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Automated Approaches of Cognitive Linguistics

Tinatin Mshvidobadze

Abstract. *The strength of any science, including linguistics, is determined by the diversity of points of view, approaches and directions in it. It is thanks to diversity that any science, including linguistics, develops. The goal of this research is to synthesize the systemic-structural and anthropocentric paradigms in order to ensure the completeness and adequacy of the space generated around the concept. The achievement of the set goal is served by the implementation of the following research tasks: determining the structure of the inter paradigm methodology; interpreting the essence of the transformation and dynamism of linguistic methodology; identifying the attributes of the space generated around the concept in the synergetic paradigm. This article also examines the cognitive and linguistic mechanisms of the formation of temporal meanings based on the characteristics of the concept of time. The problem of time has always attracted human attention, because it was and remains a problem of human existence. One of the fundamental concepts of philosophy and physics - time is reflected in various fields of scientific activity and spiritual culture: in the natural and exact sciences, theology, art and literature, the grammar of natural language and everyday consciousness.*

Keywords: *cognitive linguistics, lexical conceptualization, conceptual space of time, anthropocentric paradigm*

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Koqnitiv dilçilikdə avtomatlaşdırılmış yanaşmalar

Tinatin Mşvidobadze

Xülasə. *İstənilən elmin, o cümlədən dilçiliyin gücü onun daxilindəki baxış bucaqlarının, yanaşmaların və istiqamətlərin müxtəlifliyi ilə müəyyən edilir. Məhz bu müxtəliflik sayəsində istənilən elm, o cümlədən dilçilik inkişaf edir. Bu tədqiqatın məqsədi, konsept ətrafında formalaşan məkanın tamlığını və adekvatlığını təmin etmək üçün sistemli-struktur və antroposentrik paradiqmaları sintez etməkdir. Qarşıya qoyulan məqsədə çatmaq üçün aşağıdakı tədqiqat vəzifələri həyata keçirilir: paradiqmalararası metodologiyanın strukturunun müəyyən edilməsi; dilçilik metodologiyasının transformasiyası və dinamizminin mahiyyətinin şərh edilməsi; sinergetik paradiqmada konsept ətrafında yaranan məkanın xüsusiyyətlərinin aşkar edilməsi. Məqalədə həmçinin, zaman konseptinin xüsusiyyətlərinə əsaslanaraq, zaman mənalarının formalaşmasının koqnitiv və dilçilik mexanizmləri araşdırılır. Zaman problemi həmişə insanların diqqətini cəlb etmişdir, çünki o, insan mövcudluğu ilə bağlı bir problem olmuşdur və olaraq qalır. Fəlsəfə və fizikanın fundamental anlayışlarından biri olan zaman, elmi fəaliyyətin və mənəvi mədəniyyətin müxtəlif sahələrində – təbiət və dəqiq elmlərdə, ilahiyyatda, incəsənət və ədəbiyyatda, təbii dilin qrammatikasında və gündəlik şüurda öz əksini tapır.*

Açar sözlər: *koqnitiv dilçilik, leksik konseptuallaşdırma, zamanın konseptual məkanı, antroposentrik paradiqma*

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Introduction

Cognitive linguistics is a linguistic direction that focuses on language as a common cognitive mechanism. It is a system of signs that plays the role of a representative and transformer of information (Jackendoff, 1993). It is in cognitive linguistics that researchers have focused their attention on language as a condition and means of cognition. Language creates the constructs through which the speaker of the language perceives the image of the world.

The subject of study of cognitive science is the representation of human knowledge. Cognitive linguistics was formed precisely in the depths of such a space of thought as artificial intelligence. The similarity of the functioning of the human brain and a computer is evident against the background of the information processing capabilities of humans and machines.

In cognitive linguistics, every lexical change is associated with a conceptual change. The lexical model has therefore become part of the basic principles of cognitive linguistics (Croft & Cruse, 2004). Since the beginning of the 20th century, extrapolations without empirical testing have been observed. Cognitive linguistics shows two sides of this situation. On the one hand, linguistic relativism is subject to extensive empirical research. However, in cognitive linguistics, there seems to be an undesirable extrapolation, which stems from its central premise of meaning and conceptual identity. Various methods of empirical testing have been developed to determine the relevance of metaphors (Taylor, 2002, pp. *3–19*). The main goal of which is to avoid etymologically determined conceptualizations in order to ensure that they can be used correctly by the speaker of the language (Geeraerts, 1997).

The nature and organization of the mind are represented in their diversity, and this is what makes it interesting for linguistics.

In the 1970s, one of the leading scholars of cognitive linguistics, researcher Leonard Talmy, described cognitive semantics as follows: "The study of cognitive semantics is the study of conceptual content and its organization" (Talmy, 1988, pp. 49–100). Cognitive semantics is not a single unified framework.

A fundamental interest of cognitive semanticists is the nature of the relationship between conceptual structure and sensory experience of the external world. In other words, cognitive semanticists study the nature of human interaction, awareness of the external world, and the theory of conceptual structure, which in turn is related to our perception of the world.

Methods

This article uses descriptive, analytical and explanatory methods, based on which the important issues of the study are highlighted. To formulate the concept, we examined the views of various researchers, and based on them, we illustrated the reasoning and conclusions.

Although cognitive linguistics was developed based on Saussure's ideas, Saussure's vision includes a certain form of linguistic relativism. All interpretive models that supported linguistic relativism were powerless against Saussure's ideas.

The reintroduction of the etymological pattern, especially in metaphorical studies, represents a reversal of the pattern of 19th-century historical thought, leading to confusion about its origins and understanding. Saussure's strict distinction between synchrony and diachrony disrupts this model. The focal model, which Saussure did not support, due to the lack of a distinction between core and peripheral meanings, has significantly returned to cognitive linguistics.

The paper provides an overview of the most commonly used methods and formal frameworks in order to clarify the conceptual nature of cognitive semantics and the nature of temporal conceptual domains.

Results

We will consider several principles of semantic structure. The first principle considers semantic structure as a conceptual structure. This principle asserts the view that language refers to the concepts represented by the speaker, and not to objective reality in the external world. In other words, semantic structure (the meanings associated with words and other linguistic units) is identified with the concepts themselves. Conventional meanings are associated with words that represent linguistic or lexical concepts: a conventional form is one that the conceptual structure requires for adequate language perception.

However, from Langacker's point of view, the set of lexical concepts represents the set of concepts in the speaker's consciousness. For language theory, this principle has a much deeper meaning. Semantic structure is associated not only with words, but with all linguistic units. (Langacker, 1987). Conceptual structure involves meaning that is directly related to prior conceptual experience and, therefore, is relevant to the study of conceptual metaphors. According to this approach, conceptual metaphors give rise to conventional conceptual mapping systems, which are supported by the schematic structure of reality (Fauconnier & Turner, 2002).

Langaker also proposed the theory of domains and argued that the representation of knowledge can be based on a specific system. This part of linguistic theory is a part of the semantic structure on which a word is concentrated. One of the important ideas of cognitive semantics lies precisely in the theory of conceptual mappings.

Fauconnier (1997) identified three types of mappings – constructible mappings, pragmatic, functional mappings, and schematic mappings.

1. Constructible mappings - the construction of one domain (source) based on another (target).
2. Pragmatic functional mappings are formed in the context of two domains that share a common frame of experience. For example, metonymy, which is based on an association between two domains through which one domain refers to the other, is an example of pragmatic functional mapping.
3. Schematic mappings are related to the creation of a schema (frame) based on specific utterances.

Lakoff proposed the idea that lexical items, like words, should be considered conceptual categories and should be organized and related to idealized cognitive models or prototypes. According to this view, polysemy arises because words are related to a network of lexical concepts rather than to a single specific concept (Lakoff, 1993).

The latter can be viewed as filling in a concept-language matrix (Figure 1), in which each cell contains the lexicalization of a concept in the corresponding language, if it exists. Given a correctly filled lexicalization matrix, empty cells correspond to lexical gaps.

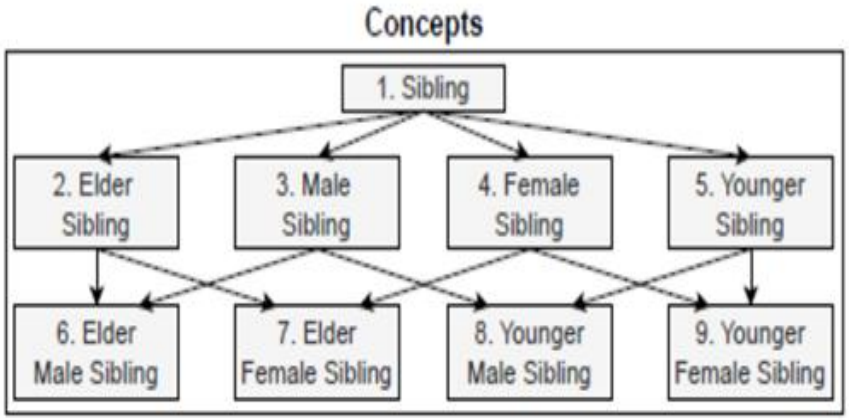

Figure 1
An illustration of the hierarchical structure of kinship concepts

Source. Association for Computational Linguistics

The task of generating lexicalizations differs from the task of synthetic completion in that the former requires the lexicalization of at most one concept, rather than all concepts.

Discussion

Meaning Construction and Mental Spaces
Meaning construction is the process by which language constructs cognitive representations. The existing representations are related to scenarios and certain aspects of scenarios, such as emotion, affect, subjective experience, etc.

Cognitive semanticists consider meaning construction to be a process that is conceptual in nature. From this perspective, we should consider the temporal conceptual domains that develop as a result of a particular discourse. We call these domains mental spaces, which are interconnected in many ways, allowing speakers to connect to previously formed mental spaces through the ongoing exchange of linguistic features. From this perspective, meaning is not a constituent part of individual sentences, nor is it an interpretation related to the external world. Instead, meaning is defined as a dynamic process of meaning construction.

3.1. Conceptual construction mechanisms
The theory of mental spaces was developed by Fauconnier. The current approach argues that language constructs meaning directly in context. According to this view, sentences cannot be analyzed in isolation outside of the ongoing discourse. The construction of meaning is driven by context and, therefore, is related to information about specific events. Moreover, the construction of meaning is understood as a conceptual process, and this approach takes into account the general cognitive processes and principles that contribute to the construction of meaning, in particular, the construction of meaning relies on such mechanisms of conceptual construction as metaphor and metonymy.

Conceptual construction mechanisms such as metaphor, metonymy, and schema induction create patterns. Mappings connect groups of objects in one conceptual space to another. These mappings

can be conventional in the case of basic conceptual metaphors, or they can be constructed for local understanding purposes.

Fauconnier explains this position as follows: The language we use is the tip of the iceberg of cognitive construction. With the opening of discourse, new scenarios open up, new domains appear, connections are strengthened, abstract meanings are created, internal structure is formed and expanded, perspective and focus change. Ultimately, it can be said that meaning is not simply pre-existing knowledge that is encoded by language.

In linguistics, the term "field of meaning" was first used in 1924 by H. Ipsen. The basic premise of "field theory" is that the field of linguistic content is not a mechanical agglomeration, but is internally organized, of a systemic nature, that any segmentation of reality occurs in multiple dimensions, each of which creates a separate structure – a field.

If in traditional semantics and lexicology an isolated word was considered the object of study, in field theory a word is considered as part of a certain microsystem, its meaning is studied from a fragmented whole, taking into account the relationship with other members of the field.

The theoretical basis of the doctrine of the linguistic field is based on the hypothesis that the vocabulary of a language is not a simple collection of words, but a network of word relationships. The field is a participant in the coordinated action of all forces that maintain the content. The holistic principle of linguistic meanings and the point of view of the semantic interdependence derived from it are of interest. These principles provide an opportunity to study linguistic meanings precisely in terms of content, especially since this possibility stems from the language itself, the content sphere of which is significantly determined by the "law of the field".

If the vocabulary of a language gives the impression of an ordered set, this is only because there is a relationship of subordination between semantic fields and their members or between the semantic fields themselves. The concepts of extensional and intensional are closely related to the issue of semantic fields. The extensional of a word is called the class of objects to which a given word establishes a relationship, while the intensional of a word is the set of properties that characterize the object in relation to a given word (Sweetser, 1990).

The lexical fund of a language is not an indescribable set, a simple union of lexemes. The vocabulary of any language is a system, there are regular relationships between its elements. Vocabulary is more changeable than strictly organized subsystems of a language (Gahramanova, 2026). The rapid change in the inventory of lexical units is explained by the direct connection of their meanings with external linguistic reality. The multitude of lexemes clearly reflects the transformations that occur in the world. The lexical system is open, permeable, and contains an indefinite number of elements (Jackson, 2000).

3.2. The conceptual space of "time" in modern English

In addition to individual words, phraseological units are also used as means of lexical conceptualization of time: week in, week out, mark time, of the hour, up to a minute, take one's time, once in a blue moon, the snows of yesterday, with the lark, etc.

Word formation, as one of the means of lexical conceptualization of time, leads to the emergence of derived lexical units with new temporal meanings.

It should be noted that the lexical means of conceptualizing and representing time, on the one hand, are inseparable from grammatical ones (Langacker, 1987).

The peculiarity of the lexical conceptualization of time lies, among other things, in the specification of the moment of action or notification on the chronological line, which is determined only in the most general form (the relationship of the utterance to the past, present or future) by grammatical means.

Cognitive mechanisms are specific patterns of information processing, enrichment and modification of knowledge structures. They reflect the functioning of human consciousness and provide information about the methods of analysis, structuring and conceptualization of concrete objects and abstract entities (Evans, 2005).

Based on the above, it should be noted that the work of human consciousness is based on general cognitive mechanisms of information processing and meaning formation, such as conceptual comparison, conceptual metonymy and conceptual metaphor, as well as profiling and perspectivalization. This latter mechanism is particularly important in conceptualizing time as a combination of past, present, and future (Geeraerts & Grondelaers, 1995).

We consider the "duration of time frame". Its lexicalization occurs through the phraseological field, the semantic structure of whose elements contains the markers of "speed" and "sufficiency/insufficiency". Accordingly, the lexicalization of the "duration of time" frame occurs as follows:

Time flies; Time goes; Yesterday wouldn‘t be too soon; in (just) a second; in (just) a minute; in less than no time; in next to no time; in no time flat; in short order; in the blink of an eye; in one stroke; in a split second; in leaps and bounds; in an instant; mile a minute; like there‘s no tomorrow; like a light; on the fly; from one moment to the next; no flies on someone; at a good clip; in two shakes of a lamb‘s tail; like a bat out of hell; like greased lightning; like a shot; like wildfire; nineteen to the dozen; quick as a dog can lick a dish; a race against time; a race against the clock; quick as a wink; quick as a flash; quick as (greased) lightning; swift as lightning; quick off the mark; thick and fast; on the fast track; fast and furious; mile a minute; all at once; fight against time; make good time; at the drop of a hat; at one fell swoop; before the ink is dry; go hell for leather; make good time; make up for lost time.

Figure 2

Example of lexicalization of the duration of a time frame

Source. Acta Linguistica Academica

Elements of this frame are commonly involved in a semantic construction in which, instead of describing the current Speed, they rather describe some other Speed saliently associated with the Entity, such as maximum possible Speed of the Entity or (for an Entity used as an implement) Speed when in operation (Qəhrəmanova, 2026). This construction can be defined as follows: A phrase describing a temporary (stage-level) property (A) of an entity (B) is pumped to a phrase describing an individual-level property predicating or attributing the entity's (B's) salient association with such a property (A) under some salient conditions, especially the conditions of use of the entity (Evans, 2011).

Attribute: The feature of an Entity which is a function of the distance that the Entity moves in a given duration. With the adjectives of this frame this Frame Element is generally incorporated.

Quality: A modifier expressing the deviation of the Speed from the norm.
Speed: A quantity or other characterization of the Entity's speed.
Circumstances: Some specification of the Circumstances under which the Entity has a particular Speed.
Explanation: The reason why the Entity or Attribute is ata certain speed.
Date/Time: The Time during which the Entity is in the state of having a particular Speed. In leaps and bounds (for a moment) – The body grows slowly and steadily but the soul grows by leaps and bounds. It may come to its full stature in an hour. – L.M. Montgomery, Rilla of Ingleside.

Cognitive mechanisms of meaning formation reflect the functioning of human consciousness, provide methods for analyzing, structuring, and conceptualizing concrete objects and abstract entities, and are the basis for the formation of models that form a concept in a systemic context – in this case, the concept of time.

Temporal meanings and features are expressed in language at the lexical and grammatical levels through the activation of linguistic mechanisms for the formation and representation of meanings. Lexical models of time conceptualization are based on certain cognitive patterns of processing temporal features, which we rely on, on the one hand, as a way of structuring the concept of time, and on the other hand, as principles for the formation of lexical meanings of time in modern English.

Conclusion

Language is the most important means of forming and existing human knowledge about the world. Reflecting reality, a person records the results of cognition precisely in the word.

Conceptual analysis is focused on modeling a concept and revealing its relations with other concepts. Identification of these relations makes it possible not only to describe the essence of a single word, but also to determine the specificity of the entire conceptual field and the relations of the elements integrated into it. The essence of semantic analysis lies in the explication of the semantic structure of the word. Semantic analysis is focused on explaining the word, which is achieved by specifying the denotative, significant and connotative meanings of the word.

The connections of elements integrated into the semantic space of the language reflect the relations of concepts integrated into the conceptual field. Although the conceptual sphere is a much more voluminous part than the part of it expressed through linguistic means, it is precisely through the semantics of linguistic signs that the path to the conceptual sphere of a person passes - it is precisely through linguistic meanings that the objectification of a concept in language is carried out.

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Peculiarities of the Verb Valency Model in the Georgian Language

Mariam Koberidze

Abstract. *The scientific work analyzes the general theoretical principles of syntactic valency chronologically in relation to modernity, describes in detail the means of expressing valency in the Georgian language; describes both dominant and recessive constructions, discusses traditional views on actant structures. The study is based on the analysis of illustrative examples confirmed in the scientific literature and the literary language. In Georgian, a bivalent construction is transformed into a trivalent construction by the transformation of the verb form according to causative or version. In Georgian, the verb system is a structural type with pronounced personal inflections, which not only creates a certain number of subject-object nouns, which is determined by syntactic valency, but also presents their representative signs in the verb structure. In the Georgian language, three concepts: syntactic valency, position, and person of the verb encompass what was previously traditionally described through the category of person.With such a division of the described fact, it is clear that their separation is appropriate.*

Keywords: *syntactic valency, Georgian language, actants, personality, distributive constructions, Verb person-marking, a distinctive feature*

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Gürcü dilində feil valentlik modelinin xüsusiyyətləri

Mariam Koberidze

Xülasə. *Elmi işdə sintaktik valentliyin ümumi nəzəri prinsipləri müasir dövrlə əlaqəli şəkildə, xronoloji ardıcıllıqla təhlil edilir, gürcü dilində valentliyin ifadə vasitələri ətraflı təsvir olunur; həm dominant, həm də resessiv konstruksiyalar şərh edilir, aktant strukturları ilə bağlı ənənəvi baxışlar müzakirə olunur. Tədqiqat elmi ədəbiyyatda və ədəbi dildə öz əksini tapmış nümunələrin təhlilinə əsaslanır. Gürcü dilində ikivalentli konstruksiya, feil formasının kaüzativ (icbar) və ya versiya kateqoriyalarına uyğun dəyişdirilməsi yolu ilə üçvalentli konstruksiyaya çevrilə bilir. Gürcü dilində feil sistemi aydın ifadə olunmuş şəxs şəkilçilərinə malik struktur tipidir; bu sistem sintaktik valentliklə müəyyən olunan sayda subyekt və obyekt isimlərini formalaşdırmaqla yanaşı, həm də onların göstəricilərini feil strukturunda əks etdirir. Gürcü dilində sintaktik valentlik, mövqe və feildə şəxs anlayışları, əvvəllər ənənəvi olaraq yalnız şəxs kateqoriyası çərçivəsində izah edilən məqamları əhatə edir. Təsvir olunan faktların bu cür bölgüsü onların bir-birindən ayrılmasının məqsədəuyğun olduğunu göstərir.*

Açar sözlər: *sintaktik valentlik, gürcü dili, aktantlar, şəxslilik, distributiv konstruksiyalar, felin şəxs göstəriciləri, fərqləndirici əlamət*

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Introduction

Among the current problems facing linguistics today, an important place is occupied by the study of syntax issues, the analysis of the relationship between the sentence, its aspects and components. The changes that have occurred in modern linguistics have not only revolutionized the understanding of a number of categories and forms, but also led to the emergence of many new concepts and their corresponding terms. Often, two or more terms are used to denote the same concept. Analysis of the structure of a sentence according to syntactic relations involves the functional determination of a particular unit. In the process of analysis according to relations, it is necessary to take into account, on the one hand, the semantic-morphological features of the words that make up the sentence, and, on the other hand, the semantic and syntactic relations established between the members.

An attempt to overcome the shortcomings of the direct component method in linguistics was made in two ways: a) a new syntactic concept – valency was introduced; b) a new method of syntactic analysis (synthesis) – the transformational method was developed (Enukidze, 1978).

The concept of syntactic valency, which was first formulated by L. In Tesnière's work "Essays on Structural Syntax" (1959). According to which, a phrase is a hierarchical structure with many elements, the verb is in the center, and the nouns associated with it are the actors (actants). Syntactic valency is understood by L. Tesnière as the potential ability of a verb to connect with nouns (usually the first, second and third actants). The concept of valency is based on L. Tesnière's classification of verbs: verbs with zero valency, monovalent, bivalent and trivalent verbs (Tesnière, 1959, pp. 103, 181–191). Thus, the subject, which was given special attention in traditional syntax as the main member of the sentence, appears in this case next to the addition as one of the actors.

In modern theoretical linguistics, one of the central issues in the study of syntax and morphology is verb valency. The model established by L.Tesnière has found some appreciation in Georgian linguistics and has provoked a variety of opinions (Enukidze, 1987, pp. 63–71). The morphosyntactic structure of the Georgian language provides rich material for the practical application of the theory of valency. In Georgian grammatical thought, the property of a verb – to connect with the actant conveyed by the noun – was traditionally identified with the category of verb personhood (Shanidze, 1980, pp. 155–170), although today the development of structural and functional linguistics has clearly established the necessity of differentiating the morphological personhood and syntactic-semantic valence of the verb (Gogolashvili, 2011, pp. 270–274). The polypersonality of the Georgian verb and the change of the turns of the subjunctive syntactic constructions (nominative, ergative, dative) according to series and rows represent interesting and important material for the derivation and modification of syntactic valence. Verb categories (act, aspect, version, causative) are important for the linguistic model of valency (Davitiani, 1973, pp. 214–223; Melikishvili, 2001, pp. 47–74).

The research of this article serves two purposes: 1. To discuss theories related to valency chronologically; 2. To analyze the problematic issues of the means of conveying syntactic valency, its increase or decrease in range, its relationship with personhood, transition, and distribution based

on the material of the Georgian language using the basic concepts and procedures of modern morphosyntax in order to evaluate the mentioned theories.

Methods

This work examines the existing scholarly literature in the field of Kartvelian linguistics, presented in chronological order and in relation to contemporary perspectives. The research is based on approaches found in the scholarly literature, as well as on illustrative examples attested in the standard language.The paper uses comparative, descriptive, observational, and critical analysis methods used in philology. The novelty of the research of the paper is the identification of the syntactic valency of the Georgian language (polypersonal construction), which will create an important means for the future typological comparison of machine translation and allomorphism and isomorphism in relation to other languages.

A descriptive analysis method was employed for the synchronic description and classification of verb valency (specifically to identify constructions with one, two, three, or four arguments). Through distributional and contextual analysis, the actants of the verb and their specific characteristics were identified. Morphosyntactic analysis–within the context of studying valency in modern linguistics–revealed a connection between semantic valency and the morphological structure of the Georgian verb (including person markers, version, voice, and causatives), as well as corresponding changes in the case markers of nouns. Transformational analysis and corpus-based analysis were utilized to examine specific verbal constructions.

Results and Discussion

A language system is a quantity consisting of two main levels: the content and expression levels, i.e. the logical-semantic and grammatical levels, between which there is a certain correspondence: units of the semantic level are expressed by one or another rule at the grammatical level, units of the grammatical level – morphological elements or syntactic means. Units of the content level, i.e. logical-semantic level, such as predicate P, subject S, object O, or quantities expressing an action, state or property (more generally: a process or situation) and participating in this process or situation – subject and object – are universal categories, which are expressed in some way, by various grammatical means in any language system. Languages differ from each other not by the presence or absence of these categories, but by the different expression of these universal logical-semantic categories through certain morphological, syntactic or lexical means. Therefore, the difference concerns the surface structure of languages, and not the "deep structures", which are characterized by generality and universality (Gamkrelidze et al., 2008, pp. 213–215).

Subject (S) and object (O), as participants in a situation or process, are found in the content system of all languages. Object as a semantic category. It can be differentiated as a direct object Od (an object to which the action committed by the subject-Agens is directly transferred, or which is the result of this action) and an indirect object Oind, i.e. an object that plays a different role in the process or situation and can be characterized as an addressee Oa, a designator Od, an executor object 0exs, a locative Ol, and others. The aforementioned semantic units are expressed in the grammatical structure of the language by means of nouns or pronouns related to the verb-predicate, which can have a certain morphological decoration in the form of specific inflectional signs. From this perspective, the central syntactic element of the sentence core is the verb-object, which in one way or another is combined with quantifiers-nouns or pronouns expressing subjective relations.

The verb system of the Georgian language is a structural type with clearly expressed personal inflections. The verb form not only creates a certain number of nouns expressing subject-object

relations – which is determined by the syntactic valence of the verb form, but also presents us with the representative signs of these nouns in the verb structure, which express the category of person of the given nouns (Enukidze, 1987, pp. 63–71).

Among the nouns (pronouns) syntactically related to the verb-listener, the proper sign in the verb form is shown by the nouns expressing both the subject and the object. The pronouns – {S}, {O} and {Oind} – the grammatical subject (subject) and the grammatical direct and indirect object represented in the direct and indirect turnover, which, depending on the person, change, distinguish three signs:

(1) $/S_1/ \rightarrow$U-, $/S_2/\rightarrow$b; $/S_3/\rightarrow$s.

(2) $/ O^{dir}/ \rightarrow$M-, $/ O_2{}^{d} / \rightarrow$b-//O.

(3) $/O_1{}^{ind}/ \rightarrow$ð-, $/O_2{}^{ind}/\rightarrow$G-, $/O_3{}^{ind}/\rightarrow$b.

In this respect, the Georgian verb structure differs morphologically from the verb structure of languages such as Greek, Latin, German, Russian, and others. Where only the grammatical subject in the verb form shows the appropriate sign for the noun syntactically connected to the verb-listener, while the grammatical object remains unmarked in the verb. Hungarian has a similar structure, where both the subjective and objective signs of the nouns (pronouns) syntactically connected to it are expressed in the verb form (Gamkrelidze, 1979, pp. 6–12).

In this sense, the Georgian verb can be characterized as a subject-object verb, in contrast to the subjective verb structure, which displays only the subjective sign in the verb form. One of the structural features of the subject-object Georgian verb is that all nouns syntactically related to the verb in the core of the sentence simultaneously display the corresponding sign in the verb form.

In Georgian, the syntactic valence of the verb, i.e. the ability of the verb form to combine a certain number of nouns expressing subject-object relations in the core of the sentence, and the personhood of the verb, i.e. the representation of a morphological sign expressing the person of these nouns in the verb form, differ from each other. This is due to the complex morphological structure of the Georgian verb. Several nouns related to the semantics of the verb are reflected in it by means of special affixes. In addition, a Georgian verb can show: 1. Who is the actor and to whom (or to what) this action applies. A verb can show the subject and object of the action, the person and number of both the subject and the object. 2. In terms of belonging, what is the relationship between the subject and the object (objects). I.e. A verb can show behaviors and versions. 3 The subject performs the action himself or herself or the action is performed through another person. I.e. A verb can show the way. 4. A verb can show the nouns – active and passive (Chikobava, 1987, pp. 40–42).

Therefore, the basis of the personal inflection of Georgian verbs is formed by two semantic quantities:

1. Distinguishing the persons participating in the act of communication.
2. Evaluating the person (persons) participating in the act of communication in terms of their functioning.

Usually two persons participate in the act of communication. The first – the one who speaks (the first person – corresponds to the pronoun "I" or "we") and the second – to whom they are addressed during speech (the second person - corresponds to "you" and "you"). The third person – who is being spoken about. He does not directly participate in the act of communication, but is a necessary member of this act (the pronoun "he" or "they" corresponds to it). The Georgian verb has the ability to distinguish these three persons from each other (Shanidze, 1980, p. 167). The persons of the verb may differ in

their gender and nature, but in the form of the verb they are combined with each other and are conveyed by one morphological sign. Thus, we have two rows of affixes: the subjective row and the objective row, and each of them is represented by three persons. Accordingly, we have signs of the subjective person and signs of the objective person. The persons included in the act of communication may perform different functions in terms of the action indicated by the verb. One performs the action (traditional subject), the other is subjected to the action (traditional objects) (Asatiani, 1982, p. 111).

A Georgian verb can denote both the subject and the object. It can be two-person. The conjugation of a two-person verb can be both subjective and objective. A verb has one subject, and two objects. One of a person, the other of a thing. In such a case, the verb changes according to the subject and one of the objects. Combining three nouns with a verb does not mean changing according to all three persons. A verb can only combine with a subject: a changeable object, a changeable object, or a changeable and changeable object together (Melikishvili, 2001, p. 47). The above discussion gives us grounds to say that the Georgian verb is either one-or two-person in terms of the presentation of person signs and, accordingly, personal inflection. Therefore, more than two nouns connected to the verb cannot create a new form in terms of the person and gender.

As mentioned above, a Georgian verb generally has the ability to connect more than two nouns. This ability of a verb is called valency. A Georgian verb not only connects several nouns, but at the same time requires a certain form from it, governs it; therefore, valency in Georgian appears as a syntactic phenomenon (concept), while person, as is known, is a morphological category (Enukidze, 1987, pp. 61–76).

The fact that the number of nouns governed by a verb often does not coincide with the number of nouns indicated by person markers in the verb, and the fact that valency is a syntactic concept and person is a morphological category of the verb, gives us reason to distinguish between the syntactic personhood and syntactic valency of a verb. Let us consider specific examples:

1. Zero-valent: It snows, it rains. Face -one-faced It snows, it rains.
2. Bivalent: It builds, it hides. Face and valency coincide: It builds, it hides, it hides.
3. Trivalent: he asks, he asks. Subjectivity and valency coincide: he asks him, he asks him, he asks, he asks.
4. Tetravalent: eat, eat. Subjectivity and valency coincide: eat you I him it, eat you I him it.

Different forms of the same paradigm can morphologically reflect all three persons of a trivalent verb:

		S	O^{ind}	O^{d}	
a.	mi-v-ets	me	mas	is	("give him that").
b.	mi-s-c-a	man	mas	mas	("He gave it to her").
c.	mi -m -c-a	man	mas	me	("He gave me to hi").
d.	mo-g-ec	shen	me	is	("I gave you the book").
e.	mi-m-ec	shen	me	mas	("Give it to me, my friend").
f.	mo-m-ec	shen	me	is	("Give me the book")

As can be seen from the illustrative example, one and the same trivalent verb can morphologically reflect one or two persons in different forms of the paradigm, but in the case of reflecting one person, it can be the subject (a. case), direct object (e. case), indirect object (f. case), or all three persons related by valency (Gahramanova, 2026). In the case of reflecting two persons, it can be the subject and direct object (c. case), subject and indirect object. So, in the case of a trivalent verb, all three persons can be reflected in the verb. In which case, which or how many persons are reflected depends on the combinations of persons. Such a verb, of course, should be considered trivalent. The question can also be raised about verbs with two persons (Gogolashvili, 2011, pp. 272–274). T. Gamkrelidze notes that the Georgian verb falls within the range of 0-4 in terms of valency (Gamkrelidze, 1979, pp. 6–12). A verb should be considered as personal as the number of persons the verb form can represent without context.

For example: dam dzmas ts'erili gaugzavna. gaugzavna-samvalent'iani zmnaa.
gaugzavna man mas is – samp'iriani zmna (man -subiekt'i, mas – iribi obiekt'i, is-p'irdap'iri obiekt'I ("The sister sent a letter to her brother". Sent is a trivalent verb. "He sent it to her" – it is a trivalent verb (he is the subject, she is the indirect object, he is the direct object).

This is a fundamental feature of the Georgian verb (a European verb without context only gives us an idea of the subject; the verb form cannot give us information about objects, the context specifies this. That is why there is a fundamental difference between personhood and valency in European languages). Personhood is a morphological category (a certain number of nouns (resp. pronouns) associated with it in the verb form). Valency is a syntactic category - the ability of a verb form to combine a certain number of nouns (resp. pronouns) expressing subject-object relations in the core of a sentence (Gogolashvili, 2011, p. 274).

Transitivity in Georgian grammatical literature is defined by the presence of a direct object in a verb. A direct object is the semantically closest object to which the action of the subject is directly transferred. In terms of form, both the direct object and the subject of a transitive verb are invariable. The subject cases are: nominative, narrative, dative. The direct object cases are: nominative and dative. An intransitive verb can be one-person (absolute) and two-person (relative: subject and indirect object). A transitive verb can be two-person (subject, direct object), three-person (subject, direct and indirect object) and four-person (subject, direct object, 2 indirect objects) (Melikishvili, 2001, p. 35).

When composing certain structural units, words that independently form a word combination or serve to connect larger units determine the form of the unit (in the model) and the form and vocabulary (in the realized structural units). Different words exhibit different abilities to combine. With some, this dependence is limited, and with others, they do not have the ability to be subordinate to another word at all. In modern linguistics, such an ability of words is called valency (Davitiani, 1973, p. 239).
L. Tesnière attributes the valence property only to a verb that can connect one, two or three nouns. A noun may not connect a noun to a verb, then it will be avalent (Tesnière 1959, p. 181).

The concept of valency is related to the concept of distribution (environment). There is a close connection between them, but these concepts do not overlap. If valency is the ability of a word to create various syntactic connections (combination), distribution is a specific realization of this ability (valence). They are opposed to each other as potential (valence) and real (distribution) (Davitaia, 1973, p. 221). Distributional analysis is widely used in modern linguistics. In general, this term denotes the environment that a phoneme, morpheme, or syntagma may have and in which these units are confronted with a situation in which they are not found. Environment often determines the location and features of a linguistic unit: changing the inflection of a noun is a certain operation, but what functional form it will create often depends on its environment. For example: 1. kvis gatla

("Stone wall"). cf. kvis gatla ("Stone carving"). 2. ch'ika ts'qali ("A glass of water"). cf. ch'ikis gatexva ("Breaking of the glass").

In Georgian linguistics, there are certain differences of opinion about valency and syntactic distribution. The issue of studying it seems to be relevant in the works of ancient linguistics and in the research of modern ones. The term – valency in Georgian is used in the meaning of the ability to connect words. Different words have different valency abilities. This ability mostly depends on the word class. Words, as is known, are united into certain semantic-morphological classes (parts of speech).

One of the main features of the Georgian verb is its polypersonality. In a verb, affixes can express not only the subjective person, but also the object. In turn, the verb can control both the subject and the object turnover. This situation determines the syntactic peculiarity of the Georgian language, which is known as coordination. The circumstance that the number of nouns controlled by the verb often does not coincide with the number of nouns indicated by the person signs in the verb, and the fact that valency is a syntactic concept and person is a morphological category of the verb, gives us the basis to distinguish between the personhood of the verb and the syntactic valency: 1. The personhood of the verb is equal to the valency; 2. The valency of the verb exceeds the personhood; 3. The personhood of the verb exceeds the valency.

Conclusion

Thus, In the Georgian language, combinations of valency and transitivity confirm six types: inevitable zero-valent, inevitable monovalent, inevitable bivalent, transitive bivalent, transitive trivalent and transitive tetravalent. The structural type of valency, its model, is formed by the main members. If any main member is omitted in a simple sentence, such a sentence will be incomplete not only according to the model of the sentence structure, but also in terms of the expression of thought. According to the structural model, a complete sentence may turn out to be incomplete in terms of the expression of thought, and vice versa, an incomplete sentence may turn out to be complete. This affects the range of valency. The arrangement of words in a Georgian sentence is relatively free, but it is still not absolutely free; often not all possible variants of the arrangement of words presented in a particular sentence are of the same value. Some are natural, common, and commonly used, while others are artificial, forced, less natural, or even completely unacceptable.

The semantic and syntactic center of a sentence is the verb. A sentence can be compared to a drama, the action of which is expressed by a verb-predicate, the actors – by actants, and the circumstances of the action – by circumstantials. They may not even be represented in the sentence. They indicate the place of action, time, situation, etc. Actants form an ordered set: I actant is subject to traditional grammar, II actant – direct addition, III actant – indirect addition. A verb can be unactant or null-valent – such is the case with the majority of verbs expressing natural phenomena. Uniactant verbs express an action in which only one person or object participates, the actants of a bivalent verb usually express a person and an object. Two of the actants of a trivalent verb – I and III – more often express persons, while actant II – the subject. A tetravalent verb implies four actants (subject, direct object, two indirect objects). In the Georgian language, three concepts of syntactic valency, location, and personhood encompass what was previously traditionally described by means of the person category. With such a division of the described fact, it is clear that various events were united in the person category and it is appropriate to separate them. The concept of valency is related to the concept of distribution. There is a close connection between them, but these concepts do not overlap. From the point of view of syntactic connection, if valency is the ability of a word to create various syntactic connections, distribution is the specific realization of this ability. They are opposed to each other as potential (valence) and real (distribution) events. In Georgian, a bivalent verb construction with a

subjunctive and a direct complement is transformed into a trivalent verb construction by transforming the verb form according to the causative or version (infinitive, accusative or superlative) category. The verb system of the Georgian language is a structural type with clearly expressed personal inflections.

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Azərbaycan ədəbiyyatında varislik və yeniləşmə təmayülləri: klassik poetik irsdən müasir bədii təfəkkürə qədər

Ofelya Müslümova

Xülasə. *Təqdim olunan bu elmi məqalədə Azərbaycan ədəbiyyatının çoxəsrlik inkişaf yolu fəlsəfi-estetik varislik, ideoloji-mədəni transformasiya və bədii modernləşmə kontekstində sistemli şəkildə təhlil olunur. Tədqiqatda klassik Şərq poetik təfəkküründən—başda Nizami Gəncəvi, Şah İsmayıl Xətai və Məhəmməd Füzuli olmaqla formalaşdırdığı dərin bədii-fəlsəfi paradiqmanın, obrazlar sisteminin və mənəvi-estetik dəyərlərin XIX–XX əsrlər maarifçilik, tənqidi realizm və romantizm cərəyanları vasitəsilə yeni tarixi mərhələlərə ötürülməsi və transformasiyası mexanizmləri öyrənilir. Məqalədə milli özünüdərkin, mənəvi yaddaşın və ictimai-fəlsəfi təfəkkürün formalaşmasında söz sənətinin aparıcı rolu, janr, üslub və forma-məzmun təkamülü, habelə ənənəvi poetik kodların müasir ədəbi prosesdə yenidən mənalandırılması geniş şəkildə araşdırılır. Eyni zamanda, bu tədqiqatda müasir dövrün estetik axtarışları, bədii ifadə vasitələrinin yeniləşməsi və qlobal ədəbi meyillərlə milli ənənənin dialoqu elmi-nəzəri baxımdan qiymətləndirilərək ədəbi varislik ilə bədii yeniləşmənin dinamik vəhdəti əsaslandırılır. Bununla yanaşı, əldə olunan elmi nəticələr müasir ədəbi tənqid və nəzəriyyə üçün konseptual əhəmiyyət kəsb edərək bədii ənənənin gələcək nəsillərə ötürülməsinin yeni istiqamətlərini müəyyənləşdirməyə imkan verir.*

Açar sözlər: *Azərbaycan ədəbiyyatı, bədii varislik, Füzuli məktəbi, romantizm, modernizm, postmodern təfəkkür, estetik ideal*

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Trends in İnheritance and Renewal in Azerbaijani Literature: from Classical Poetic Heritage to Modern Artistic Thought

Ofelya Muslimova

Abstract. *This research article systematically analyzes the centuries-long development of Azerbaijani literature within the context of philosophical-aesthetic continuity, ideological-cultural transformation, and artistic modernization. The study examines the mechanisms through which the profound artistic-philosophical paradigm, system of imagery, and moral-aesthetic values shaped by classical Eastern poetic thought—led by Nizami Ganjavi, Shah Ismail Khatai, and Muhammad Fuzuli—were transmitted and transformed across new historical stages through the Enlightenment, critical realism, and Romanticism movements of the nineteenth and twentieth centuries. The article extensively investigates the leading role of the art of the word in shaping national self-awareness, cultural memory, and socio-philosophical thought, alongside the evolution of genre, style, and form-content relations, as well as the reinterpretation of traditional poetic codes within the contemporary literary process.*

At the same time, contemporary aesthetic pursuits, the renewal of artistic expressive means, and the dialogue between national tradition and global literary trends are evaluated from a theoretical perspective to substantiate the dynamic unity of literary continuity and artistic innovation. Furthermore, the findings hold conceptual significance for modern literary criticism and theory, making it possible to identify new directions for transmitting artistic tradition to future generations.

***Keywords**: Azerbaijani literature, artistic succession, Fuzuli school, romanticism, modernism, postmodern thinking, aesthetic ideal*

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Giriş

Azərbaycan ədəbi-fəlsəfi fikri bəşəriyyətin mənəvi xəzinəsinə misilsiz töhfələr bəxş etmiş, özünəməxsus poetik sistemi və fəlsəfi dərinliyi olan möhtəşəm bir abidədir. Hər bir xalqın milli özünüdərk prosesində onun bədii söz sənəti aparıcı rol oynayır. Ədəbiyyat yalnız estetik həzz mənbəyi deyil, eyni zamanda xalqın tarixi yaddaşının, fəlsəfi dünyagörüşünün və mənəvi-əxlaqi dəyərlərinin daşıyıcısıdır. Milli bədii təfəkkürün təkamül qanunauyğunluqlarını öyrənərkən varislik və yeniləşmə kəsişməsini düzgün qiymətləndirmək vacib metodoloji tələbdir (Hacıyev, 2015, s. 45).

Ədəbi varislik dedikdə keçmiş bədii təcrübənin mexaniki təkrarı deyil, onun yaradıcı şəkildə mənimsənilməsi, yeni dövrün tələblərinə uyğun olaraq rekonseptuallaşdırılması nəzərdə tutulur. Azərbaycan ədəbiyyatı əsrlər boyu öz daxili dinamikasını saxlayaraq müxtəlif sivilizasiyalararası dialoqda aktiv iştirak etmiş, klassik ənənələri saxlamaqla yanaşı, ardıcıl yeniləşmə yolu keçmişdir. Bu proses xüsusilə folklordan yazılı ədəbiyyata keçid, orta əsrlər humanizmi, XIX əsrin maarifçi realizmi və XX əsrin əvvəllərindəki estetik sıçrayışlar fonunda aydın görünür (Məmmədov, 2018, s. 112).

Metodlar

Tədqiqatda Azərbaycan ədəbi-fəlsəfi fikrinin çoxəsrlik inkişafında varislik və yeniləşmə dinamikasını obyektiv araşdırmaq üçün kompleks elmi-nəzəri və tarixi-ədəbi metodlardan istifadə edilmişdir. Klassik irsdən (Nizami Gəncəvi, İmadəddin Nəsimi, Şah İsmayıl Xətai, Məhəmməd Füzuli) başlayaraq maarifçilik realizmi, romantizm, sovet dövrü, "altmışıncılar" nəsli və müasir müstəqillik mərhələsinəqədərki bədii təkamül xronoloji-tarixi metod əsasında ardıcıl təhlil olunmuşdur. Ədəbi cərəyanların, janr sistemlərinin və bədii ifadə vasitələrinin (əruz vəznindən sərbəst şeirə, klassik obrazlardan postmodern və mətnlərarası poetikaya keçid) dəyişmə mexanizmləri tipoloji və müqayisəli təhlil yolu ilə müəyyənləşdirilmişdir. Fəlsəfi-estetik və hermenevtik yanaşma vasitəsilə bədii mətnlərin mənəvi-əxlaqi qatları, milli özünüdərk, azadlıq və tarixi yaddaşla bağlı konseptual semantikası açılmışdır. İdeoloji təzyiqlər və senzura şəraitində ədəbiyyatın daxili müqavimət imkanları və estetik manevr mexanizmləri tarixi-funksional baxımdan qiymətləndirilmişdir. Mətnlərarası və struktur-semantik təhlil üsullarından istifadə etməklə ənənəvi poetik kodların yeni tarixi-mədəni mühitdə yenidən mənalandırılması və transformasiyası izlənilmişdir. Müxtəlif dövrlərin bədii təcrübələri arasında əlaqələrin aşkarlanması və ümumiləşdirilməsi üçün analiz, sintez və ümumiləşdirmə metodları tətbiq edilmişdir. İctimai-siyasi hadisələrin: maarifçilik hərəkatından istiqlaliyyətin bərpasına və Vətən müharibəsindəki Zəfərə qədər ədəbi təfəkkürə təsiri sosiokulturoloji kontekstdə nəzərdən keçirilmişdir. Nəticədə ədəbi varislik ilə

bədii yeniləşmənin qarşılıqlı əlaqəsi sistemli şəkildə əsaslandırılaraq məqalənin nəzəri-metodoloji müddəaları formalaşdırılmışdır.

Nəticələr və müzakirə

Klassik poetik irs və mədəni-fəlsəfi əsaslar

Azərbaycan klassik şeirinin təşəkkülü və inkişafı zəngin fəlsəfi ideyalarla sıx bağlıdır. Nizami Gəncəvinin bəşəri humanizmi, İmadəddin Nəsiminin təsəvvüfi-hurufi azadfikirliliyi, Şah İsmayıl Xətayinin anadilli poeziyanın dövlətçilik təfəkkürü ilə sintezi və Məhəmməd Füzulinin dərin lirik-fəlsəfi dünyagörüşü milli bədii təfəkkürün möhkəm təməlini qoymuşdur. Bu ustadların irsi təkcə öz dövrləri üçün deyil, sonrakı əsrlər üçün də estetik meyar rolunu oynamışdır (Rəsulzadə, 2010, s. 78).

Nizami Gəncəvi yaradıcılığı "Xəmsə" strukturu daxilində insan azadlığı, ədalətli hökmdar ideyası və kamil insan fəlsəfəsini formalaşdırmışdır. Nizami poeziyasındakı humanist qayələr sonrakı əsrlərdə Şərq ədəbiyyatında analoji mövzuların işlənməsi üçün konseptual bazaya çevrilmişdir. Nəsimi isə bədii sözə ilahi məna verərək, insanın kainatdakı yerini və ləyaqətini poeziyanın mərkəzinə gətirmişdir (Əfəndiyev, 2020, s. 201).

Füzuli poeziyası isə Azərbaycan lirik şeirinin zirvəsi olmaqla yanaşı, həm də mənəvi əzabın, eşqin və daxili saflaşmanın fəlsəfi dramıdır. Füzulinin "Leyli və Məcnun" poeması platonik eşqin və ruhun azadlıq axtarışının poetik təcəssümüdür. Füzuli bədii dili və bədii təsvir vasitələri əsrlər boyu Azərbaycan şairləri üçün məktəb rolunu oynamış, "Füzuli adət-ənənəsi" adı altında ayrıca bir ədəbi məktəb formalaşdırmışdır (Vəliyev, 2017, s. 64).

Maarfçilik realizmi və milli ədəbiyyatın modernləşməsi

XIX əsr Azərbaycan ədəbi fikri üçün dönüş nöqtəsidir. Rusiyanın Qafqazı işğalından sonra regionun Avropa sivilizasiyası ilə təması, eləcə də yerli ziyaların fəaliyyəti ədəbiyyatın ideoloji və struktural baxımdan dəyişməsinə gətirib çıxardı. Mirza Fətəli Axundzadənin dramaturji və tənqidi fəaliyyəti ilə Azərbaycan ədəbiyyatında keyfiyyətcə yeni bir dövr – maarifçilik realizmi başladı (Qasımov, 2019, s. 142).

Axundzadə təkcə milli dramaturgiyanın və bədii nəsrin əsasını qoymadı, həm də ədəbi tənqidin elmi meyarlarını müəyyənləşdirdi. Onun komediyaları cəmiyyətdəki xurafatı, nadanlığı və geriliyi kəskin tənqid edərək, oxucunu elmə, tərəqqiyə və mənəvi oyanışa səsləyirdi. M.F.Axundzadənin açdığı yol Həsən bəy Zərdabi, Nəcəf bəy Vəzirov, Əbdürrəhim bəy Haqverdiyev və Cəlil Məmmədquluzadə kimi görkəmli maarifçilər tərəfindən davam etdirildi (Hacıyev, 2015, s. 98).

XX əsrin əvvəllərində nəşr olunan "Molla Nəsrəddin" jurnalı və onun ətrafında toplaşan ədəbi cərəyan satirik realismın inkişafında müstəsna rol oynadı. Cəlil Məmmədquluzadə və Mirzə Ələkbər Sabir fərdi fəaliyyətləri ilə ədəbiyyatı genis xalq kütlələrinə yaxınlaşdırdılar. Sabirin "Hophopnamə"si poetik formanın məzmunca necə inqilabi dəyişikliyə uğraya biləcəyinin parlaq nümayişi idi. Sabir satirası cəmiyyətin sosial və mənəvi yaralarını dəqiqliklə ifşa edirdi (Məmmədov, 2018, s. 175).

XX əsrin əvvəllərində ədəbi cərəyanlar: romantizm və realizm

XX əsrin əvvəlləri Azərbaycan ədəbiyyatında ideoloji və estetik rəngarəngliyin pik həddə çatdığı dövrdür. Bu dövrdə satirik realizmlə yanaşı, milli romantizm cərəyanı da güclü inkişaf xətti qazandı. Hüseyn Cavid, Məhəmməd Hadi, Abbas Səhhət və Əhməd Cavad kimi sənətkarlar romantik estetikanın aparıcı nümayəndələri kimi çıxış etdilər (Cəfərov, 2021, s. 55).

Hüseyn Cavid dramaturgiyası və poeziyası fəlsəfi dərinliyi, faciəviliyi və estetik kamilliyi ilə seçilir. Caviddə şər qüvvələrlə xeyrin mübarizəsi, ilahi eşq və insan ləyaqəti ümumbəşəri kontekstdə təqdim olunur.

Əhməd Cavadın poeziyası isə milli istiqlal ideyalarının, azadlıq təşnəliyinin və vətənpərvərliyin poetik bayrağına çevrilmişdir. Romantiklər klassik əruz vəznini yeni poetik fiqurlarla zənginləşdirərək milli şeirin imkanlarını genişləndirdilər (Vəliyev, 2017, s. 110).

Sovet dövrü Azərbaycan ədəbiyyatı: ideoloji təzyiq və bədii müqavimət
1920-ci ildən sonra Azərbaycan ədəbiyyatı mürəkkəb və ziddiyyətli bir mərhələyə qədəm qoydu. Sosialist realizmi metodu ədəbiyyata vahid ideoloji çəçivə kimi tətbiq edildi. Repressiya illərində (1937-1938) Hüseyn Cavid, Mikayıl Müşfiq, Əhməd Cavad kimi nəhəng simaların məhvi milli ədəbi prosesə ağır zərbə vurdu. Lakin bütün ideoloji buxovlara baxmayaraq, milli bədii təfəkkür öz varlığını və mahiyyətini qoruyub saxlaya bildi (Rəsulzadə, 2010, s. 145).

Səməd Vurğun, Rəsul Rza, Süleyman Rüstəm, İlyas Əfəndiyev kimi sənətkarlar bu dövrdə həm ideoloji tələblərlə hesablaşmaq, həm də bədii keyfiyyəti saxlamaq məcburiyyətində idilər. Rəsul Rzanın sərbəst şeir formasını Azərbaycan poeziyasına gətirməsi poetik strukturda mühüm yenilik idi. Səməd Vurğun poeziyası isə ana dilinin zənginliyini və təbiət gözəlliklərini klassik bədii ənənə ilə birləşdirərək geniş oxucu kütləsinin rəğbətini qazandı (Qasımov, 2019, s. 210).

"Altınçı illər" ədəbi nəsli və milli özünüdərkin yeni mərhələsi
XX əsrin 60-cı illərində sovet rejimindəki müəyyən yumşalmalar ("mülayimləşmə" dövrü) ədəbiyyata yeni, istedadlı bir nəslin gəlişinə şərait yaratdı. "Altmışıncılar" adı ilə tanınan bu ədəbi nəsil (Anar, Elçin, Əkrəm Əylisli, Maqsud İbrahimbəyov, Vaqif Səmədoğlu, Əli Kərim, Bəxtiyar Vahabzadə, Xəlil Rza Ulutürk və b.) ədəbiyyata fərdi insan konsepsiyasını, daxili azadlıq pafosunu və səmimiyyəti gətirdilər (Həsənli, 2022, s. 33).

Bu dövr nəsri şematizmdən və şüarçılıqdan uzaqlaşaraq, insanın daxili aləminə, mənəvi axtarışlarına və cəmiyyətdəki özgələşmə problemlərinə yönəldi. Anarın "Beşmərtəbəli evin altıncı mərtəbəsi", Elçinin "Mahmud və Məryəm" əsərləri bədii psixologizmin dərinliyi ilə seçilirdi. Poeziyada Bəxtiyar Vahabzadə və Xəlil Rza Ulutürk milli müstəqillik və dil haqqında yazdıqları cürətli əsərlərlə xalqın milli azadlıq təfəkkürünü oyatmaqda böyük rol oynadılar (Cəfərov, 2021, s. 128).

Müasir dövr Azərbaycan ədəbiyyatı: istiqlaliyyət və axtatışlar
1991-ci ildə dövlət müstəqilliyinin bərpası Azərbaycan ədəbiyyatı qarşısında yeni üfüqlər açdı. İdeoloji senzuranın ləğvi, söz azadlığı və dünya ədəbi prosesinə inteqrasiya imkanları bədii axtarışları sürətləndirdi. Qarabağ münaqişəsi, birinci və ikinci Qarabağ müharibələri müasir ədəbiyyatın ana mövzusuna çevrildi (Süleymanov, 2023, s. 15).

Müstəqillik dövrü ədəbiyyatında post-modernizm, avangardizm və dekadent təmayüllər özünü göstərməyə başladı. Yeni ədəbi nəsil (Kamal Abdulla, Afaq Məsud, Rəşad Məcid, Salam Sarvan, Aqşin Yenisey və b.) ənənəvi bədii formaları yenidən mənalandıraraq, dekonsruksiya və mətnlərarası (intertextuality) üsullarından geniş istifadə etdilər. Kamal Abdullanın "Yarımçıq əlyazma" romanı Azərbaycan postmodernizminin parlaq nümunəsi kimi dastan matrisini müasir romançılıq texnikası ilə birləşdirdi (Abdulla, 2016, s. 88).

Müasir poeziya isə formal çərçivələrdən azad olaraq daha çox fərdi ekzistensial hisslərin, insanın tənhalığının və müasir dünyadakı mənəvi böhranının təsvirinə yönəlmişdir. Eyni zamanda, 44 günlük Vətən Muharibəsində qazanılan Qələbə ədəbiyyata yeni zəfər pafosu və milli qürur hissi gətirmişdir.

Müasir dramaturq və şairlər bu tarixi hadisəni bədii müstəvidə rekonseptuallaşdırmağa davam edirlər (Süleymanov, 2023, s. 62).

Nəticə

Azərbaycan ədəbiyyatının minillikləri əhatə edən zəngin inkişaf yolu boyunca xalqımızın mənəvi-fəlsəfi təkamülünün, milli-ideoloji yaddaşının və estetik kamilliyinin aynası olmuşdur. Aparılan elmi-nəzəri təhlillər göstərir ki, şifahi xalq ədəbiyyatının dərin köklərindən qidalanan yazılı ədəbiyyatımız hər bir tarixi dövrün ictimai-siyasi sifarişinə və fəlsəfi tələbatına adekvat olaraq özünü yeniləmiş, lakin milli köklərdən və ümumbəşəri dəyərlərdən əsla ayrılmamışdır (Hacıyev, 2015, s. 112).

XIX əsrə qədərki klassik mərhələdə Nizami Gəncəvinin humanizmi, İmadəddin Nəsiminin fəlsəfi qəhrəmanlığı, Məhəmməd Füzulinin insani-ilahi eşqə əsaslanan lirikası dünya ədəbi fikir xəzinəsinin zirvələrini təşkil etmişdir. XIX əsr milli maarifçilik hərəkatı isə ədəbiyyatı cəmiyyətin maariflənməsinə və ana dilinin saflığına səfərbər etmiş, XX əsrin əvvəllərində romantizm və realizm cərəyanları milli istiqlal ideologiyasının formalaşmasında müstəsna rol oynamışdır (Məmmədov, 2018, s. 84).

Sovet ideoloji çərçivələrinə baxmayaraq, XX əsrin ikinci yarısında – xüsusilə "60-cılar" nəslinin yaradıcılığında milli şüurun oyanışı və poetik təfəkkürdə modernləşmə prosesi uğurla həyata keçirilmişdir. Müstəqillik dövrü Azərbaycan ədəbiyyatı isə ideoloji senzuranın ləğvi, dünyanın qlobal ədəbi proseslərinə açıqlıq və postmodernist elementlərin mənimsənilməsi ilə keyfiyyətcə yeni mərhələyə yüksəlmişdir (Qasımov, 2019, s. 145).

Yekun olaraq qeyd etmək lazımdır ki, müasir Azərbaycan ədəbiyyatı keçmişin zəngin klassik irsini qoruyub saxlamaqla yanaşı, XXI əsrin qlobal çağırışlarına cavab verən dinamik, çoxjanrlı və yenilikçi bir estetik sistem kimi inkişaf etməkdədir. Ədəbiyyatımız həm tarixi köklərinə sadiqliyi, həm də müasir dünya ədəbi fikri ilə ayaqlaşma bacarığı sayəsində xalqımızın milli kimliyinin yaşatmasında həlledici rol oynamağa davam edir (Əliyev, 2020, s. 105).

Ədəbiyyat

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Müxtəlif sistemli dillərdə “hərəkət və məkan” hadisə modelinin konseptuallaşması: hal kateqoriyasının koqnitiv-semantik təhlili

Yeganə Qəhrəmanova

Xülasə. *Məqalədə müasir koqnitiv dilçilik paradiqması çərçivəsində ismin hal kateqoriyasının və onun funksional-analitik ekvivalentlərinin (sözönülər, qoşmalar və hərəkət felləri) semantik-koqnitiv təbiəti araşdırılır. Tədqiqatın əsas məqsədi müxtəlif tipoloji sistemlərə mənsub dillərdə – aqqlütinativ quruluşlu Azərbaycan dili ilə flektiv-analitik quruluşlu ingilis, rus, eləcə də digər dillərin materialları əsasında – “Hərəkət və məkan” hadisə modelinin konseptuallaşma mexanizmlərini müqayisəli təhlil etməkdir. Koqnitiv qrammatika, hadisə konseptuallaşması və konseptual metafora nəzəriyyələrinə əsaslanan araşdırmada fiziki məkan orientasiyalarının emosional, psixoloji, sosial və zaman-abstrakt sahələrə köçürülməsi (metaforik proyeksiyası) izlənilir. Müqayisəli-koqnitiv təhlil nəticəsində müəyyən edilmişdir ki, dillərin səthi morfoloji-sintaktik quruluşunda (Azərbaycan dilində aqqlütinativ yönlük, yerlik və çıxışlıq hal şəkilçiləri; rus dilində flektiv istiqamət/yer/mənbə halları və prepozisiyalar; ingilis dilində isə analitik sözönülər və satellit/trayektoriya vasitələri) ciddi tipoloji fərqlər mövcud olsa da, insan idrakının məkan hadisələrini konseptuallaşdırma və onları mücərrəd sahələrə proyeksiya etmə mexanizmləri dərin səviyyədə oxşar və universaldır. Eyni zamanda, bu yanaşma müxtəlif sistemli dillərdə qrammatik kateqoriyaların semantik-koqnitiv şəffaflığını üzə çıxarmaqla yanaşı, onların tədrisində səmərəli metodiki modellərin formalaşdırılmasına da zəmin yaradır. Nəticələr koqnitiv qrammatika, tipoloji dilçilik və xarici dillərin tədrisi sahələrində aparılan gələcək araşdırmalar üçün nəzəri və praktik əhəmiyyət kəsb edir.*

Açar sözlər: *koqnitiv dilçilik, hal kateqoriyası, hərəkət və məkan modeli, konseptual metafora, aqqlütinativ və flektiv-analitik dillər, emosional konseptuallaşma*

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Conceptualization of the "Motion and Space" Event Model in Languages of Different Systems: A Cognitive-semantıc Analysıs of the Case Category

Yegana Gahramanova

Abstract. *This article investigates the semantic-cognitive nature of the grammatical category of case and its functional-analytical equivalents (prepositions, postpositions, and motion verbs) within the paradigm of modern cognitive linguistics, structured. The primary objective of the study is to conduct a comparative analysis of the conceptualization mechanisms of the "Motion and Space" event model across languages belonging to different typological systems–specifically agglutinative Azerbaijani*

alongside inflectional-analytical English and Russian (as well as cross-linguistic insights from other languages). Drawing upon cognitive grammar, event construal, and conceptual metaphor theories, the study traces how physical spatial relations are projected onto emotional, psychological, social, and abstract domains. The comparative-cognitive analysis demonstrates that despite marked typological differences in surface morphological and syntactic encoding (agglutinative dative, locative, and ablative case suffixes in Azerbaijani; inflectional cases and prepositions in Russian; analytical prepositions and path/satellite constructions in English), the underlying cognitive mechanisms through which human cognition conceptualizes motion events and maps them onto abstract domains exhibit strong cross-linguistic regularity. At the same time, this perspective reveals the semantic-cognitive transparency of grammatical categories across typologically distinct languages while supporting the development of more effective pedagogical models. The findings offer both theoretical and practical value for future research in cognitive grammar, linguistic typology, and foreign language instruction.

Keywords: *cognitive linguistics, category of case, motion and space model, conceptual metaphor, agglutinative and inflectional-analytical languages, emotional conceptualization*

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Giriş

Ənənəvi struktur dilçilikdə ismin hal kateqoriyası uzun illər əsasən formal-sintaktik əlaqələrin – söz birləşməsi və cümlə daxilində komponentlər arasındakı qrammatik tabeliyin – ifadə vasitəsi kimi səciyyələndirilmişdir. Bu yanaşmada hal formaları çox vaxt konkret semantik-koqnitiv məzmunu olmayan və ya yalnız sintaktik mövqeyi müəyyənləşdirən qrammatik göstəricilər kimi təqdim olunurdu. Lakin koqnitiv dilçiliyin inkişafı qrammatik kateqoriyaların məzmunsuz formal qəliblər olmadığını, əksinə, insan idrakının gerçəkliyi dərk etmə, strukturlaşdırma və təsnifləşdirmə təcrübəsini əks etdirdiyini ortaya qoymuşdur. Koqnitiv qrammatika baxımından qrammatik strukturlar və morfoloji göstəricilər insanın cismani-məkan qavrayışından qaynaqlanan konseptual sxemlərlə sıx bağlıdır.

Mövzunun aktuallığı müxtəlif qrammatik sistemlərə malik dillərdə – aqqlütinativ quruluşlu Azərbaycan dili ilə flektiv-analitik quruluşlu rus və analitik quruluşlu ingilis dillərinin (eləcə də digər dillərin) materialları əsasında – eyni fundamental idrak ssenarisinin dil müstəvisində necə kodlaşdırıldığını aşkara çıxarmaq zərurətindən irəli gəlir (Beavers et al., 2010; Vesnina, 2025). İnsan təfəkkürü üçün ilkin və əlçatan təcrübə sahəsi fiziki məkan və həmin məkanda baş verən yerdəyişmədir (Johnson, 1987). Mücərrəd, görünməyən və daxili psixoloji-emosional vəziyyətlər: *sevinc, kədər, qorxu, qəzəb, ümid, məyusluq* insan şüurunda məhz məkan orientasiyaları və hərəkət trayektoriyaları vasitəsilə konseptuallaşdırılır (Kövecses, 2000; Quliyeva, 2024).

Tədqiqatın məqsədi müxtəlif sistemli dillərdə – Azərbaycan, ingilis və rus dillərinin (həmçinin tipoloji paralellik baxımından digər dillərin) materialları əsasında – "Hərəkət və məkan" hadisə modelinin koqnitiv-semantik strukturunu müəyyənləşdirmək, hal kateqoriyasının və analitik/flektiv dil vasitələrinin fiziki məkandan emosional-abstrakt sahəyə keçiddəki rolunu müqayisəli təhlil etməkdir.

Metodlar

Tədqiqat müqayisəli-koqnitiv və semantik-tipoloji metodoloji çərçivədə aparılmışdır. Dil faktlarının təhlilində aşağıdakı nəzəri müddəa və metodlardan istifadə edilmişdir:

- Konseptual metafora nəzəriyyəsi: Mücərrəd və emosional anlayışların konkret cismani-məkan mənbə sahələrindən götürülmüş obraz-sxemlər əsasında strukturlaşdırılmasının təhlili (Lakoff & Johnson, 1980/2003; Quliyeva, 2024).
- "Hərəkət və məkan" hadisə modeli: Yerdəyişmə və lokalizasiya situasiyalarının *fiqur*, *fon*, *yol*, *hərəkət*, *başlanğıc nöqtə* və *hədəf* komponentləri üzrə dekonstruksiyası (Talmy, 2000).
- Daxili kodlaşma və konteyner sxeminin təhlili: Fiziki məkanın "içəri/daxil" sahəsi ilə "xaric/çöl" sahəsi arasındakı sərhədin keçilməsi, daxildə qalma və daxildən xaric olma proseslərinin morfoloji, leksik və sintaktik səviyyələrdə necə kodlaşdırıldığının müəyyənləşdirilməsi (Johnson, 1987; Mirzəyeva, 2025).
- Konseptuallaşma və perspektivləşdirmə yanaşması: Eyni hadisə ssenarisinin müxtəlif dillərdə fərqli qrammatik vasitələrlə (aqqlütinativ şəkilçilər, flektiv hallar, sözönülər, adpozisiyalar və hərəkət felləri) profilləşdirilməsinin müqayisəsi (Langacker, 2008; Park et al., 2022).

İnsan idrakı ətraf mühiti ilk növbədə məkan ölçüləri və məkan daxilindəki yerdəyişmələr vasitəsilə qavrayır (Johnson, 1987). Koqnitiv semantikada bu təməl təcrübə "Hərəkət və məkan" hadisə modeli kimi təsvir olunur. L. Talmy-nin (2000) konseptual semantika modelinə görə, hərəkət hadisəsi dinamik bir ssenari kimi bir neçə koqnitiv dayaq üzərində qurulur: hərəkət edən obyekt (fiqur), onun istinad nöqtəsi (fon), yerdəyişmənin keçdiyi xətt və ya məkan sahəsi (trayektoriya / məkan), hərəkətin özü (yerdəyişmə), hərəkətin başladığı nöqtə (başlanğıc nöqtə / mənbə) və çatdığı son nöqtə (hədəf).

Bu ssenarinin "Başlanğıc nöqtə – məkan/trayektoriya – hədəf" ardıcıllığı insan təfəkküründə həm fiziki yerdəyişməni, həm də zaman, proses və emosional hal dəyişmələrini təşkil edən universal idrak qəlibidir. Konseptual metafora nəzəriyyəsinə görə, insan bədəninin məkan və hərəkət təcrübəsi (*içəridə olmaq, daxil olmaq, çıxmaq, uzaqlaşmaq, yaxınlaşmaq*) mücərrəd sahələrə köçürülür:

1. "Vəziyyətlər məkanlardır" metaforası emosional və psixoloji halları subyektin içində olduğu və ya daxil olub-çıxdığı məkan sahələri kimi təqdim edir;
2. "Dəyişiklik hərəkətdir" metaforası isə bir emosional durumdan digərinə keçidi fiziki məkanda yerdəyişmə kimi kodlaşdırır (Mirzəyeva, 2022).

Qrammatik hal kateqoriyası və onun funksional analoqları (sözönülər, qoşmalar, adpozisiyalar) bu koqnitiv sxemin dil səviyyəsində reallaşmasında mərkəzi vasitədir. Dilçilikdə məkan bildirən adpozisiyaların və hal formalarının semantik-sintaktik təhlili göstərir ki, məkan münasibətləri yalnız coğrafi-fiziki koordinatları deyil, həm də subyektin hadisəyə baxış bucağını və qavrayış fokusunu ifadə edir. Konseptual metafora nəzəriyyəsinə görə (Lakoff & Johnson, 1980/2003; Quliyeva, 2024), insan bədəninin məkan və daxili sərhəd təcrübəsi mücərrəd sahələrə köçürülür:

1. "Vəziyyətlər məkanlardır" və "Emosional hallar konteynerdir" metaforası emosional və psixoloji halları subyektin daxil ola bildiyi, içində qala bildiyi və ya tərk edə bildiyi məkan sahələri kimi təqdim edir (Kövecses, 2000);
2. "Dəyişiklik hərəkətdir" metaforası isə bir emosional durumdan digərinə keçidi fiziki məkanda – xüsusilə də daxili məkana giriş və ya daxili məkandan çıxış kimi kodlaşdırır (Lakoff & Johnson, 1980/2003).

Nəticələr və müzakirə

Müxtəlif sistemli dillərin müqayisəsi göstərir ki, "Hərəkət və məkan" hadisə modelinin üç əsas koqnitiv mövqeyi — *hədəf, başlanğıc nöqtə və məkan/lokalizasiya* – fiziki müstəvidən emosional-abstrakt müstəviyə keçid zamanı fərqli morfoloji-sintaktik vasitələrlə, lakin oxşar məntiqi-koqnitiv sxemlərlə işləyir (Beavers et al., 2010; Vesnina, 2025).

Fiziki məkanda hərəkətin istiqamətləndiyi və ya çatdığı nöqtəni ifadə edən vasitələr emosional-abstrakt sahədə subyektin yeni psixoloji hala düşməsini, qapılmasını və ya ona doğru yönəlməsini bildirir. Bunu müxtəlifsistemli Azərbaycan, ingilis və rus dillərində aşağıdakı kimi müşahidə edə bilərik:

- Aqqlütinativ hal sisteminə malik olan Azərbaycan dilində fiziki məkanda *evə getmək, şəhərə çatmaq, otağa girmək* konstruksiyalarında yönlük hal (-a/-ə) hərəkətin son nöqtəsini göstərir. Emosional sahədə bu şəkilçi *düşmək, qapılmaq, dalmaq, gəlmək, batmaq* felləri ilə birləşərək emosiyanı "hədəf məkan" kimi təqdim edir: *ümidsizliyə qapılmaq, qəzəbə gəlmək, xəyala dalmaq, təşvişə düşmək, sevincə qərq olmaq*. Burada yönlük hal subyektin emosional sahəyə daxil olmasını qrammatik səviyyədə sabitləşdirir.
- Analitik sistemli ingilis dilində istiqamət və məkan daxilinə yönəlmə *to* və *into* sözönüləri ilə ifadə olunur: fiziki *go to the station, walk into the room* qarşılığında emosional sahədə *fall into despair* ("ümidsizliyə düşmək"), *burst into tears* ("göz yaşlarına boğulmaq"), *sink into depression* ("depressiyaya qərq olmaq"), *drive someone to anger/madness* ("kimisə qəzəbə/dəliliyə gətirmək") ifadələri yaranır. *Into* sözönüsü qapalı məkan ("konteyner") sərhədini keçməni daha aydın vurğulayır (Mirzəyeva, 2025).
- Flektiv-analitik sistemli rus dilində fiziki *войти в комнату (voyti v komnatu), поехать в город (poyexat v qorod)* modelinə paralel olaraq emosional sahədə *впасть в отчаяние* (vpast v otçayanie) – "ümidsizliyə qapılmaq", *прийти в ярость* (priyti v yarost) –"qəzəbə gəlmək", *погрузиться в раздумья/печаль (poqruzitsya v razdumya/peçal)* – "düşüncələrə/kədərə dalmaq" konstruksiyaları işlədilir. Burada *в (v)* prepozisiyası ilə təsirlik halın (винительный падеж – vinitelnıy padej) uzlaşması emosiyanı subyektin daxil olduğu məkan strukturu kimi kodlaşdırır (Vesnina, 2025).

"Başlanğıc nöqtə" komponenti fiziki məkanda ayrılmanı və uzaqlaşmanı ifadə etdiyi halda, emosional-abstrakt sahədə həm *psixoloji vəziyyətdən xilas/çıxış, həm də emosional reaksiyanın mənbəyi (səbəbi)* funksiyasını icra edir (Lakoff & Johnson, 1980/2003; Talmy, 2000):

Koqnitiv məkan funksiyası	Azərbaycan dili (Çıxışlıq hal: -dan/-dən)	İngilis dili (from, out of)	Rus dili (Roditelnıy padej / Родительный падеж + из, от / iz, ot)
Fiziki məkandan ayrılma	*evdən çıxmaq, Bakıdan gəlmək*	*come out of the house, leave from*	*выйти из дома, приехать из города (vıyti iz doma, vıyti iz qoroda)*
Emosional haldan çıxış / uzaqlaşma	*qorxudan qurtulmaq, kədərdən uzaqlaşmaq, özündən çıxmaq*	*recover from shock, snap out of sadness, be out of one's mind*	*выйти из депрессии, выйти из себя (vıtyi iz depressii, vıyti iz sebya)*

Koqnitiv məkan funksiyası	Azərbaycan dili (Çıxışlıq hal: -dan/-dən)	İngilis dili (from, out of)	Rus dili (Roditelnıy padej / Родительный падеж + из, от / iz, ot)
Emosiyanın səbəbi / impulsu	*sevincdən ağlamaq, həyəcandan titrəmək, qorxudan susmaq*	*cry from/with joy, tremble from fear*	*плакать от радости, дрожать от страха (plakat ot radosti, drojat ot straxa)*

Bu cədvəldə görünən diqqətəlayiq ümumi cəhət *səbəb və başlanğıc məkanın koqnitiv eyniləşdirilməsidir:* hər üç dildə insanın ağlaması, titrəməsi və ya dəyişməsi emosiyanın "başlanğıc nöqtə" kimi çıxış etdiyi yerdəyişmə/reaksiya aktı kimi qavranılır. Həmçinin şiddətli qəzəb və ya affekt zamanı işlənən Azərbaycan dilindəki *"özündən çıxmaq"* və rus dilindəki *"выйти из себя" (vıyti iz sebya)* ifadələri "özünü/bədənini məkan kimi tərk etmə" metaforasını nümayiş etdirir.

Hərəkətin baş verdiyi və ya davam etdiyi məkan sahəsi emosiyanın davamlı fonunu və subyektin həmin hal içində qalmasını göstərir (Langacker, 2008):

- Azərbaycan dilində: Yerlik hal şəkilçisi (-da/-də) çox vaxt məkan bildirən köməkçi sözlərlə (*içində, arasında, daxilində*) birləşərək emosiyanı əhatəedici mühit kimi təqdim edir: *narahatlıq içində olmaq, sevinc içində yaşamaq, tərəddüd içində qalmaq*. Bu, Azərbaycan dilində mücərrəd isimlərə məkan əhatəliliyi qazandırmaq üçün analitik-aqqlütinativ sintaktik resursların birgə işlədilməsini göstərir.
- İngilis və rus dillərində: İngilis dilində *in* (*in love, in fear, in sorrow, in a state of shock*) və rus dilində *в* + предложный падеж / v + predlojnıy padej (*в радости / v radosti, в тревоге/ v trevoqe, в состоянии гнева / v sostayanii qneva*) birbaşa daxili məkan lokalizasiyasını ifadə edir.

Müqayisəli dilçilik və hadisə konseptuallaşması üzrə aparılan tədqiqatlar göstərir ki, dillər hərəkət və məkan hadisələrini kodlaşdırarkən trayektoriya, hərəkət tərzi, məkan sərhədi və hadisənin son nöqtəsinə fərqli dərəcədə diqqət yönəldə bilir. Məsələn, türk dillərində olduğu kimi Azərbaycan dilində də hal şəkilçilərinin aqqlütinativ şəffaflığı sayəsində *yer-dən yer-ə* (çıxışlıq + yönlük) kontrastı məkan və abstrakt keçidlərin sistemli morfoloji oxunuşunu təmin edir. Eyni zamanda, müasir dilçilikdə məkan adpozisiyalarının, qrammatik aspektin və hadisə perspektivinin müqayisəsi təsdiqləyir ki, səthi qrammatik vasitələr (hal şəkilçisi, sözönü, prepozisiya və ya satellit) fərqli olsa da, insanın məkan-hərəkət təcrübəsini mücərrəd təfəkkürə köçürmə qabiliyyəti universal koqnitiv mexanizmə söykənir.

Nəticə

Müxtəlif sistemli dillərdə — aqqlütinativ Azərbaycan, flektiv-analitik rus və analitik ingilis dillərinin (eləcə də digər dillərin) materialları əsasında – "Hərəkət və məkan" hadisə modelinin və hal kateqoriyasının koqnitiv-semantik təhlili aşağıdakı ümumi nəticələrə gəlməyə imkan verir:

1. İsmin hal kateqoriyası və onun analitik-flektiv funksional ekvivalentləri yalnız formal-sintaktik əlaqə vasitələri deyil; onlar insan idrakının *"başlanğıc nöqtə – məkan/trayektoriya – hədəf"* sxemini dil sistemində reallaşdıran koqnitiv-semantik kateqoriyalardır.
2. Müxtəlif dillərdə emosional vəziyyətlər və onların dəyişməsi fiziki məkan və yerdəyişmə metaforaları (*vəziyyətlər məkanlardır*, *dəyişiklik hərəkətdir*, emosional halın "konteyner" və ya "hədəf/başlanğıc nöqtə" kimi qavranılması) əsasında konseptuallaşdırılır.

3. Dərin koqnitiv sxemlər və metaforik proyeksiyalar dillər arasında yüksək dərəcədə oxşar olsa da, onların səthi ifadəsi dilin tipoloji quruluşundan asılıdır: Azərbaycan dilində aqqlütinativ hal şəkilçiləri (-a/-ə, -da/-də, -dan/-dən) və hərəkət/köməkçi sözlərin sintaktik uzlaşması ön planda olduğu halda, ingilis dilində sözönülər və hərəkət konstruksiyaları (Beavers et al., 2010; Mirzəyeva, 2025), rus dilində isə flektiv hal formaları ilə prepozisiyaların qarşılıqlı əlaqəsi (Vesnina, 2025) əsas rol oynayır.

Bu nəticələr həm nəzəri koqnitiv qrammatika və tipoloji dilçilik araşdırmaları, həm də xarici dillərin (o cümlədən Azərbaycan dilinin xarici dil kimi) tədrisi metodikası üçün əhəmiyyətlidir: hal şəkilçilərinin və sözönülərin təcrid olunmuş qrammatik qaydalar kimi deyil, vahid məkan-hərəkət və daxili kodlaşma ssenarisinin komponentləri kimi öyrədilməsi öyrənənlərin semantik-koqnitiv mənimsəməsini asanlaşdırır (Bylund et al., 2013).

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Higher Education Curricula in the Shift Toward Artificial Intelligence: Challenges and Prospects

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Abstract. *This paper aims to examine the current state of higher education curricula in light of the rapid digital transformation driven by artificial intelligence technologies, and to analyze their readiness to keep pace with emerging knowledge and technological changes. The study adopts a descriptive–analytical approach through a review of recent literature and international organizations' reports related to education and AI, in addition to analyzing applied models from leading universities that have integrated AI into their curricula. The findings show that most higher education institutions still face digital and pedagogical gaps that hinder the full utilization of AI in curriculum development. The main challenges include insufficient digital training for faculty members, inadequate infrastructure, and the absence of an integrated strategic vision. The study concludes that moving toward smart and sustainable higher education requires redesigning curricula in alignment with 21st-century skills, and strengthening integration between AI and both humanities and scientific disciplines. Accordingly, the paper recommends embedding AI as a core component of academic programs, training faculty in its pedagogical uses, and developing partnerships with technological institutions to accelerate educational transformation.*

Keywords: *Artificial intelligence, higher education, university curricula, digital transformation, smart pedagogy*

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Süni intellektə keçid dövründə ali təhsil proqramları: çətinliklər və perspektivlər

Fatima Zahra Azzouza[1*], Rahima Şexum[1], Sara Rihi[1]

Xülasə. *Bu məqalə süni intellekt texnologiyalarının təsiri ilə sürətlə inkişaf edən rəqəmsal transformasiya şəraitində ali təhsil kurikulumlarının mövcud vəziyyətini araşdırmağı və onların yeni biliklərə və texnoloji dəyişikliklərə uyğunlaşmağa hazırlıq səviyyəsini təhlil etməyi qarşıya məqsəd qoyur. Tədqiqat təhsilə və süni intellektə dair müasir elmi ədəbiyyatın və beynəlxalq təşkilatların hesabatlarının nəzərdən keçirilməsini, eləcə də süni intellekti tədris proqramlarına inteqrasiya etmiş qabaqcıl universitetlərin tətbiqi modellərinin təhlilini əhatə edən təsviri-analitik yanaşmaya əsaslanır. Tədqiqatın nəticələri göstərir ki, ali təhsil müəssisələrinin əksəriyyəti hələ də kurikulumların hazırlanmasında süni intellektin imkanlarından tam istifadə etməyə mane olan rəqəmsal və pedaqoji boşluqlarla üzləşir. Əsas problemlərə müəllim heyətinin rəqəmsal hazırlığının yetərli olmaması, infrastrukturun qeyri-kafiliyi və vahid strateji baxışın mövcud olmaması daxildir.*

Tədqiqat belə nəticəyə gəlir ki, ağıllı və dayanıqlı ali təhsilə keçid kurikulumların XXI əsrin bacarıqlarına uyğun olaraq yenidən hazırlanmasını, həmçinin süni intellektin humanitar və elmi fənlərlə inteqrasiyasının gücləndirilməsini tələb edir. Bu baxımdan, məqalədə süni intellektin akademik proqramlara əsas komponent kimi daxil edilməsi, müəllimlərin onun pedaqoji məqsədlərlə istifadəsi üzrə təlimləndirilməsi və təhsil sahəsində transformasiyanı sürətləndirmək üçün texnologiya müəssisələri ilə tərəfdaşlıqların inkişaf etdirilməsi tövsiyə olunur.

Açar sözlər: *süni intellect, ali təhsil, universitet kurikulumları, rəqəmsal transformasiya, ağıllı pedaqogika*

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Introduction

Higher education is currently undergoing rapid digital transformation driven by the accelerated development of artificial intelligence (AI) technologies, which have begun to directly influence teaching and learning methods as well as curriculum design. The role of universities is no longer limited to the transmission of knowledge; they are increasingly required to provide digital learning environments capable of promoting interactive learning and developing students' competencies in line with contemporary demands, Furthermore, the integration of artificial intelligence into universities has opened up new possibilities, including adaptive learning, educational data analytics, and the personalization of pedagogical pathways to meet learners' individual needs.

However, this transformation raises a fundamental question regarding the readiness of higher education curricula to accommodate these emerging technologies, particularly in light of the persistent digital and pedagogical divide in many institutions, the limited digital training of university instructors, inadequate infrastructure, and the absence of a clear strategic vision. Consequently, examining the current state of university curricula in the age of artificial intelligence, analyzing the challenges associated with its integration, and exploring prospects for developing intelligent and flexible curricula that address twenty-first-century skills have become increasingly important.

B. Research Problem

Despite growing international recognition of the role of artificial intelligence in improving the quality of higher education and developing curricula through personalized learning and predictive analytics, the reality in many universities reveals multiple challenges that hinder the effective integration of these technologies. In light of the foregoing, this article seeks to address the following research problem:

To what extent are higher education curricula digitally, pedagogically, and ethically prepared to integrate into an educational environment driven by artificial intelligence technologies? What are the main obstacles preventing such integration?

C. Research Hypotheses

This study is based on the following hypotheses:

- Higher education curricula currently lack sufficient readiness for the integration of artificial intelligence due to the persistence of the digital and pedagogical divide.

- Difficulties in integrating artificial intelligence are primarily associated with inadequate digital training for university instructors, insufficient infrastructure, and the absence of a clear strategic vision.
- The development of intelligent curricula is feasible through the integration of artificial intelligence into academic programs, the adoption of adaptive learning, and the establishment of supportive technological partnerships.
- The successful transition towards AI-enhanced curricula remains dependent on the existence of an ethical and legislative framework that ensures data protection and fairness in the use of these technologies.

D. Research Objectives

This study aims to:

- Diagnose the current state of university curricula in light of the transition towards artificial intelligence.
- Analyze the indicators of pedagogical and digital readiness, or lack thereof, within higher education institutions.
- Identify the main challenges hindering the adoption of intelligent curricula, particularly those related to training, infrastructure, and ethical governance.
- Explore prospects for curriculum development and propose practical, implementable mechanisms by drawing on leading international university models, including the policies of major universities and emerging curricula in artificial intelligence.

E. Significance of the Study

The significance of this study stems from several considerations:

- It addresses a growing global trend that places artificial intelligence at the center of the future of higher education.
- It highlights the digital and pedagogical divide that continues to hinder curriculum development in many Arab contexts.
- It provides an analytical framework to help university decision-makers develop flexible curricula that integrate artificial intelligence in a functional and ethical manner while responding to the evolving needs of the labor market.
- It highlights emerging university trends towards personalized learning, data-driven education, and the management of intelligent learning environments, thereby contributing to the development of a clear vision for advancing higher education in the digital age.

Metods

The study adopts a descriptive-analytical approach to examine the current state of higher education curricula in the context of artificial intelligence and assess their digital, pedagogical, and ethical readiness for integrating these technologies. It also analyzes the main challenges facing their implementation, particularly those related to digital competencies, technological infrastructure, strategic planning, and ethical governance.

Furthermore, the study draws on scientific literature, previous studies, and relevant international reports, while examining selected experiences of leading universities in adopting artificial intelligence, adaptive learning, and educational data analytics. This approach provides a basis for identifying the requirements for developing intelligent and flexible curricula and formulating practical recommendations to support the effective and responsible integration of artificial intelligence into higher education.

The study adopted a descriptive approach with an analytical orientation by reviewing recent literature addressing the integration of artificial intelligence into higher education and curriculum development. It also drew on reports issued by international organizations monitoring digital transformation and artificial intelligence in the education sector, such as UNESCO and the OECD. Furthermore, international case studies of leading universities that have updated their curricula by introducing artificial intelligence-related specializations or integrating AI competencies horizontally across academic programs were analyzed.

Results and Discussion

1. The Transition Towards Artificial Intelligence and the Variables Influencing Higher Education Curriculum Development

1.1. The Concept of Artificial Intelligence and Its Applications in Higher Education

In contemporary literature, artificial intelligence is defined as the ability of digital systems to simulate human behavior in analysis, decision-making, and problem-solving through the use of advanced algorithms and big data processing. In higher education, it is regarded as a means of developing the university learning environment through the use of tools such as academic data analytics, intelligent learning systems, conversational teaching assistants, expert systems, and adaptive learning. These tools contribute to improving teaching and assessment methods and enhancing educational outcomes (Qasqasi, 2024).

The literature also indicates that artificial intelligence has become a key component in supporting the transition towards blended learning, distance education, and interactive platforms, owing to its ability to personalize learning, analyze academic progress, and accurately predict educational outcomes (Kenza, 2025).

1.2. The Current State of Artificial Intelligence Integration in Universities

Recent studies indicate that universities, particularly those in the Arab region, exhibit considerable disparities in the extent to which artificial intelligence is adopted. Universities in the Gulf region are considered among the most advanced in terms of digital infrastructure and national artificial intelligence strategies, whereas other institutions continue to face inadequate digital infrastructure and limited adoption of comprehensive digital transformation initiatives (Kenza, 2025).

In this context, there is a growing need to strengthen the readiness of higher education institutions for digital transformation by improving digital infrastructure, developing the ability of faculty members and students to use intelligent technologies, and integrating artificial intelligence into curricula and university services. These priorities were also highlighted during the 2025 Forum on Artificial Intelligence and the Development of the Higher Education System.

Other studies have also revealed that some universities continue to rely on traditional approaches to teaching and administration, thereby limiting the benefits derived from digital transformation and artificial intelligence and negatively affecting the quality of higher education outcomes (Ghania, 2025).

1.3. Variables Associated with Digital Transformation and Artificial Intelligence in Higher Education

The transition towards intelligent higher education requires several fundamental variables to be established within the university system. The most significant of these include the following:

1. Digital Infrastructure
Technological infrastructure, including high-speed networks, big data systems, cloud computing, and the Internet of Things, constitutes a fundamental pillar of intelligent transformation in higher education.

2. University Curriculum Modernization
It has become necessary to redesign curricula in line with the requirements of the Fourth Industrial Revolution by integrating digital competencies, analytical skills, problem-solving abilities, and collaborative work within advanced technological environments.

3. Development of Pedagogical Staff Competencies
Intelligent transformation requires strengthening faculty members' abilities to use modern technologies and adopt teaching strategies based on innovation, digital analytics, and adaptive intelligent learning. This requirement has been emphasized in various recent studies.

4. Establishing an Institutional Culture That Supports Digital Transformation
This involves promoting a culture of technological acceptance, encouraging the responsible use of artificial intelligence, and adopting policies governing the ethical use of intelligent systems within universities (Plana, 2026).

2. Higher Education Curricula in the Context of Technological Transformations
Technological transformations have become a fundamental factor in reshaping higher education curricula, necessitating the adoption of digital educational tools that promote interaction and improve traditional teaching methods. Modern university curricula are no longer limited to the transmission of knowledge; they increasingly aim to develop research and practical skills through the integration of technological resources and interactive approaches. Designing a university curriculum today requires clearly defined objectives, the selection of appropriate content, and the adoption of teaching and assessment strategies that capitalize on digital technologies.

2.1. The Concept and Objectives of University Curricula
A university curriculum refers to the set of educational and organizational experiences provided to students within the university environment to bring about changes in their knowledge, attitudes, and skills. This concept adopts an approach that positions learners as active participants in the construction of knowledge rather than merely passive recipients.

Modern university education is defined as a process aimed at enabling students to identify real-world problems, develop their motivation, and mobilize human and material resources to solve these problems, while expanding self-directed learning and strengthening higher-order cognitive processes. The objectives of university curricula include preparing individuals capable of scientific thinking, keeping pace with technological and intellectual developments, and demonstrating awareness of their social and professional roles in a manner consistent with societal needs and labor market requirements (Ghania, 2025).

2.2. Components of University Curriculum Design
Modern university curricula are built around several fundamental components, including *educational objectives, knowledge content, teaching methods, instructional media, and assessment mechanisms.* Recent research indicates that curriculum development requires "reconsidering educational foundations and the principles underlying curriculum design, particularly with regard to teaching methods, strategies, and tools, while emphasizing the need to benefit from contemporary technological capabilities and artificial intelligence tools and applications."

Technology integration is also considered a fundamental pillar of curriculum design, particularly in light of the growing shift towards e-learning and distance education. These practices have become integral components of university curricula in the age of digital transformation (Al-Zahrani, 2024).

2.3. The Current State of Traditional University Curricula and Their Challenges

Many traditional university curricula continue to rely on linear knowledge transmission centered on the instructor, with a predominance of theoretical content, teacher-centered instructional methods, and memorization-based assessment. This makes them insufficiently flexible in responding to digital transformations, as they tend to position students as passive recipients rather than active participants in the learning process. They also disconnect learning from real-world problems, research, and practical application. The higher education literature identifies the persistence of this model as one of the major obstacles to curriculum modernization and the integration of intelligent learning environments.

These curricula also suffer from weak alignment with twenty-first-century skills and labor market requirements, creating a gap between university graduates' competencies and the demands of professional practice in areas such as critical thinking, problem-solving, and digital collaboration. This situation is also associated with the limited integration of technology across curriculum components, including objectives, content, teaching methods, and assessment. Consequently, digitalization often remains superficial, making it more difficult to integrate artificial intelligence effectively into academic programs at a later stage.

Accordingly, traditional curricula are characterized by limited flexibility, a skills gap, and inadequate digital integration. These challenges necessitate a comprehensive reform of curriculum design principles to ensure alignment with the transition towards intelligent higher education (Bitar, 2024).

2.4. Variables Related to Curriculum Development in the Context of Technological Transformations

Higher education is undergoing a fundamental transformation driven by the Fourth Industrial Revolution, which has made it necessary to modernize university curricula to meet future requirements. Studies have emphasized that digital transformation and artificial intelligence have become critical factors in restructuring curricula in terms of content, teaching methods, and assessment mechanisms. Documents from higher education conferences indicate that curriculum development requires "redesigning educational plans to benefit from artificial intelligence applications and big data, while adopting digital transformation strategies and preserving fundamental academic values" (Kenza, 2025).

This means that curriculum development is no longer limited to updating selected topics or introducing digital tools in a superficial manner. Instead, it involves a comprehensive review of all curriculum components, including objectives, content, teaching methods, and assessment. Educational objectives should be reformulated in terms of measurable competencies associated with future-oriented skills, such as critical thinking, complex problem-solving, digital literacy, and the ability to use artificial intelligence tools within specific fields of specialization.

Content, meanwhile, should become flexible and continuously updated, incorporating interdisciplinary knowledge and real-world applications while enabling students to engage with current issues and practical problems arising from labor market and societal needs (Omran, 2021).

3. The Relationship Between Artificial Intelligence Adoption and University Curriculum Development

In recent years, university curricula have undergone considerable changes as a result of adopting artificial intelligence technologies. The role of these technologies is no longer limited to supporting

administrative processes; they have become influential in designing, organizing, and delivering educational content. The growing presence of artificial intelligence has encouraged universities to reconsider curriculum components, including objectives, content, teaching methods, and assessment, to ensure their compatibility with a more interactive and flexible digital learning environment.

Artificial intelligence has also contributed to the emergence of new educational models based on data-driven learning, intelligent support, and the personalization of academic pathways according to students' abilities and needs. These developments enhance learning effectiveness and improve educational outcomes.

In light of these changes, universities must develop flexible curricula that integrate analytical and innovative tools across academic disciplines, foster critical thinking and problem-solving skills, and promote informed engagement with modern technologies. Such developments can better prepare students to meet the demands of an evolving and rapidly changing labor market (Ghania, 2025).

3.1. The Impact of Artificial Intelligence on University Curriculum Components

Artificial intelligence influences the various components and functions of university curricula in the following ways:

1. Reformulating curriculum objectives: Shifting the focus towards digital and professional competencies rather than concentrating exclusively on knowledge memorization.
2. Updating educational content: Integrating concepts and technologies associated with the Fourth Industrial Revolution into academic disciplines through interdisciplinary approaches.
3. Adopting data-driven learning: Personalizing academic pathways according to students' abilities, needs, and learning requirements.
4. Developing teaching methods: Moving towards active learning models supported by artificial intelligence, such as project-based learning, simulation, and virtual reality.
5. Transforming assessment practices: Shifting from memory-based assessment towards performance-based, formative, and adaptive assessment supported by learning analytics and immediate feedback.
6. Reducing the skills gap with the labor market: Continuously improving curricula based on labor market data and graduate performance.
7. Addressing the requirements of curriculum development: Providing adequate digital infrastructure and training instructors and students in the pedagogical use of artificial intelligence (Salem, 2023).

3.2. The Role of Artificial Intelligence in Improving the Quality of Educational Outcomes

Artificial intelligence increasingly contributes to improving the quality of educational outcomes by providing more accurate, effective, and personalized learning environments. Intelligent systems can analyze learners' performance and identify their strengths and weaknesses, thereby enabling the development of learning pathways tailored to each student's needs.

Artificial intelligence tools also support curriculum design by analyzing large volumes of educational data and identifying the skills and competencies required in the labor market. This enables educational institutions to update their academic programs regularly. Furthermore, AI technologies enhance teaching practices by providing interactive content, more precise assessment methods, and immediate feedback that helps students improve their performance and understanding of educational material.
As a result of this integration, the quality of educational outcomes can be enhanced by preparing graduates who possess the cognitive and practical skills required in the modern world and who are capable of innovation and adaptation to changing professional environments (Babaker, 2025).

Personalized and adaptive learning to improve academic achievement
Artificial intelligence enables the development of individualized learning pathways that adapt to students' proficiency levels, learning pace, and error patterns. This can improve mastery and reduce learning loss, thereby directly contributing to better academic achievement and educational outcomes.

Intelligent support and immediate feedback
Intelligent systems and virtual assistants provide real-time guidance and personalized learning recommendations while identifying and correcting errors at an early stage. This can improve deeper understanding and encourage students to remain engaged in the learning process.

Learning analytics to improve teaching and pedagogical decision-making
By analyzing interaction and performance data, artificial intelligence provides detailed indicators of students' difficulties and progress. This enables instructors to adopt evidence-based teaching approaches, thereby increasing instructional effectiveness and improving educational outcomes.

Competency-based and adaptive assessment instead of memorization-based assessment
Artificial intelligence contributes to transforming assessment practices towards measuring actual competencies through adaptive tests, automated assessment, and rapid feedback. It can also support digital performance-based assessments, including portfolios, practical assignments, and simulations.

Developing twenty-first-century skills and labor market readiness
Integrating artificial intelligence into university programs supports the development of critical thinking, problem-solving, data analysis, and digital collaboration skills. These competencies are essential indicators of graduate quality in the contemporary labor market.

Improving Program Quality at the Institutional Level (Continuous Curriculum Improvement)
Artificial intelligence applications enable universities to monitor the performance of students and graduates, identify skills gaps, and continuously update educational content and courses. This helps improve the quality of educational outcomes at both the program and university levels.

Ensuring Ethical Quality and Digital Equity
To achieve genuine improvements in quality, international literature emphasizes the need for ethical and educational governance of AI use, particularly with regard to privacy, academic integrity, transparency, and algorithmic bias (Merino, 2025).

3.4. The Relationship Between Artificial Intelligence and the Efficiency of the Educational Process
The relationship between artificial intelligence and the efficiency of the educational process is based on the premise that AI serves as a catalyst for enhancing both effectiveness and efficiency. It improves learning outcomes and their quality while reducing the time, effort, and costs required to achieve them. This relationship is reflected in several interconnected areas:

Learning Efficiency Through Personalization and Adaptation
AI-powered adaptive learning systems analyze students' performance in real time and adjust content and exercises according to their individual needs. This reduces unnecessary repetition and increases mastery within a shorter period. Systematic reviews of higher education indicate that personalization is one of the AI applications most closely associated with improved academic achievement and greater time efficiency in learning.

Teaching Efficiency Through Learning Analytics and Decision Support
AI enables the collection of detailed data on student engagement, learning difficulties, and progress trajectories. These data can then be transformed into indicators that help instructors intervene early

and adjust explanations or learning activities on an evidence-based basis rather than relying solely on intuition. This reduces the waste of instructional time and enhances teaching effectiveness.

Assessment and Measurement Efficiency
Adaptive assessment and intelligent grading reduce administrative workload and improve measurement accuracy by using tests that adjust to students' proficiency levels and provide immediate feedback. Studies indicate that AI can improve assessment validity and accelerate review and improvement cycles, thereby increasing the efficiency of the educational system as a whole.

Enhancing the Efficiency of Academic Support and Guidance
Virtual assistants and recommendation systems provide explanations, exercises, and learning resources whenever needed, functioning much like continuously available academic advisers. This reduces the burden of individual student follow-up on instructors while supporting student persistence and academic progress.

Improving Curriculum Updating and Alignment with the Labor Market
By analyzing performance data and feedback from students and graduates, AI can support the timely and regular development of curricula and the integration of professionally relevant topics. This helps reduce skills gaps and improves the relevance of educational outcomes to labor-market requirements.

Conditions for Achieving Efficiency and Avoiding Adverse Effects
International documents emphasize that improving the efficiency of the educational process through AI is not automatic. It requires ethical and educational governance that safeguards privacy, equity, transparency, and academic integrity, as well as training instructors and students in responsible AI use. These measures are essential to prevent AI from becoming a source of overdependence or academic dishonesty that undermines the development of genuine competencies (Zakaria, 2024).

4.4. Anticipating the Future of Higher Education Curricula in the Age of Artificial Intelligence
Higher education is currently undergoing fundamental transformations driven by rapid technological advancement and the emergence of artificial intelligence as an effective tool for improving learning methods. Integrating AI into educational curricula makes it possible to analyze academic data, provide personalized content tailored to students' needs, and strengthen interaction between students and instructors. This integration also contributes to the development of innovative educational tools, such as virtual and augmented reality, making learning more interactive and effective.

At the same time, the growing use of intelligent technologies raises challenges related to preserving human values and students' social skills. It is therefore essential to design curricula that balance technological innovation with human-centered considerations to ensure the quality and sustainability of higher education in the future. This approach opens up new possibilities for developing flexible and inclusive learning environments that adapt to digital developments and anticipate the role of AI in reshaping academic education.

A. Future Scenarios
Studies and research highlight the need to develop interactive e-learning environments and adopt modern teaching strategies that incorporate AI into curricula. These developments pave the way for future scenarios based on intelligent learning, automated content personalization, and improvements in data-driven learning.

B. Requirements for Successful Change
- Providing specialists and experts in artificial intelligence.
- Establishing a clear strategy for implementing AI in education.

- Allocating the financial and material resources required for implementation.
- Training faculty members and students to use AI in the educational process.

C. A Proposed Model for Curriculum Development

The proposed model supports the development of curricula based on the following elements:

- Personalized learning.
- The use of neural networks to improve learning and academic achievement.
- The design of interactive learning environments powered by artificial intelligence (Al-Ajmi, 2020).

5. Challenges of Integrating Artificial Intelligence into Higher Education Curricula

5.1. Pedagogical Challenges

Integrating artificial intelligence into university curricula represents a fundamental pedagogical challenge because it requires higher education institutions to redesign traditional teaching methods that are no longer capable of responding adequately to rapidly evolving digital learning environments. These methods must be replaced with educational approaches based on interaction, personalization, and the use of learners' big data.

Intelligent systems are now capable of analyzing student performance and adapting educational content and learning tasks to individual abilities and learning trajectories. This necessitates a fundamental shift from linear, teacher-centered knowledge transmission toward self-directed learning and algorithm-supported learning. Under this approach, students become active participants in constructing their own knowledge through flexible, data-informed learning pathways.

Furthermore, the growing reliance on intelligent assessment and the transformation of the instructor's role from knowledge transmitter to learning-experience designer and facilitator require curricula to be redesigned to become more flexible and adaptable to different learning styles. This entails moving beyond standardized assessment models, whose limitations in measuring diverse competencies and individual abilities have become increasingly apparent, toward adaptive and performance-based assessment that measures mastery in practical contexts and provides immediate feedback to support continuous learning improvement.

5.2. Technical Challenges

Universities face technical challenges associated with inadequate digital infrastructure, a shortage of modern equipment, and insufficient institutional readiness to implement AI-supported educational systems. These challenges are compounded by the limited digitization of existing curricula and the inadequate preparedness of some countries to provide distance education.

As previous studies cited in this research indicate, integrating intelligent systems requires appropriately equipped facilities, modern technological infrastructure, intelligent educational software, and the development of the digital capabilities of personnel. These requirements have yet to be fully met in higher education institutions across the Arab world.

5.3. Ethical and Legislative Challenges

Integrating artificial intelligence raises several ethical concerns related to protecting students' data, ensuring equitable access to learning, and preventing algorithmic bias. AI-supported education presents a particular challenge in ensuring equal opportunities between using artificial intelligence *for education* and providing education *about artificial intelligence*. It is also essential to ensure that technological resources are accessible to everyone without social or economic discrimination.

The legislative dimension is also associated with the absence of clear regulatory frameworks for protecting learners' data, governing the use of intelligent platforms, and redefining legal responsibility in cases involving algorithmic errors or unfair automated assessment.

5.4. Global Prospects and Trends

The world is increasingly moving toward the creation of an integrated digital transformation ecosystem in which artificial intelligence becomes a core component of education through personalized learning, smart classroom management, intelligent educational systems, and the development of future skills demanded by the global labor market. Many countries and international organizations are also working to expand access to AI education. One example is the Global Learning Repository Project, which provides free training materials to develop AI skills among students and educators. Such initiatives support the integration of these technologies into modern university curricula (Ghania, 2025).

Conclusion

This study confirms that the transition toward artificial intelligence in higher education is no longer an optional trend but has become a decisive factor reshaping university curricula and their functions. However, this transformation faces a reality characterized by the limited readiness of existing curricula and the persistence of digital, pedagogical, and ethical gaps. Consequently, the development of intelligent curricula depends on comprehensive reform of educational philosophy, structure, and governance.

In light of the diagnosis, analysis, and future outlook presented in this study, the main findings and recommendations can be summarized as follows.

6.1. Findings

1. Limited readiness of traditional university curricula to integrate artificial intelligence. The study reveals that many existing curricula continue to rely on a linear, teacher-centered model that emphasizes theoretical content and rote-based assessment. This limits their flexibility in responding to digital transformations and hinders the integration of intelligent learning environments and adaptive learning.
2. The digital and pedagogical divide constitutes the main obstacle to intelligent transformation. The study indicates that the difficulties associated with integrating artificial intelligence primarily stem from the persistent digital divide, reflected in inadequate infrastructure and equipment, and the pedagogical divide, reflected in insufficient digital training for instructors and the continued reliance on traditional teaching methods. These challenges are compounded by the absence of a clear strategic vision.
3. Artificial intelligence reshapes all components of the curriculum, not merely its content. The study concludes that adopting AI has prompted universities to reconsider curriculum objectives, content, teaching methods, and assessment. It has also opened up opportunities for data-driven learning and personalized learning pathways, indicating that the required development must be comprehensive rather than partial.
4. Improvements in educational outcomes depend on the pedagogical application of artificial intelligence. The study demonstrates that AI can improve educational outcomes through personalized and adaptive learning, intelligent support, learning analytics, and adaptive assessment. However, these benefits can only be fully realized within a pedagogical transformation toward active, competency-based learning.
5. Ethical and legislative challenges are intensifying as AI use expands. The study highlights concerns relating to the protection of student data, equal opportunities, algorithmic bias, and the

absence of regulatory frameworks defining legal responsibility in cases of unfair automated assessment.
6. Clear global trends toward smart universities and personalized learning are emerging. The study concludes that global developments are moving toward integrated digital transformation systems in which AI plays a central role through personalized learning, smart classroom management, and the development of future-oriented skills. This requires Arab universities to keep pace with these transformations.

6.2. Recommendations

1. Redesign the educational philosophy underpinning curricula in accordance with a competency-based approach and intelligent learning principles.
2. Update all curriculum components, including objectives, content, teaching methods, and assessment.
3. Strengthen digital infrastructure as a prerequisite for intelligent transformation. This requires providing high-speed networks, intelligent learning platforms, cloud computing services, and equipped classrooms with intelligent educational software, as these constitute the foundation for the transition toward smart higher education.
4. Train academic staff and students in the pedagogical use of artificial intelligence through continuous training programs covering innovative teaching strategies, digital analytics, and adaptive learning.
5. Foster an institutional culture that supports innovation and digital transformation by promoting the acceptance of technology, encouraging the responsible use of AI, and supporting technological partnerships and applied research within universities.
6. Establish a clear ethical and legislative framework for AI governance. Policies should be introduced to protect data and privacy, ensure digital equity and equal opportunities, and regulate the use of intelligent assessment tools to prevent bias and academic dishonesty while clearly defining legal responsibilities.

In conclusion, this study emphasizes that developing AI-supported university curricula represents a genuine opportunity to enhance the quality of higher education and improve its outcomes. However, realizing this potential depends on establishing the necessary conditions for intelligent transformation: robust digital infrastructure, comprehensive pedagogical reform, continuous professional development, and effective ethical and legislative governance. Without these conditions, digitalization will remain largely superficial, and universities may lose the opportunity to transition toward a smart university model capable of responding to future demands.

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Institutional Development of State Youth Policy in New Uzbekistan

Islomiddin Abrarov

Abstract. *This article examines the institutional development of state youth policy in Uzbekistan from 2016 to 2026. It asks whether the expansion of legal guarantees, specialised administrative bodies, neighbourhood-level delivery mechanisms and digital support systems has produced a coherent model of youth governance. The study uses qualitative document analysis and institutional mapping. It reviews the 2016 Law on State Youth Policy, the 2020 regulation establishing the Youth Affairs Agency, the 2022 measures on youth leaders in mahallas and the Youth Notebook, the 2023 Constitution, and the Youth of New Uzbekistan 2030 Strategy adopted in 2026. These documents are assessed against international principles of whole-of-government coordination and meaningful youth participation. The analysis identifies a transition from general welfare provision to a multi-level institutional system with constitutional, administrative, local and digital components. Its main weakness is that institutional expansion can be mistaken for policy effectiveness. Administrative coverage, programme counts and registered assistance do not by themselves demonstrate durable improvements in employment, skills, trust or participation. The article proposes an outcome-oriented framework that links rights, interagency coordination, local access, youth voice and public evaluation. It concludes that the next stage of reform should prioritise measurable outcomes, independent feedback and transparent coordination rather than continued organisational expansion.*

Keywords: *youth policy, institutional development, public administration, youth participation, mahalla, human capital, Uzbekistan*

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Yeni Özbəkistanda dövlət gənclər siyasətinin institusional inkişafi

İslomiddin Abrarov

Xülasə. *Məqalədə 2016–2026-cı illərdə Özbəkistanda dövlət gənclər siyasətinin institusional inkişafi araşdırılır. Əsas sual hüquqi təminatların, ixtisaslaşmış idarəetmə qurumlarının, məhəllə səviyyəsində fəaliyyət mexanizmlərinin və rəqəmsal dəstək sistemlərinin vahid gənclər idarəçiliyi modeli yaradıb-yaratmamasıdır. Tədqiqat keyfiyyət xarakterli sənəd təhlili və institusional xəritələşdirmə üsullarına əsaslanır. 2016-cı il Dövlət gənclər siyasəti haqqında Qanun, 2020-ci ildə Gənclər İşləri Agentliyinin fəaliyyətini müəyyən edən normativ sənəd, 2022-ci ildə məhəllələrdə gənclər liderlərinin və Gənclər dəftəri sisteminin inkişafına dair qərarlar, 2023-cü il Konstitusiyası və 2026-cı ildə qəbul edilmiş Yeni Özbəkistan Gəncləri 2030 Strategiyası təhlil olunur.*

Nəticələr ümumi sosial müdafiə yanaşmasından konstitusion, inzibati, yerli və rəqəmsal elementləri birləşdirən çoxsəviyyəli sistemə keçidi göstərir. Bununla belə, qurumların və proqramların sayının artması avtomatik olaraq siyasətin səmərəliliyi demək deyil. Məqalədə hüquqları, qurumlararası koordinasiyanı, yerli əlçatanlığı, gənclərin iştirakını və ictimai qiymətləndirməni əlaqələndirən nəticəyönümlü çərçivə təklif edilir. Növbəti mərhələdə təşkilati genişlənmədən daha çox ölçülə bilən nəticələrə, müstəqil geribildirimə və şəffaf koordinasiyaya üstünlük verilməsi əsaslandırılır. Bu yanaşma siyasətin sosial nəticələrini daha dəqiq qiymətləndirməyə imkan verir.

Açar sözlər: *gənclər siyasəti, institusional inkişaf, dövlət idarəçiliyi, gənclərin iştirakı, məhəllə, insan kapitalı, Özbəkistan*

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Introduction

Youth policy is difficult to govern because the problems associated with the transition to adulthood do not fit within a single ministry. Education, employment, health, housing, civic participation, public safety and social protection are administered through different organisations, budgets and territorial levels. A government may therefore adopt numerous youth programmes while still producing fragmented services. The central institutional question is whether these programmes are connected by clear authority, shared objectives, usable information and mechanisms through which young people can influence decisions that affect them.

Uzbekistan has substantially expanded the formal architecture of youth policy during the past decade. The Law on State Youth Policy adopted in 2016 defined youth as persons aged fourteen to thirty and described state youth policy as a system of socioeconomic, organisational and legal measures intended to support young people's development. The law also distributed responsibilities among the Cabinet of Ministers (2016), public authorities, educational institutions, local government and civil society organisations. This legal foundation was followed by specialised administration, local delivery structures, digital targeting mechanisms and constitutional guarantees.

The 2023 Constitution elevated youth rights from a sectoral policy concern to a constitutional obligation. Article 79 requires the state to protect the personal, political, economic, social, cultural and environmental rights of young people, encourage their participation in public life, and create conditions for education, health, housing, employment, recreation and intellectual, creative, physical and moral development (Constitution of the Republic of Uzbekistan, 2023). This provision is broad. Its practical value depends on the institutions that translate it into access, decisions and measurable outcomes.

The supplied Uzbek-language materials describe three connected themes: the institutional development of youth policy, patriotic and civic education, and the formation of innovative thinking. They share a valid premise: youth policy is not limited to social assistance. It also shapes participation, knowledge, civic responsibility and the capacity to initiate change. Yet combining these themes without an analytical hierarchy produces a list of desirable goals rather than a testable political-science argument. This article therefore treats patriotic education and innovative thinking as policy domains within a larger institutional system, not as separate proof of institutional effectiveness.

International research offers two useful standards. First, whole-of-government governance requires horizontal coordination across policy sectors and vertical coordination across levels of government. A systematic review by Aoki, Tay and Rawat (2024) shows that joined-up governance emerged because complex public problems cannot be managed effectively by organisations working in isolation. Second, youth participation must be more than attendance at events or receipt of benefits. Checkoway (2011) defines participation through young people's substantive involvement in decisions, community action and institutional processes. These standards allow the Uzbek model to be assessed without assuming that either centralisation or decentralisation is inherently effective.

The article addresses the following research question: how has the institutional design of state youth policy in Uzbekistan changed between 2016 and 2026, and what conditions are required for this design to produce accountable and participatory outcomes? The argument is that Uzbekistan has constructed a distinctive multi-level system linking legal guarantees, a specialised national agency, mahalla-level personnel and targeted digital support. The system has improved institutional reach, but its next challenge is evaluative rather than organisational. It must demonstrate that administrative activity changes employment, skills, inclusion, trust and participation, while avoiding duplication, selective access and symbolic consultation.

Methods

The study applies qualitative document analysis and institutional mapping. The unit of analysis is not an individual programme but the governance arrangement through which public authority, resources, information and participation are organised. The examined period begins with the adoption of the Law on State Youth Policy in September 2016 and ends with the policy framework in force in 2026, including the Youth of New Uzbekistan 2030 Strategy.

The primary documentary corpus consists of six national instruments: the 2016 Law on State Youth Policy, Cabinet of Ministers Resolution No. 550 of 2020 on the Youth Affairs Agency, Presidential Resolution No. PQ-92 of 2022 on work with youth in mahallas, Cabinet of Ministers Resolution No. 312 of 2022 on the Youth Notebook and related assistance, the Constitution adopted in 2023, and Presidential Decree No. PF-66 of 2026 approving the Youth of New Uzbekistan 2030 Strategy. The current consolidated versions of legal instruments were used where amendments had entered into force.

Each document was coded across five dimensions. The first was legal status: whether it defined a right, duty, programme or administrative procedure. The second was organisational authority: which body could make decisions, coordinate actors and monitor implementation. The third was territorial reach: whether implementation occurred nationally, regionally, locally or at mahalla level. The fourth was the mode of access: universal entitlement, targeted assistance, application, registration or institutional selection. The fifth was accountability: whether the instrument specified outcomes, indicators, reporting, appeal or feedback mechanisms.

The national design was compared with four external reference points. The OECD Youth Policy Toolkit emphasises comprehensive strategies, cross-government coordination, inclusion and meaningful representation (OECD, 2024). The United Nations Youth2030 strategy places youth engagement, rights, accountability and coordination within a system-wide framework (United Nations, 2018). The World Bank's study of youth employment in Uzbekistan identifies the practical difficulties of school-to-work transition and draws on household data, focus groups, key-informant interviews and a survey of firms (World Bank, 2021). A 2025 UNDP programme on youth-inclusive local governance illustrates the growing importance of participation in local decisions and service

design (United Nations Development Programme, 2025). These sources are used as analytical benchmarks, not as templates to be copied mechanically.

The method has two deliberate limits. It does not estimate programme impact because the reviewed documents do not provide a common longitudinal dataset or a counterfactual design. It also does not infer young people's views from official policy language. Institutional provisions are evidence of formal design, not proof of implementation or satisfaction. Claims in the Results section therefore concern observable changes in legal and administrative architecture. Claims about likely strengths and risks are presented in the Discussion as institutional interpretation.

Statement on the Use of Artificial Intelligence. OpenAI ChatGPT was used to assist with English translation, editorial restructuring and reference formatting. The author must verify the legal citations, argument, terminology and final manuscript before submission and retains responsibility for the published text. No confidential data or participant records were processed with the tool.

Results

Legal Consolidation of Youth Policy

The first result is a movement from a predominantly programme-based understanding of youth support to a rights-based legal framework. The 2016 law did more than list benefits. It identified youth policy as a coordinated system and assigned responsibilities to several public and non-public actors. This created a basis for interagency policy, but the breadth of the law also generated a coordination problem: when many institutions are responsible, accountability can become diffuse unless one institution has authority to align objectives and information.

The 2023 Constitution strengthened the legal position of young people by joining protection and participation in the same provision. Article 79 covers social rights such as education, health, housing and employment, but also political and civic participation. This combination matters institutionally. A youth policy that treats young people only as recipients of protection would satisfy only part of the constitutional mandate. The other part requires channels through which young people can raise issues, shape programmes and evaluate public responses.

The constitutional text also links youth development to intellectual, creative, physical and moral formation. The source materials' emphasis on patriotic education and innovative thinking can be located within this broader mandate. However, the two objectives require different institutions and indicators. Civic education may be assessed through knowledge, engagement and public responsibility. Innovative thinking requires educational quality, problem-solving opportunities and access to technology. Neither can be measured credibly by the number of ceremonies, slogans, seminars or participants alone.

Specialised Administration and Coordination

The second result is administrative specialisation. Cabinet of Ministers Resolution No. 550 formalised the Youth Affairs Agency as the specially authorised state body for youth policy. Its functions include developing strategic directions and state programmes, coordinating public bodies, monitoring projects, protecting legal rights and increasing the role of youth in reforms and civil society (Republic of Uzbekistan, 2020). This arrangement reduces the risk that youth issues will remain secondary tasks dispersed across unrelated agencies.

Specialisation does not remove the need for joint government action. The Agency cannot independently provide schooling, jobs, health care, housing or local infrastructure. Its effectiveness therefore depends on its capacity to coordinate ministries, regional authorities, mahallas, educational

institutions and non-governmental organisations. Aoki et al. (2024) distinguish the creation of coordinating structures from actual joined-up governance. The latter requires shared goals, compatible data, negotiated responsibilities and sustained cooperation across organisational boundaries.

The Uzbek design contains the formal elements of a coordinating centre, but the reviewed documents do not establish a single public results chain that connects national goals to sectoral contributions. For example, youth employment depends on education, labour-market services, private employers, finance and local authorities. If every organisation reports its own activities, total activity may rise while transition into stable employment remains weak. The key administrative requirement is therefore a shared outcome with identifiable contributions, not simply more interagency meetings.

Mahalla Level Delivery and Targeted Support

The third result is the extension of youth policy to the neighbourhood level. Presidential Resolution No. PQ-92 (2022) introduced youth leader positions in mahallas and connected them to district and city youth departments. This design shortens the distance between a young person and the administrative system. It also gives the state a local contact point capable of identifying needs that are not visible in national statistics.

Local presence can improve access, but it creates new governance risks. A youth leader works within a dense local network that includes the mahalla chair, social workers, employment and prevention officials, families and informal community actors. Without clear criteria, documentation and appeal procedures, local discretion may produce unequal treatment. Personal familiarity can help identify hidden problems, yet it can also favour well-connected applicants or discourage young people who distrust local disclosure. The same local embeddedness that makes the institution responsive can make it selective.

The Youth Notebook system adds targeted assistance and administrative data to this local architecture. Cabinet of Ministers Resolution No. 312 (2022). regulates the identification of eligible young people and support measures, while later amendments have expanded digital applications and delivery mechanisms. The model can connect need identification with training, employment, entrepreneurship or social support. Its strength is practical targeting. Its weakness is that registration can become an administrative end point rather than the beginning of a documented pathway out of vulnerability.

A results-based approach would distinguish four stages: identification, service delivery, immediate output and sustained outcome. Registration is identification. A grant, training course or referral is service delivery. Course completion or job placement is an immediate output. Continued employment, income stability, improved skills or reduced vulnerability after six or twelve months is an outcome. Public reporting that stops at the first three stages cannot establish durable effectiveness.

Digital Administration and Evidence

The fourth result is increasing reliance on digital administration. Electronic platforms can integrate applications, reduce repeated documentation, monitor deadlines and identify overlapping benefits. They can also generate disaggregated information by territory, age, education and type of need. These capabilities support more consistent decision-making across a large administrative system.

Digitalisation does not automatically make a programme inclusive. Access depends on connectivity, digital literacy, language, disability accommodations and confidence in data protection. A platform can reproduce the same institutional fragmentation that existed on paper if agencies use incompatible

definitions or do not exchange verified information. It can also obscure decisions when applicants see only a status message without reasons, review procedures or a responsible official.

For this reason, digital youth governance should be assessed through service quality rather than platform adoption. Relevant indicators include the time required to complete an application, the proportion of decisions with stated reasons, the rate of successful appeals, the number of repeated document requests, the difference between urban and rural completion rates, and the proportion of assistance that reaches the intended group. These indicators test administrative fairness and usability, not merely technical deployment.

Strategic Integration Through 2030

The fifth result is the adoption of a unified medium-term strategy. Presidential Decree No. PF-66 (2026) approved the Youth of New Uzbekistan 2030 Strategy for 2026–2030. The strategy connects employment, entrepreneurship, education, foreign languages, vocational training, young families, culture, volunteering, health, openness and participation. Its scope reflects the whole-of-government character of youth policy described by the OECD (2024).

The strategy also introduces target indicators and a national youth index. This is an important shift from institutional construction toward measurement. The quality of the shift will depend on indicator design. Targets should specify a baseline, definition, data source, responsible institution, reporting interval and distribution across relevant groups and regions. An aggregate national target can conceal unequal access if improvements are concentrated among urban, educated or already connected young people.

International comparison supports this caution. Youth2030 treats young people as rights holders and partners in policy rather than passive beneficiaries, while linking engagement with accountability and coordinated implementation (United Nations, 2018). The OECD similarly recommends legal and administrative conditions for youth representation and trust, not only sectoral services (OECD, 2024). Uzbekistan's strategy includes participation and openness, but these principles require procedures that show when a youth proposal was accepted, rejected or modified and why.

The institutional trajectory across the ten-year period can therefore be described in four stages. The 2016 law established a common legal field. The 2020 Agency created a specialised coordinating body. The 2022 mahalla and register reforms expanded local delivery and targeting. The 2023 Constitution and 2026 strategy connected the system to rights and measurable long-term objectives. This sequence represents genuine institutional development because the elements perform different functions. The remaining issue is whether their interaction produces outcomes that can be independently verified.

Discussion

The findings show that Uzbekistan has built a vertically integrated architecture for youth policy. National law defines the field, a specialised agency coordinates it, sectoral bodies deliver services, local youth leaders identify needs, and digital systems record applications and support. This architecture addresses a common weakness of youth policy: the absence of a clear institutional home. It also recognises that young people experience education, employment, family, health and civic life as connected transitions rather than separate bureaucratic sectors.

The model's strongest feature is local reach. Mahalla-level youth leaders can connect national programmes to individual circumstances and can identify problems before they become visible in aggregate statistics. UNDP's youth-inclusive local governance programme in Uzbekistan also treats

participation in local decisions and access to quality services as connected objectives (United Nations Development Programme, 2025). Localisation is therefore consistent with international practice, provided that young people influence priorities rather than merely receive locally administered programmes.

The model's most serious risk is administrative substitution: the assumption that an institution, platform or programme is evidence of the outcome it was created to achieve. This confusion can occur at every level. A constitutional guarantee is not the same as accessible remedy. An agency is not the same as coordination. A youth leader is not the same as representation. Registration is not the same as resolved vulnerability. Training is not the same as employability. Digital access is not the same as fair decision-making.

Employment illustrates the difference. The World Bank (2021) found that school-to-work transition in Uzbekistan involves skills, information, employer demand, job-search channels, regulatory conditions and unequal opportunities. A youth employment programme cannot be evaluated only through the number of participants or placements. It should also examine job duration, formality, earnings, occupational match, regional mobility and the different experiences of young women and men. Otherwise, short-term placement may be recorded as success even when participants quickly return to unemployment or informal work.

Participation requires the same precision. Checkoway (2011) argues that youth participation gains meaning through actual roles in decisions and social action. In public administration, this means involving young people before priorities and instruments are fixed, publishing the response to their proposals, and enabling representation from groups that do not normally enter official forums. Consultation after a policy has already been designed provides information but little influence. Participation should therefore be measured by decision impact, diversity and feedback, not by attendance.

Patriotic and civic education also need institutional discipline. Public institutions have a legitimate role in developing knowledge of constitutional rights, public responsibility, cultural heritage and social solidarity. However, a programme is more credible when it allows reasoned discussion, community problem-solving and lawful disagreement. Repeating approved statements may demonstrate compliance, but it does not show civic competence. A useful measure is whether young people can identify a local issue, gather evidence, cooperate with others and present a proposal through an established public channel.

Innovative thinking should be treated as an institutional capability rather than a personality slogan. Young people need access to quality teaching, laboratories, mentors, digital tools, entrepreneurship support and opportunities to test ideas. Public policy should also tolerate unsuccessful experiments when funds were used lawfully and learning was documented. If programmes reward only winners, they may select already advantaged applicants and mistake selection for development. Equity therefore requires transparent criteria, outreach to remote areas and reporting on who applied, who was rejected and who completed the programme.

A stronger evaluation framework would connect five institutional functions. Rights define the state's obligations and the minimum protections available to each young person. Coordination allocates responsibility across ministries and levels of government. Local access converts formal programmes into reachable services. Participation enables young people to shape priorities and correct implementation failures. Evaluation determines whether services change outcomes and whether benefits are distributed fairly. Weakness in any one function reduces the value of the others.

The framework also requires independent and public feedback. Administrative monitoring is necessary, but implementing agencies have incentives to emphasise favourable activity counts. Periodic surveys, beneficiary follow-up, complaint analysis, open regional comparisons and external research can test official reporting. The national youth index proposed under the 2030 strategy should publish its methodology, sampling design, indicator weights and uncertainty. Without these details, a composite score may simplify communication while hiding the causes of improvement or decline.

Coordination should be organised around a limited number of shared outcomes. Each outcome should have one lead institution, named contributing institutions and a common dataset. For example, the outcome of sustained youth employment would connect education, vocational training, employment services, entrepreneurship support and employers. The lead body would report not only its own interventions but the combined pathway and the points at which young people leave it. This is closer to joined-up governance than parallel programmes with similar target groups.

Finally, the system needs safeguards against exclusion. Targeted support is justified when resources are limited and needs differ, but eligibility rules should be intelligible and reviewable. Young people should receive reasons for adverse decisions, know how to appeal, and be able to use offline as well as digital channels. Regional reporting should identify gaps between urban and rural areas and between groups differentiated by sex, disability, income and educational status. These are not secondary technical details. They determine whether constitutional guarantees become usable rights.

Limitations

This study analyses formal institutions and cannot determine the causal effect of individual programmes. Legal documents describe authority and procedures, but implementation may differ by region, agency and target group. The article does not use administrative microdata, representative survey data, budget execution records or interviews with young people and officials. It therefore does not rank institutions or claim that a specific reform caused changes in employment, trust or civic participation.

The international benchmarks also require contextual interpretation. OECD and United Nations principles provide useful criteria for coordination and participation, but Uzbekistan’s administrative structure, demographic profile and mahalla system differ from those of many countries represented in comparative studies. The proposed framework should be tested locally rather than treated as a universal scoring model.

Future Research

Future research should trace individual service pathways across the Youth Affairs Agency, mahalla youth leaders, education and employment bodies. A longitudinal design could follow applicants from initial registration through service receipt and outcomes after six, twelve and twenty-four months. Linking administrative records with voluntary surveys would show whether recorded assistance corresponds to improved work, education, income, well-being or public trust.

A second priority is comparative regional analysis. Regions differ in labour markets, educational access, transport, digital connectivity and administrative capacity. Comparing the same programme across territories can identify whether variation comes from institutional design, resources or implementation practice. Qualitative interviews should include participants, rejected applicants, non-applicants, local youth leaders, employers and civil society organisations.

A third priority is validation of the national youth index. Researchers should test indicator reliability, weighting, regional comparability and sensitivity to missing data. The index should distinguish objective conditions from subjective assessments and should publish disaggregated results. Its

purpose should be diagnosis and policy learning, not competition based on a single unexplained ranking.

Conclusion

Between 2016 and 2026, Uzbekistan transformed state youth policy from a broad field of social support into a multi-level institutional system. The 2016 law defined the policy field, the 2020 Youth Affairs Agency created specialised coordination, the 2022 reforms extended delivery to mahallas and targeted assistance, the 2023 Constitution strengthened youth rights, and the 2026 strategy introduced a long-term integrated framework. These changes provide a stronger institutional basis for education, employment, civic development, social support and innovation.

The decisive test now is not whether the system continues to add organisations and programmes. It is whether public institutions can demonstrate durable and fairly distributed outcomes. A defensible model of youth governance must connect constitutional rights with coordinated authority, accessible local services, meaningful youth influence and transparent evaluation. Programme counts remain useful operational information, but they should not substitute for evidence of sustained employment, improved capabilities, equal access, public trust and influence over decisions.

The article's main recommendation is to make outcome accountability the organising principle of the next reform stage. Shared indicators, named institutional responsibility, disaggregated reporting, follow-up of beneficiaries, reasoned decisions and independent feedback would convert institutional reach into institutional quality. This approach would also place patriotic education and innovative thinking on a firmer basis by linking them to observable civic competence, problem-solving capacity and participation rather than declarative activity.

Declarations
Conflict of interest. The author declares no conflict of interest. Funding. No specific funding was received for this study. Ethical approval. Not applicable because the article reports documentary research and does not involve human participants or personal data. Data availability. The study is based on the public legal and policy documents listed in the References section.

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The National-Cultural Conditioning of Phraseological oUnits in the Russian Language

Naila Hajiyeva

Abstract. *This article examines the role and significance of set expressions in conveying the cultural experience of the Russian people, as well as the interconnection between phraseology and the Russian national mentality. It analyzes key concepts for interpreting phraseological units - expressions characterized by a fixed composition, semantic integrity, imagery, and the capacity to preserve a people's cultural traditions. The study reveals that the body of phraseological units reflects historical and social experience accumulated over generations, the nuances of daily life, the system of social relations, moral values, and the established perceptions held by the people regarding the individual and the world at large. A specific focus of the research is the in-depth study of phraseological units that reflect various spheres of human activity, including work, domestic life, interpersonal interactions, and the specifics of verbal communication. Through examples of Russian idioms - such as "working with one's sleeves down" (working half-heartedly), "having golden hands" (being highly skilled), "holding a stone in one's bosom" (harboring a hidden grudge), "not taking dirty linen out of the hut" (keeping private matters within the family), "like snow on one's head" (happening completely out of the blue), "leading someone by the nose" (deceiving someone), and "having seven Fridays in a week" (being highly fickle or indecisive) - the article demonstrates how images rooted in everyday objects acquire figurative meanings, serving as linguistic tools to express concepts concerning human behavior and the norms accepted within society.*

Keywords: *phraseological units, speech situations, Russian linguistics, language, communicative functions*

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Rus dilində frazeoloji vahidlərin milli-mədəni şərtlənməsi

Nailə Hacıyeva

Xülasə. *Məqalədə rus xalqının mədəni təcrübəsinin ötürülməsində sabit ifadələrin rolu və əhəmiyyəti, həmçinin frazeologiya ilə rus milli mentaliteti arasındakı qarşılıqlı əlaqə araşdırılır. Burada frazeoloji vahidlərin – yəni sabit tərkibə, semantik bütövlüyə, obrazlılığa və xalqın mədəni ənənələrini qoruyub saxlamaq qabiliyyətinə malik ifadələrin – şərh olunması üçün əsas anlayışlar təhlil edilir. Tədqiqat göstərir ki, frazeoloji vahidlər toplusu nəsillər boyu toplanmış tarixi və sosial təcrübəni, gündəlik həyatın incəliklərini, sosial münasibətlər sistemini, mənəvi dəyərləri, eləcə də xalqın fərdə və dünyaya dair formalaşmış təsəvvürlərini əks etdirir. Tədqiqatın diqqət mərkəzində insanın müxtəlif fəaliyyət sahələrini – əmək, məişət, insanlararası qarşılıqlı əlaqələr və şifahi ünsiyyətin xüsusiyyətlərini – əks etdirən frazeoloji vahidlərin dərindən öyrənilməsi dayanır.*

Məqalədə rus dilinə məxsus müxtəlif ifadələr – məsələn, «rabotat' spustia rukava», «zolotıye ruki», «derzhat' kamen' za pazukhoĭ», «ne vynosit' sor iz izby», «kak sneg na golovu», «vodit' za nos», «sem' piatnits na nedele» – nümunələrində gündəlik həyatdakı əşyalarla bağlı obrazların necə məcazi mənalar kəsb etdiyi və insan davranışı, eləcə də cəmiyyətdə qəbul olunmuş normalarla bağlı anlayışları ifadə etmək üçün dil vasitəsi kimi çıxış etdiyi göstərilir.

***Açar sözlər**: frazeoloji vahidlər, nitq situasiyaları, rus dilçiliyi, dil, kommunikativ funksiyalar*

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Introduction

It has been established that the cultural distinctiveness of phraseological units is determined not only by the unique nature of the imagery upon which they are based, but also by the specific evaluations they convey, the system of associations they evoke, and the particular ways in which they are used in various communicative contexts. Furthermore, it has been observed that the conceptions of the world embedded within a language's phraseology are internally diverse and subject to change under the influence of historical and sociocultural processes.

Thus, the study of phraseological units helps to reveal the value orientations and cultural perceptions of a given linguistic community. In this context, the content of idiomatic expressions must be considered in relation to specific communicative situations and the historical period in which they function; one must be careful not to equate linguistic stereotypes with the actual behavioral patterns of individuals belonging to that culture (Maslova, 2001, p. 35).

Beyond its communicative function, language ensures the continuity of cultural perceptions formed over the course of a long historical development. The national mentality and identity serve as the foundation for the formation of Russian phraseology (Maslova, 2001, p. 35). It is precisely through phraseological units that one can trace how cultural values and collective perceptions become anchored within a linguistic system: idiomatic expressions reflect historically established ways of interpreting life situations, enshrining culturally conditioned associations and evaluative judgments - the meanings of which are not always apparent from a literal interpretation of the individual words that compose them. From the perspective of linguocultural studies, a phraseological unit is viewed as a multifaceted linguistic phenomenon that integrates denotative meaning, imagery, evaluative qualities, and associations rooted in the cultural experience of the language's speakers (Teliya, 1996, p. 13). Identifying the cultural component of such expressions requires an analysis of their origins and their functional role, as many of these figurative concepts are not confined to a single linguistic culture but can be found across various linguistic traditions (Razumnykh, 2024).

The purpose of this article is to identify the role of idiomatic expressions in defining the ethnocultural distinctiveness of the Russian language. To achieve this goal, the following research objectives were established: 1) to identify the key characteristics of a phraseological unit from the perspective of a linguocultural approach; 2) to explore the relationship between phraseology, the linguistic worldview, and the national-cultural specificities of how the world is perceived; 3) to categorize Russian phraseological units into thematic groups that reflect the social experience and value orientations of Russian speakers; 4) to examine the figurative basis of specific units and identify their evaluative

component; and 5) to define the limits of interpreting phraseological material and outline the factors that constrain its linguocultural analysis.

Methods

The study adopts a qualitative approach, focusing not on quantifying the total number of phraseological units, but rather on uncovering the mechanisms through which these fixed expressions preserve and convey meanings of cultural significance.

Results

The cultural specificity of phraseological units is uncovered by analyzing their meaning, the historical circumstances of their origin, and the contexts in which they are used. The formal composition of an expression, in and of itself, is insufficient for a full understanding of the national-cultural meanings embedded within it. In the field of Azerbaijani lexicology, F. A. Guliyev links the cultural and national significance of phraseological units to their capacity to preserve traditional modes of perceiving the world and to convey the knowledge accumulated by a people - knowledge reflected in their poetic heritage (Guliyev, 2021). T. M. Gozalova focuses on fixed expressions in the German and Azerbaijani languages that manifest a distinct national-cultural character, shaped by the historical traditions and unique worldviews of the respective peoples (Gozalova, 2022). The relevance of these works to the present study lies in the fact that they substantiate the heuristic potential of cross-linguistic analysis of phraseological units for the purpose of reconstructing cultural codes and interpreting meanings that are specific to a particular nation (Dobrovolsky, 1997, p.45).

According to O. I. Khalupo, the phraseological stock of a language serves as a mechanism for preserving and transmitting cultural experience, encoding the concepts, norms, and values of a linguistic worldview within fixed expressions (Khalupo, 2013). A cross-linguistic study of phraseology reveals an interplay between universal and ethnocultural elements: while similar semantic models may exist, fixed expressions retain the distinct characteristics of a nation’s experience, traditions, and collective perception of the world (Nikitina, Rogalyova, 2024). This underscores the relevance of the present topic – the description of everyday life and evaluative concepts within Russian phraseology.

Typically, the specific nature of phraseological units is defined by their fixed component composition – that is, an invariant structure – as well as their capacity to be reproduced as ready-made units in speech and their possession of a holistic meaning perceived as a single semantic entity. The meaning of a phraseological expression emerges from the combination as a whole and cannot be derived merely by summing the meanings of its individual constituent words. For instance, the idiom "водить за нос" (literally: "to lead by the nose") is used figuratively to describe a situation in which one person intentionally deceives or misleads another. Such idiomatic expressions function as established linguistic tools for interpreting various situations, enabling a speaker to concisely convey their attitude toward a specific action and express an evaluation of it.

The cultural content of phraseological units is revealed through several interconnected aspects that reflect the specific national worldview, traditions, and values held by the speakers of a language. A negligent attitude toward one’s duties invites a negative assessment, whereas professionalism, competence, and conscientiousness are viewed as qualities deserving of respect and approval. It should be noted, however, that these idiomatic expressions do not capture the full complexity of the historical and social dimensions of labor; rather, they codify common, everyday perceptions regarding the proper approach to work, the traits of a conscientious worker, and the criteria for successfully completing assigned tasks.

The idiom "not to carry trash out of the hut" ("ne vynosit' sor iz izby") illustrates how an image rooted in everyday domestic life can acquire a figurative meaning, coming to represent a specific behavioral model. In this figurative sense, the expression refers to the act of making family disagreements or personal matters – which are conventionally expected to remain within the private sphere – a subject of public knowledge. The interior of the home symbolizes the family realm, while the image of "trash" represents problems and conflicts that, according to traditional norms, ought to remain outside the scope of public discussion.

Images rooted in the everyday life of a family illustrate how familiar household objects can become symbols that reveal the nuances of human relationships. In such expressions, the home is perceived not merely as a place of residence, but as an embodiment of security, a sense of belonging to a specific group, and a boundary between the private, inner sphere and the outside world. While this conception of "home" exists in other languages as well, the specific ways it is expressed – and the subtle shades of meaning it carries - are shaped by cultural traditions and particular patterns of usage.

The idiom "to hold a stone in one's bosom" ("derzhat' kamen' za pazukhoi") conveys the idea of hidden hostility, a harbored grievance, or ill will toward another person. The image of a stone concealed beneath one's clothing evokes a sense of danger - a threat that remains unseen by others, yet could manifest at any moment. Thus, the expression is built upon a contrast between outward behavior and inner intent: what is hidden from prying eyes represents a person's true feelings and motives.

In this expression, snow symbolizes an unforeseen event that occurs without warning, disrupting the routine flow of life. This natural image serves as a way to convey both the suddenness of an occurrence and an individual's lack of preparation for it. The national and cultural characteristics of a language may be reflected in the prevalence of certain images, their emotional connotations, and their distinct semantic contrasts. When comparing idioms across different languages, it is important to take into account climatic, everyday, and historical factors. However, the meaning of such set expressions cannot be explained solely by the geographical conditions in which a people live (Rudakova, 2023).

The expression "seven Fridays in a week" describes a person characterized by inconstancy and frequent changes in intention. It is used in situations where an individual fails to stick to their decisions, reneges on previous promises, or displays inconsistency in their actions. In traditional understanding, Friday serves as a temporal reference point against which a person's steadfastness - or lack thereof – in their decisions and actions is evaluated.

In this context, the idiom reflects a social expectation regarding the need for consistency in human behavior: it is assumed that a person's words and actions should possess a certain stability, allowing those around them to trust them and rely on their decisions. The concept of calendar time takes on a figurative meaning, serving to characterize a person's moral qualities and their behavior during social interaction. However, as historical accounts regarding the origin of this expression vary, none can be considered an established fact in the absence of reliable etymological evidence.

The first is metaphorical transfer, which involves using the image of a specific object or action to denote and conceptualize a more abstract situation: a "stone" may signify hidden animosity, "rubbish" (or debris) may represent family conflicts, and "snow" may denote something unexpected. The second is the evaluative component – a semantic element that not only identifies a particular action or phenomenon but also conveys an attitude toward it, indicating whether it is perceived positively or negatively. The third involves the entrenchment of specific social behavioral patterns, reflecting

societal norms regarding diligent work, the maintenance of trusting relationships, and accountability for promises made (Sherstyanyh, 2022).

It should be noted, however, that one cannot claim every Russian idiom reflects unique traits of the "national character", as many set expressions convey universal human values shared across various cultures. Such an approach risks leading to overgeneralizations and the conflation of linguistic data with subjective judgments about actual human behavior. While idioms do reflect the concepts and values established within a culture, they cannot be viewed as objective statistical indicators of a society's overall behavior (Piasecka, 2021).

Conclusion

The results of this study indicate that the phraseological units of the Russian language serve as a significant source of information regarding the specific national worldview and cultural perceptions held by native speakers. The national worldview, as reflected in phraseology, is shaped by a combination of universal metaphors – often rooted in the human body or natural phenomena – and historically evolved rules of communication and imagery drawn from everyday life. The national-cultural distinctiveness of idioms lies in the specific ways these components combine and interact, rather than in the inherent uniqueness of each individual element. It is precisely for this reason that the comparative study of languages allows us to identify both typological commonalities – linked to shared human experience – and differences that have emerged under the influence of a people's historical development and cultural traditions. When studying phraseological units, it is necessary to take into account the specifics of their contextual usage, their stylistic classification, and their communicative function in contemporary speech. Depending on the communicative situation, a single phraseological unit can convey stern censure, an ironic attitude, self-irony, or mild disapproval. A dictionary definition of a phraseological unit does not always fully capture the meaning it acquires within a specific communicative context. Therefore, identifying the cultural content of phraseological units should be based on an analysis of lexicographical sources, the findings of scholarly research, and examples of their actual use in speech.

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Where Names Carry Metaphors: The Mythonym–Metaphor Interface in Fantasy Worldbuilding

Abdulxay Qosimov

Abstract. *Fantasy fiction builds its secondary worlds with two resources that are usually studied apart: mythonyms, the proper names of a world's gods, monsters, heroes and sacred places, and conceptual metaphors, the cross-domain mappings that make abstract experience tractable. This article examines how the two interact. The narrative text of J. R. R. Tolkien's The Lord of the Rings (478,992 words; 32,427 sentences) was searched for 50 mythonym forms in five categories, yielding 1,344 tokens. Each form was coded for a source domain lexicalised in the name itself, and the co-text of every mythonym-bearing sentence was compared with the rest of the novel for five source-domain lexical sets after the names had been masked. A seeded random sample was then checked with MIPVU. Four findings emerge. First, 46.1% of mythonym tokens carry a metaphorical source domain inside the name (Mordor, the Dark Lord, the Shadow, the Eye), and 86.1% of these lexicalise DARKNESS. Second, naming is strongly asymmetric: 76.2% of tokens designate the antagonist, his servants or his realm, against 4.4% for the powers of light. Third, even with names masked, antagonist names and mythotoponyms attract darkness lexis in their co-text (odds ratios 2.62 and 4.22), while legendary heroes attract light lexis (OR = 2.80). Fourth, manual checking shows that much of this darkness is literal: the secondary world turns the mapping EVIL IS DARKNESS into geography. The study proposes a four-type model of the mythonym–metaphor interface (lexicalisation, co-textual elaboration, literalisation and onymic modification), relates it to naming in Rowling and Lewis, and argues that mythonyms are the points at which a fantasy world's metaphorical system becomes recurrent enough to count as evidence of systematicity.*

Keywords: *mythonym, conceptual metaphor, literary onomastics, worldbuilding, fantasy literature, MIPVU, corpus stylistics, J. R. R. Tolkien*

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Adların metafor daşıdığı yer: fantastik dünyaların yaradılmasında mifonim–metafor əlaqəsi

Abdulxay Qosimov

Xülasə. *Fantastik ədəbiyyat öz ikinci dərəcəli dünyasını adətən ayrı-ayrılıqda öyrənilən iki resurs vasitəsilə qurur: mifonimlər (bir dünyanın tanrılarının, bədheybətlərinin, qəhrəmanlarının və müqəddəs məkanlarının xüsusi adları) və konseptual metaforalar (mücərrəd təcrübəni dərk edilə bilən hala gətirən, müxtəlif sahələr arasındakı uyğunluqlar). Bu məqalə həmin iki elementin necə qarşılıqlı əlaqədə olduğunu araşdırır.*

C. R. R. Tolkinin "Üzüklərin hökmdarı" (The Lord of the Rings) əsərinin mətnində (478 992 söz; 32 427 cümlə) beş kateqoriyaya aid 50 mifonim forması axtarılmış və nəticədə 1344 nümunə (token) aşkar edilmişdir. Hər bir forma, adın özündə leksikləşdirilmiş "mənbə sahəsi" (source domain) baxımından kodlaşdırılmış; adlar gizlədildikdən sonra isə mifonim ehtiva edən hər bir cümlənin konteksti, beş fərqli mənbə sahəsinə aid leksik qruplar əsasında romanın digər hissələri ilə müqayisə edilmişdir. Daha sonra, ilkin seçmə əsasında yaradılmış təsadüfi nümunələr MIPVU metodu ilə yoxlanılmışdır. Tədqiqat nəticəsində dörd əsas məqam ortaya çıxmışdır. Birincisi, mifonim nümunələrinin 46,1%-i öz tərkibində metaforik mənbə sahəsi daşıyır (məsələn: Mordor, Qaranlıq Hökmdar, Kölgə, Göz) və bunların 86,1%-i "QARANLIQ" anlayışını leksikləşdirir. İkincisi, adlandırma prosesi kəskin şəkildə asimmetrikdir: nümunələrin 76,2%-i antaqonisti, onun xidmətçilərini və ya onun hökmranlıq etdiyi ərazini ifadə etdiyi halda, işıq qüvvələrinə aid olanlar cəmi 4,4% təşkil edir. Üçüncüsü, adlar gizlədildikdə belə, antaqonistlərin adları və mifotoponimlər (mifoloji yer adları) öz kontekstlərində qaranlıqla bağlı leksik vahidləri cəlb edir (şans nisbətləri müvafiq olaraq 2,62 və 4,22-dir); əfsanəvi qəhrəmanların adları isə işıqla bağlı leksikanı özünə çəkir (şans nisbəti = 2,80). Dördüncüsü, əllə aparılan yoxlamalar göstərir ki, bu "qaranlıq" anlayışının böyük bir hissəsi birbaşa (literal) məna daşıyır: fantastik dünya "ŞƏR QARANLIQDIR" metaforik uyğunluğunu coğrafi reallığa çevirir. Tədqiqatda mifonim-metafora əlaqəsinin dörd növündən ibarət model (leksikləşdirmə, kontekstual genişləndirmə, birbaşa reallaşdırma və onimik modifikasiya) təklif olunur; bu model Roulinq və Lyuisin əsərlərindəki adlandırma təcrübəsi ilə müqayisə edilir. Müəlliflər belə qənaətə gəlirlər ki, mifonimlər fantastik dünyadakı metaforik sistemin kifayət qədər təkrarlanaraq sistemlilik sübutuna çevrildiyi nöqtələrdir.

Açar sözlər: *mifonim, konseptual metafora, ədəbi onomastika, dünya quruculuğu, fentezi ədəbiyyatı, MIPVU, korpus stilistikası, C. R. R. Tolkin*

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Introduction

Readers of fantasy meet a secondary world through its names before they understand its rules. *Mordor*, *the Dark Lord* and *Elbereth* in Tolkien, *Voldemort* and *Albus Dumbledore* in Rowling, *Charn* and *Aslan* in Lewis do more than refer. They signal value, origin and danger, and they often do so by means of the same experiential domains that conceptual metaphor theory (CMT) treats as the ground of abstract thought: light and darkness, height and depth, seeing, burden and force. A name such as *the Shadow* is at once a mythonym, because it designates a mythic power in the world's cosmology, and a metaphor, because it construes that power as an absence of light.

Two lines of research meet in such names but seldom speak to each other. Literary onomastics has produced a growing body of work on names in fantasy, much of it concerned with translation, taxonomy and the semantics of "speaking names" (Krimer-Gaborović, 2022; Manova-Georgieva, 2022; Nemickienė, 2025; Nosoreva, 2022; Panou, 2021). Cognitive metaphor research, meanwhile, has moved towards explicit identification procedures, corpus evidence and cross-cultural comparison (Bolognesi & Werkmann Horvat, 2022; Kövecses, 2020; Reijnierse & Burgers, 2023; Steen, 2023). When onomastic studies notice metaphor, they usually treat it as one source of a name's meaning; when metaphor studies analyse fantasy, they usually treat names as referents of metaphorical predications rather than as carriers of mappings in their own right.

The present article is the third step in a programme that began from two separate observations. A corpus-based conceptual metaphor dictionary of *The Lord of the Rings* found that mapping in the trilogy is almost wholly unidirectional and that the target domains cluster on inner states, but also that 87.6% of its 210 posited mappings rested on a single attestation, so that only a small core could be said to demonstrate systematicity (Qosimov, 2026a). A parallel onomastic line established that mythonyms in children's fantasy work on three registers at once, aesthetic-phonological, intertextual-cultural and ideological-didactic (Abduolimova & Qosimov, 2026), that C. S. Lewis's 276 mythonyms fall into five construction types (Kosimov, 2025), and that in Rowling's texts mythonyms and metaphors interact in recurrent ways (Kosimov, 2026). The question that connects these strands is whether names are one of the places where a fantasy world's metaphorical system is anchored, and whether counting names across a whole text can supply the recurrence that a dictionary of single attestations lacks.

The study addresses three research questions:
RQ1. How are mythonyms distributed across *The Lord of the Rings*, by category and by volume?
RQ2. To what extent do mythonyms carry a metaphorical source domain in their own form, and to what extent do they attract source-domain language in their co-text?
RQ3. What types of interaction between mythonym and metaphor can be distinguished, and how do they compare with naming practice in other fantasy traditions?

The answers are reported for a single, fully searched novel and are complemented by comparative notes on Rowling and Lewis drawn from earlier studies. The aim is not to replace close reading of names but to give it a quantitative frame that can be replicated and extended.

2. Literature Review

2.1 Conceptual metaphor after 2020: extension, identification and evidence

Since Lakoff and Johnson (1980), CMT has held that metaphor is a matter of conceptual structure, with linguistic expressions as surface evidence of underlying mappings. Kövecses's (2020) extended version of the theory locates mappings at several levels of schematicity, from image schemas and domains through frames to mental spaces, and so allows the same mapping to appear as an entrenched schema in one place and as a context-bound, creative expression in another. This multilevel view matters for names: a name can encode a schematic mapping (DARK IS EVIL) while its co-text elaborates it at the level of frames and scenes.

A second development is procedural. The Metaphor Identification Procedure (Pragglejaz Group, 2007) and its extension MIPVU (Steen et al., 2010) have become the standard for deciding whether a lexical unit is metaphorically used, and the procedure has been adapted to many languages, including Uzbek (Gen Kaya, 2019). Later work has added procedures for the steps that follow identification, such as the coding of source domains with MSDIP, which allows several candidate domains to be recorded where discourse underdetermines the mapping (Reijnierse & Burgers, 2023). Steen's (2023) Deliberate Metaphor Theory adds a further distinction between metaphors processed as cross-domain comparisons and those processed without attention to the source. Coined names in fantasy, which readers must actively decode, are plausible candidates for deliberate processing in this sense.

A third strand concerns evidence. Reviews of corpus-based metaphor research document a steady rise in specialised corpora and in quantitative work (Abdul Malik et al., 2022; Zhao et al., 2023), while special issues on current challenges in the field stress that metaphoricity is graded and that operational decisions about what counts as metaphorical shape every result (Julich-Warpakowski & Pérez Sobrino, 2023; Turner & Littlemore, 2023). Coll-Florit and Climent (2023) note that metaphor repositories rarely record how strongly each mapping is evidenced. The Tolkien dictionary that

motivates the present study made the same point empirically: of 210 headwords, only 26 were attested twice or more, and the best-evidenced core included EVIL IS DARKNESS/SHADOW with eight verified attestations across all three volumes (Qosimov, 2026a). Calls to make metaphor research less dependent on a narrow set of languages and cultures (Bolognesi & Werkmann Horvat, 2022; Zibin & Solopova, 2024) add a comparative motive: if names condense mappings, they are also likely sites of cross-cultural loss and adaptation in translation.

2.2 Literary onomastics and the mythonym

Literary onomastics studies names as meaningful elements of a text rather than as arbitrary labels. Motschenbacher (2020) argues for corpus-based investigation of names, on the ground that name use, like any other lexical behaviour, has distributional properties that intuition misjudges. Studies of fantasy naming have shown that invented and adapted names are densely motivated and that this motivation is what translators struggle to keep. Manova-Georgieva (2022) found that transcription dominated the Bulgarian rendering of Pratchett's character names even where a name was semantically transparent. Panou (2021) proposed a multidimensional taxonomy for the names of *Harry Potter* and traced how procedures such as transcription and literal translation shift their functions. Nemickienė (2025) compared the speaking names of the first *Harry Potter* novel across eleven languages, and Krimer-Gaborović (2022) showed that the Serbian translation lost much of the meaning of Rowling's names, arguing explicitly that many of those names are metaphors and metonymies best analysed within CMT.

The *mythonym* is a narrower category: a name that originates in, alludes to or is modelled on mythology, legend or folklore. Russian and Ukrainian – language scholarship has developed typologies for mythonyms in fantasy, distinguishing, for example, mytho-anthroponyms, neo-mythonyms and names of spells (Nosoreva, 2022). In the Fergana programme, Kosimov (2025) classified Lewis's mythonyms into philological transpositions, archetypal reconfigurations, liminal and transcategorical names, diachronic translations and palimpsestic layerings, and observed that names such as *Charn*, with its echo of *char*, mark the boundary between existence and destruction. Abduolimova and Qosimov (2026) showed, across Tolkien, Lewis, Rowling, Pullman and Le Guin, that a single mythonym can work phonologically, intertextually and didactically at once. What these studies leave open is how the metaphorical content of such names relates to the metaphorical system of the text in which they occur.

2.3 Metaphor, myth and worldbuilding in fantasy

Worldbuilding scholarship treats the secondary world as a structure with its own geography, history and language (Wolf, 2020). Yang (2020) shows that narrative theory itself conceives of fictional worlds through metaphors of container, network and shadow, and Popova (2021) analyses how the linguistic means of a fantasy text build the categories of space, time and value in its world. Babelyuk et al. (2021) apply possible-worlds theory and cognitive narratology to the interaction of fictional worlds, and Orazbek et al. (2025) trace the mythopoetic dimension of fantasy across Western and Kazakh children's literature. For younger readers in particular, fantastical content need not impede learning when its fantastic features are distinctive (Weisberg & Richert, 2022), which suggests that a name's strangeness is itself a cognitive cue.

On Tolkien specifically, corpus stylistics has established that his prose, for all its archaic surface, belongs to the tradition of the modern novel (Kullmann & Siepmann, 2021), and studies of his language have described its nominative and myth-making functions (Maratova, 2021). Cognitive-linguistic work has concentrated on the opposition of light and darkness (Santa Maria, 2021) and on the metaphorical construal of power, corruption and inner states (Qosimov, 2026a, 2026b). Comparable work on Rowling has examined conceptual metaphors of loyalty, courage and friendship

and their Turkish translations (Hadidi & Zare, 2020). None of these studies measures how names and metaphors are distributed relative to one another across a whole text.

2.4 Research gap

The literature thus offers a well-developed account of names as meaningful units and a well-developed method for identifying metaphor, but no quantitative account of their interaction. The gap is both theoretical and methodological. Theoretically, it is unclear whether a name that encodes a mapping should count as an instance of that mapping, and if so how. Methodologically, dictionary-style studies of literary metaphor tend to record each mapping once and so cannot show recurrence (Qosimov, 2026a), whereas names recur by their nature and can be counted exhaustively. The present study uses this property to ask whether mythonyms are where the recurrence of a fantasy world's key mappings becomes visible.

Methods

3.1 Corpus

The primary text was *The Lord of the Rings* in the one-volume 50th anniversary edition (Tolkien, 2005), supplied as thirty machine-readable files covering the whole book. The corpus was restricted to the narrative, from the first chapter of *The Fellowship of the Ring* ("A Long-expected Party") to the last chapter of *The Return of the King* ("The Grey Havens"). The foreword, prologue, contents pages, the synopses that open the second and third volumes, and the appendices were excluded, since they are paratext or encyclopaedic matter and would inflate the frequency of legendary names. Running heads and page numbers were removed, line-break hyphenation was repaired, and the text was normalised to Unicode NFC so that names such as *Barad-dûr* and *Nazgûl* would be matched consistently. The text was split into sentences, and each sentence was tagged with its volume and its page in the edition. The resulting corpus contains 478,992 words in 32,427 sentences (FOTR 183,151 words; TT 157,704; ROTK 138,137). Page references below are to this edition.

3.2 Operational definition and inventory of mythonyms

A mythonym was defined as a proper name, or a capitalised epithet functioning as a proper name, that designates a being, place or power belonging to the mythological layer of the secondary world: its gods and angelic powers, its cosmic antagonists and their servants, the heroes and ancestors of its legendary ages, and the places that carry mythic rather than merely geographical significance. Ordinary personal and place names of the present action (Frodo, Bree, Rohan) were excluded. The inventory comprised 50 regular-expression patterns in five categories:

Theonyms: Elbereth, Varda, Gilthoniel, Elentári, Valar, Manwë, Oromë, Yavanna.
Antagonist proper names: Sauron, Morgoth, Balrog, Nazgûl, Ringwraith(s), Witch-king, Shelob, Ungoliant.
Epithetic mythonyms: Dark Lord, Dark Power, the Enemy, the Shadow, the Eye, Black Rider(s), Dark Tower, Black Land, Mount Doom, Nameless One/Enemy, Lord of the Rings, Durin's Bane.
Legendary heroes and ancestors: Eärendil, Elendil, Isildur, Gil-galad, Lúthien, Tinúviel, Beren, Durin.
Mythotoponyms: Mordor, Barad-dûr, Orodruin, Minas Morgul, Morgul, Númenor, Westernesse, Valinor, Elvenhome, Gondolin, Uttermost West, Undying Lands.

Capitalised epithets (*the Enemy*, *the Shadow*, *the Eye*) were counted only where they followed a lower-case word, so that sentence-initial ordinary nouns were not captured. *Durin* was not counted when part of *Durin's Bane*, and *Morgul* was not counted when part of *Minas Morgul*.

3.3 Coding of lexicalised source domains

Each mythonym form was coded for whether it carries a metaphorical source domain in its own form. For English epithets the domain is transparent (*Dark Lord*, *the Eye*). For Elvish names, the coding followed the author's own glosses in the text and its apparatus, so that *Mordor* ("Black Land"), *Barad-dûr* ("Dark Tower"), *Morgoth* and *Morgul* (with Sindarin *mor* "dark, black") were coded DARKNESS, *Elbereth* and *Gilthoniel* ("Star-queen", "Star-kindler") and *Orodruin* ("mountain of blazing fire") were coded LIGHT/FIRE/STAR, and *the Eye* was coded VISION. Names with no such content (Sauron, Isildur, Shelob) were left uncoded. This layer is lexical rather than procedural: it records what a name means, not whether a reader activates that meaning on a given occasion, a distinction returned to in Section 5.

3.4 Co-textual coupling

To test whether mythonyms attract source-domain language beyond their own form, five lexical sets were defined from the best-evidenced mappings of the Tolkien dictionary (Qosimov, 2026a): DARKNESS/SHADOW (*shadow, dark, darkness, black, gloom, night* and their inflections), LIGHT/FIRE/STAR (*light, bright, shine, gleam, fire, flame, burn, star, kindle*), EYE/VISION (*eye, gaze, glance, watching*), HAND/GRASP/WEIGHT (*hand, grasp, grip, burden, weight, heavy*) and WATER/MOTION (*tide, wave, flood, flow, pour, sweep*). Before matching, every mythonym in a sentence was replaced by a neutral placeholder, so that the *dark* of *Dark Lord* or the *Shadow* of *the Shadow* could not count as co-text. For each mythonym category and each lexical set, the proportion of mythonym-bearing sentences containing the set was compared with its proportion in the 31,287 sentences containing no mythonym. Association was measured with the odds ratio (Haldane-corrected, with 95% confidence interval) and the log-likelihood statistic G^2. With 25 comparisons, a Bonferroni-adjusted threshold of $p < .002$ ($G^2 > 9.55$) was adopted for reporting an association as robust.

3.5 MIPVU check on a sample

Co-occurrence of a lexeme from a source-domain set does not show that the lexeme is metaphorically used: Mordor is often literally dark. A random sample was therefore drawn with a fixed seed (2026) from the mythonym-bearing sentences containing DARKNESS lexis (40 of 157) and LIGHT/FIRE lexis (20 of 88). Each highlighted lexeme was checked with MIPVU (Steen et al., 2010) by comparing its contextual meaning with its more basic, concrete meaning; a sentence was scored positive if at least one highlighted lexeme was a metaphor-related word, including direct metaphor in similes. Cases in which literal and metaphorical readings were both available were scored positive under MIPVU's "when in doubt, leave it in" principle, and are reported separately as borderline. The check was performed by a single analyst, a limitation discussed below.

3.6 Comparative material

Comparative observations on Rowling and Lewis are qualitative and draw on published analyses rather than on new corpus counts: the CMT-based account of *Harry Potter* names by Krimer-Gaborović (2022), the taxonomy of Lewis's mythonyms by Kosimov (2025), the three-register model of Abduolimova and Qosimov (2026b), and the exploratory account of mythonym–metaphor interaction in Rowling by Kosimov (2026). Extraction and statistics were scripted in Python; scripts and the sample coding are available from the author.

Results

4.1 Distribution of mythonyms (RQ1)

The search returned 1,344 mythonym tokens in 1,140 sentences, that is, 3.5% of all sentences and 28.1 tokens per 10,000 words. Table 1 gives the distribution by category and volume. Epithetic mythonyms are the largest category (438 tokens), followed by mythotoponyms (379), antagonist

proper names (266), legendary heroes and ancestors (221) and theonyms (40). The five most frequent forms are *Mordor* (224), *Sauron* (142), *the Enemy* (117), *Isildur* (76) and *Elendil* (56).

Table 1
Mythonym tokens by category and volume (raw frequency and rate per 10,000 words)

Category	FOTR	TT	ROTK	Total
Theonyms	23 (1.26)	5 (0.32)	12 (0.87)	40
Antagonist proper names	84 (4.59)	84 (5.33)	98 (7.09)	266
Epithetic mythonyms	190 (10.37)	109 (6.91)	139 (10.06)	438
Legendary heroes & ancestors	138 (7.53)	54 (3.42)	29 (2.10)	221
Mythotoponyms	100 (5.46)	121 (7.67)	158 (11.44)	379
Total	535 (29.21)	373 (23.65)	436 (31.56)	1,344 (28.06)

Note. FOTR = The Fellowship of the Ring (183,151 words); TT = The Two Towers (157,704); ROTK = The Return of the King (138,137). Narrative text only.

The distribution differs significantly by volume ($\chi^2 = 101.1$, df = 8, $p < .001$, Cramér's V = .19). Two opposite trends account for most of the difference. The rate of legendary heroes and ancestors falls by more than two-thirds across the trilogy, from 7.53 to 2.10 per 10,000 words, while the rate of mythotoponyms doubles, from 5.46 to 11.44, and antagonist proper names rise from 4.59 to 7.09. In *The Fellowship of the Ring*, which contains the long expositions at Rivendell and in Moria, the mythic past is named through its heroes; by *The Return of the King*, mythic naming is concentrated on the place where the action now is, the land of the antagonist.

4.2 Metaphor lexicalised in the name (RQ2)
Of the 1,344 tokens, 620 (46.1%) carry a metaphorical source domain in the name itself. The domain is overwhelmingly DARKNESS: 534 tokens (86.1% of lexicalised tokens), against 44 for VISION (*the Eye*) and 42 for LIGHT/FIRE/STAR (*Elbereth*, *Gilthoniel*, *Orodruin*). Lexicalisation is concentrated in two categories: 320 of the 379 mythotoponyms (84.4%), most of them *Mordor* and the *Morgul* names, and 265 of the 438 epithetic mythonyms (60.5%). By contrast, only 3 of the 266 antagonist proper names carry a lexicalised domain (*Morgoth*), which means that the darkness of the antagonist is placed in his epithets and in the names of his land rather than in his personal name.

Naming is also strongly asymmetric. Taking together antagonist proper names, epithets and the mythotoponyms of the antagonist's realm (*Mordor*, *Barad-dûr*, *Morgul*, *Minas Morgul*, *Orodruin*, *Mount Doom*, *Dark Tower*, *Black Land*), 1,024 tokens (76.2%) refer to the side of darkness. Theonyms and the names of the Blessed Realm (*Valinor*, *Elvenhome*, *Uttermost West*) together with *Eärendil* account for 59 tokens (4.4%). The powers of light are seldom named; the power of darkness is named constantly, and most often by names that are themselves metaphors.

4.3 Co-textual coupling with source domains
Table 2 reports the associations that pass the Bonferroni threshold, together with two nominal results for comparison. Because names were masked before matching, these figures measure the language around mythonyms, not the names themselves.

Table 2
Source-domain lexis in the co-text of mythonyms compared with sentences containing no mythonym

Category → source set	n sentences	With set (%)	Baseline (%)	OR [95% CI]	G^2

Mythotoponyms → DARKNESS	363	22.6	6.5	4.22 [3.29, 5.41]	96.4‡
Antagonist names → DARKNESS	255	15.3	6.5	2.62 [1.86, 3.70]	23.8‡
Epithetic mythonyms → DARKNESS	426	10.8	6.5	1.76 [1.29, 2.39]	10.8†
Heroes & ancestors → LIGHT/FIRE	179	12.8	5.1	2.80 [1.81, 4.34]	15.9‡
Heroes & ancestors → HAND/WEIGHT	179	8.4	3.1	2.93 [1.73, 4.95]	11.3†
Mythotoponyms → LIGHT/FIRE	363	9.4	5.1	1.95 [1.37, 2.78]	11.0†
Theonyms → LIGHT/FIRE (nominal)	29	17.2	5.1	4.19 [1.66, 10.58]	5.6
Antagonist names → LIGHT/FIRE	255	5.1	5.1	1.04 [0.60, 1.80]	0.0

Note. Baseline = 31,287 sentences without a mythonym. OR = odds ratio with 0.5 correction. † $p < .002$ (Bonferroni-adjusted threshold, $G^2 > 9.55$); ‡ $p < .001$. Rows without a mark do not pass the adjusted threshold.

The pattern is consistent. Every category on the antagonist side attracts darkness lexis, with the strongest association for mythotoponyms, whose co-text contains darkness vocabulary in more than a fifth of sentences, three and a half times the baseline rate. Antagonist proper names show no affinity for light at all (OR = 1.04). Legendary heroes and ancestors, by contrast, attract light and fire lexis, and so, nominally, do theonyms, although with 29 sentences the latter result does not survive correction. The association of heroes with HAND/WEIGHT lexis reflects the recurrent story of the Ring taken from Sauron's hand by Isildur and is largely literal; it was not checked with MIPVU and is not interpreted further. Mythotoponyms also attract LIGHT/FIRE lexis, largely, to judge from the sample, through the fire of *Orodruin* and the glare over *Mordor*, which anticipates the finding of the next section.

4.4 How much of the coupling is metaphorical?

The MIPVU check qualifies these associations in an informative way. Of the 40 sampled sentences with darkness lexis near a mythonym, 17 (42.5%) contained a metaphorically used darkness lexeme; excluding four borderline cases, the strict figure is 13 (32.5%). Of the 20 sampled sentences with light or fire lexis, only 4 (20.0%) were metaphorical, or 3 (15.0%) strictly. The remaining cases are literal descriptions, and they are of a particular kind: the darkness of the Morgul valley and of Mordor's mountain walls, the fire of Orodruin, the black gate and black-robed riders. Metaphorical and literal uses are found side by side, often in the same passage, as the following sample items show (page numbers in parentheses).

(1) They would have been willing to follow a leader … into the shadow of Mordor (p. 479).
(2) Ithilien fell under the shadow of their Enemy (p. 981).
(3) The Ringwraiths … are only shadows yet of the power and terror they would possess (p. 385).
(4) the Sword of Elendil … if such a thing could indeed return out of the shadows of the past (p. 321).
(5) under the Shadow all is dark to me (p. 359).
(6) his Eye piercing all shadows (p. 1239).
(7) To the left lay darkness: the towering walls of Mordor (p. 913).

In (1) and (2), *shadow* construes dominion as the space covered by a shadow, an instance of the dictionary's core mapping EVIL IS DARKNESS/SHADOW combined with a CONTAINER

schema. In (3), the Ringwraiths are construed as diminished, insubstantial versions of a greater power, and in (4) the legendary past is a region of darkness from which an heirloom may return. Example (5) maps knowledge onto sight: the speaker cannot know what lies under the antagonist's power, and the mythonym *the Shadow* supplies both the target and, through its own form, part of the source. In (6) the same holds for *the Eye*, whose name is a metonymy (part for whole) that makes the antagonist's knowledge a form of seeing. Example (7), by contrast, is literal: the darkness is a property of the place. The light sample is still more literal; its metaphorical items include the *white fire* of Gandalf's power confronting the Nazgûl (p. 1073) and a sword on which the characters of Númenor *glinted like fire* (p. 1169).

4.5 Mythonyms as modifiers

A smaller but distinctive pattern is the use of an antagonist mythotoponym as the first element of a hyphenated compound. Twelve such tokens were found: *Morgul-road* (2), *Morgul-lord*, *Morgul-knife*, *Morgul-spells*, *Morgul-sheen*, *Morgul-king*, *Morgul-rats*, *Morgul-stuff*, *Morgul-way*, *Mordor-fashion* and *Mordor-dark*. Some are classificatory (*Morgul-road*), but several turn the place name into an evaluative or qualitative modifier. *Morgul-sheen* (p. 923) names a kind of light by its place of origin, *Morgul-rats* (p. 1185) is an insult in the mouth of an orc of a rival tower, and *Mordor-dark had returned* (p. 1217) uses the name itself as the measure of a degree of darkness. In such cases the direction of the interface is reversed: the mythonym, having absorbed the meaning of darkness, becomes a source for describing other things.

4.6 A typology of the mythonym–metaphor interface (RQ3)

The quantitative and qualitative results together support four types of interaction, summarised in Table 3.

Table 3

Types of mythonym–metaphor interaction in the lord of the Rings

Type	Mechanism	Examples	Evidence in this study
A. Lexicalisation	The name itself encodes a source domain, transparently (English epithet) or through a glossed invented language.	Dark Lord, the Shadow, the Eye, Mordor "Black Land", Barad-dûr "Dark Tower", Gilthoniel "Star-kindler"	620 of 1,344 tokens (46.1%); 86.1% DARKNESS
B. Co-textual elaboration	A metaphorical expression in the sentence takes the mythonym as target or anchor and develops the mapping	into the shadow of Mordor; shadows of the past (Elendil); his Eye piercing all shadows	Darkness coupling OR 1.76–4.22; about one-third to two-fifths metaphorical on MIPVU check
C. Literalisation	The source domain of the mapping is realised as a physical property of the named being or place	the walls of Mordor as darkness; Orodruin's fire; black gates, black riders	Majority of sampled darkness and light co-text is literal
D. Onymic modification	The mythonym becomes a modifier that transfers its evaluative or sensory meaning to another referent	Mordor-dark, Morgul-sheen, Morgul-rats	12 compound tokens, 10 of them from Morgul/Mordor

The types are not exclusive. *Mordor* is lexicalised (Type A), is repeatedly the anchor of metaphorical *shadow* expressions (Type B), is literally dark in the narrative (Type C) and supplies the compound *Mordor-dark* (Type D). This convergence on a single name is what makes the antagonist's realm the most metaphor-dense point of the secondary world.

Discussion

5.1 Names as recurrent evidence for mappings

The first implication concerns the evidential problem identified in the Tolkien dictionary. There, EVIL IS DARKNESS/SHADOW was one of only 26 mappings attested more than once, with eight verified attestations (Qosimov, 2026a). The present counts show that the same mapping recurs on a far larger scale once names are included: 534 tokens of names that lexicalise darkness, almost all of them on the antagonist's side, and a co-text around those names in which darkness vocabulary is between two and four times as frequent as elsewhere in the novel. If systematicity in CMT means that a mapping licenses a family of recurring expressions (Kövecses, 2020; Lakoff & Johnson, 1980), the onomastic layer is one of the places where that family is most visible in a fantasy text.

This is not to say that every occurrence of *Mordor* is a metaphor in the MIPVU sense. Under MIPVU, a proper name is not normally analysed for metaphoricity, and a reader may process *Mordor* simply as a reference without activating "black land". The claim is narrower: the author built the mapping into the name, the name recurs hundreds of times, and its co-text keeps re-activating the source domain. In Steen's (2023) terms, coined names that readers must learn to decode are likely to begin as deliberate metaphors and to become conventional within the text as they recur, a trajectory that literary onomastics describes as the name gaining a stable meaning in the fictional world (Manova-Georgieva, 2022; Panou, 2021). Studies of literary metaphor that exclude names on procedural grounds therefore risk missing the most frequent realisations of a text's central mappings, while studies that include them must say explicitly that they are counting lexicalised, not online, metaphor.

5.2 Literalisation as a property of secondary worlds

The second implication concerns literalisation. The MIPVU check showed that most of the darkness near antagonist mythonyms is literal. This could be read as a weakness of the coupling measure, but it also reveals how the secondary world uses the mapping. In the primary world, evil is not literally dark, and EVIL IS DARKNESS is a metaphor. In Middle-earth, the land of the evil power is physically dark, its smoke covers the sun and its servants wear black. The world itself instantiates the source domain, so that statements about the darkness of Mordor are literal within the fiction and metaphorical with respect to the reader's conceptual system. This is consistent with the dictionary's finding that the trilogy draws almost exclusively on concrete source domains (Qosimov, 2026a): in a secondary world, the concrete source can become part of the setting.

The pattern also offers a cognitive explanation for the accessibility of invented worlds. Readers do not need to learn a new moral geography; they recognise one they already use metaphorically. In the terms of the three-register model (Abduolimova & Qosimov, 2026), literalisation joins the aesthetic and ideological registers: the phonological strangeness of *Mordor* or *Morgul* marks the world as other, while the mapping inside the name and its literal realisation in the landscape carry an evaluation the reader already knows. Wolf's (2020) emphasis on worldbuilding as the construction of a consistent structure can be extended accordingly: part of that consistency is conceptual, consisting of mappings carried across name, description and geography.

5.3 The asymmetry of naming

The third finding is the asymmetry between darkness and light. Three in four mythonym tokens refer to the antagonist and his realm, and almost nine in ten lexicalised names lexicalise darkness. The

powers of light are rarely named and, when named, appear mostly in invocations, songs and lore, as the low and uneven frequency of theonyms shows. Light in the novel is carried less by names than by objects and persons: a phial, a sword, the *white fire* of Gandalf. A plausible reading is that the threat must be continually named because it is present and pervasive, while the transcendent order is evoked indirectly. Whatever its literary motivation, the asymmetry has a methodological consequence: corpus counts of LIGHT and DARKNESS lexis in fantasy should separate onomastic from appellative uses, or the dominance of darkness will be overstated.

5.4 Comparison with Rowling and Lewis

The four types are not confined to Tolkien, although their weighting differs. Rowling's naming relies heavily on Type A, but through Latin, Greek and astronomical material rather than through an invented language with glosses. Krimer-Gaborović (2022) shows that names such as *Albus* (white, hence light and goodness), *Sirius* (the brightest star, and a dog-star for a character who becomes a black dog), *Lupin* (wolf) and *Voldemort* (readable in French as "flight from death") are best treated as metaphors and metonymies, and that their meaning is lost when they are merely transliterated. The exploratory account of Rowling's texts by Kosimov (2026) points in the same direction. What Rowling's world uses less than Tolkien's is literalisation on a geographical scale: the wizarding world sits inside the primary world, so darkness is attached to persons and objects rather than to a whole land.

Lewis occupies a different position again. Kosimov (2025) shows that his names are often palimpsests that layer several traditions, and that names such as *Charn* place a world at the boundary between existence and destruction by means of their sound. Here the mapping is evoked through phonological association rather than through a gloss, which suggests a fifth possible mechanism, phonosymbolic lexicalisation, that the present study did not test. Across all three authors, the three registers identified for children's fantasy (Abduolimova & Qosimov, 2026) are visible: the aesthetic effect of the strange name, its intertextual roots, and the evaluative message that metaphor carries.

These differences matter for translation and for cross-cultural metaphor research. Where a mapping is lexicalised in a transparent English epithet (*Dark Lord*), a translator can usually preserve it; where it is lexicalised in an invented or classical form (*Mordor*, *Albus*), transliteration keeps the sound and loses the mapping, unless the co-text re-activates it. Studies of name translation report that transcription is the dominant procedure (Manova-Georgieva, 2022; Nemickienė, 2025), and cross-linguistic studies of literary metaphor show that mappings shift even when the source text is closely followed (Hadidi & Zare, 2020). For Uzbek and Russian translations of fantasy, the interface model predicts that Type B and Type C carry the mapping more reliably than Type A, a hypothesis that a parallel-corpus study could test.

5.5 Limitations

Four limitations should be stated. First, the mythonym inventory is a defined list, not an exhaustive extraction, and its boundaries (for example, whether *Isildur* belongs to myth or to history within the fiction) involve judgement. Second, the coding of lexicalised domains for Elvish names rests on authorial glosses that many readers will not know, so it describes the text's design rather than any reader's processing. Third, the coupling measure counts lexemes, not metaphors, and the MIPVU check shows that only about a third of the darkness co-text and a fifth of the light co-text is metaphorical; larger samples and inter-rater testing are needed before these proportions are treated as estimates for the whole text. Fourth, the comparison with Rowling and Lewis is qualitative and relies on earlier studies; it should be repeated with full-text counts. The study also shares a limitation with the dictionary on which it builds (Qosimov, 2026a): coding was carried out by a single analyst.

Conclusion

This study set out to measure how mythonyms and conceptual metaphors interact in a fantasy text. In the narrative of *The Lord of the Rings*, 1,344 mythonym tokens were identified. Almost half carry a metaphorical source domain in their own form, and the domain is overwhelmingly darkness; three in four tokens name the antagonist or his realm; and with the names masked, their co-text still contains darkness vocabulary two to four times more often than the rest of the novel. Manual checking shows that a substantial part of that darkness is literal, because the secondary world realises the source domain in its landscape.

On this basis the article proposes a four-type model of the mythonym–metaphor interface: lexicalisation of the mapping in the name, elaboration of the mapping in the co-text, literalisation of the source domain in the fictional world, and onymic modification, in which the name becomes a source for describing other things. The model accounts for patterns in Tolkien and, in different proportions, in Rowling and Lewis. Its main theoretical consequence is that names are among the points at which a fantasy world's metaphorical system becomes recurrent enough to count as evidence of systematicity. Its main methodological consequence is that corpus studies of literary metaphor should report names separately rather than either excluding them or counting them as ordinary metaphor-related words.

Three extensions follow. The first is an inter-rater MIPVU study of a larger sample, which would turn the proportions reported here into estimates. The second is a full-text replication on the *Harry Potter* series and the *Chronicles of Narnia* using the same inventory procedure and lexical sets. The third is a parallel-corpus study of the Russian and Uzbek translations of *The Lord of the Rings*, to test whether lexicalised mappings are lost in transliteration and recovered through co-textual elaboration.

Declarations
Data availability. The extraction scripts, the mythonym inventory and the coding of the MIPVU sample are available from the author on reasonable request. The primary text is under copyright and is not redistributed. *Conflict of interest.* The author declares no conflict of interest. *Funding.* This research received no external funding.

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A Social-Psychological Approach to the Dialectic of Belonging and Meaning Among Youth in the Algerian Context

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Abstract. *From a social-psychological perspective, this study examines the relationship between social identity, the sense of citizenship, and psychological alienation. It asks how social-psychological processes tied to social categorisation, the need to belong, self-efficacy, and institutional trust contribute to producing belonging or alienation among young people, and how the Algerian constitutional and legal context can be read in that light. The study uses a descriptive-analytical method to present theories, content analysis to read Algerian legal texts, and the available indicators for illustration. It builds an explanatory social-psychological model linking identity threat and frustration of the need to belong with declining efficacy and trust, leading to alienation and to responses to it (loyalty, voice, withdrawal, exit). It observes that the modern Algerian constitutional framework, in recognising the plurality of identity components and entrenching gender equality in the transmission of nationality, is consistent with conditions for reducing symbolic alienation, yet indicators of participation, unemployment, and irregular migration suggest that psychological factors of efficacy and trust call for complementary policies. The study proposes a methodological design for a field study and practical recommendations.*

Keywords: *social identity, citizenship, psychological alienation, need to belong, political efficacy, youth, Algeria*

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Əlcəzair kontekstində gənclər arasında mənsubiyyət və məna dialektikasına sosial-psixoloji yanaşma

Lakehal Saliha

Xülasə. *Bu tədqiqat sosial-psixoloji perspektivdən sosial kimlik, vətəndaşlıq hissi və psixoloji yadlaşma arasındakı əlaqəni araşdırır. Tədqiqat sosial təsnifat, mənsubiyyət ehtiyacı, özünütəsirlilik və institusional etimadla bağlı sosial-psixoloji proseslərin gənclər arasında mənsubiyyət və ya yadlaşma hissinin formalaşmasına necə təsir etdiyini və Əlcəzairin konstitusiya və hüquq kontekstinin bu baxımdan necə qiymətləndirilə biləcəyini öyrənir. Tədqiqat nəzəriyyələrin təqdim edilməsi üçün təsviri-analitik metoddan, Əlcəzairin hüquqi mətnlərinin təhlili üçün məzmun təhlili metodundan və izahlı məqsədlərlə mövcud göstəricilərdən istifadə edir. Tədqiqat kimliyin təhdid olunması və mənsubiyyət ehtiyacının ödənilməməsi ilə özünütəsirliliyin və etimadın azalması arasında əlaqə yaradan, bunun nəticəsində psixoloji yadlaşmanın və ona qarşı müxtəlif reaksiyaların – sədaqət, öz mövqeyini ifadəetmə, geri çəkilmə və uzaqlaşmanın meydana çıxdığını izah edən sosial-psixoloji model təqdim edir.*

Tədqiqat göstərir ki, Əlcəzairin müasir konstitusiya çərçivəsi kimliyin müxtəlif komponentlərini tanımaqla və vətəndaşlığın ötürülməsində gender bərabərliyini təsbit etməklə simvolik yadlaşmanın azaldılması üçün əlverişli şərtlərlə uzlaşır. Bununla belə, ictimai iştirak, işsizlik və qeyri-qanuni miqrasiya ilə bağlı göstəricilər özünütəsirlilik və institusional etimad kimi psixoloji amillərin gücləndirilməsinə yönəlmiş əlavə siyasətlərin zəruriliyini göstərir. Tədqiqat sahə araşdırması üçün metodoloji çərçivə və praktiki tövsiyələr təklif edir.

Açar sözlər: *sosial kimlik, vətəndaşlıq, psixoloji yadlaşma, mənsubiyyət ehtiyacı, siyasi effektivlik, gənclər, Əlcəzair*

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Introduction

At major turning points in life, individuals ask themselves questions that go beyond private life: Who am I in relation to others? To which group do I belong? Am I treated as a full member of the political society in which I live? From the standpoint of social psychology, these are not merely intellectual questions but concrete psychological processes that affect self-esteem, motivation, mental health, and civic behaviour. Identity, understood as awareness of belonging to meaningful groups, is closely tied to the sense of citizenship, that is, the individual's feeling of being recognised, effective, and trusted within the institutions of his or her country. When this tie breaks down, alienation appears as a socio-psychological experience made up of powerlessness, isolation, and loss of meaning.

This perspective gains weight in historical contexts such as Algeria's, because the colonial experience, as Fanon and Memmi showed, was not confined to political domination but affected the image of the collective self and the relationship between people and their history and language (Fanon, 1961/2004; Memmi, 1957/1991). Moreover, young people, who form a large segment of society, are at once going through the developmental construction of identity (Erikson, 1968) and rapid economic, social, and digital change, which makes them the group most sensitive to any disturbance in the relationship between belonging and citizenship. Some available indicators also raise questions that call for a social-psychological interpretation, such as the registration of more than seventy thousand Algerians in an irregular residence situation within European Union countries in 2025, according to figures attributed to the European statistical office (Al-Sahifa, 2026). Such figures cannot be explained by a single factor, but they invite analytical tools that connect individual motives with the social and institutional context.

1.1. Research problem and questions

The central question is: how do social-psychological processes associated with social identity, the need to belong, efficacy, and trust shape the sense of citizenship or alienation among young people, and how can the Algerian constitutional and legal framework be read in that light? Five sub-questions follow:

- What are the theoretical foundations for studying social identity in social psychology?
- What are the social-psychological dimensions of citizenship, and how do they differ from nationality as a legal status?
- What is psychological alienation, what are its dimensions, and which processes lead to it?
- What explanatory model can be proposed to link the three concepts?

- How have Algerian texts dealt with identity and citizenship, and what do the available indicators say about belonging and alienation?

1.2. Hypotheses

The study rests on three hypotheses. First, threats to social identity and frustration of the need to belong raise the likelihood of alienation. Second, perceived political efficacy and institutional trust mediate between legal citizenship and the feeling of belonging. Third, institutional recognition of the plurality of identity components reduces resistance identity and eases symbolic alienation, but its effect is limited unless accompanied by participation opportunities and a fair economy.

1.3. Method and structure

The descriptive-analytical method is used to present theories and build the explanatory model, and content analysis to read constitutional and legislative texts, with quantitative indicators used for illustration. It should be stressed that this is a theoretical-analytical study with no fieldwork, and that its final section proposes a methodological design for a later field study. Sources are cited in APA style (7th edition). The study is organised into six sections: the first addresses social identity; the second, citizenship in its social-psychological dimension; the third, psychological alienation; the fourth builds the explanatory model; the fifth examines the Algerian constitutional and legal framework; and the sixth presents indicators, the methodological proposal, and recommendations.

Section One: Social Identity in Social Psychology

2.1 Identity as a developmental construction: Erikson and Marcia

Erik Erikson was among the first to introduce the concept of identity into modern psychology, holding that identity formation is the central task of adolescence and that failure to accomplish it leads to "identity diffusion" or an "identity crisis" (Erikson, 1968). James Marcia built on this a classification of four identity "statuses" according to two dimensions, exploration and commitment: identity achievement (exploration followed by commitment), moratorium (exploration without commitment yet), foreclosure (commitment without exploration), and identity diffusion (neither exploration nor commitment) (Marcia, 1966). The classification helps explain one source of alienation among young people: where safe spaces for exploration or commitment to shared goals are absent, the individual is exposed to diffusion and loss of meaning.

2.2 Social identity and self-categorisation

Tajfel and Turner's social identity theory provides the most prominent framework for understanding group belonging. Individuals categorise themselves into social groups, derive part of their self-esteem from the standing of those groups, and tend to favour their in-group over out-groups (Tajfel & Turner, 1979). Self-categorisation theory developed this account, showing that personal and social identity lie on a continuum and that context makes one more salient than the other (Turner et al., 1987). One consequence is that an individual who belongs to a group recognised by institutions enjoys higher self-esteem, whereas perceiving one's group as marginalised may lead to withdrawal or protest.

Marilynn Brewer added the concept of "optimal distinctiveness": people need both belonging and similarity to the group and differentiation and uniqueness, and a balanced social identity is one that provides both (Brewer, 1991). Hogg showed that individuals tend to identify with groups with strong boundaries when they feel uncertain about the self, which explains the appeal of closed identities in periods of social and economic turbulence (Hogg, 2007). These approaches support the view that social identity is not only a cultural matter but a psychological function serving self-esteem, certainty, and belonging.

2.3 Multiple belongings and social identity complexity

Every individual carries multiple identities (national, linguistic, religious, occupational, generational). Roccas and Brewer showed that "social identity complexity", the degree to which a person perceives his or her group memberships as overlapping and integrated, affects tolerance toward different groups: those who perceive their memberships as intersecting are more open than those who place them in separate, competing categories (Roccas & Brewer, 2002). This idea carries over to identity politics in plural societies: discourse that presents identity components as complementary reduces competition among them, while discourse that presents them as contradictory sharpens tension.

2.4 Cultural identity and acculturation

Phinney studied the development of ethnic-cultural identity among adolescents and adults and showed that it involves exploration, commitment, and positive feelings toward the group, and that a positive identity is associated with higher self-esteem and better psychological adjustment (Phinney, 1990). In the context of movement between cultures, John Berry identified four acculturation strategies according to the individual's stance on retaining the heritage culture and engaging with the host culture: integration, assimilation, separation, and marginalisation; he showed that integration (maintaining the original identity while participating in the wider society) is most associated with psychological adjustment, whereas marginalisation is most associated with stress (Berry, 1997). "Bicultural identity integration" likewise indicates an individual's ability to combine two cultures without a sense of conflict (Benet-Martínez & Haritatos, 2005). These findings help in reading the experience of the Algerian diaspora, as well as of young people at home who are exposed to multiple cultural references through digital media.

2.5 Identity in the postcolonial context

Fanon offers a social-psychological analysis of colonialism's effect on the self, showing how the colonised are pushed to internalise an inferior image of themselves and their culture and so live a split between the imposed image and their actual experience (Fanon, 1952/2008). Memmi added that the colonizer works to fix a static image of the colonised that deprives them of history and of individual variety (Memmi, 1957/1991). These analyses mean that recognition of language, culture, and history is not secondary in societies that have been through colonial experience but part of restoring collective psychological balance. This is consistent with Anderson's notion of the nation as an imagined community produced by symbols and institutions (Anderson, 1983).

Table 1

Main social-psychological approaches to identity and their implications

Approach	Central idea	Implication for citizenship and alienation
Erikson and Marcia	Identity is a developmental task; statuses are defined by exploration and commitment	Lack of spaces for exploration and commitment feeds identity diffusion
Social identity (Tajfel & Turner)	Group belonging is a source of self-esteem	Collective marginalisation produces withdrawal or protest
Optimal distinctiveness (Brewer)	A dual need for belonging and differentiation	Policies that erase diversity frustrate the need for distinctiveness
Uncertainty and identity (Hogg)	Ambiguity drives towards closed, strong-boundary identities	Economic crises may reinforce closure

Approach	Central idea	Implication for citizenship and alienation
Identity complexity (Roccas & Brewer)	Perceived overlap of belongings fosters openness	Integrative discourse on components reduces competition
Acculturation (Berry)	Integration yields better adjustment than marginalisation	Importance of policies for the diaspora and migrant youth

Source. Prepared by the author on the basis of the references cited in the text.

Section Two: Citizenship in Its Social-Psychological Dimension

3.1 From legal status to lived experience

The legal approach holds that citizenship is a status conferred by the state, with attendant rights and duties. In this frame Marshall distinguished civil, political, and social rights (Marshall, 1950). Social psychology adds a further dimension, "lived citizenship": how does the individual perceive his or her standing and experience belonging? Nationality, as a legal-political bond, may be held by a person who nonetheless does not feel recognised or influential. Citizenship thus moves from being an entry in the civil-status register to being a psychological experience formed from recognition, competence, trust, and belonging.

3.2 The need to belong

Baumeister and Leary provide one of the most important psychological foundations for belonging when, after a broad review, they showed that the need to belong is a fundamental human motivation, that satisfying it requires frequent, positive interactions within stable relationships, and that its deprivation is linked to negative outcomes for mental health and behaviour (Baumeister & Leary, 1995). The idea accords with Deci and Ryan's self-determination theory, which treats belonging (relatedness), competence, and autonomy as basic psychological needs whose frustration is associated with reduced motivation and well-being (Deci & Ryan, 2000). It follows that citizenship, as a framework for belonging to a political community, is incomplete unless it meets these three needs: the feeling that I am part of a group, that I am able to act, and that I have some freedom in my choices.

3.3 Sense of community, efficacy, and empowerment

McMillan and Chavis identified four components of the sense of community: membership, influence, integration and fulfilment of needs, and shared emotional connection (McMillan & Chavis, 1986). Related to this is Bandura's concept of self-efficacy, the belief in one's capacity to carry out the actions needed to bring about given results (Bandura, 1997), and the concept of psychological empowerment, which combines perceived control, critical understanding of the social environment, and actual participation (Zimmerman, 1995). In the political field, "perceived political efficacy" denotes the citizen's belief that political action can influence the political process, a classic indicator of participation (Campbell et al., 1954).

3.4 Trust, legitimacy, and procedural justice

David Easton distinguishes specific support, tied to satisfaction with particular outputs, from diffuse support, which arises from belief in the legitimacy of the regime, and argues that the latter is what gives a regime resilience in times of crisis (Easton, 1975). Tyler showed that legitimacy depends largely on "procedural justice", that is, people's sense that they are treated with respect and fairness and have a voice in decisions, and that this sense increases compliance with the law more than fear of punishment does (Tyler, 2006). These ideas help to link law and psychological citizenship: texts that protect rights do not perform their psychological function unless institutions are perceived as fair and accountable.

3.5 Participation and social capital

In their comparative study, Almond and Verba showed that the "civic culture", the cognitive, affective, and evaluative orientations of citizens towards the political system, is determined by how far they perceive participation as important and themselves as competent to engage in it (Almond & Verba, 1963). Putnam added the concept of social capital: networks of trust and cooperation in civil society strengthen institutional performance and participation (Putnam, 2000). Freedom of association and local participation are therefore not merely political guarantees but social-psychological environments that cultivate efficacy and belonging.

Table 2

Social-psychological dimensions of citizenship and indicators for measuring them

Dimension	Content	Examples of measurement tools or indicators
Belonging	Feeling of membership and acceptance in the group	Need-to-belong scales; sense of community
Recognition	Perceived symbolic respect for identity, language, and culture	Ethnic-cultural identity measure; recognition surveys
Political efficacy	Belief in the possibility of influencing decisions	Internal and external political efficacy scales
Trust and legitimacy	Diffuse support for institutions and sense of fairness	Institutional trust scales; perceived procedural justice
Participation	Voting, associational work, and volunteering	Turnout rates; membership in associations

Source. Prepared by the author on the basis of Baumeister and Leary (1995), McMillan and Chavis (1986), Campbell et al. (1954), and Tyler (2006).

Section Three: Socio-Psychological Alienation

4.1 Conceptual development

The concept of alienation has a long philosophical history. Marx held that under wage labour the worker is alienated from the product of his labour, from his productive activity, from his human essence, and from other people (Marx, 1844/1959). Durkheim linked rapid change to the weakening of normative regulation, producing the state of anomie (Durkheim, 1897/1951). Fromm added that alienation in modern society appears in an experience in which a person lives himself as an alien thing, becoming a commodity and losing the meaning of existence (Fromm, 1955). Simmel described "the stranger" who lives in the group without wholly belonging to it (Simmel, 1950). In a social-psychological approach to American youth in the 1960s, Keniston treated the "alienated youth" as rejecting the dominant values of society without finding a committed alternative (Keniston, 1965).

4.2 Seeman's five dimensions

Melvin Seeman sought to carry the concept into empirical research by distinguishing five meanings of alienation: powerlessness (the sense of lacking control over events), meaninglessness (ambiguity about what to believe and difficulty predicting the future), normlessness (the belief that socially unapproved means are necessary to achieve goals), social isolation (separation from the group and its values), and self-estrangement (the absence of intrinsic satisfaction in activities) (Seeman, 1959). Dean devised an alienation scale with three dimensions, powerlessness, normlessness, and social isolation (Dean, 1961), and this type of scale became the basis of many studies among young people, students, and migrants.

Table 3
Seeman's dimensions of alienation and their social-psychological manifestations

Dimension	Content	Social-psychological manifestation in the context of citizenship
Powerlessness	Feeling of being unable to influence decisions	Lower political efficacy; abstention from voting
Meaninglessness	Unclear goals and difficulty forecasting	Loss of hope in occupational and social future
Normlessness	Weakened commitment to shared norms	Weak institutional trust; circumventing rules
Isolation	Separation from the group and its values	Withdrawal from public space; weak sense of community
Self-estrangement	Lack of satisfaction with activities and roles	Apathy; search for alternatives abroad

Source. Prepared by the author on the basis of Seeman (1959) and Dean (1961).

4.3 Frustration of psychological needs as a mechanism of alienation
Self-determination theory offers a useful mechanistic explanation: when the basic psychological needs for belonging, competence, and autonomy are frustrated, well-being and intrinsic motivation decline and the individual turns to alternative patterns of compensation or withdrawal (Deci & Ryan, 2000). This can be linked to Seeman's dimensions: powerlessness expresses frustrated competence and autonomy, and isolation expresses frustrated belonging. Low self-esteem and collective marginalisation among members of low-status groups are also associated with withdrawal or protest depending on their perception of the possibility of change (Tajfel & Turner, 1979).

4.4 Alienation in the Arab context
Halim Barakat holds that alienation is a central phenomenon of contemporary Arab society, appearing in the separation between individual and authority, between aspiration and reality, and between generations, and in migration in search of opportunity or freedom (Barakat, 1993). Hisham Sharabi analysed the structure of "neopatriarchy", which combines formal features of modernity with the persistence of traditional power relations and thereby prevents the emergence of an independent, active citizen (Sharabi, 1988). Both readings help to show that alienation is due not only to individual psychological factors but to the structure of the relationship between the individual and authority and institutions.

4.5 Forms of alienation
Alienation may be classified by domain into overlapping forms: psychological alienation, concerning the self and meaning; social alienation, linked to isolation and weak ties; cultural alienation, resulting from separation from values, language, and symbols; political alienation, expressing loss of trust and a sense that participation is futile; and spatial alienation, tied to migration and living outside the homeland. These forms often coexist in the same individual.

Section Four: A Social-Psychological Explanatory Model of the Relationship Among the Three Concepts
5.1 The path from belonging to alienation
An explanatory model can be proposed that links the three concepts through a path of four links. The first link is "threat to identity and recognition": the individual perceives that his or her language,

culture, or social standing is unrecognised or endangered. The second leads to "frustration of psychological needs": the needs for belonging, competence, and autonomy. In the third link, "perceived efficacy and institutional trust" decline, so the individual feels that his or her voice is unheard and institutions are unfair. The fourth link ends in "alienation" in its five dimensions, together with possible behavioural responses.

5.2 Responses to alienation: exit, voice, and loyalty

Hirschman offers a framework suited to classifying responses when an individual feels that the institution to which he or she belongs is deteriorating: the individual can "exit" it, "voice" protest within it, or remain "loyal" and patient in the hope of improvement (Hirschman, 1970). Applied to the individual's relationship with the state, political abstention, migration, and social protest become different forms of one response to a gap between expectations and reality. The choice of response depends on mediating variables, among them strength of attachment to the homeland (loyalty), perceived reformability of the system, availability of channels of expression, and availability of realistic alternatives for exit.

5.3 Moderating variables

This path does not operate with the same intensity for everyone. There are protective factors, including family and peer support, sense of community, participation in associational and educational activities, and critical awareness. There are also risk-amplifying factors, including prolonged unemployment, regional marginalisation, exposure to exclusionary discourse, and weak participation channels. Digital space also plays a dual role: it may expand opportunities for belonging and expression, or deepen alienation through constant social comparison with life models abroad.

Table 4

The explanatory model: links, variables, and responses

Link	Variables	Possible outcomes
1. Threat to identity and recognition	Perceived symbolic marginalisation; uncertainty about the self	Defensive alertness; heightened resistance identity
2. Frustration of psychological needs	Belonging, competence, autonomy	Lower well-being and motivation
3. Decline of efficacy and trust	Political efficacy; trust; perceived procedural justice	Abstention; suspicion of institutions
4. Alienation	Powerlessness, meaninglessness, normlessness; isolation; self-estrangement	Exit, voice, withdrawal, or silent loyalty

Source. Prepared by the author. This is a proposed explanatory model requiring field testing, drawing on Tajfel and Turner (1979), Deci and Ryan (2000), Seeman (1959), and Hirschman (1970).

Section Five: The Algerian Constitutional and Legal Framework for Identity and Citizenship

6.1 Historical background to the formation of national identity

Modern Algerian identity was formed in the context of a long struggle against French colonialism (1830–1962), which sought to weaken the foundations of the national personality through policies on education, language, and land. Its resistance produced a nationalist discourse that centred on Islam and Arabism as essential components, while Amazigh identity remained present in social memory and in the everyday language of many regions (Stora, 2001; Ruedy, 1992). After independence the state adopted a policy of Arabisation and national unity that it saw as necessary to build a unified

state, but which produced among some segments of society a sense of symbolic exclusion, expressed in movements demanding recognition of Tamazight (Benrabah, 2013; Maddy-Weitzman, 2011).

The institutional response came in stages. The High Commission for Amazighity was established by Presidential Decree No. 95-147 (1995). Tamazight was then recognised as a national language in March 2002, after bloody events known as the "Black Spring" in Kabylia (France 24, 2018), and later as an official language alongside Arabic in the 2016 constitutional amendment (Sky News Arabia, 2020). In April 2018 Parliament unanimously passed a law adding the Amazigh New Year, Yennayer, on 12 January, to the paid official holidays (France 24, 2018).

6.2 The 2020 Constitution: plural components and limits of formulation

The Constitution promulgated on 30 December 2020 is the current reference document on identity. Its preamble states that the basic components of identity are Islam, Arabism, and Amazighity, and that the state works constantly to promote and develop each of them (Algerian Constitution, Preamble). Article 2 provides that Islam is the religion of the State; Article 3 that Arabic is the national and official language and remains the official language of the State; and Article 4 that Tamazight is likewise a national and official language, that the State works to promote and develop it in all its linguistic varieties used across the national territory, and that an Algerian Academy of the Tamazight Language is to be established under the President of the Republic, with an organic law determining the modalities of applying the article (Algerian Constitution, Arts. 2–4).

Analytically, this formulation expresses a shift from a monistic conception of identity to a plural one, consistent with Castells's point that recognition of diversity weakens resistance identities (Castells, 1997). The debate that accompanied the draft nevertheless showed that the wording did not end the controversy between those who see it as differentiating between Arabic and Tamazight in legal status and those who consider it to have balanced different considerations (Noon Post, 2020). It follows that what eases symbolic alienation is not the text alone but the extent of its application and the issuing of the mechanisms to which it refers, foremost the organic law governing the use of Tamazight.

The draft constitution was submitted to a popular referendum on 1 November 2020: 3,356,091 voters voted yes, 66.80% of valid votes, and 1,668,148 voted no, 33.20%, with valid votes at 88.74% (Wikipedia, 2020). The level of participation in the referendum, lower than in earlier polls according to specialised sources, remains among the signals that need in-depth study to understand citizens' relationship to institutions.

6.3 The Nationality Code: gender equality and open acquisition

Ordinance No. 70-86 of 15 December 1970, the Algerian Nationality Code, governs original and acquired nationality. It was amended by Ordinance No. 05-01 of 27 February 2005 in response to social change (Ordinance No. 05-01, 2005). Among the most important changes is that original Algerian nationality now attaches to a child born to an Algerian father or an Algerian mother, as stated in Article 6 (Conferring original nationality through the mother in light of internal and international changes, n.d.), which means equality between men and women in transmitting nationality to children; it was preceded by the lifting of the reservation to Article 9(2) of the Convention on the Elimination of All Forms of Discrimination against Women (Alpha Doc, 2021). An analytical study of Ordinance 05-01 also noted that the amendment abolished one case of acquisition of nationality by operation of law and dropped the requirement to renounce the original nationality for those who acquire Algerian nationality through marriage (Analytical study of Ordinance No. 05-01 amending the Algerian Nationality Code, n.d.).

The significance of this amendment for identity and citizenship is clear. Nationality is no longer the preserve of paternal lineage, which strengthens the legal dimension of citizenship and reduces one

manifestation of sex-based discrimination. Likewise, not requiring renunciation of the original nationality in certain cases tacitly recognises plural belonging, an orientation consistent with the reality of the Algerian diaspora.

6.4 Other texts relevant to belonging and memory

Other texts bear on identity and citizenship, among them Law No. 91-05 of 16 January 1991 on the generalisation of the use of the Arabic language, reactivated by Ordinance No. 96-30 of 21 December 1996 (Law No. 91-05, 1991; Ordinance No. 96-30, 1996); Law No. 08-04 of 23 January 2008, the Guidance Law on National Education, which defines the school's tasks in consolidating belonging to the nation (Law No. 08-04, 2008); and Ordinance No. 06-01 of 27 February 2006 implementing the Charter for Peace and National Reconciliation, an attempt to mend the national bond after the years of crisis (Ordinance No. 06-01, 2006).

Table 5

Main texts and milestones relating to identity and citizenship in Algeria

Text or milestone	Date	Significance
Law 91-05 (generalisation of Arabic) and Ordinance 96-30	1991 / 1996	Strengthening the place of Arabic in administration and education
Presidential Decree 95-147	27 May 1995	Establishment of the High Commission for Amazighity
Tamazight as a national language	March 2002	First constitutional recognition of Tamazight
Ordinance 05-01 amending the Nationality Code	27 Feb. 2005	Equality of father and mother in transmitting original nationality
Ordinance 06-01 (Charter for Peace and National Reconciliation)	27 Feb. 2006	Mending the national bond after the crisis
Law 08-04 (Guidance Law on National Education)	23 Jan. 2008	The school's tasks in consolidating belonging
Tamazight as an official language (constitutional amendment)	2016	Official status for Tamazight alongside Arabic
Law on official holidays (Yennayer)	April 2018	Amazigh New Year made an official holiday
Constitution of 2020	30 Dec. 2020	Identity components: Islam, Arabism, Amazighity; Algerian Academy of the Tamazight Language

Source. Prepared by the author on the basis of the texts listed in the references and of France 24 (2018) and Sky News Arabia (2020).

6.5 A social-psychological reading of the constitutional and legal framework

These texts can be read in light of the social-psychological concepts set out above. Constitutional recognition of the three components of identity, and of Tamazight as a national and official language, answers Brewer's need for optimal distinctiveness, that is, belonging to the national group while retaining cultural particularity (Brewer, 1991), and offers an integrative discourse among components that eases competition among them, as in the conception of social identity complexity (Roccas &

Brewer, 2002). Equal transmission of nationality by mother and father, for its part, strengthens equal recognition of individuals regardless of sex, a condition for the sense of fairness.

The psychological effect of these texts is not achieved by their mere promulgation, however. According to Tyler, the sense of legitimacy is formed not by the content of the rule alone but by people's experience of dealing with institutions: were they treated with respect? Were they given a voice? Did the procedures seem fair? (Tyler, 2006). An assessment of the social-psychological impact of the Algerian framework therefore needs indicators of citizens' everyday experience in education, administration, and the courts, not an analysis of texts alone.

Section Six: Empirical Indicators, a Methodological Proposal, and Recommendations

7.1 Political participation: an indicator of efficacy and trust

Electoral participation is one of the available indicators of the behavioural side of citizenship, with the caveat that it measures neither belonging nor efficacy on its own. In the presidential election of 7 September 2024, the number of registered voters was 24,351,551, of whom 11,226,065 voted, and overall turnout was 46.10% according to the final results announced by the Constitutional Court (Wikipedia, 2024). Press coverage reported that preliminary turnout inside the country was 48.03% against 19.57% abroad, and that it was higher than in the 2019 presidential election, when 41.14% was recorded inside the country and 9.69% abroad (Al Jazeera Net, 2024).

Two points emerge from these figures. The first is a relative improvement in participation compared with 2019. The second is the weaker participation of the diaspora compared with those at home. From a social-psychological standpoint this may express a difference in the sense of political efficacy or in the ease of procedures, but no particular cause can be asserted without a field study that measures efficacy and trust directly, since logistical, legal, political, and psychological factors overlap.

7.2 Unemployment and meaning: the socio-economic dimension

Lived citizenship is tied to the individual's sense of equal opportunity and of the possibility of building a future. In 2025 the National Office of Statistics announced an adjustment of the unemployment rate, setting it at 9.7% at the end of 2024 instead of the 12.7% announced earlier after a survey conducted in October 2024, citing technical considerations concerning survey categories and informal-sector activity, and the jobs provided by public authorities (El Djazair El Djadida, 2025). For research, this adjustment shows the importance of methodological transparency, since different measurement methods may change how the phenomenon is read. A social-psychological study requires more precise data on youth and university-graduate unemployment, the group most closely tied to the dimensions of meaninglessness and powerlessness.

7.3 Migration as "exit": indicators and caveats

Migration, regular and irregular, offers an indicator of the relationship between citizens and their country, with the warning that it should not be explained by a single factor. According to figures attributed to the European statistical office, a total of 70,905 Algerians were recorded in 2025 in an irregular residence situation within European Union countries, and removal orders were issued against 45,725 Algerians (Al-Sahifa, 2026). In France, those born in Algeria make up about 12.4% of the immigrant population in 2024 according to the French National Institute of Statistics and Economic Studies (Al-Ikhbaria, 2025). For their part, the Algerian authorities announced that they prevented more than one hundred thousand irregular migrants from crossing towards North Africa and Europe in 2024 (Al-Quds Al-Arabi, 2025), figures that mainly concern migrants of many nationalities and show that Algeria is at once a country of transit, reception, and origin.

Within our model, irregular migration can be viewed as a form of "exit" in Hirschman's sense (Hirschman, 1970). Its social-psychological explanation usually involves a mix of occupational

meaninglessness, weak perceived efficacy, and the appeal of life models abroad, without displacing objective economic factors and migration networks. The diaspora, for its part, faces, in Berry's terms, acculturation challenges that range between integration and marginalisation (Berry, 1997).

Table 6
Selected indicators relevant to citizenship and alienation in Algeria

Indicator	Value	Source
Registered voters in the presidential election (7 Sept. 2024)	24,351,551 voters	Wikipedia (2024)
Voters and overall turnout	11,226,065 (46.10%)	Wikipedia (2024)
Preliminary turnout inside the country vs abroad (2024)	48.03% / 19.57%	Al Jazeera Net (2024)
Turnout in the 2019 presidential election, inside / abroad	41.14% / 9.69%	Al Jazeera Net (2024)
Yes vote on the 2020 Constitution (of valid votes)	66.80%	Wikipedia (2020)
Adjusted unemployment rate at end of 2024	9.7%	El Djazair El Djadida (2025)
Algerians in irregular residence in the European Union (2025)	70,905	Al-Sahifa (2026)
Algeria-born share of immigrants in France (2024)	About 12.4%	Al-Ikhbaria (2025)

Note. Some figures are taken from media outlets citing official bodies, and their dates differ; they serve general indication rather than precise measurement. These indicators are objective and behavioural and do not directly measure psychological variables.

It is notable that the State has recently turned to a discourse directed at young people abroad: the President of the Republic, during a Council of Ministers meeting, issued an appeal to young Algerians abroad in precarious and irregular situations, and the decision was welcomed by members of the Foreign Affairs and Community Committee of the National People's Assembly (Baraka News, 2026). This reflects an awareness of the importance of keeping the bond with citizens outside the country, consistent with the view that the sense of belonging does not end at the border.

7.4 A methodological proposal for a field study
Since the available indicators are objective and behavioural, testing the explanatory model requires a field study that measures the psychological variables directly. The study proposes a cross-sectional correlational design on a sample of university and non-university young people in varied wilayas (north, highlands, south; urban and rural), with representation by sex, educational level, and occupational status. Standard scales, translated into Arabic and validated for the Algerian setting after checking their validity and reliability, can be used as in the table below, with relationships among variables analysed through structural equation modelling or mediation analysis.

Table 7
Proposed variables for the field study and measurement tools

Variable	Proposed instrument	Purpose
Alienation	Seeman/Dean alienation dimensions (Seeman, 1959; Dean, 1961)	Measuring powerlessness, normlessness, and others
Ethnic-cultural identity	Multigroup Ethnic Identity Measure (Phinney, 1992)	Exploration, commitment, and feelings towards the group

Variable	Proposed instrument	Purpose
Sense of community	Sense of Community Index (McMillan & Chavis, 1986)	Membership, mutual influence, and emotional connection
Political efficacy	Internal and external political efficacy scales (Campbell et al., 1954)	Perceived ability to influence decisions
Trust and procedural justice	Institutional trust and perceived fairness scales (Tyler, 2006)	Diffuse support and legitimacy
Self-esteem	Rosenberg Self-Esteem Scale (Rosenberg, 1965)	Mediating variable and psychological outcome

Source. Prepared by the author. Available Arabic versions of the scales should be reviewed and rights of use verified before administration.

7.5 General assessment

The foregoing shows that the Algerian framework has made progress in two dimensions of citizenship: the legal dimension, through gender equality in the transmission of nationality, and the symbolic dimension, through the official status of Tamazight, the inclusion of Yennayer among official holidays, and constitutional recognition of plural identity components, two steps consistent with the conditions for reducing resistance identity and strengthening recognition (Castells, 1997; Roccas & Brewer, 2002). Yet the indicators on participation, migration, and unemployment suggest that turning these gains into emotional belonging depends on efficacy, trust, and opportunity. Part of the hypotheses is thus supported: the third is partly correct (symbolic recognition is useful but insufficient), whereas the first and second need field testing because current indicators do not directly measure the psychological variables.

7.6 Recommendations

In light of the above, the study proposes the following:

- Complete the implementing framework for Article 4 of the Constitution, foremost the organic law and the outputs of the Algerian Academy of the Tamazight Language, with a published implementation timetable, given the effect on symbolic recognition.
- Widen channels of effective participation: strengthen civil society, facilitate the formation of associations, and involve young people in local and national consultative bodies, thereby developing efficacy and psychological empowerment.
- Launch periodic national surveys on trust, belonging, efficacy, and satisfaction with public life, with aggregated results published for researchers, to make up for the present scarcity of social-psychological indicators.
- Publish detailed indicators on youth and graduate unemployment, with clarification of the measurement methodology.
- Strengthen perceived procedural justice in the dealings of administration and agencies with citizens (clarity of procedures, listening, ease of appeal), because it raises trust and legitimacy (Tyler, 2006).
- Develop school and university programmes that foster positive identity, critical thinking, and active citizenship, together with psychological counselling and occupational support for young people.
- Reform diaspora policy: facilitate voting from abroad, improve consular services, and provide cultural and educational programmes for younger generations abroad to support integrated bicultural identity (Benet-Martínez & Haritatos, 2005).
- Support field academic research on alienation among young people, students, and migrants by developing scales standardised for the Algerian setting.

Conclusion

This study approached the relationship among identity, citizenship, and alienation from a social-psychological standpoint. It showed that social identity is a psychological function serving self-esteem, belonging, and certainty; that citizenship in its lived dimension is formed from recognition, efficacy, trust, and sense of community; and that alienation is the state resulting from frustration of these needs, whether it appears as abstention, protest, or exit. The study proposed a four-link explanatory model and a methodological design for testing it in the field.

On the Algerian experience, the study noted a constitutional and legal shift towards recognising plural components and equality in the transmission of nationality, a shift consistent with theoretical findings on recognition and the reduction of symbolic alienation. However, indicators of participation, migration, and unemployment, though some are of limited precision, suggest that the road to complete emotional citizenship runs through strengthening efficacy, trust, and opportunity. The most important research horizon remains field studies that measure alienation and belonging among Algerian youth and test the mediating role of efficacy and trust.

Limitations of the study
The study was confined to theoretical and documentary analysis and adopted no field measurement tools, so its conclusions on alienation in the Algerian case are interpretive and inferential rather than measured. Some quantitative indicators also come from national and international media outlets citing official bodies, and it is advisable to consult the original sources before relying on them. Some of the foreign studies drawn on were conducted in different cultural contexts, so generalising their findings to Algerian society calls for caution and testing.

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The Use of Artificial Intelligence for Foreign Language Instruction in Higher Education

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Abstract. *Currently, there is a boom in the development of neural networks and chatbots across many areas of life, including education. These forms of artificial intelligence (AI) are becoming increasingly prevalent. Upon user request, AI tools can generate lesson plans, presentations, images, texts, questions, mind maps, and other educational materials in a matter of seconds. Chatbots are capable of engaging in conversation, answering questions, providing feedback on completed work, and offering suggestions for improvement. Consequently, many educators have valid concerns: since students can use AI to write essays and complete other assignments designed to practice language skills, the very purpose of assigning homework is called into question. Furthermore, it has been suggested that AI might one day replace teachers, leaving them out of a job. This raises an important question: can a foreign language teacher not only counter the risks and threats posed by digitalization but also turn artificial intelligence into an ally—a tool that enhances the quality, efficiency, and engagement of the learning process through scientific and technological advancement? In this article, the authors explore this issue and provide examples of how to work with students learning a foreign language in an era of advancing AI.*

Keywords: *artificial intelligence, learning foreign language, digital competence, artificial intelligence tools, educational technologies*

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Ali təhsildə xarici dil tədrisi üçün süni intellektdən istifadə

Aytən Cəfərova[1*], Sevinc Abdiyeva[1], Aygün Abdullayeva[1]

Xülasə. *Hazırda təhsil də daxil olmaqla, həyatın bir çox sahələrində neyron şəbəkələrinin və çatbotların inkişafında böyük bir partlayış müşahidə olunur. Süni intellektin (Sİ) bu formaları getdikcə daha çox yayılmaqdadır. İstifadəçinin tələbi ilə Sİ alətləri bir neçə saniyə ərzində dərs planları, təqdimatlar, şəkillər, mətnlər, suallar, zehni xəritələr və digər tədris materialları yarada bilər. Çatbotlar söhbətə qoşulmaq, sualları cavablandırmaq, tamamlanmış işlər barədə rəy bildirmək və təkmilləşdirmə üçün təkliflər vermək qabiliyyətinə malikdir. Nəticə etibarilə, bir çox müəllimin əsaslı narahatlıqları var: şagirdlər Sİ-dən esse yazmaq və dil bacarıqlarını tətbiq etmək üçün nəzərdə tutulmuş digər tapşırıqları yerinə yetirmək üçün istifadə edə bildikləri üçün ev tapşırıqlarının verilməsinin məqsədi şübhə altına alınır. Bundan əlavə, Sİ-nin bir gün müəllimləri əvəz edə biləcəyi və onları işsiz qoya biləcəyi irəli sürülüb.*

Bu, vacib bir sual doğurur: xarici dil müəllimi yalnız rəqəmsallaşmanın yaratdığı risk və təhdidlərə qarşı çıxmaqla yanaşı, həm də süni intellekti müttəfiqə – elmi və texnoloji inkişaf yolu ilə təlim prosesinin keyfiyyətini, səmərəliliyini və cəlb olunmasını artıran bir vasitəyə çevirə bilərmi? Bu məqalədə müəlliflər bu məsələni araşdırır və Sİ-nin inkişaf etdiyi bir dövrdə xarici dil öyrənən şagirdlərlə necə işləmək barədə nümunələr təqdim edirlər.

Açar sözlər: *süni intellekt, xarici dil öyrənmə, rəqəmsal sərişta, süni intellekt alətləri, təhsil texnologiyaları*

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Introduction

Amid the intensification of global processes and the expansion of intercultural communication, proficiency in a foreign language is no longer merely an optional advantage; it has become a core competency for the modern professional. At the same time, traditional curricula–designed for an "average" learner–often fail to promptly account for the individual needs, learning pace, and cognitive characteristics of specific students. The current landscape of artificial intelligence (AI) in foreign language learning comprises a complex hierarchy of tools, which can be categorized based on their level of specialization and functional sophistication. Consequently, there is a growing need for technological solutions that transcend standardized, one-size-fits-all methodologies. Artificial intelligence, which has seen rapid advancement in recent years, is increasingly viewed as a tool that offers fundamentally new opportunities for personalizing foreign language education (Ericsson & Johansson, 2023).

However, the widespread adoption of AI in language instruction is hindered by a lack of comprehensive understanding among both instructors and students regarding the capabilities and limitations of the relevant tools. The academic literature in pedagogy currently lacks a sufficient number of validated methodologies, while various concepts of personalization remain at the level of theoretical models–models whose implementation requires significant preparation on the part of educators (Huang & Zou, 2024). In light of this, there is a need to critically reflect upon the accumulated pedagogical and technological experience and to develop well-founded approaches for integrating AI into language education.

The core concept of this work involves the use of adaptive neural network platforms and GPT-based assistants to construct personalized foreign language learning trajectories. Such systems make it possible to account for a learner's language proficiency level, learning goals, and cognitive characteristics, while also automating feedback and simulating an authentic linguistic environment–all without the mandatory presence of a native speaker.

Methods

This article employs a combined theoretical and empirical research framework to investigate the integration of artificial intelligence (AI) into higher education foreign language instruction. A systematic review and critical synthesis of current pedagogical, linguistic, and methodological literature were conducted to examine both the opportunities and the risks associated with neural networks, chatbots, and adaptive learning systems. Various AI-based tools were comparatively

analyzed in terms of their functional capabilities, personalization potential, and limitations in supporting vocabulary, grammar, and communicative skills. In addition, the study draws on practical classroom observations and empirical experience gained from applying generative and conversational AI tools during foreign language sessions with students from diverse professional backgrounds. Case-based pedagogical analysis was used to evaluate how instructors can mitigate academic integrity and over-reliance risks while turning AI into a supportive instructional ally. Finally, analytical generalization was applied to formulate practical recommendations for designing individualized learning trajectories and enhancing learner engagement.

Results and Discussion

One of the key advantages of integrating artificial intelligence into the process of learning a foreign language is the ability to personalize vocabulary and grammar instruction by tailoring learning materials to a student's current proficiency level and individual learning style. Modern AI platforms can dynamically track a learner's progress across various aspects of language competence, structuring a sequence of tasks that accounts for their specific strengths and weaknesses, thereby creating personalized learning trajectories (Pribytkova et al., 2026). As noted in research, AI can adapt a curriculum to suit different learning styles. Many contemporary platforms leverage AI to incorporate interactive elements, such as chatbots that help improve conversational skills by simulating real-life dialogues; gamification mechanics that encourage active participation and boost motivation; and virtual tutors that provide guidance and recommendations throughout a lesson. Furthermore, generative models allow for the rapid creation of a sufficient number of exercises focused on specific lexical or grammatical topics – a capability that is particularly valuable when it is difficult to predict in advance the number of students or the exact volume of material required for any given lesson. Thus, AI tools not only adapt content but also provide both instructors and students with a flexible toolkit for targeted practice (Evstigneev, 2026).

Modern artificial intelligence systems open up fundamentally new possibilities for personalizing the educational process, enabling the creation of adaptive learning trajectories that take into account each student's initial language proficiency level, dominant learning style, and specific needs. For instance, thanks to these features and functions, tools based on artificial intelligence technologies can significantly accelerate – while simultaneously enriching–the completion of various educational tasks in the context of foreign language instruction: from grading written assignments and providing corrective feedback to monitoring academic progress and even designing individual learning paths. Furthermore, research indicates that adaptive technologies – grounded in a student's neurocognitive profile–can substantially enhance the effectiveness of language programs by differentiating learning routes based on identified patterns in how material is acquired (Pribytkova et al., 2026; Du & Daniel, 2024). A key requirement for adaptive platforms is their ability to dynamically track progress across all aspects of language competence and to structure a sequence of learning activities that aligns with an individual's specific strengths and weaknesses. "Systems must dynamically monitor progress in reading, writing, speaking, and listening, while structuring a sequence of activities that accounts for individual strengths and weaknesses" (Karatay & Karatay, 2024, p. 56). Moreover, such platforms must be sufficiently flexible to accommodate diverse learning styles and educational needs: Platforms must be flexible enough to cater to various learning styles and educational requirements. Further personalization can be achieved through the integration of learner choice, immersive simulations, intelligent virtual tutors, and a more extensive use of learning analytics – elements that collectively form a cyclical system responsive to the individual needs of learners.

The integration of AI into the educational process is an inevitable consequence of the digitalization of education (Olukhov, 2026). Academic and methodological literature suggests that this digitalization is transforming many professions, including that of the foreign language teacher. Such transformation includes the development of online educational platforms and the replacement of 'live' professionals with virtual reality and artificial intelligence (Korucu-Kif, 2024; Chang & Sun, 2024). The teacher, acting merely as a "talking head" or a conduit for knowledge– and no longer the sole means or channel for instruction – is becoming less relevant and in demand. New roles and functions are emerging, such as tutor, moderator, designer of educational pathways, organizer of project-based learning, coordinator of online educational platforms, and game-based learning facilitator (Alharbi, 2023; Annamalai et al., 2023).

The ability to interact with AI and utilize it for foreign language instruction is a component of a foreign language teacher's digital competence – defined as the level of proficiency in digital skills (encompassing the knowledge, abilities, and readiness to conduct the educational process within a digital environment). A foreign language teacher must be capable of employing digital tools, software (Huang et al., 2023; Huang & Zou, 2024) and online resources for language instruction, creating their own digital learning materials and environments, and organizing and managing the learning process within a digital setting.

Conclusion

Having examined the integration of AI into education in general – and into foreign language instruction in particular—the authors conclude that AI can facilitate the professional work of foreign language instructors by reducing the time spent on lesson preparation, as well as on the development and grading of assignments. Students, meanwhile, can utilize AI tools to assist in their language acquisition, potentially reducing the need for private tutors. Regarding the possibility of AI replacing foreign language instructors, ChatGPT itself offered the following perspective: Artificial intelligence has the potential to supplement and enhance the educational process, but the outright replacement of instructors is unlikely. Unlike AI, human instructors possess the capacity for empathy, motivation, and social interaction. They are better equipped to navigate context and explain material by considering diverse viewpoints and nuances, while fostering critical thinking and the development of independent opinions.

Research into the use of AI for foreign language instruction holds significant promise. Future efforts should focus not only on the development of new AI tools but also on creating algorithms and mechanisms for how instructors and students interact with AI, as well as designing structured sets of AI-integrated assignments.

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Determinants of Human Development in Algeria: An Econometric Analysis of the Role of Economic and Institutional Factors over the Period 2000–2025

Fouzia Bedad

Abstract. *This study aims to analyze the determinants of human development in Algeria over the period 2000–2025 by examining the effects of a set of economic and institutional factors, namely GDP per capita, gross capital formation, the rule of law, and political stability. To achieve this objective, the study employs an econometric approach based on the autoregressive distributed lag (ARDL) model, which allows for the analysis of dynamic relationships among the variables, distinguishes between short-run and long-run effects, and tests for the existence of a long-run equilibrium relationship. The bounds test results provide evidence of cointegration among the study variables, supporting the hypothesis of a long-run relationship. The estimation results also indicate positive and statistically significant long-run relationships between the Human Development Index and GDP per capita, gross capital formation, the rule of law, and political stability. In the short run, however, the effects vary according to the nature of the variables and their temporal dynamics. Furthermore, the diagnostic tests and structural stability tests, based on the available results, provide evidence supporting the adequacy of the model and the stability of its parameters over the study period. The study concludes that integrating economic and institutional policies is essential to promoting human development in Algeria. This requires improving income levels, directing investment toward activities that enhance social welfare, strengthening the rule of law, and consolidating political stability, thereby contributing to sustainable and inclusive development.*

Keywords: *human development, human development index, GDP per capita, gross capital formation, rule of law, political stability, ARDL model, Algeria*
JEL Classification: O15, O43, C22, I31

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Əlcəzairdə insan inkişafının müəyyənedici amilləri: 2000–2025-ci illər ərzində iqtisadi və institusional faktorların rolunun ekonometrik təhlili

Fouzia Bedad

Xülasə. *Bu tədqiqatın məqsədi 2000–2025-ci illər ərzində Əlcəzairdə adambaşına düşən ÜDM, ümumi əsas kapitalın formalaşması, qanunun aliliyi və siyasi sabitlik kimi bir sıra iqtisadi və institusional amillərin insan inkişafına təsirini araşdırmaqdır.*

Bu məqsədə nail olmaq üçün tədqiqatda dəyişənlər arasındakı dinamik əlaqələri təhlil etməyə, qısamüddətli və uzunmüddətli təsirləri fərqləndirməyə, eləcə də uzunmüddətli tarazlıq əlaqəsinin mövcudluğunu yoxlamağa imkan verən avtoreqressiv paylanmış gecikmələr (ARDL) modelinə əsaslanan ekonometrik yanaşmadan istifadə olunur. Sərhəd testi nəticələri tədqiqat dəyişənləri arasında kointeqrasiya əlaqəsinin mövcudluğunu təsdiqləyir və uzunmüddətli əlaqə hipotezini dəstəkləyir. Qiymətləndirmə nəticələri həmçinin İnsan İnkişafı İndeksi ilə adambaşına düşən ÜDM, ümumi əsas kapitalın formalaşması, qanunun aliliyi və siyasi sabitlik arasında uzunmüddətli dövrdə müsbət və statistik baxımdan əhəmiyyətli əlaqələrin mövcud olduğunu göstərir. Qısamüddətli dövrdə isə təsirlər dəyişənlərin xarakterindən və onların zaman üzrə dinamikasından asılı olaraq fərqlənir. Bundan əlavə, mövcud nəticələrə əsaslanan diaqnostik və struktur sabitlik testləri modelin adekvatlığını və tədqiqat dövrü ərzində parametrlərinin sabitliyini dəstəkləyən nəticələr ortaya qoyur. Tədqiqat belə nəticəyə gəlir ki, Əlcəzairdə insan inkişafının təşviqi üçün iqtisadi və institusional siyasətlərin inteqrasiyası mühüm əhəmiyyət daşıyır. Bu, gəlir səviyyəsinin yüksəldilməsini, investisiyaların sosial rifahı yaxşılaşdıran fəaliyyət sahələrinə yönəldilməsini, qanunun aliliyinin gücləndirilməsini və siyasi sabitliyin möhkəmləndirilməsini tələb edir. Belə tədbirlər davamlı və inklüziv inkişafa töhfə verə bilər.

Açar sözlər: *insan inkişafı, insan inkişafı indeksi, adambaşına düşən ÜDM, ümumi əsas kapitalın formalaşması, qanunun aliliyi, siyasi sabitlik, ARDL modeli, Əlcəzair*
JEL təsnifatı: O15, O43, C22, I31

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Introduction

Human development is one of the major objectives pursued by countries, as it reflects individuals' well-being and their ability to benefit from available opportunities in the areas of health, education, and income. Achieving human development is no longer associated with economic growth alone; rather, it is increasingly influenced by a range of economic (Kurniawan, 2024), institutional, and political factors that contribute to improving quality of life and promoting sustainable development. In this context, the Human Development Index (HDI) represents a key tool for measuring development progress by combining the dimensions of health, education, and standard of living (Tutar, 2025).

Algeria is among the countries seeking to promote human development and improve living conditions through the effective use of its economic resources, the development of its institutions, and the improvement of its political environment. GDP per capita is an important indicator of income levels, whereas gross capital formation reflects investment in productive assets and infrastructure. The rule of law also plays a fundamental role in enhancing institutional effectiveness and protecting rights (Abdellaoui, 2022), while political stability contributes to creating a favorable environment for implementing development policies and achieving economic and social stability.

Given the importance of these determinants, this study aims to analyze the effects of GDP per capita (Zemirli, 2025), gross capital formation, the rule of law, and political stability on the Human Development Index in Algeria over the period 2000–2025. To this end, the study adopts an econometric approach based on the autoregressive distributed lag (ARDL) model. This model makes

it possible to examine the nature of the relationships among the variables, test for the existence of cointegration, and estimate both short-run and long-run effects.

Accordingly, the study addresses the following central research question:
To what extent do the economic and institutional determinants represented by GDP per capita, gross capital formation, the rule of law, and political stability affect the Human Development Index in Algeria over the period 2000–2025?

1.2 Research Hypotheses
To address the research question, this study advances the following two main hypotheses:
First hypothesis: There is a cointegrating relationship between the determinants of human development and the Human Development Index in Algeria over the period 2000–2025.
Second hypothesis: The determinants of human development have statistically significant effects on the Human Development Index in Algeria over the period 2000–2025.

The study aims to test these two hypotheses and determine the nature of the relationships among the variables, thereby contributing to a better understanding of the factors underlying the evolution of human development in Algeria. The significance of this study lies in highlighting the role of economic and institutional factors in explaining the trajectory of human development and providing empirical findings that may inform the formulation of development policies. Furthermore, the findings are expected to clarify the importance of integrating improvements in economic performance, investment promotion, the strengthening of the rule of law, and the achievement of political stability in supporting Algeria's efforts to attain sustainable human development.

1.3 Literature Review
Numerous studies have examined the determinants of human development and its relationship with economic growth and economic, social, and institutional factors, using various econometric methods and datasets covering different geographical regions and time periods. The following section reviews the most relevant studies related to the subject of the present research.

(Singh, 2025), in their study entitled *"Determinants of Human Development Index (HDI): A Regression Analysis of Economic and Social Indicators,"* aimed to analyze the determinants of the Human Development Index using a set of economic and social indicators, including GDP per capita, health and education expenditure, infant mortality rate, and mean years of schooling. The study employed regression analysis to determine the nature of the relationships between these variables and the HDI. The findings revealed that GDP per capita and mean years of schooling were positively and significantly associated with the HDI, whereas infant mortality was negatively and significantly related to human development. These findings highlight the importance of income levels and educational attainment in explaining variations in human development, while emphasizing the contribution of social indicators to a more comprehensive understanding of the effects of economic factors.

Similarly (Saputro, 2023)., in their study entitled *"Determinant Factors of Human Development and Its Impact on Level of Productivity in ASEAN Countries,"* investigated the determinants of human development in the Association of Southeast Asian Nations (ASEAN) countries over the period 2002–2019, while also examining the impact of human development on productivity. Using panel data analysis, the study found that foreign direct investment, industrialization, political stability and the absence of violence and terrorism, voice and accountability, health expenditure, and education and health policies were positively and significantly associated with the HDI. Conversely, the debt indicator had a negative and statistically significant effect on human development. The findings also revealed a positive and significant effect of the HDI on productivity. The importance of this study

lies in its integration of economic and institutional determinants with public policies, underscoring the need to move beyond traditional economic variables when explaining changes in human development.

(Soussou, 2026) in their study entitled *"Human Development as a Strategic Driver of Economic Growth in the MENA Region amidst Contemporary Socioeconomic Challenges,"* examined the relationship between human development and economic growth in 18 Middle East and North Africa (MENA) countries over the period 2010–2021. The authors employed feasible generalized least squares (FGLS) and panel-corrected standard errors (PCSE) to analyze panel data. The results revealed a positive and statistically significant relationship between the HDI and economic growth, as well as a positive effect of the labor force. In contrast, inflation and gross fixed capital formation exhibited negative and statistically significant effects under the estimated model specifications. Trade openness was not statistically significant, while foreign direct investment had a negative effect in some specifications. These findings suggest that the relationship between human development and economic growth depends on the variables included in the model and the economic and institutional context of the countries under investigation.

(LeHocine, 2025), on the other hand, examined the determinants of economic growth in Algeria over the period 2000–2023, focusing on the roles of unemployment, foreign direct investment, and inflation. The study employed the autoregressive distributed lag (ARDL) approach and the error correction model (ECM). According to the published abstract, the results indicated that unemployment had a negative and statistically significant long-run effect on GDP, whereas the long-run relationships between GDP and both foreign direct investment and inflation were not statistically significant. Although this study did not use the HDI as its dependent variable, it provides evidence from the Algerian context regarding the importance of economic conditions and labor market dynamics in explaining economic performance, thereby helping to clarify the broader context within which human development evolves.

(Faisal, 2022)in the study entitled *"Analysis of Human Development, Economic Growth and Income Inequality in SAARC Country,"* investigated the relationship between human development, economic growth, and income inequality in the member countries of the South Asian Association for Regional Cooperation (SAARC) over the period 2000–2016. The study employed panel data analysis and the ordinary least squares method, using the Hausman test to choose between fixed-effects and random-effects models. The findings indicated that education had a statistically significant effect on the HDI, while income inequality was negatively associated with human development, suggesting that higher income disparities were associated with lower levels of human development. The study also reported a positive and statistically significant effect of the HDI on the Gini coefficient, suggesting, within the estimated model, that improvements in human development may coexist with rising income inequality. The study found no statistically significant relationship between the health variable and the Gini coefficient. Furthermore, its abstract reported a negative effect of lagged human development on GDP growth. These findings demonstrate that the relationships among human development, economic growth, and income distribution are not necessarily unidirectional; rather, they may vary according to the economic, social, and institutional conditions of the countries concerned.

1.4 Critical Review of Previous Studies and Research Gap

A review of previous studies reveals several key observations. First, the literature confirms the importance of economic and institutional factors in explaining human development, particularly GDP per capita, gross capital formation, political stability, institutional quality, and public policy effectiveness. However, the nature and magnitude of the effects of these factors vary according to the economic, social, and institutional characteristics of the countries under investigation.

Second, the relationship between human development and economic growth is not consistent across different contexts. While Soussou and Ben Salem (2026) found a positive relationship between human development and economic growth, Faisal (2022) reported a negative effect of the lagged human development index on GDP growth. These differences reflect variations in geographical contexts, time periods, selected variables, and econometric methodologies, highlighting the need to examine these relationships in light of the specific characteristics of each economy.

Third, previous studies differ in terms of geographical coverage and econometric methodologies. Some have focused on South Asian countries, whereas others have examined the Middle East and North Africa region or specific national economies. Furthermore, these studies vary in their ability to distinguish between short-run and long-run effects, underscoring the importance of employing econometric models capable of capturing the temporal dynamics of the relationships between economic and institutional variables and human development.

In light of these observations, the present study seeks to contribute to addressing part of the existing research gap by examining the determinants of human development in Algeria over the period 2000–2025. The Human Development Index (HDI) is used as the dependent variable, while GDP per capita, gross capital formation, and political stability are included as explanatory variables. The methodological contribution of this study lies in the application of the Autoregressive Distributed Lag (ARDL) model, which makes it possible to distinguish between short-run effects and long-run relationships. It also allows for the estimation of the error correction coefficient and the measurement of the speed at which the variables return to their long-run equilibrium path, provided that a cointegrating relationship exists. Accordingly, this study aims to provide econometric evidence specific to the Algerian context, thereby contributing to a better understanding of the determinants of human development and the dynamics of their effects over time.

Methods

This study adopts a quantitative econometric approach to examine the effects of economic and institutional factors on human development in Algeria over the period 2000–2025, using annual time-series data. The Human Development Index (HDI) is the dependent variable, while GDP per capita (GDPPC), gross capital formation (GCF), rule of law (ROL), and political stability (PS) are the explanatory variables. Descriptive statistics and unit root tests are conducted to examine the data characteristics and determine the order of integration. The ARDL bounds testing approach is employed to investigate long-run cointegration and estimate short-run and long-run relationships, provided that no variable is integrated of order two, I(2). Finally, diagnostic tests, including serial correlation, heteroskedasticity, normality, and functional form tests, are performed. Model stability is assessed using CUSUM and CUSUM of Squares tests to ensure the reliability of the empirical findings.

1. 1 Econometric Analysis

The econometric analysis examines the determinants of human development in Algeria over the period 2000–2025, with the aim of investigating the nature and effects of a set of economic and institutional factors on the level of human development. The Human Development Index (HDI) is used as the dependent variable, as it is a composite indicator reflecting fundamental dimensions of human development. The explanatory variables comprise GDP per capita, which serves as an indicator of income levels and economic activity; gross capital formation (GCF), which reflects capital accumulation and investment; and the rule of law and political stability, which represent two important dimensions of the institutional environment.

To achieve the study's objectives, the analysis begins with descriptive statistics and tests of the time-series properties of the variables, followed by the determination of their orders of integration. The ARDL model is then estimated to test for the existence of a long-run equilibrium relationship and distinguish between short-run and long-run effects. Furthermore, a set of diagnostic tests is conducted to assess the adequacy of the estimated model and examine the presence of serial correlation, heteroskedasticity, and functional form misspecification. Parameter stability tests are also performed to evaluate the robustness of the estimated relationships and the suitability of the model for explaining the evolution of human development in Algeria.

2.2 Mathematical Specification of the Model

Based on the theoretical framework and previous empirical studies, this study aims to measure the effects of economic and institutional factors on human development in Algeria over the period 2000–2025. Accordingly, the functional relationship between the study variables can be expressed as follows:

$$HDIt=f(GDPPCt,GCFt,ROLt,PSt)$$

Accordingly, the proposed model equation, in its explicit linear form, can be expressed as follows:

$$\Delta HDI_t = \alpha_0 + \Sigma_{i=1}^{p-1} \alpha_i \Delta GDPP_{t-i} + \Sigma_{j=0}^{q1-1} \beta_j \Delta GC_{t-j} + \Sigma_{j=0}^{q2-1} \gamma_j \Delta ROL_{t-j} + \Sigma_{j=0}^{q3-1} \delta_j \Delta PS_{t-j} + \lambda_1 GDPP_{t-1} + \lambda_2 GCF_{t-1} + \lambda_3 RPL_{t-1} ++ \lambda 4 PS_{t-1} + \varepsilon_t$$

Where:

- Δ: denotes the first difference operator.
- q1,q2,q3,q4: represent the maximum lag orders of the dependent and independent variables in the model.
- The coefficients of the lagged level variables are used to test for the existence of a long-run relationship among the variables.
- The long-run coefficients represent the parameters of the long-run relationship between the explanatory variables and the Human Development Index.
- HDIt: Human Development Index.
- GDPPCt: GDP per capita.
- GCFt: Gross capital formation.
- ROLt: Rule of law.
- PSt: Political stability.
- T: Number of observations.
- εt: Random error term.

2.3 Study Data

This study relies on annual time-series data for the Algerian economy over the period 2000–2025 to examine the determinants of human development and the role of economic and institutional factors. The Human Development Index (HDI) is used as the dependent variable, while the explanatory variables include GDP per capita (GDPPC), gross capital formation (GCF), the rule of law index (ROL), and the political stability index (PS). The data are obtained from the databases of the United Nations Development Programme (UNDP) and the World Bank, including the World Development Indicators (WDI) and the Worldwide Governance Indicators (WGI). Natural logarithms are applied to positive economic variables prior to estimating the Autoregressive Distributed Lag (ARDL) model, in order to examine the short-run and long-run relationships among the study variables.

Table1
Research Variables

Code	Variable	Definition and Measurement	Data Source
HDI	Human Development Index	A composite index measuring health, education, and standard of living.	United Nations Development Programme (UNDP)
GDP per capita	GDP per capita	Gross domestic product divided by the total population.	World Bank (WDI)
GCF	Gross Capital Formation	Measures total gross capital formation according to the indicator used in the study.	World Bank (WDI)
ROL	Rule of Law	An index reflecting the extent to which the law is respected and effectively enforced.	World Bank (WGI)
PS	Political Stability	An index measuring perceptions of political stability and the absence of political violence.	World Bank (WGI)

Source. Prepared by the researcher based on data from the United Nations Development Programme (UNDP), the World Bank's World Development Indicators (WDI), and the Worldwide Governance Indicators (WGI).

2.4 Descriptive and Exploratory Data Analysis
2.4.1 Descriptive Statistical Analysis of the Study Variables
The table presents the descriptive statistics for the study variables, namely the rule of law index (ROL), political stability (PS), gross capital formation (GCF), GDP per capita (GDPP), and the Human Development Index (HDI), based on 26 observations. The results reveal variations in the statistical properties of these variables in terms of central tendency, dispersion, distributional shape, and conformity with the normal distribution.

Regarding the rule of law index (ROL), the mean was 1.1933, while the median was 1.2075. The values ranged from 0.7542 to 1.3946, with a standard deviation of 0.1234. These results indicate relatively limited dispersion around the mean. However, the negative skewness value of −1.5021 indicates that the distribution is skewed to the left. The high kurtosis value of 7.514 suggests a more peaked distribution with heavier tails than the normal distribution. The Jarque–Bera test yielded a statistic of 31.8508, with a p-value of 0.0000, leading to the rejection of the null hypothesis of normality at the 1% significance level. Political stability (PS) recorded a mean of 2.8657 and a median of 2.8880, while its values ranged from 2.2456 to 3.1797, with a standard deviation of 0.2689. The proximity of the mean and median suggests limited asymmetry in central tendency, which is consistent with the negative skewness value of −0.5583. Kurtosis was 2.5115, below the benchmark value of 3 for the normal distribution. The Jarque–Bera test yielded a p-value of 0.4473, indicating insufficient statistical evidence to reject the null hypothesis of normality at conventional significance levels.

Regarding gross capital formation (GCF), the mean was 5.92×10, while the median reached 6.43×101. Values ranged from 1.29×101 10^{10}1.29×1010 to 9.76×1010, and the standard deviation was 2.51×101 indicating considerable dispersion around the mean. The variable exhibited negative skewness of −0.5568 and kurtosis of 2.1286, suggesting a left-skewed and relatively flatter distribution compared with the normal distribution. Nevertheless, the Jarque–Bera test p-value of 0.3386 does not provide sufficient evidence to reject the null hypothesis of normality at the 5% significance level. GDP per capita (GDPP) recorded a mean of 3888.164 and a median of 3950.691.

Its values ranged from 3138.231 to 4246.244, with a standard deviation of 307.0002. The negative skewness value of −1.1532 indicates an asymmetric distribution skewed to the left, while the kurtosis value of 3.4916 suggests a more peaked distribution than the normal distribution. The Jarque–Bera statistic was approximately 6.0246, with a p-value of 0.0492. Accordingly, the null hypothesis of normality is rejected at the 5% significance level, although the result is marginal.

Finally, the Human Development Index (HDI) recorded a mean of 0.7181 and a median of 0.7300, with values ranging from 0.6490 to 0.7900. Its standard deviation was relatively low at 0.0348, indicating limited absolute dispersion over the study period. The skewness value of −0.4242 reflects a relatively mild negative asymmetry, while kurtosis stood at 2.5045. The Jarque–Bera test p-value of 0.5928 indicates insufficient statistical evidence to reject the null hypothesis of normality at the 5% significance level.

Table2

Descriptive Statistics of the Research Variables

Statistic	ROL	PS	GCF	GDPP	HDI
Mean	1.193277	2.865727	5.92E+10	3888.164	0.718077
Median	1.207537	2.888030	6.43E+10	3950.691	0.730000
Maximum	1.394619	3.179746	9.76E+10	4246.244	0.790000
Minimum	0.754156	2.245591	1.29E+10	3138.231	0.649000
Std. Dev.	0.123434	0.268948	2.51E+10	307.0002	0.034806
Skewness	-1.502080	-0.558281	-0.556800	-1.153205	-0.424163
Kurtosis	7.513951	2.511515	2.128557	3.491563	2.504451
Jarque–Bera	31.85079	1.609107	2.166144	6.024590	1.045660
Probability	0.000000	0.447288	0.338554	0.049179	0.592840
Sum	31.02520	74.50891	1.54E+12	101092.3	18.67000
Sum Sq. Dev.	0.380902	1.808329	1.58E+22	2356228	0.030286
Observations	26	26	26	26	26

Source. Prepared by the researcher using R software, version 4.6.

2.5 Correlation Matrix of the Study Variables

The correlation matrix reveals relationships of varying strength and direction among the study variables. The strongest positive correlation was observed between LGCF and LGDPP, with a coefficient of 0.6147, indicating a moderate positive association between the two variables. The correlation coefficient between LGDPP and LHDI was 0.3195, while that between LGCF and LHDI was 0.2725, suggesting weak positive associations. By contrast, a very weak positive correlation was observed between LGCF and LPS, with a coefficient of 0.1245. The correlation between LGDPP and LPS was −0.0149, indicating virtually no linear association between these variables. The relationship between LHDI and LPS was also weak and negative, with a coefficient of −0.1098, reflecting a limited inverse association. Overall, the reported correlation coefficients do not exceed an absolute value of 0.70, suggesting that there are no strong pairwise linear correlations among the variables considered. Nevertheless, correlation analysis alone is insufficient to establish the absence of multicollinearity; therefore, additional diagnostics.

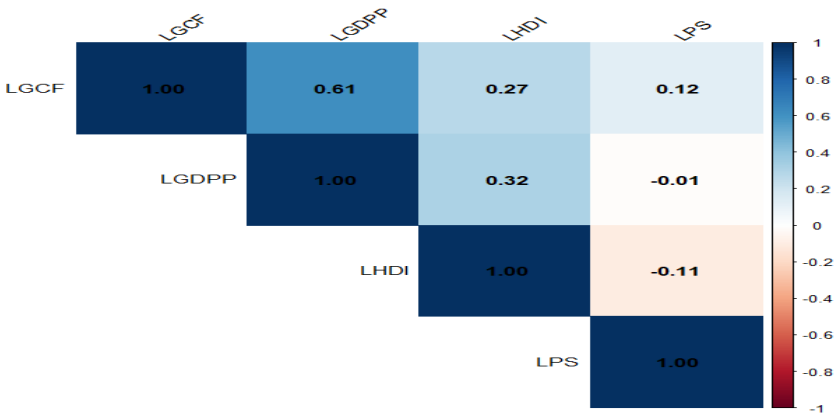

Figure 1
Correlation Matrix of the Study Variables

Source. Prepared by the researcher using R software, version 4.6.0.

2.6 Historical Trends and Time-Series Patterns

The historical trend in GDP per capita over the period 2000–2025 shows a generally upward trajectory, with the indicator rising from relatively low levels at the beginning of the period to higher levels over time. A noticeable decline occurred in 2020, followed by a gradual recovery in subsequent years. This development reflects an overall improvement in economic performance and income levels, despite fluctuations during the study period. GDP per capita is an important economic determinant of human development because higher income levels may improve purchasing power, expand access to healthcare and education, and enhance living standards. Nevertheless, the extent to which economic growth translates into human development depends on income distribution and the efficiency with which economic resources are allocated.

Gross capital formation also exhibits a generally upward trend from 2000 to approximately 2014, when the indicator reached a peak around the middle of the second decade of the 2000s. This was followed by a gradual decline until 2020 and relative stabilization in subsequent years. This pattern reflects changes in investment dynamics and capital accumulation in the economy, indicating variations in the development of productive assets over time. Gross capital formation may contribute to human development indirectly by expanding productive capacity, creating employment opportunities, and improving infrastructure. However, assessing its actual effect on the Human Development Index requires econometric analysis that accounts for the composition of investment, its sectoral distribution, and its economic efficiency.

The historical trajectory of the rule of law index reveals considerable fluctuations over the period 2000–2025. The index increased sharply during the early years, reaching relatively high levels between 2002 and 2004, before declining gradually and fluctuating over subsequent years. A noticeable decrease occurred around 2015, followed by gradual improvement and relative stabilization in the later years. These changes indicate an uneven evolution in the institutional dimensions associated with the quality of the legal framework and the effectiveness of law enforcement. The rule of law is particularly relevant to human development because it may strengthen institutional trust, protect rights, improve resource allocation, and support the consistency of public policies. Nevertheless, the observed fluctuations cannot be interpreted as direct causes of changes in human development without appropriate econometric testing.

The historical trend in the political stability index also reveals notable fluctuations throughout the study period. The index declined during the early years until approximately 2003, then increased sharply in 2005, followed by a gradual decline and varying fluctuations extending into the early

2010s. Thereafter, the indicator generally moved toward improvement, despite some temporary declines, before stabilizing at relatively higher levels from around 2020 onward. These developments may reflect changes in the conditions associated with political stability and the risk of disruption during the period under consideration. Political stability is relevant to human development because it may provide an enabling environment for the continuity of development policies, encourage investment, and improve public service delivery. However, the relationship between political stability and human development may also be influenced by other economic and social factors, making econometric investigation necessary.

Trade openness is generally measured as the ratio of the sum of exports and imports to gross domestic product (GDP) and is used to assess the degree of an economy's integration into international trade. However, the historical trajectory of this variable is not visible in the figure provided. Therefore, its direction of change and the periods of increase or decline between 2000 and 2025 cannot be established from the information presented. Theoretically, trade openness may contribute to human development by expanding markets, improving access to technology, goods and services, supporting economic growth, and creating employment opportunities. Conversely, external competition and excessive dependence on imports may have mixed effects, depending on the productive structure of the economy and its competitiveness. Accordingly, evaluating the role of trade openness in explaining changes in human development requires presenting and examining its historical data before testing the relationship using an appropriate econometric model.

The historical trajectory of the Human Development Index over the period 2000–2025 shows a generally upward trend, with the index increasing from approximately 0.65 at the beginning of the period to around 0.79 by the end. This improvement was gradual and relatively stable over most of the period, although some limited fluctuations occurred before a more pronounced increase toward the end. This pattern indicates an overall improvement in human development across the core dimensions captured by the index: health, education, and standard of living. Such progress is important for assessing long-term development performance because it reflects improvements in individuals' capabilities and opportunities. As the dependent variable in this study, the HDI provides the basis for examining whether changes in GDP per capita, gross capital formation, trade openness, political stability, and the rule of law are associated with changes in human development. Nevertheless, establishing the existence, direction, and magnitude of these relationships requires statistical and econometric evidence; descriptive analysis alone is insufficient.

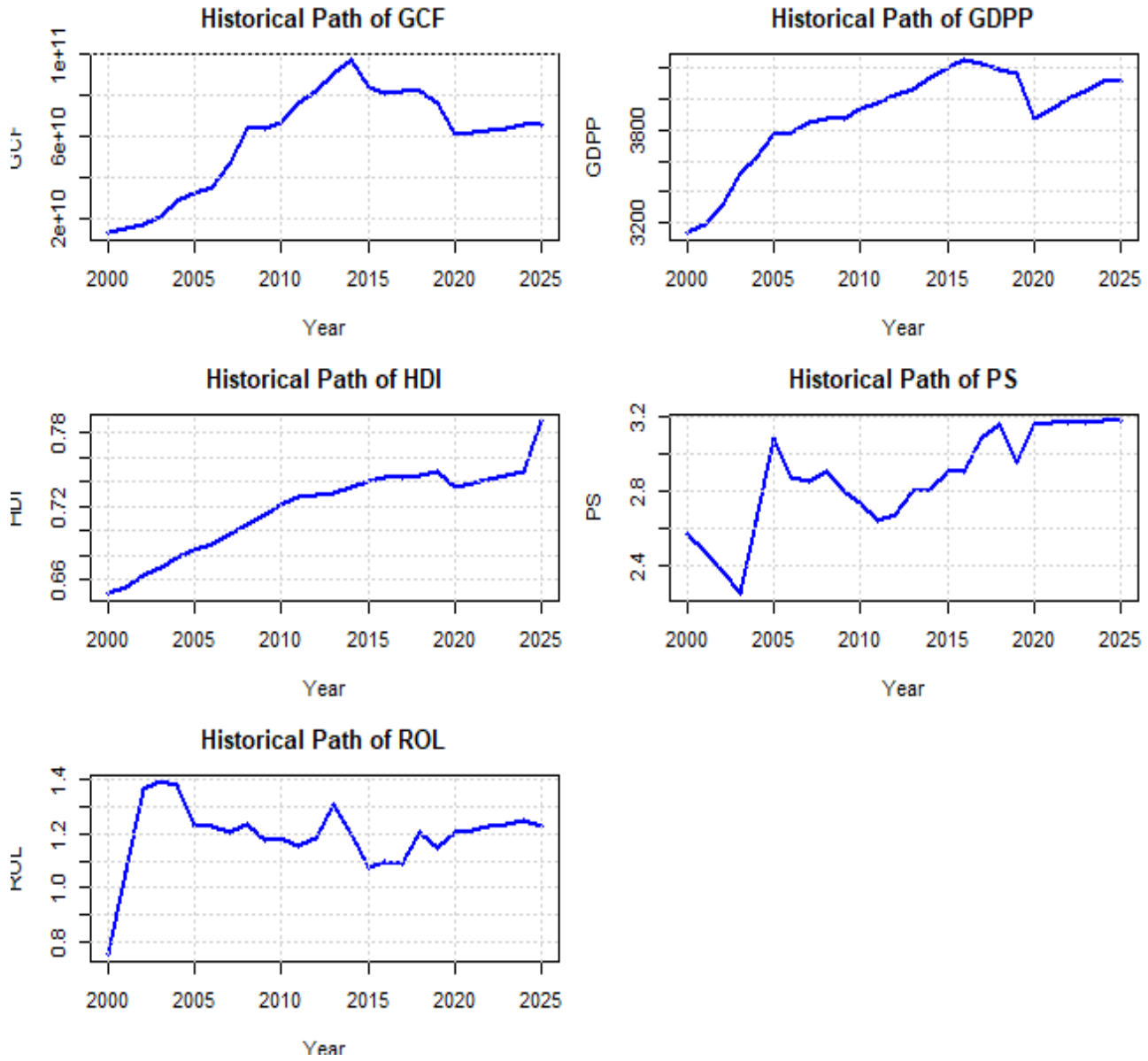

Figure 2
Time trends of the study variables

Source. Prepared by the researcher using R software, version 4.6.0.

Results

The empirical analysis aims to examine the effects of economic and institutional factors on human development in Algeria over the period 2000–2025. The analysis focuses on the relationships between the Human Development Index (HDI) and four explanatory variables: GDP per capita, gross capital formation, rule of law, and political stability. The econometric procedure involves testing the stationarity properties of the variables, examining the existence of long-run relationships using the ARDL bounds testing approach, and estimating short-run and long-run coefficients where appropriate. Diagnostic and stability tests are also conducted to assess the adequacy and reliability of the estimated model. The findings are expected to provide empirical insights into the role of economic performance and institutional quality in shaping human development in Algeria.

3.1 Time-Series Stationarity Test

The stationarity of time series is assessed by determining whether a unit root is present. A series containing a unit root is generally (Kwiatkowski, 1992) considered non-stationary, which may lead to spurious regression results if the non-stationarity is not appropriately addressed. Therefore, testing for stationarity is an essential preliminary step in econometric analysis, particularly when estimating an Autoregressive Distributed Lag (ARDL) model (Fowler, 2024). In this study, the Augmented Dickey–Fuller (ADF) test is employed to examine the stationarity properties of the study variables. The test is conducted using EViews software, with the appropriate lag length selected to account for potential serial correlation in the error term. The test is performed at levels and, where necessary, at first differences to determine the order of integration of each variable (Kallah, 2026)., This procedure helps establish whether the variables are integrated of order zero, I(0), or order one, I(1). It is important to ensure that none of the variables is integrated of order two, I(2), because the conventional ARDL bounds-testing procedure does not accommodate such variables. (Singh A. a., 2022)

Table 3

Augmented Dickey–Fuller (ADF)Unit root test results for the study variables

Variable	Deterministic Specification	ADF t-Statistic (Level)	Prob. (Level)	Stationarity at Level (5%)	ADF t-Statistic (First Difference)	Prob. (First Difference)	Stationarity at First Difference (5%)	Order of Integration
LGCF	Trend and Intercept	-4.03	0.01	Stationary	-9.15	0.00	Stationary	
	Intercept	-4.08	0.00	Stationary	-9.27	0.00	Stationary	I(1)
	None	-0.14	0.62	Non-stationary	-9.37	0.00	Stationary	
LGDPP	Trend and Intercept	-2.01	0.56	Non-stationary	-4.04	0.02	Stationary	
	Intercept	-3.61	0.01	Stationary	-3.22	0.02	Stationary	
	None	2.32	0.99	Non-stationary	-2.91	0.00	Stationary	I(1)
LHDI	Trend and Intercept	-2.32	0.41	Non-stationary	-6.10	0.00	Stationary	
	Intercept	0.66	0.98	Non-stationary	-5.87	0.00	Stationary	
	None	3.91	0.99	Non-stationary	-4.06	0.02	Stationary	I(1)
LPS	Trend and Intercept	-4.44	0.01	Stationary	-4.41	0.00	Stationary	
	Intercept	-1.49	0.52	Non-stationary	-4.51	0.00	Stationary	
	None	0.66	0.85	Non-stationary	-4.47	0.00	Stationary	I(1)
LROL	Trend and Intercept	-6.35	0.00	Stationary	-4.31	0.01	Stationary	
	Intercept	-6.36	0.00	Stationary	-4.67	0.00	Stationary	I(1)
	None	-1.41	0.14	Non-stationary	-4.90	0.00	Stationary	

Source. Prepared by the researcher using EViews 13 software.

The ADF test results indicate differences in the stationarity properties of the study variables, with integration orders varying according to the deterministic specification adopted.

The results show that some variables are stationary at level, I(0), while others become stationary after first differencing, I(1).
These findings support the use of the ARDL model, provided that none of the variables is integrated of order two, I(2).

3.2 Optimal Lag Length Selection
Based on the Akaike Information Criterion (AIC) (Hacker, 2008), the optimal lag structure was selected. The results indicate that ARDL(1, 0, 3, 0, 1) is the preferred model, as illustrated in the following figure.

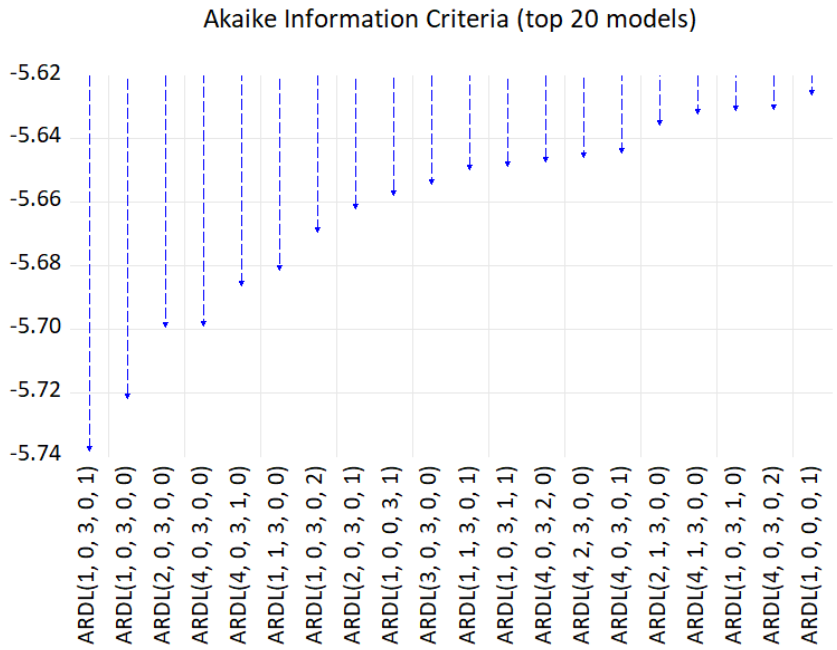

Figure 4
Optimal lag length selection for the ARDL model

Source. Prepared by the researcher based on the output of EViews 13.

The figure presents the top 20 ARDL models based on the Akaike Information Criterion (AIC) to identify the most appropriate specification.
The results show that ARDL(1, 0, 3, 0, 1) achieves the lowest AIC value, approximately −5.739.Accordingly, this model was selected for preliminary estimation, subject to diagnostic testing, parameter stability, and verification of a long-run equilibrium relationship.

3.3 Bounds Test for Cointegration
The results of the F-Bounds Test indicate that the F-statistic is 5.902131, the number of explanatory variables in the long-run relationship is k=4, and the effective sample size is 23 observations. Comparing this statistic with the critical bounds for finite samples shows that it exceeds the upper-bound I(1) critical value at the 5% significance level, which is 4.088 for a reference sample of 35 observations. It also exceeds the 1% critical value of 5.532 for the same reference sample. Since the actual sample size differs from the reference sample sizes used to obtain these critical values, priority should be given to critical values appropriate for the actual sample size, where available. Nevertheless, the reported results provide evidence against the null hypothesis of no level relationship and support the existence of a long-run equilibrium relationship among the model variables, subject to confirmation using critical values appropriate for the actual sample size.

Table 5
ARDL bounds test results

F-Bounds Test		Null Hypothesis: No levels relationship		
Test Statistic	Value	Signif.	I(0)	I(1)
		Asymptotic: n=1000		
F-statistic	5.902131	10%	2.2	3.09
k	4	5%	2.56	3.49
		2.5%	2.88	3.87
		1%	3.29	4.37
Actual Sample Size	23	Finite Sample: n=35		
		10%	2.46	3.46
		5%	2.947	4.088
		1%	4.093	5.532
		Finite Sample: n=30		
		10%	2.525	3.56
		5%	3.058	4.223
		1%	4.28	5.84

Source. Prepared by the researcher based on the output of EViews 13.

3.4 Diagnostic Tests for the Proposed ARDL Model

The diagnostic test results for the proposed ARDL model indicate that it exhibits acceptable (Akter, 2024) statistical properties. The Breusch–Godfrey test reveals no statistically significant evidence of serial correlation in the residuals, with a probability value of 0.61. Similarly, the Breusch–Pagan–Godfrey test indicates no significant evidence of heteroskedasticity, with a probability value of 0.93. Furthermore, the ARCH test provides no evidence of conditional heteroskedasticity, as its probability value is 0.46. Regarding the functional specification, the Ramsey RESET test yields a probability value of 0.85, suggesting no statistically significant evidence of functional-form misspecification. In addition, the Jarque–Bera test reports a probability value of 0.85, indicating that the null hypothesis of normally distributed residuals cannot be rejected at the 5% significance level. Overall, these results suggest that the model passes the diagnostic tests conducted, supporting its suitability for further econometric analysis and interpretation of the estimated coefficients. Nevertheless, the assessment should be complemented by parameter stability tests and verification of the existence of a long-run relationship among the variables.

Table 6
Diagnostic test results

Diagnostic Test	Test Statistic	Prob.	Decision at 5% Significance Level	Conclusion
Breusch–Godfrey Serial Correlation LM Test	LM = 0.77	0.61	Do not reject H0H_0H0	No evidence of serial correlation
Breusch–Pagan–Godfrey Heteroskedasticity Test	F = 0.96	0.93	Do not reject H0H_0H0	No evidence of heteroskedasticity
ARCH Test	F = 0.48	0.46	Do not reject H0H_0H0	No evidence of ARCH effects
Ramsey RESET Test	F = 0.18	0.85	Do not reject H0H_0H0	No evidence of functional-form misspecification
Jarque–Bera Normality Test	JB = 0.31	0.85	Do not reject H0H_0H0	Residuals are consistent with a normal distribution

Source. Prepared by the researcher based on the output of EViews 13.

3.5 Analysis of the CUSUMSQ/CUSUM Tests for the Structural Stability of the ARDL(1, 0, 3, 0, 1) Model

The plots present the results of the CUSUM and CUSUMSQ tests used to assess the structural stability of the model. The first plot, corresponding to the CUSUMSQ test, shows that the cumulative sum of squared residuals remains within the critical bounds at the 5% significance level throughout the study period, despite some noticeable fluctuations in the middle of the sample. Similarly, the second plot, corresponding to the CUSUM test, indicates that the cumulative sum of recursive residuals remains within the critical bounds throughout the sample period, without crossing them at any point. Accordingly, the results provide no statistically significant evidence of structural breaks or parameter instability over the study period. This suggests that the estimated coefficients are structurally stable and supports the use of the model to interpret the short-run and long-run relationships among the variables. Overall, these findings provide evidence in favor of the structural stability of the ARDL model.

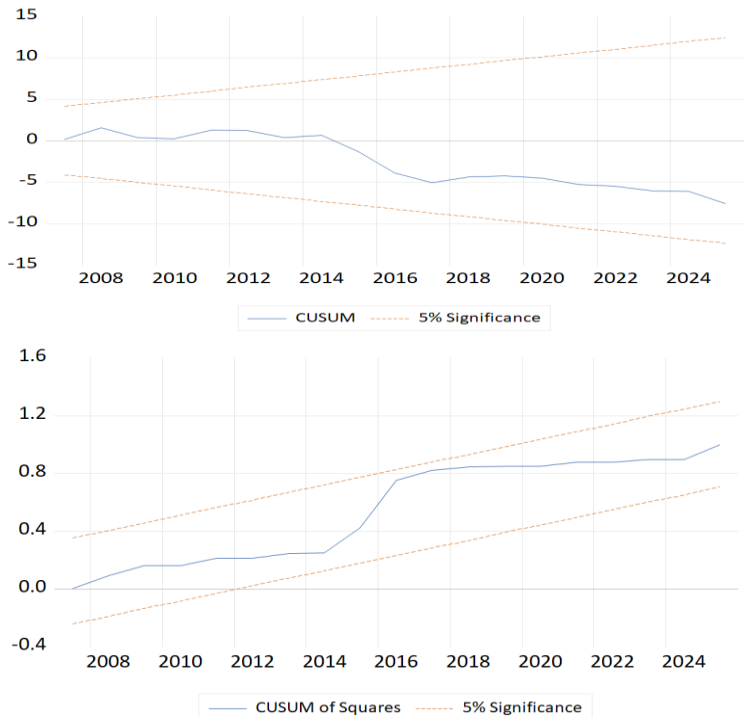

Figure 7

Results of the Structural Stability Tests

Source. Prepared by the researcher based on the output of EViews 13.

2..10. Estimation of the Parameters of the Proposed ARDL(1, 0, 3, 0, 1) Model for the Human Development Index (HDI)

The estimation results of the proposed ARDL(1, 0, 3, 0, 1) model examine the dynamic relationship between the dependent variable and the explanatory variables over the study period. The model accounts for both contemporaneous and lagged effects of the economic and institutional variables, thereby enabling an analysis of short-run and long-run relationships, as well as the speed of adjustment towards long-run equilibrium. Assessing the model's adequacy also requires examining the statistical significance of the estimated parameters, testing for the existence of a long-run equilibrium relationship, and conducting diagnostic tests to verify the validity of the underlying econometric assumptions and the reliability of the results.

A.Short-Run Results

The short-run estimation results of the ARDL(1, 0, 3, 0, 1) model illustrate the dynamic response of the Human Development Index (HDI) to changes in GDP per capita (GDPPC), gross capital formation (GCF), the rule of law (ROL), and political stability (PS). An analysis of the short-run coefficients makes it possible to identify the direction, magnitude, and statistical significance of the effects of each explanatory variable, while accounting for the contemporaneous and lagged effects of changes in these variables on human development.

From an economic perspective, an increase in GDP per capita may contribute to improving living standards and expanding access to essential services. Gross capital formation may also support human development by expanding productive capacity and promoting investment in infrastructure. Similarly, the rule of law may improve resource allocation and strengthen institutional effectiveness, while political stability may provide a more favorable environment for the continuity of development policies and investment attraction. However, determining the actual effects of these variables – whether positive or negative, and statistically significant or insignificant – depends on the signs and magnitudes of the estimated coefficients and their associated p-values.

Table 8

Estimation Results of the ARDL(1, 0, 3, 0, 1) model

ARDL Error Correction Regression
Dependent Variable: D(LHDI)
Selected Model: ARDL(1, 0, 3, 0, 1)
Case 2: Restricted Constant and No Trend
Date: 10/09/26 Time: 16:13
Sample: 2000 2025
Included observations: 23

ECM Regression
Case 2: Restricted Constant and No Trend

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D(LGCF)	0.065881	0.020696	3.183267	0.0072
D(LGCF(-1))	0.038029	0.023782	1.599055	0.1338
D(LGCF(-2))	0.062221	0.020893	2.978124	0.0107
D(LROL)	-0.111524	0.045238	-2.465290	0.0284
CointEq(-1)*	-0.914017	0.229929	-3.975212	0.0016

Source. Prepared by the researcher based on the output of EViews 13.

The short-run estimation results of the ARDL(1, 0, 3, 0, 1) model, covering the period 2000–2025 and based on 23 observations, illustrate the dynamic response of the Human Development Index (HDI) to changes in gross capital formation (LGCF) and the rule of law (LROL), with the variables expressed in logarithmic form.

Regarding gross capital formation (LGCF), the results indicate a positive and statistically significant contemporaneous effect on changes in the Human Development Index. The coefficient of D(LGCF)

is approximately 0.065881, with a p-value of 0.0072, which is below the 5% significance level. This suggests that an increase in gross capital formation is associated with an improvement in human development in the short run. The lagged effect at the second period is also positive and statistically significant, with a coefficient of 0.062221 and a p-value of 0.0107. By contrast, the effect at the first lag is not statistically significant, as indicated by a coefficient of 0.038029 and a p-value of 0.1338. These findings suggest that the effect of gross capital formation on human development does not necessarily materialize continuously in every period. Instead, it may emerge contemporaneously and reappear after two periods, potentially reflecting the time required for the effects of investment to be transmitted to human development indicators.

With regard to the rule of law (LROL), the results reveal a negative and statistically significant short-run effect. The coefficient of D(LROL) is approximately −0.111524, with a p-value of 0.0284. This finding indicates an inverse relationship between changes in the rule of law and changes in the Human Development Index in the short run, within the limits of the estimated model and the sample under consideration. However, this negative coefficient does not necessarily imply that the rule of law undermines human development. Rather, the result may reflect delays in the effects of institutional reforms, the relatively small sample size, or the influence of other economic and institutional factors not included in the model. Therefore, this short-run relationship should be interpreted cautiously and considered alongside the long-run estimates to determine whether the direction of the relationship changes over time.

Regarding the error correction term, CointEq(−1), its coefficient is −0.914017, which is negative and statistically significant at the 1% level, with a p-value of 0.0016. The negative and significant coefficient indicates the presence of an adjustment mechanism that moves the system back towards its long-run equilibrium, provided that the existence of a cointegrating relationship has been established. The magnitude of the coefficient suggests that approximately 91.40% of the deviation from long-run equilibrium is corrected within one period, according to the frequency of the data, indicating a relatively rapid speed of adjustment. Thus, deviations from the equilibrium path are largely absorbed during the subsequent period.

B.Long-Run Results

Having established the existence of a long-run relationship among the variables, the long-run coefficients can be obtained and analyzed to assess the persistent effects of the explanatory variables on human development. These estimates make it possible to determine whether the short-run effects of gross capital formation and the rule of law persist, diminish, or change direction over the long term. The economic interpretation of the long-run relationships should be based on the estimated coefficients, their signs, magnitudes, and associated p-values.

Table 7

Long-Run Coefficient Estimates of the ARDL(1, 0, 3, 0, 1) Model

Levels Equation
Case 2: Restricted Constant and No Trend

Variable	Coefficient	Std. Error	t-Statistic	Prob.
LGDPP	0.038707	0.011727	3.301441	0.0058
LGCF	0.054565	0.018030	3.026307	0.0097
LPS	0.045166	0.012136	3.721819	0.0025
LROL	0.047826	0.018718	2.555140	0.0238
C	-1.412901	1.306280	-1.081622	0.2991

Source. Prepared by the researcher based on the output of EViews 13.

Discussion

The long-run estimation results (Levels Equation) indicate positive and statistically significant relationships between the Human Development Index (HDI) and GDP per capita (GDPPC), gross capital formation (GCF), political stability (PS), and the rule of law (ROL). These findings highlight the importance of economic and institutional factors in explaining the long-term evolution of human development in Algeria.

The coefficient of GDP per capita is 0.0387070, with a p-value of 0.00580, indicating a positive and statistically significant relationship at the 1% significance level. This result suggests that a 1% increase in GDP per capita is associated with an approximately 0.0387% increase in the Human Development Index, holding other factors constant. This relationship may be explained by the fact that higher income levels improve individuals' capacity to access healthcare and educational services and enhance their living standards, thereby supporting the various dimensions of human development. The coefficient of gross capital formation is 0.0545650, with a p-value of 0.00970, indicating a positive and statistically significant relationship at the 1% significance level. This finding suggests that a 1% increase in gross capital formation is associated with an approximately 0.0546% increase in the Human Development Index in the long run. This relationship may be attributed to the role of investment in developing infrastructure, expanding productive capacity, creating employment opportunities, and improving the provision of essential services. However, the realization of these benefits depends on the efficiency of investment allocation and the extent to which investment is directed towards sectors that support human development.

The coefficient of political stability is 0.0451660, with a p-value of 0.00250, confirming a positive and statistically significant relationship at the 1% significance level. This result indicates that a 1% increase in the political stability indicator is associated with an approximately 0.0452% increase in the Human Development Index, according to the model specification. This relationship may be explained by the fact that political stability creates a more favorable environment for implementing development policies, reduces uncertainty, and supports the continuity of investment and social expenditure, thereby improving opportunities to enhance health, education, and living standards.

The coefficient of the rule of law is 0.0478260, with a p-value of 0.02380, indicating a positive and statistically significant relationship at the 5% significance level. This finding suggests that a 1% improvement in the rule-of-law indicator is associated with an approximately 0.0478% increase in the Human Development Index in the long run. This relationship may reflect the importance of institutional quality, adherence to legal frameworks, accountability, and the protection of rights in improving resource allocation and enhancing the efficiency of public services. The result also suggests that effective legal and institutional frameworks may contribute to creating an enabling environment for sustainable human development.

The estimated constant is −1.412901, with a p-value of 0.29910, which exceeds the 5% significance level. Therefore, the constant is not statistically significant, and there is insufficient evidence to reject the null hypothesis that its coefficient equals zero. However, the insignificance of the constant does not necessarily affect the statistical significance of the explanatory variables, all of which exhibit positive and statistically significant long-run coefficients.

2. Hypothesis Testing

The study is based on two main hypotheses. The first hypothesis proposes the existence of a cointegrating relationship among the determinants of human development – GDP per capita (GDPPC), gross capital formation (GCF), the rule of law (ROL), and political stability (PS) – and the

Human Development Index (HDI) in Algeria over the period 2000–2025. This hypothesis reflects the possibility of a long-run equilibrium relationship among these variables.

The second hypothesis proposes that the aforementioned determinants have statistically significant effects on the Human Development Index in Algeria during the study period. Testing this hypothesis makes it possible to identify the nature of the relationships between these determinants and human development and to assess the contribution of economic and institutional factors to changes in the HDI. Both hypotheses are examined using appropriate time-series econometric techniques to determine whether cointegration exists and to estimate the effects of the explanatory variables on the dependent variable in the short and long run, taking into account the requirements of the adopted econometric model and the characteristics of the available data.

4.1First: Testing the First Hypothesis—The Existence of Cointegration among the Study Variables
The first hypothesis states that a cointegrating relationship exists among the determinants of human development, namely GDP per capita (GDPPC), gross capital formation (GCF), the rule of law (ROL), political stability (PS), and the Human Development Index (HDI) in Algeria over the period 2000–2025.

According to the results of the ARDL Bounds Test, the calculated F-statistic is 5.902131, exceeding the upper-bound critical values at both the 5% and 1% significance levels, based on the reported reference values. This result provides grounds for rejecting the null hypothesis of no cointegration and supports the first hypothesis, indicating the existence of a long-run equilibrium relationship among the study variables. However, the conclusion should be confirmed using critical values appropriate to the actual sample size.

4.2 Second: Testing the Second Hypothesis—The Existence of Statistically Significant Effects of the Determinants of Human Development on the HDI
The second hypothesis states that GDP per capita (GDPPC), gross capital formation (GCF), the rule of law (ROL), and political stability (PS) have statistically significant effects on the Human Development Index (HDI) in Algeria over the period 2000–2025.

Based on the ARDL estimation results, the long-run equation reveals positive and statistically significant coefficients for all explanatory variables. The p-values are 0.0058 for GDP per capita, 0.0097 for gross capital formation, 0.0238 for the rule of law, and 0.0025 for political stability. Since all these values are below the 5% significance level, the results support the existence of statistically significant long-run effects of these variables on the Human Development Index.

In the short run, however, the results differ across variables and lag periods. Gross capital formation exhibits positive and statistically significant effects, whereas the contemporaneous change in the rule-of-law indicator has a negative and statistically significant effect, according to the reported estimates. Accordingly, the second hypothesis is supported with respect to the existence of statistically significant long-run effects, while the short-run findings highlight differences in the direction and timing of the relationships.

Conclusion

This study aimed to investigate the effects of the determinants of human development on the Human Development Index in Algeria over the period 2000–2025, using the Autoregressive Distributed Lag (ARDL) model. The Bounds Test results provide evidence supporting the existence of a cointegrating relationship among the study variables in the long run. Furthermore, the diagnostic tests and structural

stability results provide evidence supporting the statistical adequacy of the model, based on the available indicators.

The long-run estimation results reveal a positive and statistically significant effect of GDP per capita on the Human Development Index. Gross capital formation also exhibits a positive and statistically significant effect, highlighting the importance of investment in supporting human development. Political stability has a positive and statistically significant effect, underscoring the importance of a stable political environment for development. Similarly, the rule of law exhibits a positive and statistically significant long-run effect on the Human Development Index.

In the short run, the effects vary across explanatory variables and lag periods, reflecting the dynamic nature of the relationship between the determinants of human development and the HDI. Overall, the findings support the two research hypotheses, subject to the limitations associated with the small sample size and the need to verify the critical values appropriate for the Bounds Test.

Based on these findings, the study recommends promoting productive investment, improving income levels, strengthening the rule of law, and maintaining political stability as complementary measures for achieving sustainable human development in Algeria.

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Təsviri sənət əsərlərində rəng konseptlərinin semiotikası və onların bədii-linqvistik ifadə xüsusiyyətləri

Arzu Mirzəyeva

Xülasə. *Bu elmi tədqiqat işində təsviri sənət əsərlərində rənglərin daşıdığı gizli mənalar və rəng anlayışlarının adi dildə necə ifadə olunması hərtərəfli şəkildə araşdırılır. İncəsənət ilə dilçiliyin əlaqə nöqtəsində yer alan bu tədqiqatın əsas məqsədi rəsm əsərindəki rəngin dildəki sözlərə necə çevrildiyini, rənglərin daxili mənasını və xalqımızın qədim yaddaşında yaşayan simvollarını dəqiq müəyyənləşdirməkdir. Məqalədə qədim Şərq miniatürləri və Azərbaycan rəngkarlığındakı rəng simvolları ilə ana dilimizin lüğət tərkibindəki rəng adları, bədii sözlər və məcazi mənalar geniş şəkildə müqayisə olunur. Aparılan elmi təhlil göstərir ki, rəsmlərdə gördüyümüz rənglər dildə sadəcə bir söz və ya sadə ad deyil, həm də əsrlər boyu formalaşan, dərindən düşünülmüş mədəni və məcazi mənalar daşıyan mürəkkəb strukturlardır. Rəsmlərdəki vizual rəng çalarları ilə dilimizdəki mənalı deyimlər və poetik obrazlar eyni düşüncə tərzinə, milli-mənəvi köklərə, həyat təcrübəsinə və psixoloji bazaya əsaslanır. Tədqiqatın əldə etdiyi mühüm elmi nəticələr dilçilik, sənətşünaslıq və mədəniyyət sahəsində araşdırma aparan təcrübəli mütəxəssislər, gənc tədqiqatçılar, eləcə də bu qədim və maraqlı sahə ilə yaxından maraqlanan geniş oxucu kütləsi üçün həm nəzəri, həm də praktiki baxımdan böyük fayda verə bilər.*

Açar sözlər: *semiotika, rəng konseptləri, təsviri sənət, bədii-linqvistik ifadə, linqvokultrologiya, vizual mənsubiyyət, leksik-semantik sistem*

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The Semiotics of Color Concepts in Works of Visual Art and Their Artistic-Linguistic Expressive Features

Arzu Mirzayeva

Abstract. *This scientific research paper thoroughly investigates the hidden meanings carried by colors in fine art works and how color concepts are expressed in ordinary language. Situated at the intersection of art and linguistics, the primary objective of this study is to accurately determine how colors in paintings transform into words in language, their internal meanings, and the symbols living in the ancient memory of our people. The article widely compares color symbols in ancient Eastern miniatures and Azerbaijani painting with color names, artistic words, and figurative meanings within the vocabulary of our native language. The conducted scientific analysis demonstrates that the colors we see in paintings are not merely single words or simple designations in language, but complex structures carrying culturally and figuratively thought-out meanings formed over centuries. Visual color shades in paintings and meaningful idioms and poetic images in our language are based on the same mindset, national-spiritual roots, life experience, and psychological foundation.*

The important scientific results obtained by the study can provide significant theoretical and practical benefits for experienced specialists conducting research in linguistics, art history, and culture, young researchers, and a wide audience closely interested in this ancient and fascinating field.

Keywords: *semiotics, color concepts, fine arts, artistic-linguistic expression, linguacultural studies, visual semantics, lexical-semantic system*

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Giriş

Müasir elmdə fənlərin bir-biri ilə əlaqəli şəkildə öyrənilməsi böyük əhəmiyyət daşıyır. İnsan həyatının və mədəniyyətinin ayrılmaz hissəsi olan vizual incəsənət ilə təbii dil bir-biri ilə sıx bağlıdır. Təsviri sənət əsərləri sadəcə baxılıb keçilən rəsmlər deyil, həm də oxunub başa düşülən vizual mətnlərdir (Eco, 1976). Bu mətnlərin ən əsas və diqqətçəkən ünsürlərindən biri rəngdir.

Rəng təkcə fiziki aləmin bir hissəsi deyil, həm də insanların əsrlər boyu yaratdığı mədəniyyət və məna sistemidir. Dünya dillərində əsas rəng adlarının təkamülü və universallığı koqnitiv dilçilikdə xüsusi yer tutur (Berlin & Kay, 1969). Dilçilikdə rəng adları uzun müddət sadəcə söz qrupu kimi araşdırılsa da, müasir dövrdə rəngə insan təfəkküründün əsas anlayışlarından biri kimi baxılır (Babayev, 2018; Məmmədov, 2018). Rəng konsepti insanın dünyanı dərk etməsi ilə yanaşı, onun milli yaddaşını və daxili duyğularını da əks etdirir.

Rəsmdə gördüyümüz hər hansı bir rəng dildə müəyyən sözlərə, məcazlara və ifadələrə çevrilir. Məsələn, rəsmdə istifadə olunan qırmızı rəng ehtiras, güc və ya təhlükə mənasını verdiyi kimi, dildə də "qırmızı alov" və ya "qırmızı yalan" kimi ifadələrdə öz əksini tapır. Məhz bu səbəbdən rəsm əsərlərindəki rənglərin mənaları ilə dilimizdəki rəng sözlərinin əlaqəsini öyrənmək çox maraqlı və aktual mövzulardandır.

Bu tədqiqatın əsas məqsədi təsviri sənətdə rənglərin hansı mənalar daşıdığını və bu mənaların Azərbaycan dilində necə ifadə olunduğunu sadə və aydın şəkildə izah etməkdir.

Metodlar

Tədqiqat işini yazarkən bir neçə elmi üsuldan istifadə edilmişdir:

1. *Semiotik təhlil:* Rənglərin rəsmlərdə işarə və məna daşıyıcısı kimi necə işlədiyini öyrənmək üçün Çarlz Pirs və Umberto Ekonun nəzəriyyələrinə istinad olunmuşdur (Eco, 1976).
2. *Leksik-semantik təhlil:* Dildə işlənən rəng adlarının mənaları, onların yaratdığı assosiasiyalar və bədii-üslubi xüsusiyyətlər araşdırılmışdır (Məmmədov, 2018; Təhməzova, 2023).
3. *İkonoloji təhlil:* Azərbaycan miniatürlərində və rəngkarlıq əsərlərində rənglərin arxasında duran gizli mənalar Ervin Panofskinin üsulu ilə şərh edilmişdir (Panofsky, 1955).
4. *Müqayisəli üsul:* Rəsmlərdəki rəng simvolları ilə dilimizdəki rənglə bağlı sözlər qarşılaşdırılaraq ortaq cəhətlər üzə çıxarılmışdır.

Tədqiqat üçün əsas material olaraq Sultan Məhəmmədin miniatürləri, Səttar Bəhlulzadə və Toğrul Nərimanbəyovun rəsm əsərləri, həm də Azərbaycan dilindəki rəng bildirən sözlər seçilmişdir.

Nəticələr

1. Rəngin rəsmlərdə daşıdığı əsas məna səviyyələri
Təsviri sənətdə rəng sadəcə vizual vasitə deyil, həm də elmi və simvolik mənaya malikdir (Gage, 1999). Rəng, əsasən, üç şəkildə məna ifadə edir:

- *Obyektiv (ikonik) səviyyə:* Rəngin təbiətdəki əşyaya bənzər verilməsi (məsələn, yarpağın yaşıl, dənizin mavi çəkilməsi).
- *Hissi (indeksial) səviyyə:* Rəngin insanın əhval-ruhiyyəsinə və ya vəziyyətinə işarə etməsi (məsələn, sarı rəngin xəstəliyi və ya payız hüznünü göstərməsi).
- *Simvolik səviyyə:* Rəngin hər hansı dərin ideyanı və ya dini-mədəni anlayışı bildirməsi (məsələn, qədim miniatürlərdə qızılı rəngin ilahiliyi və əbədiyyəti simvolizə etməsi).

2. Rənglərin rəsmdən dilə keçid xüsusiyyətləri
Araşdırma zamanı məlum olmuşdur ki, rənglərin rəsmlərdəki mənaları ilə dilimizdəki sözlər və arxeoloji-mədəni köklər bir-biri ilə sıx bağlıdır (Baxşəliyev, 2007). Rənglər dilimizdə dörd əsas yolla özünü göstərir:

1. *Sadə rəng adları:* Ağ, qara, qırmızı, göy, sarı, yaşıl.
2. *Məcazi mənalı ifadələr:* Qara bəxt, ağ gün, qırmızı yalan, sarı sim.
3. *Rəngin çalarını göstərən bədii sözlər:* Zümrüdü yaşıl, firuzəyi göy, yaqut qırmızısı.
4. *Deyimlər və frazeologizmlər:* Dildə rənglərin insanın duyğularını bildirmək üçün işlədilən formaları.

Rənglərin rəsmlərdəki mənaları və onların dilimizdəki ifadələri aşağıdakı kimi cümlələrlə izah olunur:

- *Qırmızı rəng* təsviri sənətdə ehtiras, həyat enerjisi, qan, hakimiyyət və oddan xəbər verir. Dilimizdə bu rəng "qırmızı alov", "al-qırmızı", "qan rəngi" və "qırmızı yalan" kimi ifadələrdə işlədilir və xalqımızda həyatı, cəsarəti, bəzən də alovu simvollaşdırır.
- *Göy və mavi rəng* rəsmlərdə sonsuzluğu, səmavi rahatlığı və dərin kədəri göstərir. Dilimizdə isə "göy qübbə", "nurlu mavi", "göylərə yüksəlmək" kimi söz birləşmələri vasitəsilə təmizlik və ucalıq mənalarını ifadə edir.
- *Ağ rəng* sənətdə saflığın, işığın, günahsızlığın və sülhün rəmzidir. Dilimizdə "ağ gün", "ağ bəxt", "bəyaz ümidlər" və "alnıaçıq" kimi ifadələrlə bağlanaraq aydınlığı və mənəvi təmizliyi bildirir.
- *Qara rəng* rəsmlərdə qaranlığı, bilinməyənləri və matəmi əks etdirir. Dilimizdə "qara bəxt", "qara qüvvə" kimi sözlərlə çətinliyi və xaosu bildirə bilər, lakin eyni zamanda incəsənətdə əzəmət və ciddilik mənasını da daşıyır.
- *Qızılı və sarı rəng* rəsmlərdə günəşi, saray dəbdəbəsini və ya solğunluğu göstərir. Dilimizdə qızılı rəng ilahi işığı, sarı rəng isə "sarı simə toxunmaq" və ya "saralıb-solmaq" ifadələrində olduğu kimi daha çox həsrət və ayrılıq duyğularını əks etdirir.

Müzakirə

Apardığımız təhlil göstərir ki, rəng konseptləri həm rəsmlərdə, həm də danışıq dilində eyni düşüncə tərzinə əsaslanır. Semiotik baxımdan mədəniyyət özü mürəkkəb bir mətn və məna sistemidir (Lotman, 1990). Elm adamı Ervin Panofski qeyd edirdi ki, rəsm əsərində rəng sadəcə bəzək deyil, həm də həmin dövrün həyat tərzinin və düşüncəsinin göstəricisidir (Panofsky, 1955).

Azərbaycan miniatür sənətinə və tarixi-mədəni inkişaf proseslərinə baxdıqda görürük ki, rənglərin seçimi milli yaddaşla və tarixi təfəkkürlə üst-üstə düşür (Cəfərov, 2024; Hacıyev, 2010). Məsələn,

miniatürlərdə səmanın və ya müqəddəs insanların başı üzərindəki dairənin qızılı rənglə verilməsi dilimizdəki "nurlu" və ya "müqəddəs" sözünün vizual şəkildə təsviridir. Rütbəli insanların əyinlərinə qırmızı paltar geyindirilməsi isə dilimizdəki "şahanə" və "əzəmətli" sözləri ilə eyni mənanı daşıyır (Əfəndiyev, 2007).

Tanınmış alim Roland Bartın fikrincə, rəsm əsərində rəng gizli mənaların əsas daşıyıcısıdır (Barthes, 1977). Məsələn, böyük rəssam Səttar Bəhlulzadənin mənzərələrində işlətdiyi firuzəyi və bənövşəyi tonlar xalq şeirindəki "bənövşəyi duman" ifadəsinin rəssam fırçası ilə yazılmış formasıdır (Əliyev, 2015). Bu da onu göstərir ki, insan beynində rəng əvvəlcə rəsm kimi yaranır, daha sonra dilimizdə gözəl sözlərə çevrilir.

Nəticə

Təsviri sənət əsərlərində rənglərin mənasını və dilimizdəki ifadə vasitələrini öyrənərək aşağıdakı nəticələrə gəldik:

1. *Elmlərin əlaqəsi:* Rəng təsviri sənətdə vizual işarə, dilçilikdə isə sözdür. Bu iki sahənin birgə öyrənilməsi rəngin insan həyatında nə qədər vacib olduğunu sübut edir.
2. *Məna zənginliyi:* Rəng rəsm əsərində müxtəlif funksiyalar yerinə yetirərək əsərin dərin mənasını açmağa kömək edir.
3. Dilimizdə rənglərin rolu: Ana dilimizdə rəng konseptləri sadəcə rəng adı deyil, həm də zəngin məcazlar və deyimlər sistemi deməkdir.
4. *Milli yaddaş:* Rəng simvolizmi həm rəsmlərdə, həm də dildə xalqımızın qədim adət-ənənələrini və yaddaşını qoruyub saxlayır.

Bu məqalə gələcəkdə vizual sənət, dilçilik və mədəniyyət sahəsində araşdırma aparmaq istəyənlər üçün faydalı mənbə ola bilər.

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From Nietzsche's Genealogy to Contemporary Deconstruction

Naima Heddia

Abstract. *Through this research, we will discuss the philosophical approach that Nietzsche practiced through the genealogy he introduced in philosophical studies, which he considered a tool for uncovering the value of origins and the origin of values. The research aims to analyze Nietzschean concepts that influenced Western philosophical thought upon their emergence. During the study, philosophical representations were used to unravel the comprehensive puzzles of Nietzsche's philosophy using a genealogical analytical method to investigate Nietzschean thought. So, we tried to show the relativity of values that have long escaped critique, considered as objective, transcendent, universal, and absolute values. But Nietzsche's genealogy aimed to uncover the truth and expose the falsifications attached to it, through the 'hammer critique' to reveal the centrality and dominance of metaphysics, in order to get to the origin of truth. On the other hand, we find the term deconstruction as a new mechanism that came to explore the depths of metaphysics and attempt to dismantle its centrality, which lasted through the ages. Given the great importance of this topic in the history of philosophy, we tried to study it to clarify the essence of the genealogical method and its impact on the history of Western philosophy as a whole, and on deconstruction as a philosophical strategy in particular.*

Keywords: *genealogy, metaphysics, strategy, centrality, deconstruction*

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Nitsşenin şəcərəsindən tutmuş müasir dekonstruksiyaya qədər

Naima Heddia

Xülasə. *Bu tədqiqat vasitəsilə, Nitsşenin fəlsəfi tədqiqatlarda təqdim etdiyi genealoji yanaşma vasitəsilə tətbiq etdiyi fəlsəfi yanaşmanı müzakirə edəcəyik. O, bunu mənşəyin və dəyərlərin mənşəyinin qiymətini ortaya çıxarmaq üçün bir vasitə hesab edirdi. Tədqiqatın məqsədi Qərb fəlsəfi düşüncəsinə təsir etmiş Nitsşe anlayışlarını təhlil etməkdir. Tədqiqat zamanı, Nitsşe fəlsəfəsinin geniş sirlərini açmaq üçün genealoji analitik üsul tətbiq edilərək fəlsəfi təsvirlərdən istifadə olundu. Beləliklə, uzun müddət tənqidə məruz qoyulmayan, obyektiv, transsendent, universal və mütləq dəyərlər hesab olunan dəyərlərin nisbi olduğunu göstərməyə çalışdıq. Amma Nitsşenin genealogiyası həqiqəti üzə çıxarmağı və ona bağlı saxtakarlıqları ortaya qoymağı hədəfləyirdi; mərkəziyyət və metafizikanın üstünlüyünü göstərmək üçün "çarx tənqidi" vasitəsilə həqiqətin mənşəyinə çatmaq istəyirdi.*

Digər tərəfdən, biz dekonstuksiya terminini metafizikanın dərinliklərini araşdırmaq və qədimdən bəri davam edən mərkəziyyətini dağıtmağa cəhd edən yeni bir mexanizm kimi görürük. Fəlsəfə tarixinə bu mövzunun böyük əhəmiyyətini nəzərə alaraq, genealoji metodun mahiyyətini və onun ümumilikdə Qərb fəlsəfəsinin tarixinə, xüsusən də dekonstuksiyaya fəlsəfi strategiya kimi təsirini aydınlaşdırmaq üçün öyrənməyə çalışdıq.

Açar sözlər: *genealogiya, metafizika, strategiya, mərkəzlik, dekonstruksiya*

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Introduction

Genealogy is considered one of the most important approaches practiced in modern philosophy after long periods dominated by Greek thinking and its centrality. This prompted Nietzsche to work on tearing down all masks and shattering inherited ideas that were treated like intellectual idols praised over long ages since Platonic thought. Later, deconstruction also arises in opposition to the Western central context, in search of the pure truth that philosophers have long strived to reach. In this study, the focus is on how the transition from genealogy to deconstruction occurs and the methods that accompanied this important transitional stage in philosophical progress.

Our goal in this study is to explain and interpret the reasons that led Nietzsche to adopt this strategy over other cognitive approaches, and whether he was able, through genealogy, to achieve what he sought by dismantling all the judgments that had been established in the history of philosophy as if they were fixed laws that cannot be questioned and must be accepted as epistemological axioms, following a method and analytical tools to interpret the most important genealogical mechanism Nietzsche introduced in the history of philosophy. During our research, we found many previous studies, some of which focused on Nietzsche and his genealogy, and others studied European deconstructive centrality separately. Therefore, in our study, we focused on connecting what is genealogical with what is deconstructive in all that European philosophy introduced in terms of centrality in thought.

Methods

In this study, we will explore the details of the genealogical concept and the deconstructive concept, highlighting their impact on philosophical studies and how philosophical concepts and discourses have changed as a result. Therefore, a number of important questions can be raised: What effect did genealogy have on philosophical concepts, and how were the old idols that philosophy relied on before Nietzsche broken? What new insights did deconstruction bring compared to previous strategies? And how effective is it in contemporary philosophy? Nietzsche's project was a prelude to Derrida's deconstructive project because it allowed for questioning the foundations of philosophical knowledge that were previously adopted. Nietzsche's revival of freeing philosophical thought from its idols sparked an intellectual awakening for the philosophers of his time by examining all philosophical ideas, reconsidering them, and exploring them anew. Through the research method followed in our philosophical study, namely the analytical method, we were able to dissect and explain the mechanism Nietzsche used in philosophy and how it enabled him to re-examine new concepts in the

philosophical field that caused a restructuring of the philosophical system according to strict mechanisms.

Results

Through the study we conducted, we came to a set of results, the most important of which were: that Nietzsche, through his philosophy, actually awakened Western minds from the traditions of thinking that philosophers before him had followed. Nietzsche contributed to providing new ways for philosophical criticism that allowed philosophy before him to dare to do this, exposing thought and exploring its depth and secrets in the way Nietzsche presented through genealogical excavation. Nietzsche was and will remain a milestone in the history of Western philosophy, despite the criticisms directed at his genealogical approach. Nietzsche's genealogy sparked new ideas in the minds of later philosophers, such as Heidegger and Derrida, to pursue true philosophical knowledge, reveal the gap that existed in the history of philosophy, and attempt to correct it by offering methods and philosophical approaches that allow philosophers to work on a solid foundation to revive genuine philosophy.

Discussion

Friedrich Nietzsche (1844-1900) undertook a critical study of Western philosophy and its presuppositions, yet this study lost none of its power to provoke and unsettle. This aspect of Nietzsche is what influenced deconstruction in both theory and practice. What Nietzsche offers is merely a style of philosophical writing that remains deeply rooted in its skepticism towards all claims of truth, including the claims of Nietzsche's own style. We should not consider Nietzsche's intrinsic value solely as having put a decisive end to the convoluted and misleading research of Western metaphysics. Like Saussure, Nietzsche remains, to some extent, a prisoner of the ingrained ideas and conventions of thought that his writings began to investigate and explore. We find that Nietzsche attacked the limits of language and thought that Derrida was trying to define, and Nietzsche anticipates Derrida’s style and strategy to the extent that they appear to be intertwined in a kind of strange exchange, as Nietzsche seems to be spelling out in advance the program of deconstruction and its organized tricks, following the same obstinate skeptical stance and denying himself any safe and comfortable refuge, whether in theory or in concept.

1. Nietzsche and Greek Philosophy

Nietzsche's critical essay on philosophy included a complete genealogy of Western morality and thought, and a diagnostic survey that traced reason back to its ancient Greek origins. In Nietzsche's view, this tradition was able to confidently forge its own path.

Thanks to the dialectical dialogues invented by Socrates and passed down through the writings of his student Plato, Nietzsche believed that this tradition was able to confidently forge its path thanks to the dialectical (Norris, 1989, pp. 129–135) dialogues invented by Socrates and transmitted through the writings of his student Plato. Nietzsche argued that the dialectical method of deriving truth through the conscious contrast between wisdom and ignorance was nothing more than a rhetorical trick that had reached a level of persuasiveness that appropriated all claims of reason, reverence, and truth. This led philosophy to condemn all forms of dealing with rhetoric, and to view the arts of language, especially writing, from the perspective that it is a source of error and deception. The Sophist school was among the targets of the contempt for "Socrates," who appeared in Plato's dialogues, winning the argument as usual by asking questions with strategic skill and forcing the opponent to resort to a weak position regarding the terms that "Socrates" put forward. Nietzsche's response is not based on denying the possible

deviations of rhetoric, but rather he presents arguments and evidence that say that Socrates himself is a cunning and deceitful rhetorician who achieves his goals and obtains his desires through a unique tactic.

Hence, Nietzsche's re-evaluation of philosophy required returning it to its origins by attempting to deconstruct the fundamental metaphors of reason itself. However, Nietzsche does not allow his reader the comfortable assurance that the truth of his writings lies there and can be discovered through a conscious and careful passage through the referent. Interpreting Nietzsche in this way means falling once again into the great Platonic illusion of a clear, pure, and evident realm of meaning, which is obscured by the materialistic deception of language. Nietzsche, like Barthes and Derrida, disseminates every means he finds that resists this deviation and rush towards interpretation in its various traditional forms.

Nietzsche's various methods and his strategy of sowing contradiction also aim to abolish, to the greatest extent possible, the grasp of understanding at the level of the text where the sign has not yet frozen in the form of meaning or concept (Norris, 1989, pp. 135–137, 147).

2.Nietzsche's strategy

Nietzsche's aim in destroying metaphysics is not to liberate the multiplicity of meaning, but rather to restore meaning to its true, intrinsic source. However, we find that Nietzsche remains captive to metaphysics even in the very realm where he proclaims his victory over it. For Nietzsche's deconstruction, if interpreted differently, remains dogmatic, and like all revolutionary processes, it is imprisoned within the metaphysical structure it purports to dismantle (Norris, 1989, pp. 151–153).

Nietzsche does not want to transcend metaphysics by refuting it in the name of a counter-truth, yet he does not reject truth. Rather, it rejects the positivistic separation of truth from falsehood. Genealogical critique is not a negative philosophy that criticizes positive philosophies. It does not counter metaphysics with an opposing metaphysics; it does not oppose but rather diverges and contradicts. It does not say "no" but answers "yes." This does not mean that it glorifies the positive against the negative. It seeks to liberate the negative from every moment of synthesis, to push it to its furthest extent. Genealogical critique is destabilization and subversion, and its philosophizing tool is the hammer. Accordingly, when genealogical critique responds and says "yes," it does not say so in relation to identity, correspondence, and being, but rather in relation to becoming, differences, and distinctions. In other words, it does not attempt to reduce the history of metaphysics to an original unity, but rather seeks to highlight it in its differences (Faraj, n.d., pp. 211–218).

From this standpoint, Nietzsche is considered the first to reveal the basis of metaphysics, "the will to power." Nietzsche turns towards the sensible world, so that he does not manage to extract himself from metaphysics because his reversal of Platonic idealism and his materialism inspired by Feuerbach and some positivist philosophers in the nineteenth century only reinforce the metaphysical system: "The reversal of Platonism – a reversal in which sensible things, according to him, for Nietzsche, become the real world and the supersensible things the illusory world, remains entirely within metaphysics" (Pierre, 1996, pp. 45–46).

Genealogy, then, is an attempt to transcend metaphysics; it is a return to the past, an attempt to recover the concealment that lay behind every revelation, the absence that lay behind every presence.

Genealogy does not establish foundations, it does not build; on the contrary, it unsettles what metaphysics considers static, it dismantles what it deems unified, and it reveals diversity within what appears harmonious. This is because the genealogist does not believe in fixed essences, nor in founding principles, nor in metaphysical ends. For in dismantling the idea of the original source, the genealogist simultaneously negates the idea of purpose and end.

While metaphysics attempts to dissolve the unique event into a continuous movement aimed at a specific goal, genealogy observes the event in what makes it unique. If genealogy is not a historical follow-up and a presentation of the various metaphysical systems to refute them, and if it is not proof of a first meaning from which all metaphysics originated, nor a stop at a goal at which metaphysics will end, then it is because it is an attempt to rebuild the various active systems, rather it is an interpretation of the history of metaphysics and a subversion of metaphysical history (Faraj, n.d., pp. 202, 205, 212).

3.The transition from genealogy to deconstruction

Western philosophy, from Plato to Saussure, has been a source of doubt and criticism for deconstructionists, who have attempted to discuss the various propositions prevalent in Western philosophical discourse that address different issues (linguistic, philosophical, literary, etc.), relying on all mechanisms of doubt, subversion, and demonstration in order to reach the source of contradiction and flaw, which lies in discrediting Western philosophy and demolishing its focus on logocentrism (Hicham, 2011, p. 58).

Jacques Derrida is a unique phenomenon in Western thought, although the phenomenon of deconstruction inherent in his philosophical approach has become one of the common ideas, whether it is applied with knowledge of its epistemological and ideological dimensions. So what does the phenomenon of deconstruction that this philosopher calls for mean (Abdullah, 1997, pp. 315–316).

The technical meaning of "deconstruction" refers to a broad semantic space, associated with dismantling philosophical discourses and intellectual systems, and re-examining them according to their constituent elements, delving into them to grasp the fundamental, buried cores. This presupposes the need to excavate these systems as they have manifested themselves discursively and as they have been historically and epistemologically formed. Consequently, the technical meaning of "deconstruction" differs from its linguistic meaning, which refers to sabotage, demolition, and subversion. Deconstruction is based on a methodology of opposition between the components that constitute the entity of discourse, allowing their differences to deepen and revealing their internal contradictions.

Derrida also warns against simplifying the subject of research, and believes that the enemy of modern methodologies, including deconstruction, is simplification and reduction. This, in any case, suggests the ambiguity of the excavations that Derrida is conducting. He expresses the matter by emphasizing that in order to touch the action of the creative imagination as much as possible, one must pay attention to what is invisible of poetic freedom. This matter presupposes separation in order to reach the hidden connection with the trace[2] in its pitch-black darkness . This reveals that deconstruction only attempts to approach discourse as an unfinished system, except at the level of being uttered, which is constantly being produced and never stops, even if its author disappears. This explains deconstruction's focus on writing rather than speech, because writing involves a process of survival in the absence of the original producer, which is impossible for speech (Abdullah, 1997, pp. 315–316).

Deconstruction is not actually a doctrine, nor does it constitute an integrated system or a general vision based on specific constants (Attia, 2010, p.187–188).

Derrida criticized the ideas of his predecessors, from Nietzsche's deconstructionist thought and Hegelian dialectics to Freud's concept of unconscious consciousness. All these ideas and philosophical orientations contributed to building a comprehensive deconstructionist strategy (Hicham, 2011, pp. 82–84).

Derrida refutes the very idea of origin and what is built upon it in terms of self-evidence, presence, spirit, and life. The deconstruction, which he has taken care to practice here more than talk about, must master the art of listening to another language and, before that, tell about the language whose layers and vocabulary he is deconstructing, about its richness and originality, about the stories of its first origin (Jacques, 2005, pp. 19–20).

Many critics and philosophers have also pointed out that Derrida's subversion owes its methodology and premises to the practices and methods of religious interpretation; all he did was transfer the interpretive practices of sacred texts and apply them to philosophical discourse (Hicham, 2011, p. 64).

The term "deconstruction," coined by Derrida, does not mean, as Decombe says, demolition and destruction, but rather the rearrangement of the elements of discourse in the manner of grammarians. This is because the negative particle (dé) here is intended to disrupt the sentence structure to show the purely conventional nature of the relationship between the linguistic structure and its referent. In a poem or in philosophical discourse, for example, the sentence is not subject to the logic of the external referent but rather to the necessities of poetic or philosophical formulation (Attia, 2010, p. 189).

Derrida, as a philosopher and reader of philosophical texts, demonstrated that the Western philosophical tradition remained steeped in Eurocentrism, showing that the various theories and propositions of philosophy are merely variations of a single system. Although we cannot cling to the hope of escaping this system, we can at least recognize the conditions of thought it imposes by listening to that which this system seeks to gain. While we cannot imagine an "end" to metaphysics or put a limit on it, we can critique it from within by recognizing the hierarchical system it has established and by turning this system upside down. In his engagement with philosophical texts, Derrida offered a powerful critical description of Western thought (John, 1996, p. 180).

The process of deconstruction is clearly evident in the translation of poetry from one language to another, or when we attempt to convey its meanings into prose. Derrida's approach is quite different, for several reasons. Among them is that the deconstructionist philosopher does not aim to arrive at a set of constructive conclusions or visions. He operates his subversive thought only through deconstructive readings of the texts of others: Plato, Rousseau, Hegel, Saussure, Freud, Mauss, and others. Furthermore, he leaves no field of knowledge or art untouched, attempting to infuse it with a spirit of contradiction between premises and conclusions, or between the supposed source and the branches that emerge from it.

Despite all the contradictions and paradoxes it highlights, which make any coherent logical discourse impossible, it is incapable of transcending the language of philosophy as established by the Greek mind, and of escaping the framework of "Logos," since every affirmation and every negation is, in the end, nothing but two processes confirming a single truth: the impossibility of speaking or thinking from outside. Therefore, if all thought, whether in

accordance with or contradicting the inherited axioms of the Western mind, is accomplished only through the mechanisms of Western philosophical discourse itself (Attia, 2010, pp. 189–190).

4.Deconstruction as a distinct strategic feature in philosophy
So what new thing can Derrida offer us?
The novelty that Derrida aspires to cannot, by virtue of the logic of deconstruction itself, be found insofar as this logic aligns, in a way, with the system of chaos that some contemporary scientific theories seek to establish. For there is no chaos without some kind of order, except as a part of a system subject to processes of subversion and deconstruction through negation. And no negation can exist except on the basis of a preceding affirmation. Therefore, if the problems that Derrida poses are inherently situated within philosophical discourse, Nor can it escape from it by bypassing it and moving beyond it towards the outside world, for it does not go beyond being "a kind of language game," according to Wittgenstein's phrase. Yet Derrida persists and refuses to consider his deconstruction as a kind of philosophy of language, as he tries to claim that what he seeks in revealing areas of difference and otherness or other faces is a radical attempt to get out of the limits of negativity, which is copied by the rising dialectic in its movement towards synthesis, where the negative images of the other vanish and the identity of the similar is confirmed, on its ruins, in its conformity to itself. How then can the "other" be perceived?

This understanding is only achieved through philosophical discourse, which has no existence outside the categories of the Greek "Logos," which Derrida acknowledges cannot be tampered with, nor can its system, a totalitarian one, be tampered with by Hegel, except through cunning and deception, or by harboring treachery within it, in the manner of a slave plotting against his master (Attia, 2010, pp. 191–192).

Since logocentrism is the state in which the mind is centered on itself, requiring no external support or guarantee, the subjectivity of the human mind becomes the foundation for the objectivity of objects, and all knowledge is traced back to the thinking subject or the thinking object, as Descartes put it. Thus, we are faced with an instrumental mind that subjects everything to its judgments and capabilities, whether in the economic, social, political, cognitive, or ethical spheres (Jacques, n.d., 2010, p. 730).

Derrida's deconstruction process also aims to reveal the fundamental contradiction between the unspoken assumptions of Western tradition—a phenomenon applicable to any tradition—and the actual reality of discursive practices in various fields of knowledge (Attia, 2010, p. 202).

Therefore, we find that Derrida began questioning the position of the margin to the position of the center, and deconstruction takes its course with him as a critical survey of the set of issues that carry within them a kind of centrality. Derrida defines his deconstructive course on the basis that deconstruction is not a "demolition" of texts, but rather a disruption and deconstruction of all meanings that derive their origin from the logos or any fixed centers. In other words, disruption is considered a vertical excavation of the path on which deconstruction proceeds. Its boldness is manifested in the fact that no one before or after Derrida has been able to do it (Faray, n.d., p. 4).

Through the strategy of deconstruction, the dualisms that established Western philosophy, from Plato to Saussure, are undermined by returning the deconstructed concepts to philosophical depths that have proven their inadequacy, that is, demonstrated their inability to escape the tunnel of conceptual labyrinth. For this reason, Derrida envisions the possibility of breaking

with this metaphysical legacy by opening the way for another philosophy: the philosophy of difference, the agency of writing. This Western ethnocentrism was only possible thanks to other centrisms that supported it and enabled the Western self to settle in its self-conception.

1.Rationalism, or "logosocentrism," is a discourse or intellect present within itself, reacting only to itself and requiring no external support:
2. Vocalism: Direct speech predominates over writing. Speech alone possesses an essential relationship, unlike writing. Speech alone can immediately correct and rectify itself; it needs no other reference point or external assistance, unlike writing (Jacques, 1988, p. 26).

By mind-centering, Derrida means the concerted effort to establish a power structure within the map of thought. Armed with this concept, Derrida aims to penetrate the stasis of Western metaphysics, firstly to distinguish the natural tendency toward mind-centering within this metaphysics, and then through the concept of "logos" (İbrahim, n.d., p.123).

Metaphysics, as Derrida expressed it, is not a circle defined by landmarks and boundaries, from which we can step outside and strike at it from the outside. Rather, it is a matter of localized transitions in which the question moves from one layer of knowledge to another, from one landmark to another, until the whole is fractured. This process is what Derrida called deconstruction (Jacques, 1988, p. 46).

Therefore, deconstructive reading seeks out the anxious, unstable structure and moves it until the structure collapses from its foundation and is reassembled. In every demolition and reconstruction process, the center of the text changes and the suppressed elements acquire a new importance, determined by the new reader. Thus, what is marginal becomes central, and what is non-essential becomes essential. In fact, Derrida does not carry out a demolition process, but rather it can be called a process of disintegration, collapse, and deconstruction. That is, he undermines the foundation upon which every philosophy is based, so the philosophical structure collapses on its own (Faraj, n.d., pp. 13–15).

Derrida's deconstruction, therefore, is centerless, because he refuses to acknowledge a fixed center (the centrality of reason), that is, the occupation of reason and the word by the fundamental, fixed center that makes them the ultimate reference point for all philosophy, indeed for all truth. All philosophies were based on reason, the word, or logos as the final foundation guaranteeing philosophical truth. The absence of a center, as declared by Derrida, leads to the loss of meaning, that is, the loss of its closure. This, in turn, leads to the opening of the sign or meaning, brought about by the absence of a fixed referential center. This led to the transformation of language into an infinite series of meanings after the functions became ambiguous and elusive. Herein lies the essence of play and the infinitude of meaning, and the dispersion and impossibility of a single correct or certain reading. Deconstruction rejects the unity of meaning and the completeness of signification, meaning that there is no fixed or complete meaning, as the continuous play of signifieds leads to the dispersion and explosion of meaning.

Derrida recognized the difficulty of dealing with the metaphysical legacy and knew that metaphysics could only be deconstructed and demolished using means borrowed from metaphysics and distorted from its original aims. This means that Derrida was aware of this game; he knew that the best way to expose the falsity of Western metaphysics was to address it with its own tools and then work to deconstruct it in order to reveal the contradiction upon which it is built and to unveil the continuity of theological and metaphysical discourses that

had deeply permeated even philosophy and later intellectual works that, in his view, often claimed to have broken away from it (Faraj, n.d., p. 12).

Derrida's deconstruction adopts the Sophist approach based on doubt in knowledge, to the point that doubt pervades all issues for Derrida, to the point that the world loses its credibility and its center of gravity. This is what makes it lose meaning and the interpretation of signification become an infinite interpretation, suggesting the impossibility of reference to any authority. In this way, Derrida restores the credibility of Sophist doubt, and denies, as the Sophists denied, the certain and absolute interpretations adopted by many philosophers. This clarifies that the relationship of the deconstructionist approach to meaning or signification reveals the failure of structuralist philosophies to achieve meaning, define significations, and codify them (Chiwa, n.d., pp. 187–188).

Conclusion

In conclusion , it can be said that metaphysics, according to Derrida, was founded as an architecture, like a large, multi-layered building. Therefore, the critique of this metaphysics requires penetrating it layer by layer, deconstructing its structure—that is, breaching its cracks and fissures. Deconstruction is internal critique: a critique of metaphysics from within the history of metaphysics. Deconstruction can only occur from within. Clearly, the strategy of deconstruction focuses on interrogating metaphysics and highlighting what can be called its discourse, riddled with gaps since Plato. This strategy is defined by two fundamental elements: a critique of the metaphysics of presence and a critique of metaphysical dualisms.

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Autizm spektr pozuntusu olan uşaqların valideynlərində qəbuletmə prosesi və psixoloji dəstəyin əhəmiyyəti

Fidan Bağırova

Xülasə. *Məqalədə autizm spektr pozuntusu (ASP) olan uşaqların valideynlərində diaqnozun qoyulduğu andan etibarən başlayan qəbul prosesinin psixoloji mexanizmləri və təlim müddətində müşahidə olunan davranış reaksiyaları təhlil edilir. Tədqiqat 2025–2026-cı illərdə Bakı şəhərində 52 valideynin iştirakı ilə qarışıq metod əsasında aparılmışdır. Məlumatların toplanması üçün Beck Depressiya İnventarı (BDI), Valideynlik Stressi İndeksi (PSI), Qəbul və Fəaliyyət Sorğusu (AAQ-II) və yarıstrukturlaşdırılmış müsahibədən istifadə edilmişdir. Nəticələr valideynlərdə depressiya və stress göstəricilərinin yüksək olduğunu, psixoloji dəstək almayan qrupda isə bu göstəricilərin klinik hədlərə yaxınlaşdığını göstərmişdir (BDI = 19,8; PSI = 112,7). Valideynlərin qəbul səviyyəsi ilə stress göstəriciləri arasında güclü müsbət korrelyasiya müəyyən edilmişdir (r = 0,68). Keyfiyyət təhlili təlim prosesində müşahidə olunan üç əsas davranış reaksiyasını üzə çıxarmışdır: müqavimət və inkar (38,5%), həddindən artıq müdaxilə və günahkarlıq hissi (32,7%), tükənmişlik və emosional uzaqlaşma (28,8%). Tədqiqatın nəticələri valideynlərin psixoloji adaptasiyasının reabilitasiya prosesində nəzərə alınmasının vacibliyini göstərir. Bu baxımdan, valideynlərin emosional vəziyyətini və qəbul prosesini dəstəkləyən psixoloji proqramların, o cümlədən Qəbul və Öhdəlik Terapiyası prinsiplərinə əsaslanan müdaxilələrin tətbiqi məqsədəuyğun hesab olunur.*

Açar sözlər: *autizm spektr pozuntusu, valideynlərin qəbul prosesi, valideynlik stressi, davranış reaksiyaları, psixoloji dəstək, reabilitasiya*

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The Acceptance Process and the Importance of Psychological Support for Parents of Children With Autism Spectrum Disorder

Fidan Bagirova

Abstract. *This article examines the psychological mechanisms underlying the acceptance process among parents of children with Autism Spectrum Disorder (ASD), beginning at the time of diagnosis, as well as the behavioral responses observed during the training process. The study was conducted in Baku in 2025–2026 using a mixed-methods design involving 52 parents. Data were collected using the Beck Depression Inventory (BDI), the Parenting Stress Index (PSI), the Acceptance and Action Questionnaire (AAQ-II), and semi-structured interviews. The findings indicate elevated levels of depression and parenting stress among parents, with scores in the group not receiving psychological support approaching clinical thresholds (BDI = 19.8; PSI = 112.7).*

A strong positive correlation was identified between the level of acceptance and stress (r = 0.68). Qualitative analysis revealed three main behavioral response patterns during training: resistance and denial (38.5%), over-involvement and feelings of guilt (32.7%), and burnout and emotional detachment (28.8%). The findings highlight the importance of considering parental psychological adjustment as an integral part of the rehabilitation process. Accordingly, the implementation of psychological support programs that address parents' emotional well-being and acceptance process, including interventions based on the principles of Acceptance and Commitment Therapy (ACT), is recommended.

Keywords: *autism spectrum disorder, parental acceptance, parenting stress, behavioral responses, psychological support, rehabilitation*

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Giriş

Son illər bütün dünyada olduğu kimi, Azərbaycanda da autizm spektr pozuntusunun yayılma göstəricilərində müşahidə olunan artım, bu sahəni təkcə tibbi və pedaqoji deyil, həm də ailə psixologiyasının aktual probleminə çevirmişdir. Autizm diaqnozunun qoyulması uşağın inkişaf trayektoriyasını dəyişdirməklə yanaşı, ailə sisteminin bütün strukturunu sarsıdan dərin psixoloji böhran hadisəsi kimi çıxış edir. Bu böhranın mərkəzində isə uşağın deyil, onun valideynlərinin yaşadığı psixoloji sarsıntı dayanır.

Praktik müşahidələr göstərir ki, mövcud reabilitasiya sistemi demək olar ki, tamamilə uşaq-mərkəzli yanaşmaya əsaslanır. Bütün korreksiya proqramları uşağın nitqinin, davranışının və sosial bacarıqlarının inkişafına yönəldiyi halda, bu prosesin əsas icraçısı və daşıyıcısı olan valideynin psixoloji durumu sistemdən kənarda qalır. Halbuki depressiya, xroniki stress və emosional tükənmə vəziyyətində olan valideynin reabilitasiya prosesinə effektiv qoşulması və uşaqla sağlam emosional bağ qurması qeyri-mümkündür (Semago & Semago, 2005, p. 22).

Məhz bu ziddiyyət tədqiqatın əsas problemini təşkil edir. Valideynin diaqnozu qəbul etmədən uşağın inkişafını qəbul etməsi mümkün deyil. Qəbul prosesi isə öz-özünə baş verən spontan akt deyil, mürəkkəb psixoloji dinamikaya malik olan və peşəkar dəstək tələb edən mərhələli prosesdir. Bu prosesin öyrənilməməsi, valideynlərin təlim zamanı göstərdiyi müqavimət, günahkarlıq hissi və ya həddindən artıq müdaxilə kimi reaksiyaların səbəblərini anlamağa imkan vermir (Nikolskaya et al., 2017, p. 63).

Bu baxımdan, tədqiqatın əsas məqsədi autizm spektr pozuntusu olan uşaqların valideynlərində qəbullanma prosesinin psixoloji mexanizmlərini, bu zaman yaşanan stress reaksiyalarını və təlim müddətində ortaya çıxan davranış aktlarını təhlil etmək, eləcə də psixoloji dəstəyin bu prosesdəki rolunu elmi cəhətdən əsaslandırmaqdan ibarətdir.

Metodlar

Tədqiqatın metodoloji əsası biopsixososial model və qarışıq metod yanaşması əsasında formalaşdırılmışdır. Tədqiqatın empirik mərhələsi 2024-2025-ci illərdə Bakı şəhərində fəaliyyət göstərən reabilitasiya mərkəzlərində aparılmışdır. Tədqiqat qrupunun formalaşdırılmasında

məqsədyönlü seçim metodundan istifadə edilmişdir. Ümumi nümunə 52 valideyndən ibarət olmuşdur.

Nəticələr və müzakirə

Autizmli uşaqların valideynlərində qəbullanma prosesinin elmi tədqiqi, ailədə xroniki stress konsepsiyasının formalaşması ilə sıx bağlıdır. Bu sahədə aparılan fundamental tədqiqatlar göstərir ki, autizm diaqnozu valideynlər tərəfindən normativ həyat ssenarisinin itirilməsi kimi qəbul edilir və bu itkiyə reaksiya klassik yas reaksiyasına bənzəyir (Eydemiller & Yustitskis, 2008, p. 72). Kübler-Ross tərəfindən irəli sürülmüş modelin autizm sahəsinə adaptasiyası sübut edir ki, valideynlər diaqnoz anında şok və inkar mərhələsini yaşayır, sonradan bu mərhələ özünü günahkarlıq hissi, ətraf aləmə və taleyə qarşı qəzəb, eləcə də gələcəklə bağlı xəyali sövdələşmə cəhdləri ilə əvəz edir (Kübler-Ross, 1969, p. 94). Uzunmüddətli adaptasiya edə bilməmə isə depressiya və emosional tükənməyə gətirib çıxarır (Quliyeva, 2018, s. 52). Bu modelin tsiklik olması, yəni valideynlərin uşağın inkişafının hər yeni mərhələsində yenidən inkar və ya qəzəb mərhələsinə qayıda bilməsi, qəbulun birdəfəlik akt deyil, davamlı proses olduğunu vurğulayır.

Müasir psixologiyada bu proses daha dərindən Bowlby-nin bağlanma nəzəriyyəsi və Lazarus və Folkman-ın stressin öhdəsindən gəlmə nəzəriyyəsi çərçivəsində izah olunur (Bowlby, 1969, p. 48). Tədqiqatlar göstərir ki, qəbul edə bilməyən valideyndə uşağa qarşı iki disfunksional bağlanma strategiyası formalaşır. Bir qrup valideyndə bu, uşağı həddindən artıq qoruma və sosial mühitdən təcrid etmə, digər qrupda isə emosional uzaqlaşma və reabilitasiyadan imtina şəklində təzahür edir. Hayes-in Qəbul və Öhdəlik Terapiyası çərçivəsində apardığı tədqiqatlar isə sübut edir ki, psixoloji qəbul müqavimətin yoxluğu deyil, ağrılı reallıqla birlikdə yaşamağı və dəyərli fəaliyyətə davam etməyi öyrənmək bacarığıdır və məhz bu bacarıq valideynlərdə depressiya səviyyəsini əhəmiyyətli dərəcədə azaldır (Hayes et al., 2012, p. 112).

Beynəlxalq empirik tədqiqatlar valideyn stressinin miqyasını aydın göstərir. Hastings və həmkarları tərəfindən aparılan genişmiqyaslı tədqiqatlarda autizmli uşaqların analarında stress göstəricisinin digər inkişaf pozuntusu olan uşaqların anaları ilə müqayisədə bir neçə dəfə yüksək olduğu müəyyən edilmişdir. Bu yüksək stressin əsas prediktorları kimi uşağın problemli davranışı deyil, valideynin sosial dəstəyinin azlığı və qəbul səviyyəsinin aşağı olması göstərilir (Hastings et al., 2005, pp. 635–644).

Azərbaycan kontekstində aparılan tədqiqatların icmalı isə fərqli mənzərə ortaya qoyur. Milli psixologiya elmində bu mövzu uzun müddət defektologiya çərçivəsində və yalnız uşaq-mərkəzli yanaşma ilə tədqiq edilmişdir. Əlizadə və Əliyevanın ailə psixologiyasına dair fundamental əsərlərində əlilliyin ailə sisteminə təsiri nəzəri cəhətdən toxunulsa da, birbaşa autizm diaqnozuna valideyn reaksiyası müstəqil tədqiqat predmeti olmamışdır (Əlizadə, 2021, s. 64). Azərbaycan Dövlət Pedaqoji Universitetində son on ildə müdafiə edilmiş dissertasiya işlərində autizmli uşaqların idraki və nitq inkişafının korreksiyası geniş öyrənilsə də, bu tədqiqatların demək olar ki, hamısında valideyn yalnız korreksiya prosesinin köməkçisi kimi götürülmüş, onun özünün psixoloji ehtiyacları tədqiqata cəlb edilməmişdir (Bayramov və Əlizadə, 2017, s. 36). “Birgə və Sağlam” İctimai Birliyinin və digər reabilitasiya mərkəzlərinin praktik hesabatları da təsdiq edir ki, ölkədə mövcud xidmət modeli hələ də uşaq-mərkəzli olaraq qalır və valideynlər üçün sistemli psixoloji adaptasiya protokolu mövcud deyil (Vıqotskiy, 2003, p. 43). Bu elmi boşluq, milli kontekstdə valideynlərdə müşahidə olunan xroniki depressiya və sosial təcrid hallarının artmasına səbəb olan əsas amillərdən biri kimi qiymətləndirilməlidir.

Cədvəl 1
Tədqiqat qrupunun demoqrafik göstəriciləri

Göstərici	Kateqoriya	N	%
Valideyn rolu	Ana	34	65.4
	Ata	18	34.6
Yaş	25-35 yaş	28	53.8
	36-45 yaş	24	46,2
Diaqnoz müddəti	6 ay - 1 il	19	36,5
	1 - 3 il	34	63.5
Psixoloji dəstək	Alanlar	22	42.3
	Almayanlar	30	57.7

Mənbə. Müəllif tərəfindən tərtib olunmuşdur.

Cədvəl 1-dən göründüyü kimi, tədqiqatda anaların sayı atalardan təxminən iki dəfə çoxdur ki, bu da ölkəmizdə autizmli uşaqların reabilitasiyasına əsasən anaların cəlb olunması reallığını əks etdirir. Nümunənin böyük hissəsini (63,5%) diaqnozu 1 ildən çox olan valideynlər təşkil edir ki, bu da qəbullanma prosesinin dinamikasını izləməyə imkan verir. Ən diqqətçəkən göstərici isə psixoloji dəstək alanların azlığıdır, respondentlərin yalnız 42,3%-i peşəkar psixoloji yardım almışdır. Tədqiqatda üç standartlaşdırılmış psixodiaqnostik metodikadan istifadə edilmişdir.

Cədvəl 2
İstifadə olunan psixodiaqnostik alətlər

Ölçülən konstrukt	Metodika	Məqsəd
Depressiya səviyyəsi	Beck Depressiya Şkalası (BDI)	Valideynlərdə depressiv əlamətlərin ağırlığını ölçmək
Valideynlik stressi	Parenting Stress Index (PSI-4, qısa forma)	Xroniki stress və valideyn-uşaq münasibətlərindəki gərginliyi aşkarlamaq
Psixoloji qəbul	AAQ-II (adaptasiya olunmuş)	Valideynin diaqnozu qəbul etmə və emosiyadan qaçma səviyyəsini ölçmək

Mənbə. Müəllif tərəfindən tərtib olunmuşdur.

Təlim prosesindəki reaksiyaları dərindən öyrənmək üçün yarı-strukturlaşdırılmış müsahibədən istifadə edilmişdir. Müsahibə protokolu üç istiqaməti əhatə etmişdir: a) diaqnoz anında ilk psixoloji aktlar, b) təlim zamanı müşahidə olunan müqavimət və ya həddindən artıq müdaxilə reaksiyaları, c) ailədaxili rolların dəyişməsi.

Məlumatların statistik təhlili SPSS 26.0 proqramında aparılmışdır. Qruplararası müqayisə üçün t-Styudent meyarı, dəyişənlər arasındakı əlaqəni müəyyən etmək üçün Pearson korrelyasiya əmsalı hesablanmışdır. Müsahibə mətnləri isə tematik kontent-analiz vasitəsilə kodlaşdırılmışdır.

Tədqiqatda əldə edilmiş kəmiyyət və keyfiyyət məlumatlarının birgə təhlili valideynlərdə qəbullanma prosesinin xətti deyil, dalğavari xarakter daşıdığını və psixoloji dəstəyin bu prosesin əsas modulyatoru olduğunu sübut edir.

Əldə edilmiş məlumatlara görə, valideynlərdə depressiya və stress göstəriciləri normadan əhəmiyyətli dərəcədə yüksəkdir. Xüsusilə diaqnozun ilk ilində olan valideynlərdə psixoloji qəbul səviyyəsi olduqca aşağıdır.

Cədvəl 3
Psixoloji göstəricilərin orta balları

Göstərici	Psixoloji dəstək alanlar (N=22)	Psixoloji dəstək almayanlar (N=30)	t	p
BDI (Depressiya)	11,4 ± 4,2	19,8 ± 5,6	5,84	p < 0,001
PSI (Stress indeksi)	88,3 ± 10,1	112,7 ± 14,3	6,72	p < 0,001
AAQ-II (Qəbul)	22,1 ± 3,8	31,5 ± 5,1	7,15	p < 0,001

Qeyd. AAQ-II-də yüksək bal aşağı qəbulu göstərir.

Cədvəl 3-dən aydın görünür ki, psixoloji dəstək almayan valideynlərdə depressiya və valideynlik stressi klinik həddə yaxınlaşır. Onlarda depressiya orta balı 19,8 olmaqla yüngül-orta depressiya səviyyəsini, dəstək alanlarda isə 11,4 olmaqla minimal səviyyəni göstərir. Qəbul şkalası üzrə də fərq kəskindir: dəstək almayan qrup diaqnozu qəbul etməkdə ciddi çətinlik çəkir və emosional qaçınma strategiyasından istifadə edir. Korrelyasiya təhlili göstərmişdir ki, qəbul səviyyəsi aşağı düşdükcə stress yüksəlir ($r = 0,68$, $p < 0,01$).

Keyfiyyət təhlili təlim müddətində valideyn reaksiyalarının üç tipik akt şəklində təzahür etdiyini üzə çıxarmışdır.

Cədvəl 4
Təlim prosesində müşahidə olunan valideyn reaksiyalarının tematik təhlili

Reaksiya tipi	Məzmunu	Rastgəlmə tezliyi	Nümunə ifadələr
Müqavimət və inkar aktı	Mütəxəssis tapşırıqlarını yerinə yetirməmək, “uşağım onsuz da ağıllıdır” deyərək diaqnozu kiçiltmək	38,5%	“Ev tapşırığını etmirəm, uşaq onsuz da yorulur”
Həddindən artıq müdaxilə və günahkarlıq aktı	Uşağın hər addımına nəzarət, özünü cəzalandırma, gecə-gündüz məşğuliyyət	32,7%	“Günah məndədir, mən düzəltməliyəm”
Tükənmişlik və emosional uzaqlaşma	Təlimə formal qatılma, seansları buraxma, artıq gücüm qalmayıb	28,8%	“Hər şeyi edirəm amma nəticə yoxdur”

Müzakirə zamanı məlum olmuşdur ki, ilk mərhələdə müqavimət aktı üstünlük təşkil edir və bu, psixoloji müdafiə mexanizmi kimi çıxış edir. Valideyn reallığı qəbul etmədiyi üçün tapşırıqdan qaçır. İkinci mərhələdə günahkarlıq hissi formalaşır və valideyn özünü həddindən artıq yükləyərək ikinci travmaya məruz qalır. Nəhayət, sistemli dəstək olmadıqda bu iki akt tükənmişliklə əvəz olunur.

Gender fərqi də diqqətçəkəndir. Analarda BDI üzrə orta bal (18,2) atalara nisbətən (12,9) daha yüksək olmuşdur. Atalarda isə daha çox inkar və emosional uzaqlaşma aktı müşahidə edilmişdir. Bu isə milli kontekstdə atanın “güclü olmalı” stereotipinin emosiyaları ifadə etməyə mane olduğunu göstərir.

Nəticələr bir daha təsdiq edir ki, təlimin effektivliyi birbaşa valideynin psixoloji qəbul səviyyəsindən asılıdır. Psixoloji dəstək almayan valideyn təlimi texniki tapşırıq kimi qəbul edir və daxili müqavimət göstərir, dəstək alan valideyn isə təlimi dəyərli fəaliyyət kimi görməyə başlayır.

Nəticə

Aparılmış tədqiqat bir daha sübut edir ki, autizm spektr pozuntusu yalnız uşağın inkişaf xüsusiyyəti deyil, bütün ailə sistemini əhatə edən dərin psixoloji böhrandır və bu böhranın mərkəzində valideynin qəbullanma prosesi dayanır. Əldə edilmiş nəticələr göstərir ki, qəbul birdəfəlik qərar və ya idraki razılaşma deyil, inkar, günahkarlıq, qəzəb və tükənmişlik mərhələlərini özündə ehtiva edən mürəkkəb və dalğavari psixoloji dinamikadır. Diaqnozun qoyulduğu andan etibarən valideynlərdə formalaşan xroniki stress və depressiv əlamətlər, peşəkar psixoloji dəstək olmadıqda, təkcə valideynin şəxsi rifahını deyil, həm də uşağın reabilitasiyasının effektivliyini birbaşa zəiflədir. Tədqiqatın empirik hissəsi aydın şəkildə ortaya qoymuşdur ki, psixoloji dəstək alan və almayan valideyn qrupları arasında depressiya, valideynlik stressi və psixoloji qəbul səviyyəsi baxımından statistik cəhətdən əhəmiyyətli fərq mövcuddur. Dəstək almayan qrupda stress və depressiya göstəriciləri klinik həddə yaxınlaşır və onlarda emosional qaçınma strategiyası üstünlük təşkil edir. Bu vəziyyət təlim prosesində özünü müqavimət, həddindən artıq müdaxilə və emosional uzaqlaşma kimi disfunksional aktlarla göstərir. Əksinə, psixoloji dəstəklə təmin olunmuş valideynlərdə qəbul səviyyəsi yüksəlir və onlar korreksiya prosesinə daha əməkdaşlıq yönümlü qoşulurlar. Bu isə o deməkdir ki, valideynin psixoloji dayanıqlığı uşağın inkişafının əsas şərtlərindən biridir.

Eyni zamanda tədqiqat milli reabilitasiya modelinin əsas boşluğunu üzə çıxarmışdır. Hazırda ölkədə tətbiq olunan uşaq-mərkəzli model, valideyni yalnız icraçı kimi görür və onun adaptasiyasını sistemdən kənarda saxlayır. Gender fərqlərinin təhlili də göstərmişdir ki, analarda daha çox emosional tükənmişlik, atalarda isə daha çox inkar və uzaqlaşma müşahidə olunur ki, bu da differensial psixoloji yanaşma tələb edir. Buna görə də, reabilitasiya mərkəzlərində uşaq üçün tərtib edilən fərdi inkişaf proqramı ilə paralel olaraq, valideyn üçün də mütləq psixoloji adaptasiya protokolu hazırlanmalı, Qəbul və Öhdəlik Terapiyası prinsiplərinə əsaslanan qrup və fərdi dəstək proqramları tətbiq edilməlidir. Yalnız bu halda, ailə travmadan inkişaf resursuna çevrilə bilər və uşağın sosial adaptasiyası üçün sağlam baza formalaşa bilər.

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“Embawood” şirkətinin inkişaf tarixi və gələcək perspektivləri

Aydan Hüseynzadə

Xülasə. *Azərbaycan Respublikasının mebel sənayesində tanınmış bir brend olan “Embawood” 1996-cı ildə Masallı şəhərində ilk istehsal müəssisəsini qurmaqla fəaliyyətinə başlamışdır. Müştəri ehtiyaclarını anlamağa, məhsul keyfiyyətini artırmağa və istehsal gücünü genişləndirməyə diqqət yetirən şirkət, tədricən daxili bazardakı mövqeyini möhkəmləndirmiş və beynəlxalq bazarlara çıxış üçün zəmin yaratmışdır. “Embawood”un inkişaf yolu 2000-ci ildə xüsusi pərakəndə satış mağazaları şəbəkəsinin genişləndirilməsi ilə davam etmişdir. Bundan əlavə, keyfiyyətə nəzarət, yeni məhsul dizaynı və ixrac fəaliyyətlərinin inkişafına qoyulan investisiyalar sayəsində şirkət Gürcüstan, Ukrayna və Qazaxıstan da daxil olmaqla, regional bazarlarda özünə yer tutmuşdur. “Embawood”un gələcək hədəfləri rəqabət qabiliyyətinin gücləndirilməsi, ixrac bazarlarının genişləndirilməsi, müasir texnologiyalardan istifadə, keyfiyyətin davamlı olaraq təkmilləşdirilməsi, eləcə də istehlakçıların zövq və ehtiyaclarına uyğun məhsulların dizayn edilməsi üzərində qurulmuşdur. Ümumilikdə, “Embawood”un inkişaf təcrübəsi göstərir ki, müştəri yönümlülük, innovasiya, keyfiyyət və strateji planlaşdırma istehsal şirkətlərinin dayanıqlı inkişafında, həmçinin onların daxili və beynəlxalq bazarlardakı mövqelərinin möhkəmləndirilməsində həlledici rol oynaya bilər.*

Açar sözlər: *“Embawood”, inkişaf tarixi, mebel sənayesi, strateji idarəetmə, müştəri yönümlülük, innovasiya, ixrac və gələcək perspektivlər*

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The Development History and Future Prospects of the “Embawood” Company

Aydan Huseynzade

Abstract. *“Embawood,” a well-known brand in the furniture industry of the Republic of Azerbaijan, began its operations in 1996 by establishing its first production facility in the city of Masalli. By focusing on understanding customer needs, enhancing product quality, and expanding production capacity, the company gradually strengthened its position in the domestic market and laid the groundwork for entry into international markets. The development trajectory of “Embawood” continued in 2000 with the expansion of its network of dedicated retail stores. Furthermore, through investments in quality control, new product design, and the development of export activities, the company has established a presence in regional markets, including Georgia, Ukraine, and Kazakhstan.*

Embawood's future objectives are centered on strengthening competitiveness, expanding export markets, utilizing modern technologies, continuously improving quality, and designing products that align with the tastes and needs of consumers. Overall, Embawood's development experience demonstrates that customer orientation, innovation, quality, and strategic planning can play a decisive role in the sustainable growth of manufacturing companies, as well as in strengthening their positions within both domestic and international markets.

Keywords: *"Embawood", development history, furniture industry, strategic management, customer orientation, innovation, exports, and future prospects*

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Giriş

Qloballaşma və yüksək rəqabət mühitinin hökm sürdüyü müasir dövrdə istənilən şirkətin inkişafı səmərəli idarəetmədən, müasir texnologiyaların tətbiqindən, məhsul keyfiyyətindən və bazarın dəyişən tələblərinə uyğunlaşmaq bacarığından asılıdır. Bu kontekstdə "Embawood" şirkətinin inkişaf tarixini və gələcək perspektivlərini araşdırmaq xüsusi əhəmiyyət kəsb edir. Şirkətin inkişaf yolunu təhlil etmək onun nailiyyətlərini, təcrübəsini və qarşılaşdığı çətinlikləri anlamağa kömək etməklə yanaşı, həm də gələcək inkişaf istiqamətini qiymətləndirməyə imkan yaradır.

Bu məqalənin əsas məqsədi "Embawood"un yaradılmasını, inkişafının əsas mərhələlərini, biznes fəaliyyətini, əldə etdiyi nailiyyətləri və bu yolda üzləşdiyi çətinlikləri nəzərdən keçirməkdir. Bundan əlavə, məqalədə şirkətin hazırkı mövqeyi, rəqabət qabiliyyəti, bazarı genişləndirmə potensialı və gələcək inkişaf strategiyaları təhlil olunur. Həmçinin, dəyişən iqtisadi şərait, texnoloji tərəqqi və istehlakçı ehtiyaclarının transformasiyası fonunda şirkət üçün mövcud olan imkanlar və potensial risklər də araşdırılır.

Beləliklə, "Embawood"un inkişaf tarixi və gələcək perspektivlərinin öyrənilməsi onun biznes təcrübəsi, mövcud vəziyyəti və gələcək istiqaməti barədə hərtərəfli təsəvvür yaradır. Şirkətin inkişaf potensialını qiymətləndirməklə yanaşı, bu tədqiqat həm də uzunmüddətli inkişafı təşviq etmək və rəqabət mövqeyini gücləndirmək üçün zəruri olan tədbirlərin müəyyən edilməsində bir təməl rolunu oynayır.

Metodlar

Tədqiqatda "Embawood" şirkətinin 1996-cı ildən başlayan inkişaf mərhələlərini və gələcək perspektivlərini obyektiv qiymətləndirmək üçün kompleks elmi metodlardan istifadə edilmişdir. Şirkətin Masallıda ilk istehsalatının qurulmasından 2000-ci illərdə pərakəndə satış şəbəkəsinin genişlənməsinə və xarici bazarlara çıxışına qədər keçdiyi yol tarixi-xronoloji metod əsasında ardıcıl təhlil olunmuşdur. İstehsal gücü, keyfiyyətə nəzarət, məhsul dizaynı və ixrac istiqamətlərinə dair açıq məlumatlar sənəd və ikincil mənbələrin təhlili metodu vasitəsilə sistemləşdirilmişdir. Daxili bazar fəaliyyəti ilə Gürcüstan, Ukrayna və Qazaxıstan kimi regional bazarlardakı təcrübə müqayisəli və strateji təhlil yanaşması ilə dəyərləndirilmişdir. Müştəri yönümlülüyü, müasir texnologiyaların tətbiqi və rəqabət qabiliyyətinin artırılması kimi amillərin dayanıqlı inkişafdakı rolu analiz, sintez və ümumiləşdirmə metodları ilə müəyyənləşdirilmişdir. Nəticədə şirkətin keçmiş təcrübəsi ilə gələcək strateji hədəfləri arasında məntiqi əlaqələr əsaslandırılmışdır.

Şirkətin gələcək strateji hədəflərinin sistemli şəkildə öyrənilməsi üçün kompleks elmi metodlardan istifadə edilmişdir:

- Tarixi-xronoloji metod: Şirkətin 1996-cı ildə Masallıda ilk istehsal müəssisəsinin yaradılmasından başlayaraq 2000-ci illərdə pərakəndə satış şəbəkəsinin qurulması, regional bazarlara (Gürcüstan, Ukrayna, Qazaxıstan və s.) çıxışı və müasir inkişaf mərhələsinə qədər keçdiyi yol ardıcıl zaman kəsiyində təhlil edilmişdir.
- Sənəd və məlumatların təhlili (kontent və ikincil mənbələrin analizi): Şirkətin fəaliyyətinə dair rəsmi məlumatlar, bazar və ixrac göstəriciləri, sahəvi icmallar və iqtisadi ədəbiyyat nəzərdən keçirilərək istehsal gücü, keyfiyyətə nəzarət və brendləşmə istiqamətləri ümumiləşdirilmişdir.
- Strateji və müqayisəli təhlil metodu: "Embawood"un daxili bazar təcrübəsi ilə xarici bazarlara ixrac fəaliyyəti müqayisəli şəkildə qiymətləndirilmiş, müştəri yönümlülüyü, məhsul dizaynı, texnoloji yenilənmə və rəqabət qabiliyyəti amillərinin şirkətin dayanıqlı inkişafındakı rolu müəyyənləşdirilmişdir.
- Analiz, sintez və ümumiləşdirmə metodları: Əldə olunan faktiki və nəzəri məlumatlar əsasında şirkətin keçmiş inkişaf mərhələləri ilə gələcək perspektivləri arasında əlaqələr üzə çıxarılmış, istehsal müəssisələrinin uzunmüddətli rəqabət üstünlüyü qazanması üçün əsas nəticələr formalaşdırılmışdır.

Nəticələr

"Embawood"un yaranma zəmini və inkişaf tarixi. Qlobal iqtisadi artımın davam etdiyi və sənaye rəqabətinin gücləndiyi bir dövrdə, şirkətin yaranması və böyüməsi yalnız bazar tələbatından deyil, həm də onun biznes fəlsəfəsindən, texnoloji innovasiyalarından və idarəetmə bacarıqlarından asılıdır. Bu mətndə təhlil olunan "Embawood" şirkətinin inkişafını onun ilkin fəaliyyətə başlama mərhələsi, bazarın genişləndirilməsi və təşkilati imkanlarının formalaşdırılması prizmasından nəzərdən keçirmək olar.

Şirkətin inkişafının ilkin mərhələlərində aydın biznes mövqeyinin müəyyən edilməsi, hədəf müştərilərin ehtiyaclarının dərk olunması, həmçinin kapital və insan resurslarının səmərəli bölüşdürülməsi uzunmüddətli uğurun təməlini qoymaq üçün vacibdir. "Şirkətin istehsal etdiyi məhsullar Avropa standartlarının (EN) E1 ekoloji keyfiyyət normasına tam uyğundur" (Azərbaycanda istehsal olunub, s. 206). Rəqabət üstünlüyü qazanmaq istəyən hər hansı bir şirkət üçün uğur yalnız dəyərli məhsul və ya xidmətlər təklif etməklə məhdudlaşmır. Bu faktor həm də sabit keyfiyyət, müştərilərlə güclü münasibətlər və effektiv daxili idarəetmə vasitəsilə brend imicinin formalaşdırılmasını tələb edir.

Şirkət miqyasını genişləndirdikcə, davamlı artıma nail olmaq üçün ilkin biznes inkişafı mərhələsindən daha sistemli idarəetməyə keçid zəruri olur. Buraya təşkilati strukturun təkmilləşdirilməsi, əməliyyat səmərəliliyinin artırılması, istedadların inkişafı mexanizmlərinin qurulması və yeni bazar imkanlarının fəal şəkildə araşdırılması daxildir. Bu cür tədbirlər əməliyyat risklərinin azaldılmasına, bazara uyğunlaşma qabiliyyətinin yaxşılaşdırılmasına və gələcək genişlənmə üçün zəruri şəraitin yaradılmasına kömək edir.

Qeyd etmək lazımdır ki, hazırda "Embawood"un dəqiq yaranma ilini, təsisçilərini, əsas məhsul çeşidlərini və ya tarixçəsindəki konkret mühüm mərhələləri birmənalı şəkildə təsdiqləmək üçün ictimaiyyətə açıq olan məlumatlar kifayət qədər deyil. Buna görə də, burada təqdim olunan məlumatlar dəqiqləşdirilmiş korporativ tarixçədən daha çox, şirkətin inkişafına dair ümumi bir təhlil xarakteri daşıyır.

"Embawood"un rəsmi veb-saytındakı tarixi məlumatlara əsasən, şirkət 1996-cı ildə Azərbaycanın Masallı rayonunda ilk istehsal müəssisəsini, 2000-ci ildə isə Xırdalanda ikinci müəssisəsini quraraq istehsal gücünü davamlı şəkildə artırmışdır. 2002-ci ildə şirkət rəsmi olaraq "Embawood" brendini istifadəyə vermiş və bununla da brendin gələcək inkişafı üçün zəmin yaratmışdır. "Brend Azərbaycanın ucqar regionundan müxtəlif şəhərlərinə, eləcə də dünya ölkələrinə mebel çatdırılmasını reallaşdırır" ("Embawood" evdə daha gözəldir, 2023, s. 4).

"Embawood"un fəaliyyət xüsusiyyətləri və rəqabət üstünlükləri. "Embawood"un inkişafındakı əsas məqamlardan biri məhsul keyfiyyətinə və müştəri ehtiyaclarına verilən böyük önəmdir. Açıq korporativ məlumatlar göstərir ki, şirkət təkcə istehsal gücünü davamlı olaraq artırmayıb, həm də keyfiyyət idarəetmə sistemlərini fəal şəkildə tətbiq edib. 2004-cü ildə şirkət ISO 9001:2000 keyfiyyət idarəetmə sistemi sertifikatını əldə edib. "Embawood" MMC Bakı şəh., Yasamal ray., Bəsti Bağırova küç., 15A, (1) ünvanda 6400009481 qeydiyyatlı VÖEN altında fəaliyyət göstərir" (Embavood, 2026a; Embavood, 2026b).

2009-cu ildə məhsul keyfiyyətinin idarə edilməsi imkanlarını daha da təkmilləşdirmək məqsədilə Azərbaycanın Sumqayıt şəhərində istehsal müəssisəsi və keyfiyyət sınaq laboratoriyası yaradıb. "Sonrakı illərdə şirkət fəaliyyətini Ukrayna, Gürcüstan, Qazaxıstan, Tacikistan və Özbəkistana genişləndirdi" (Gun.az, 2026).

Məhsul və brend strategiyasına gəldikdə, "Embawood" tədricən müxtəlif mebel kateqoriyalarına doğru genişlənib. 2000-ci ildə şirkət ofis mebellərinə yönəlmiş "Ideal Design" brendini, 2010-cu ildə isə ev mebelləri üçün nəzərdə tutulmuş "Madeyra" brendini təqdim edib. Bu çoxbrendli yanaşma şirkətə məhsul portfelini şaxələndirməklə yanaşı, ev təsərrüfatları və ofislər kimi xüsusi müştəri seqmentlərini daha dəqiq hədəfləməyə imkan verir.

Bundan əlavə, bazarın genişləndirilməsi "Embawood" üçün əsas strateji istiqamətlərdən biri olub. "Şirkətin bu gün Azərbaycanda toplam sahəsi 85 000 kvadratmetrdən böyük olan 141 mağazası fəaliyyət göstərir" (Quliyev, 2021). Şirkət 2005-ci ildə regional anbar sisteminin qurulmasına başlayıb, 2007-ci ildə ilk pərakəndə satış mağazasını açıb və 2008-ci ildə xarici bazarlara daxil olub. O vaxtdan bəri şirkət qlobal mebel sərgilərində iştirak etməklə, xaricdə satış kanalları yaratmaqla və tərəfdaşlıq əlaqələri qurmaqla beynəlxalq səviyyədə brend tanınırlığını artırıb. 2016-cı ildə şirkət Almaniyada keçirilən imm odekolonunda (Beynəlxalq Mebel Sərgisi) iştirak etdi və burada müxtəlif ölkələrdən olan mebel distribyutorları ilə müzakirələr apardı ki, bu da onun beynəlxalq bazarın genişlənməsinə proaktiv yanaşmasının sübutudur.

Lakin şirkət böyüdükcə bazar rəqabəti, xammal qiymətlərindəki dalğalanmalar, logistika xərcləri və istehlakçı seçimlərinin dəyişməsi kimi çətinliklərlə də üzləşməlidir. "Embawood" üçün rəqabətə davamlı olmaq üçün məhsul keyfiyyətinin sabit saxlanılması, istehsal xərclərinə nəzarət, təchizat zəncirinin səmərəliliyinin artırılması və satış sonrası xidmətin davamlı olaraq təkmilləşdirilməsi vacibdir. Yalnız brend inkişafını, məhsul innovasiyasını və effektiv idarəetməni inteqrasiya etməklə şirkət daim dəyişən mebel bazarında möhkəm mövqe tuta bilər.

"Embawood" üçün gələcək perspektivlər və inkişaf strategiyaları. Gələcəyə baxdıqda, "Embawood"un böyümə imkanları əsasən məhsul innovasiyası, rəqəmsal transformasiya, beynəlxalq bazarın genişlənməsi və davamlı biznes təcrübələrindədir. "Bütün fəaliyyət göstərən ölkələrdə mebel alındıqdan sonra 24 saat ərzində pulsuz çatdırılma və konfiqurasiya xidməti təqdim olunur" (LinkedIn, 2026).

Şirkətin gələcək fəaliyyəti bazar şərtlərindən və strateji qərar qəbuletmə prosesindən asılı olsa da, tarixi trayektoriyası göstərir ki, məhsullarının və idarəetmə modellərinin davamlı təkmilləşdirilməsi yolu ilə rəqabət qabiliyyətini artırmaq üçün hələ də əhəmiyyətli imkanlar mövcuddur.

Birincisi, məhsul innovasiyası və dizayn təkmilləşdirmələri əsas diqqət sahələri olacaq. İstehlakçıların ev mühitləri ilə bağlı gözləntiləri artdıqca, mebel yalnız faydalılıqdan daha çox şey təklif etməlidir; həm də estetik cəhətdən xoş, rahat, davamlı və məkan baxımından səmərəli olmalıdır. "Embawood" müasir dizayna üstünlük verə, kiçik yaşayış sahələri üçün uyğun çoxfunksiyalı mebel hazırlaya və müxtəlif bazar tələblərini daha yaxşı qarşılamaq üçün məhsul xətlərini müxtəlif ölkələrin və regionların spesifik istehlak vərdişlərinə uyğunlaşdıra bilər. "Şirkətin fabrikləri yumşaq mebel də daxil olmaqla, hər növ ev və ofis mebeli, həmçinin laminat lövhələr, MDF profilləri, laklanmış və PVC fasadlar da istehsal edir" (Trend, 2010).

İkincisi, rəqəmsallaşdırma və ağıllı istehsal əməliyyat səmərəliliyini daha da artırmaq potensialına malikdir. Avtomatlaşdırılmış istehsal avadanlıqları, rəqəmsal inventar idarəetməsi, tələb proqnozlaşdırılması və onlayn satış sistemlərini tətbiq etməklə şirkət artıq inventar və resurs tullantılarını azaldarkən istehsal proseslərini sadələşdirə bilər. Bundan əlavə, güclü onlayn müştəri xidməti və sifariş izləmə mexanizmlərinin yaradılması istehlakçıların alış təcrübəsini artırmağa və şirkətlə müştəriləri arasında əlaqəni gücləndirməyə kömək edəcəkdir. "Mebel sektoru, Sənaye 4.0-ın gətirdiyi texnoloji yeniliklərlə birlikdə, ağıllı fabriklərə keçidlə digər sənaye inqilablarına bənzər şəkildə emalatxana üslubundan fabrik üslubuna keçidi daha inkişaf etmiş bir səviyyəyə qaldıracaq" (Tunçel, Candan & Satır, 2017, s. 156).

Üçüncüsü, beynəlxalq bazarlara diversifikasiya şirkətin hər hansı bir bazardan asılılığını azaltmağa kömək edəcək. Artıq xaricdə fəal şəkildə genişlənən "Embawood", yüksək artım potensialına malik bazarları müəyyən etmək və daxil olmaq üçün yerli alıcılıq qabiliyyətini, rəqabət mühitini, tarif strukturlarını və logistika şərtlərini diqqətlə qiymətləndirərək ixrac biznesini inkişaf etdirməyə davam edə bilər. Bundan əlavə, yerli distribyutorlar və pərakəndə satıcılarla uzunmüddətli tərəfdaşlıqların qurulması bazara giriş xərclərini azaltmağa və brendin beynəlxalq mövcudluğunu artırmağa kömək edə bilər. "Azərbaycanda mebel istehsalı ilə məşğul olan təxminən 300 hüquqi şəxs və təxminən 2000 fiziki şəxs var. Bunlardan 50 şirkət, o cümlədən Embawood, Damla, Foriella, Hasanoglu və digərləri Mebel İstehsalçıları Assosiasiyasının üzvüdür" (Mehtiyeв, 2019).

Nəhayət, davamlı əməliyyatlar və ətraf mühit məsuliyyəti şirkətin uzunmüddətli inkişafı üçün vacib məsələlərə çevriləcəkdir. Mebel istehsalı ağac və digər xammalların istifadəsini əhatə etdiyindən, şirkət xammal mənbələrinin izlənilə bilməsi, enerjiyə qənaət edən istehsal, tullantıların təkrar emalı və ekoloji cəhətdən təmiz materialların istifadəsinə daha çox diqqət yetirməlidir. "Tullantıların müvafiq şəkildə təkrar emalı və istifadəsi məhdud təbii ehtiyatların səmərəli istifadəsini təmin edəcək və ətraf mühitə təsirləri azaldacaq" (Candan, Tunçel & Serbest, 2024, s. 18). Bu cür tədbirlər yalnız istehsal prosesinin ətraf mühitə təsirini azaltmağa kömək etmir, həm də şirkətin məhsullarının ekoloji cəhətdən şüurlu istehlakçılar və beynəlxalq tərəfdaşlar üçün cəlbediciliyini artırır.

Xülasə, 1996-cı ildə Azərbaycanda istehsal bazasını qurduqdan bəri, "Embawood" çoxbrendli idarəetmə, ciddi keyfiyyətə nəzarət və xarici bazarlara genişlənmə kimi strategiyalar qəbul edərək inkişaf etmişdir. Onun inkişaf trayektoriyası istehsal gücünün miqyaslandırılmasına yönəlmiş diqqətdən brend quruculuğuna və beynəlxalq əməliyyatlara sadiqliyə keçidi əks etdirir. Gələcəkdə məhsul innovasiyasına investisiya qoymağa davam etməklə, rəqəmsal transformasiyanı sürətləndirməklə, bazar əhatə dairəsini şaxələndirməklə və ətraf mühitin qorunmasına və istedadların inkişafına üstünlük verməklə şirkət bazar rəqabət qabiliyyətini daha da gücləndirmək və sabit, davamlı böyüməyə nail olmaq üçün yaxşı mövqedədir. Lakin bu perspektivlər şirkətin faktiki icra

imkanlarından və gələcək bazar şərtlərindən asılı olaraq qalır; təkcə keçmiş artım gələcək uğuru təmin etmir.

Nəticə

Beləliklə, "Embawood" şirkətinin inkişaf tarixi onun uğurunun keyfiyyətdən, innovasiyadan, istehlakçı tələblərinə cavab verməsindən və bazar dəyişikliklərinə uyğunlaşma qabiliyyətindən əhəmiyyətli dərəcədə asılı olduğunu açıq şəkildə göstərir. Şirkətin əməliyyat təkamülü və toplanmış təcrübəsi onun rəqabət qabiliyyətini daha da gücləndirmək və bazar mövqeyini möhkəmləndirmək üçün zəmin yaradır.

"Embawood" üçün gələcək inkişaf prioritetlərinə müasir texnologiyaların tətbiqi, istehsal proseslərinin təkmilləşdirilməsi, məhsul çeşidinin genişləndirilməsi, ekoloji cəhətdən dayanıqlı təcrübələrin tətbiqi və yeni bazarlara çıxış daxil ola bilər. Bundan əlavə, istehlakçıların etimadını qorumaq, davamlı keyfiyyətə nəzarəti təmin etmək və ixtisaslı işçi qüvvəsinin inkişaf etdirilməsi şirkətin uzunmüddətli uğuruna töhfə verəcəkdir.

Nəticə etibarilə, "Embawood" şirkətinin gələcək perspektivləri şirkətin mövcud imkanlardan nə dərəcədə səmərəli istifadə edə bilməsindən, innovasiyalar tətbiq edə bilməsindən və rəqabət mühitinin çağırışlarına nə dərəcədə cavab verə bilməsindən asılı olacaq. Davamlı inkişafa yönəlmiş ardıcıl strategiya və siyasətlə şirkət bazar mövqeyini gücləndirə və gələcək böyümə və uğur üçün möhkəm təməl qura bilər.

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