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Fostering Language Learning Strategies Through Comparative Linguistics: Future Directions for Azerbaijani Higher Education

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Abstract: The **purpose of the study is to** examine the motivation for using comparative linguistics methods, namely the methodology of the comparative language approach in English classes at Baku State University (BSU), and to show the levels of typological errors among students. In the paper an analysis of related literature **was used**. Among the sources that contained the key terms of the presented work, 30 were selected in order to describe the issue in the broadest possible way. In addition, for the practical part of the work, elements of comparative linguistics in the study of English among first-year students of the Faculty of Germanic Philology at the BSU were used. Students were divided into 2 groups. One of them studied English based on the tenets of comparative linguistics. The novelty lies in the fact that usually in the linguistic environment such subjects as comparative linguistics are introduced at the senior courses. The **results of the study** showed that based on the comparative linguistic method in the didactics of teaching a foreign language, bilingual students perceive the acquisition of English

based on the comparison of sounds, morphemes, and lexemes at the associative level with their native language (despite the fact that Azerbaijani belongs to another group of languages) and has a systemic flexibility. Initially, one relied on the developed didactic methods of comparative linguistics. The final module showed better results for Group 2. The **conclusions** indicate that typological errors among BSU students are language “noise”. However, phonological, morphological, lexical, and syntactic errors can be eliminated through comparative didactics in foreign language teaching. It improves the general cognitive and metacognitive applicants’ abilities, strengthens their understanding of their native language, strengthens reading and writing, and develops general communication skills. So, the methodology of the comparative language approach is active, participatory, and motivating.

Keywords: foreign language, language group, speech noise, plurilingualism, typological error.

Introduction

In its early days, comparative linguistics was perceived by linguists as “comparative analysis” (Martin & Quiroz, 2019). Comparative linguistics, whose original ambition was to compare two languages “urgently, rigorously and systematically” and especially their structural differences. According to Thompson et al. (2019), such an analysis makes it possible to achieve methods for better adaptation to the specific difficulties encountered in foreign language learning. The comparative approach is to establish a procedure for combining different forms of languages that perform equivalent functions in communication (Sztahó & Fejes, 2023). It should be mentioned, that even comparative approaches consist in the systematic study of a linguistic phenomenon in two (or more) languages in parallel (vice versa) to highlight their differences and similarities Körner and Rummer (2023) the scientific thoughts never addressed to a such experience in comparative didactic of two languages that are far each of other from the point of view of its language family. However, often, for practical purposes, comparative analysis also sheds new light on a particular phenomenon in one of the two languages.

Irkinovich (2022) proposes a method of grammatical problems, along with an analysis of the relationship between language and culture. Indeed, it is important for two distant languages to accomplish cultural evidences in didactic. According to Allovidinovna and Kizi (2022), comparative linguistics is a comparative methodology applied to the analysis of two languages that differ in phonological systems, grammar, vocabulary, writing, or culture. For these purpose didactic exercises, based on the comparison of L1 and L2, exercises based on description heteronymic exercises, interlingual paraphrasing, correction of errors and interlanguage should be applied during the class. In the same aspect, Kholmatova and Olamnazarova (2022) insists that the comparison between the mother tongue and the foreign language holds the key to the abilities or difficulties of foreign language learning.

Comparative linguistics is of great importance in learning and teaching a foreign language. In learning a foreign language, the influence of the mother tongue is one of the main obstacles. In order to better understand the points that are likely to be influenced by the mother tongue, it is effective to make comparisons between the mother tongue and the target language, analysing their similarities and differences and typological errors (Talabovna, 2023). More specifically, the comparative analysis can be applied in many segments of foreign language teaching, with the goal of predicting, describing, and explaining errors and difficulties caused by the influence of the mother tongue (Coopmans et al., 2023).

In the proposed paper, one agrees that the influence of the mother tongue is one of the main obstacles in learning a foreign language.

Comparative linguistics is a synchronic analysis, i.e., the purpose of the analysis is the state of its development in a certain period, not the evolution of that language (Lipkin et al., 2023).

Kong et al. (2023) note that comparative linguistics attempts to research the contrast of two or more languages synchronously, to describe their similarities and differences in order to identify theoretical patterns and serve other relative fields. However, the diachronic element is essential in foreign language learning. It should be introduced beginning with the third year of studies. The historical aspect in a comparative language history will improve the learning process.

As it can be mentioned, comparative studies cover a broad field, bounded by typology, language teaching, translation, and language acquisition. None of these disciplines belongs to it alone, but it is through the transmission of comparative studies that these disciplines come into interaction (Cheng et al., 2020). Over the years, researches in the field of foreign language acquisition have been characterised by the diversification of theoretical approaches, which has led to a variety of methods used in linguistics (Khani & Mirdehghan, 2020). The achievements of linguists in the field of foreign language learning focus on the problem of diversity of learning contexts for different categories of language learners. Since a multitude of cultures coexist in Azerbaijan, the method of comparative linguistics is often chosen by higher education institutions in foreign languages teaching (Abdulhasanli et al., 2023).

It is important for the given research in terms of its multiculturalism. In linguistic science, the comparative method is a homogeneous way of comparing diverse idioms for determining the comparability (Saud, 2019). The mentioned technique focuses on the value of unvarying sound alteration. Consequently, any alteration in a language sounds that can occur over time regularly arises without exclusion (Schweikhard & List, 2020). Languages are examined with the help of the comparative method in order to determine if they are part of a common proto-language, the nostratic language that developed several other languages (Haas, 2021). The comparative method is able to propose the branch of a language family that developed the first.

Using genetics and similarities historical linguistics looks for an analogy to debate the relations between idioms so that two languages from the same language-say, English and German-are called related by virtue of belonging to the Germanic group (Ellis, 1966).

Languages with a common origin are grouped into families. In this sense, the comparison of native and foreign languages, even taking into account the complexity of this process (different and distant groups of L1 and L2 languages), is revolutionary. It is important to note that this is just an analogy and does not mean anything about the genetic makeup of native speakers - an English-speaking person in the modern world is not necessarily a descendant of representatives of Germanic communities (Salehi & Neysani, 2017).

The comparative method usually uses consonant words in the languages that are being compared. Words, terms present in each language, borrowed terms, everything is compared, and correspondences between sounds are noted (Saud, 2019). For example, the *f* sound in German corresponds to the *p* sound in Latin at the beginning of a word: the Latin *pater* has the same meaning as the German *Vater* (pronounced Fah-tuh). In the comparative method, the linguist records all the correspondences between the languages in question and then begins to write sound rules to explain the changes. The sound rule for the example above would explain how one sound in the native language became *p* in Latin and *f* in German. You should always consider the location in the word of the sound match. As for example the Latin language “*p*”, parallels only with the German “*f*” at the commencement of a lexeme.

By equating two or more interrelated languages and leaving no suggestion of the native language, a scientist can use the comparative method to rebuild a supposed native language (Gambarova, 2023). One of the well-known and most comprehensive recreated languages is Proto-Indo-European, from which hundreds of European, Middle Eastern, Central, and South Asian languages have developed, counting the above-mentioned examples of Latin and German. Consequently, taking into account

mistakes, the so-called language "noise" in understanding and translation of a foreign language is straightforward in comparative didactic.

Giving to Allahverdiyeva (2023), meanwhile the systematic sound change rules state that there are no exclusions to the sound change rules, everything that appears like an exception should be scrutinised and clarified in a way that contents linguistic values. A seeming irregularity may be due to

the properties of a dissimilar sound change rules or to the consecutive order where numerous sound changes happened, or it may occur as the word in query entered the language after the sound changes. Afterward defining the sound change rules for the set of languages under study, the following stage in the comparative method is to control the order of sound change (Rezvani, 2023). This is why things that seemed to be exclusions to the assumed rules can become in accessible.

Consequently, comparative linguistics methods can be a long and complicated process, and sometimes hypotheses are based on conjecture. However, the comparative method is crucial for historical linguists and is in charge for almost all presently acknowledged linguistic genealogies.

Research Problem

The methods of comparative linguistics are in line with the approach of multilingual education, which is actively pursued in higher education institutions in Azerbaijan. The multilingual education is expressed by the openness to others in terms of finding commonalities and differences in them. According to Johanson (2023), bilinguals learn the "otherness" organically, as another modality of their identity. The problem of the presented study is the theorisation of comparative linguistics as such. It has always been considered separately from the didactics of foreign language learning itself. This study focuses on the combination of theory and practice in higher education institutions of philology. This combination is based on the identification of similarities and differences between languages in order to facilitate students' learning of a foreign language. The comparison of languages is part of the intercultural approach. The very idea of comparison stems from the intercultural approach, which compares similarities and differences between cultural practices while trying to avoid stereotypes (Dannemann, 2019). The intercultural approach, adopted in the context of language comparison, is worked out from the perspective of foreign language learning.

The commonalities between languages are based on singular universals. Similarly, at the level of language learning, there are singular universals: there are similarities and differences between languages at the phonetic, lexical, and syntactic levels, and languages and communication are imbued with culture (Rezaee et al., 2020). Language comparison is based on observations, on research that shows that a new language is always learned based on the mother tongue or the languages that are already known. Learning another language always means modelling the system to be achieved on the system of origin, regardless of what language level (sound, syntax, lexical) it is learned.

Research Focus

In this study, one focuses on the theoretical tenets of comparative linguistics in terms of foreign language learning and perception. Given the multiculturalism and multilingualism of Azerbaijan, this focus is particularly interesting. Since it is with the help of their own words that bilinguals construct the perception of a foreign language. In short, the applicant will use what they already know to learn a new language, will resort to simplifications or interference between the native and foreign languages.

According to Xu et al. (2023), this behaviour is completely normal and is a step on the way to building a language system. The native language acts as a filter through which a foreign language is learned. This filter opens up possibilities for any communication, whether it is the perception of sounds,

the use of words, or the use of non-verbal codes (Kuriyozov et al., 2020). As a result, learners open themselves up to the automatic perception of both languages.

Research Aim and Research Questions

The present study' aim was analysing the development of language learning strategies through comparative linguistics in Azerbaijani higher education. The aim was also to examine the effectiveness of the comparative linguistics methods use, namely comparative didactics in English classes at Baku State University, and to show the levels of typological errors and ways of their solving among students. The experiment aimed to answer the following questions:

- 1) Is the comparative language approach effective for developing communication skills?
- 2) How does comparative didactics participate in the adaptation to different regions of communication and in the use of language for communication in both oral and written forms for students of higher philological education in Azerbaijan?
- 3) What are the typological mistakes of Azerbaijani applicants who are mostly bilingual?

Research Methodology

In this work, one relied on the methodology of the comparative linguistic approach, which is based on identifying similarities and differences between the native and foreign languages of applicants. Within the framework of the presented work, the comparison was carried out "without prioritising" languages (Tang et al., 2020). On the contrary, it was part of an intercultural approach that focused on multilingualism. The methodology of the comparative language approach was active, participatory, and motivating. It focused to encourage learners to express themselves and encouraged the exchange of ideas at the level of learner-learner, learner-teacher. In the process of learning a foreign language, for a philologist, motivation is the driving force of learning (Tursunovich, 2022). Motivation can be increased by using authentic didactic materials in the native language of the learners. The comparative approach is carried out jointly, in a classroom setting, between learners and the teacher (Molway et al., 2022).

It should be noted that the comparative language approach does not require the teacher to know the languages of the learners. In fact, this is impossible given the wide range of languages spoken by students of higher philological education in Azerbaijan.

The applicants are put in the position of an "expert" in their native language. The approach was implemented through reflective sessions of exchange of ideas and discoveries, which educate both teachers and learners. The role of the teacher was to help learners by advising them to organize their knowledge in accordance with the foreign language they were learning.

Comparing languages is not a method that should be used on a regular basis. Rather, it is a position to be taken when a mistake is made, when a new point (grammatical, spelling, etc.) seems difficult to resolve, or when learners do not feel comfortable in a new language (Bunyadova, 2020). Comparison of languages can and should be done in different ways according to the level of language proficiency and abilities of the learners.

General Background

The benefits of language comparison in foreign language learning is an effective tool. Language comparison is a way to increase the value of learners' native languages, restore their value and logic, and put them on the same level as the Azerbaijani language. The comparison allows learners to re-establish or maintain a connection with their mother tongue. This is very important. It is important to

try to maintain this connection for the following reasons (Table 1):

Table 1

Advantages of the Comparative Linguistic Approach in a Foreign Language Learning

Advantage.	Characteristics
Didactics based on comparison	can help answer the initial question in learning a foreign language: "What is the difference between the native language and the language being learned?"
Description-based didactics	seeks to describe the systematic differences between the two languages.
Heteronymy or equivalence of meaning	Identification of the meaning, function, variety of expression, the word, its place, even intonation, as an integral part of any comparison. Their interrelation shows that what a word gives in one language is expressed in another by the place of words or the choice of another word.
Interlanguage paraphrasing	The comparative element in didactics is focused on solving problems related to learning and mastering a foreign language and should therefore transform equivalences established by the learner into one-to-one equivalences so that one L1 unit always corresponds to one L2 unit.
Error and interlanguage management	Interlanguage errors are defined as "noise" that completely or partially interferes with the correct acquisition of the L2. However, the term noise can be linked to the law of intentionality: errors made by a native speaker are in most cases slips of the tongue and much less often errors, so-called comparable beginner's errors. The noise can also be a violation of the message due to ignorance of the rules governing the functioning of a foreign language. It is about phonetic, morphological, lexical, and syntactic contrast.

Source: author's own development.

Sample / Participants / Group

The research methods included a review of the reference sources that formed the theoretical and methodological basis of the study. The works of scientists who have devoted their works to such categories as "comparative phonology", "comparative linguistics", "didactics" are considered. The work included modelling, analysis, and generalization of pedagogical experience, survey methods (conversation, questionnaire, interviewing), observation, experiment, and processing of experimental data. The present study analysed the **pragmatics of using the** methodology of the comparative language approach in English classes at Baku State University (BSU). The experiment was conducted on 26 first-year students majoring in English Language and Literature from September to December 2022. The age range was 17-18 years old. Thirteen of the twenty-six students started learning English this year (they had previously studied French or German) and were selected for testing. Three of them were true beginners in English, while the rest had studied English during their schooling. That is, 16 students can be considered beginners in learning English. Six students who were able to complete the task (the other four students write very slowly and could not complete the tests during the special session) were selected to be tested in this study. Ten participants were bilingual. Sixteen were newcomers and they had unsatisfactory skills in learning and memorising the material and formed a group of participants in the traditional foreign language acquisition. The first group, consisting of 10 students, was taught using

the academic approach. The second group (16 students) used the methodology of the comparative linguistic approach to learning English.

Instrument and Procedures

During one semester of the first year of study, the first group No. 1 was taught using the traditional methodology. Group 2 studied English based on the tenets of comparative linguistics. Since traditional methods are described in detail in the related literature, the work of Group 2 is described in details. As mentioned above, the students worked for a semester based on exercises developed in the key of comparative linguistics. During the semester, 12 hours a week were devoted to various comparative exercises (according to the syllabus):

- Didactic exercises based on the comparison of L1 and L2. These exercises were based on didactic games (listening to find differences and similarities between L1 and L2);
- Didactic exercises based on description (writing - with a focus on enriching vocabulary, i.e. getting to know different ways of word formation);
- Heteronymic exercises (search for equivalent meanings, expressions, words in comparison with the native language);
- Interlingual paraphrasing (oral speech - exercises to expand vocabulary, selection of synonyms and antonyms);
- Correction of errors and interlanguage (grammatical writing exercises, relying on translation from L2 to L1, analysis of interlanguage errors).

At the end of the semester the students were given final module tests, which included a task to work on the translation of the test. Explanations of the use of each method were given in detail for each test version. Two consecutive tests were conducted using the classical approach of memorising grammatical and lexical material to determine the effectiveness of individual methods and the possible combination of the two methods. Students were informed that they were participating in two comparative tests. The texts tested were unknown to the participants, otherwise, it would have distorted the results, as these were tests of memorization. On the day of the test, they were given the English vocabulary materials and its phonetic reproduction, and each participant tried to reproduce the word in writing, i.e., they were already familiarized with the vocabulary. This study describes in detail only the actions of students who use the comparative linguistics method in learning English since academic methods have already been described in many scientific works. In the so-called analysis phase, group 2 had to read the text in the target language (L2), analyse each part of it (words, structures, etc.) in detail, and then translate it into their native language (L1). The key point, especially in the case of English, is to always supply the student with a text that includes not only vocabulary with alley transcriptions and contrasting material. The texts to be translated as a final test should reveal errors, the so-called language “noise” at the phonetic, morphological, lexical, and syntactic levels.

Data Analysis

The main goal was to find the best conditions for students to understand the material. In this sense, the comparison of native and foreign language, even taking into account the complexity of this process (different and distant groups of L1 and L2 languages) is revolutionary. Students in both groups had to read the text in English (L2) and understand and analyse the global and its unique parts, comparing the two languages. It is important to emphasise that the ability to translate texts accompanied by word explanations and grammatical rules is revolutionary in the sense that it avoids the use of dictionaries.

Looking up a word in a dictionary can be a rather time-consuming and costly task. Therefore, the homogeneous use of associations with the mother tongue in teaching is productive and facilitates learning.

The limitation of this study was the number of students, so the results reflect reality only in terms of this sample. Such a small number of participants is due to the small enrolment of students in the English Translation program in 2022. Therefore, in the future, it would be interesting to conduct a study on a larger number of students to obtain more relevant results.

Research Results

At the stage of phase synthesis, it was necessary to read an unfamiliar text in L2 English and translate it into the native language (L1). The applicants' work was checked for errors, the so-called language "noise" in the perception and translation of the proposed test. During the test, attention was paid to phonological and lexical errors in reading, and to morphological and syntactic errors in translation. For group 2, comparative didactics was of high linguistic interest. The need to justify the new approach showed certain difficulties faced by the students (more information, a large number of ordered language operations, checking the compliance of achievements with the standards of the target language, and, finally, streamlining and adapting the didactic and methodological program in the light of errors recorded in the testing. Didactic contrastivity allows learning a foreign language by systematically comparing two contact languages and analysing interference errors. Therefore, the object of comparative didactics will be able to join in the identification of problems that arise when learning a foreign language, both despite the existing knowledge and thanks to the existing knowledge. Consequently, it was necessary to identify the problems in contrast to the various areas of extension of this approach (phonetics, grammar, vocabulary, syntax, and even culture). The learner may know the rules specific to these areas (phonetics, grammar, vocabulary, syntax, and even culture), but sometimes he does not use them, and sometimes he does not apply them correctly. Therefore, it was necessary to lead students to construct the specific problem they were facing, to look for an algorithmic application from their original language. Consciously the use the contrast between the source and target languages helped identifying, constructing and, therefore, solving problems that foreign language learning in all its aspects can pose.

Thus, the test results showed the following results (Table 2):

Table 2

Student Results and Grades by Assignments in Percentage Terms

<i>Groups</i>	<i>Reading.</i>	<i>Translation.</i>	<i>Phonological lexical errors</i> and	<i>Morpho-syntax errors</i>
<i>Group 1 (comparative didactics)</i>	29%	32%	17%	38%
<i>Group 2 (traditional method)</i>	5%	12%	6%	12%

Source: author's own development.

In addition, examples of typical contrasts in the phonological, morphological, syntactic, lexical, and cultural spheres are given (Table 3):

Table 3*Examples of Contrasts*

A problematising contrast	Description.
Problematising phonological contrast	English phonemes do not reveal any specific problems in pragmatic use among learners. However, the fact of insufficient mastery of the conditions of use or non- use of this phoneme complicates its mechanical expression in contrast to the Azerbaijani language. The lack of a clear identification of the problem hinders any realistic approach to English prosody.
An example of morphological contrast	Difficulties arise at the level of perception of genders. Of course, there are philological justifications for this due to the peculiarities of the Azerbaijani language. Students instinctively tried to semantically classify gender nouns, and this category is significantly different in English.
An example of syntactic contrast	Lack of tense variety and imperfect morphology of the compound past tense. The forms of the latter cause difficulties. Students strive to build sentences in the past tense like L1.
An example of lexical contrast	As for the approach to the lexicon, the contrastive analysis of semantic equivalences of words raises the problem of the possibility of transferring meaning from one language to another. This is, in fact, the most common mistake.

Source: author's own development.

The identification of problems in professional translation went through successive phases: first, the problem was identified, and then contrasting parallels were drawn and solutions sought. The teacher is responsible for each of these three phases. Identifying the problem implies realising the problem. In this case, the feedback is essential for the use of comparative didactics. The teacher plays a crucial role, is aware of language problems, and therefore can encourage the learner to realize the problem, carefully avoiding its repetition. Thus, we can outline the main ways of solving language “noise” in the translations of future specialists (Table 4):

Table 4*Solving Language Noise in L1 to L2 Translations*

A problematising contrast	Problem-solving
Problematising phonological contrast	First, it is necessary to get rid of sonorous hesitation, as the speaker produces it in a manner similar to his native language. The syllabic division of the Azerbaijani language seems to oblige the learner to use the standard register of the mother tongue, and thus, it is necessary to emphasize avoiding it. This is especially true for bilinguals, who are even more tempted to follow their knowledge. Pronunciation should be shaped in a radically reversed L1 perspective, avoiding supranumeric consonants.
An example of morphological contrast	To get rid of the morphological problem of gender in the first place is to ask what regularities govern nouns in Azerbaijani. The solution is a solution directly resulting from contrastive didactics, because the contrastive aspect here is revealed by comparison with one's own language system: if there are regular correspondences between the form of words and their gender in L1, then we can conclude that even in L2 there are similar patterns. Secondly, it is necessary to raise the issue of gender.
An example of syntactic contrast	Explain the difference in tense forms in the form of a diagram. Perform contrasting exercises, making students come closer to the aspectual difference of tense forms.

An example of lexical contrast	It is necessary to observe in both languages the semantic distribution of various possible correspondences. This observational analysis of the data leads to a number of solution hypotheses, which are consistent with as many representations. Such analysis consists of re-observing the data and drawing conclusions by combining observations and ideas. In the case of semantic correspondences, it is the usage in the context of the data that specifically makes the difference between lexemes in L1 and L2.
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Source: author's own development.

Thus, the object of comparative didactics is primarily related to the identification of language “noise” problems that arise when learning a foreign language, both despite the existing knowledge and due to the existing knowledge. Therefore, the need to define the problem in contrast to the various areas of the approach's scope (phonetics, grammar, vocabulary, syntax, and even culture) is a crucial strategy. The learner may know the rules specific to these areas (phonetics, grammar, vocabulary, syntax, and even culture), but sometimes codifies them in the manner of his native language. Therefore, it is necessary to lead him to construct a specific problem the student is facing and look for an algorithmic application from his native language. The conscious use of the contrast between the source and target languages helps to identify, construct and, therefore, solve problems that can be posed by learning a foreign language in all its aspects.

Discussion

The overly widespread tendency to isolate learning and, consequently, mastery of a foreign language from the use of the mother tongue leads to learning difficulties that are problematic to overcome in the initial phases of learning. The comparison between data of didactic experience leads to the observation that learning a foreign language is fundamentally different from a child's mastery of their native language, due to the very existence of language mechanisms already formed in a novice bilingual: A method of teaching that denies the importance of the mother tongue is doomed to failure because it must be taken into account that “the traces left by the mother tongue are real, deep and lasting” (Pulido et al., 2022).

According to Talaván and Lertola (2022) and related work, it is necessary to look for new ways to learn foreign languages by looking into the depths of language theory. Comparativism is certainly not a new discovery. Teachers have always emphasised the differences between the mother tongue and the taught language to make it easier for beginners to learn. What is new, however, is the systematisation of the approach presented, described in numerous scientific studies (Phillips Galloway et al., 2020). In foreign language learning, the main difficulties in mastering a foreign language mostly stem from the differences between the two languages in contact (Isayeva, 2023).

The interaction and use of different didactic resources in learning is an integral part of today's world. From this perspective, Bensalem and Thompson (2022) see comparative pragmatics as an opportunity to observe how participants use different semiotic resources to build and shape

interactions. The authors are convinced that modern communication is increasingly viewed from a comparative perspective, and interlingual issues are becoming more relevant and attracting the attention of linguists. Despite the fact that in comparative studies (especially from the perspective of different language groups), some scholars differentiate language and images as separate communication systems, their interpretation often depends on linguistic structures (Rodríguez Barboza et. al., 2022).

The comparative perspective involves a comparison between two or more languages that are encountered in the learning process. In this respect, both differences and similarities between the languages being compared should be taken into account (Curran, 2019). Moreover, comparative analysis is actually a two-contrast analysis, since the number and position of the languages involved in this process are determined in advance. In this perspective, according to Pye (2017), in most cases there are only two languages, each of which occupies a certain position: one is the source language, L1, the other is the target language, L2, and the relationship between them is unidirectional from L1 to L2. The

genetic connections between the two languages are not taken into account at all, since only certain elements of the two languages will be systematically compared. Comparative research focuses much more on isolating errors (De Korne, 2022).

In a related work, Pulatova and Tolibova (2022) emphasise that comparative didactics deals with interference, errors that are attributed to the transposition of L1 structures in the production of L2 messages. The foreign language learner does indeed have elements that reflect what they want to express and the means at his or her disposal for this purpose. By highlighting the areas of the L2 that are most difficult to master at the L1 level, the teacher has the opportunity to organize the learning material according to common mistakes observed in learners' performance (Bergroth et al., 2022). According to Blow and Myers (2022), novice bilinguals start with a text composed in their language, which to transfer to the target language as faithfully as possible. This hypothesis is also supported by the interference errors evidenced in the discourse achievements of novice bilinguals. Indeed, usually, when learning a foreign language, a person transfers syllabic units from L1 to L2, but the freedom of the latter to interpret the source text is much more limited than that of the former. The text is imposed from the outside in one case, and in the other, it comes from within (Raxmonalievna, 2022).

In this regard, it should be noted that comparative didactics seeks to describe the systematic differences between the two languages involved in the learning process. It is in this aspect that translation seems to be important. Translation theory should establish procedures by which the conformity of the translated text to the protocol of the target language is measured or verified (Ouyang et al., 2022). Moreover, since language comparison proposes to formulate regular and binding correspondences between two languages that encounter each other in learning, it will basically preserve the constraints that apply in the target language.

According to Perkins and Zhang (2022), translation theory should take into account not only the inherent limitations of the L2 but also the transmission options that express different possible readings of the source text, as well as the preferred solutions that represent stylistic resources for the target language. In this aspect, Ye et al. (2022) note that, when equating linguistic units belonging to two different languages, difficulties arise such as the ambiguity of the L1 word, the lexical organization of the two languages in contact, the limitations of agreement or correspondence, and the syntactic structure where heteronyms are inscribed. Two units with a common meaning, different structure, but the same phonetic structure pose problems.

Thus, while preserving the differences between languages, comparative didactics is a means of helping to solve, at least partially, specific learning problems by developing pedagogical or bigrammatical grammar and organising teaching materials.

Conclusions and Implications

Teaching foreign languages is a complex process. Teachers continue to face difficulties due to the instability of language systems that belong to modern languages. Azerbaijani society is multicultural and multilingual. The study of foreign languages in higher education creates the basis for Azerbaijani society to open up and develop. The paper analyses the effectiveness of learning foreign languages in a comparative manner. The results showed that it improves students' general cognitive and metacognitive abilities, strengthens their understanding of the native language, strengthens reading and writing, and develops general communication skills. The motivation for using the methods of comparative linguistics, namely the methodology of comparative didactics in English classes at Baku State University (BSU), is considered. The levels of typological errors among students are determined. With the help of related literature, the theoretical basis of the work was created, which in turn made it possible to experimentally introduce elements of comparative linguistics as a didactic tool for first-year students. The results of the study showed that, based on the comparative linguistic method in the didactics of teaching a foreign language, bilingual students perceive the acquisition of English based on the comparison of sounds, morphemes, and lexemes at the associative level with their native language, and typological errors among BSU students are language "noise". However, phonological, morphological, lexical, and syntactic errors can be eliminated through comparative didactics in foreign language teaching. Conscious use of the contrast between the source and target languages helps to identify, construct and, consequently, solve problems that can be posed by learning a foreign language in all its aspects.

Suggestions for Future Research

Further consideration and development of the presented work is very promising in the context of Azerbaijan's multilingualism and multiculturalism. In terms of further research, comparative linguistics will allow focussing on comparing the structures of two or more languages spoken by bilingual learners, investigating their affinities, describing their interferences, and developing typology of errors in the context of 3-4 languages. In such a multilingual environment, this will provide foreign language teachers with a guide for developing more targeted, and therefore more effective, comparative teaching materials and methods.

Limitations

The limitations of the presented work are, firstly, the time frame. For a more detailed analysis, the first two years of future translators' training could be considered. The next limitation was the small focus group. This is due to the small number of applicants for the first year. The most problematic gap of this study consisted in the fact of multilingualism of Azerbaijani students. It is in order to work in a comparative way it is easier for teachers to work with two languages at first. With such a wide variety of languages spoken by students, it is quite difficult to direct their work in the right direction. The last limitation was the omission of the cultural element in language "noise" and in typological errors, since errors in cultural contrast are important for comparative studies.

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