques has been reported to be faster and more accurate than that of doctors.²

Machine learning techniques such as LR (Linear regression), RF, and MLP are capable of quickly and reliably predicting the outcomes of The future will be people with cardiovascular diseases

One of the most widely used and new methods for early diagnosis of chronic diseases is the use of artificial intelligence algorithms and machine learning techniques based on Iridology. Iridology, also known as iris diagnosis, is the science that correlates the patterns, shapes, colors, tissue damage, and other characteristics of the iris and can be used to assess the health status of the body.³ Iridology, combined with machine vision and image processing techniques, can be used to help diagnose chronic diseases such as diabetes, hypertension, chronic kidney disease, and cardiovascular diseases, as well as to assist physicians in making highly accurate decisions.⁴

Researchers were able to diagnose diabetes with high accuracy using iris images and the PCA (Principal Component Analysis) algorithm.⁵ It is also possible to diagnose chronic kidney disease with high accuracy using iris abnormalities and deep neural networks. Studies have shown that it is possible to diagnose and predict cardiovascular diseases and cancer with high accuracy using Iridiology and the CNN algorithm.

In a number of these studies, a smartphone camera has been used to capture images of individuals' irises for intelligent and early diagnosis of diabetes. Therefore, given the increasing growth of chronic diseases and the increasing use of intelligent systems in the early diagnosis of chronic diseases, it is possible to help patients by using this technology. Available technologies, such as taking pictures of individuals' irises via mobile phones and diagnosing through Iridology, can make intelligent and timely diagnosis of chronic diseases available to the general public.

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¹ Ganesan, et al.2018.

² Khan, et al.2024.

³ Aminah and Saputro,2019.

⁴ Muzamil, et al. 2020.

⁵ Samant and Agarwal,2018.



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