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CONTENT

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A Good General Education School for the New Generation: Illusion or Reality

ABSTRACT

The 21st century poses challenges to the general education school, which not only has to respond to the needs of education, culture, national and global context and others but also to focus on the new generation possessing specific features. The question arises: Can the new general education school be created for the new generation? If yes, what aspects of its development should be evaluated? The aim of the article is to highlight the aspects in the design of the good general education school creation. It studies the new generation in terms of their characteristics and the Conception of Good School (2015), which can become a map designing the school for the new generation. Highlighting the essence of this conception, it is emphasised that "The Good School is the one that is built on underlying humanistic values, strives for the success of discovery and personal development, and follows the school community's agreements and learning in its activities"(Geros mokyklos koncepcija, 2015: p.1). The possible school models can also be analysed.

Undoubtedly, the school model can be different, linking formal and non-formal education, the real and virtual environments. Moreover, it is possible to construct various activities on the basis of community agreements, to employ various forms, methods and ways of education, even to modify the curriculum but it is even more important to ensure the child-centred education, which allows responding to children's needs and interests and observing their compatibility with those of society. The gap between the real and the virtual spaces should be avoided and their possibilities and potential for improvement of children's education should be fully used.

Kay words: *General Educations, New Generation, School Model*

Introduction

The world has been undergoing changes: globalisation processes have not only resulted in transformations in economy, education, culture and other spheres of life but also have stimulated rapid advancement of technologies. Therefore, the observation of M.A Peters,

P. Jandric sounds rather convincingly: "In the context of today's 'bio-informational capitalism', challenges from early days of digital technologies become even larger and more important. For instance, there is no doubt that the struggle between the ethos of free sharing characteristic for early days of computing, and its later appropriation by large capital which created some of the richest corporations in the world, has profound consequences to development of informational capitalism. In the context of bio-informational capitalism, the question of owning code translates into the question of owning the blueprint of life"(Peters, Jandric, 2019: p. 976). Without any doubts, if 'bio-informational capitalism' consolidates its position in society, it will have impact on social development all over the world. Already now, the artificial intelligence influences teaching/learning but this has not been properly employed so far. It is necessary to acknowledge that the majority of schools are still trapped in the clutches of the last century: "the school has remained conservative and 'text-based' over centuries; moreover, a child with non-textual thinking and world view has always been regarded as a misfit in the traditional school system and even a lagging behind learner" (Lombina and Yurchenko, 2018, p. 1).

Meanwhile, the new generation Z and the representatives of generation A, who have been attending kindergartens and primary schools in most countries, are different and, having assessed their individuality and having made common decisions over educational outcomes, it is necessary to think over the cornerstones in education as well as the model of general education school, its activity and to find ways how to help teachers and children to choose suitable activities.

The observation of P. Jandrić and all (Jandrić et al., 2018) is also attention-worthy: "Haraway's early insights in post humanism, and we know that *homo* sapiens are simultaneously experiencing evolution and enhancement and that these developments take place within the post digital blurred and messy relationships between physics and biology, old and new media, humanism and post humanism, knowledge

capitalism and bio-informational capitalism" (Jandrić et al., 2018: p. 896).

In fact, the problem of striving for the model of good general education school is not new. The search for alternatives became particularly intensive in the periods, which were critical to the general education school. This was observed in the first half of the 19th century, at the end of the 20th century and in the beginning of the 21st century. (Targamadzė, 2010).

The thought of V. Targamadzė is also worth attention: "It is a paradox but very frequently forecasting a specific impact of education on one or another individual is complicated, even though education is determined (each country has certain standards, legislation, etc.). Regrettably, education is considerably different today and its effect on a particular individual is even more difficult to forecast than before. It is possible to model one or another scheme of education effectiveness on an individual, organisation, society and others but the flows of education in the virtual and non-virtual space are so powerful that this causes the problem of

synergic effect in the individual's education." Today this problem is even more acute because the general education school is still in the trap of the past. Attempts of some schools to escape this stagnation are frequently impeded by bureaucracy. Being slightly more penetrating and flexible, the sector of non-state schools tends to model their process of education answering the realities of the 21st century.

The question is encountered: Is it possible to create a new general education school for the new generation? If yes, what aspects of its creation should be considered?

Moreover, one more question can be formulated: What is the novelty of this article? Through the example of Lithuania, one of the possible conceptual models of school that focuses on the educational needs of the new generation in the 21st century is provided. Therefore, the article presents the essential features of the new generation as well as the insights into the Good School Conception (2015), which are undoubtedly linked with the challenges of the 21st century.

The aim of the article is to highlight the aspects of the model for creation of good general education school.

The article ontology is based on the beliefs of social constructivism, according to which, human beings construct their personal understanding, which is not the mirror of their acquired knowledge, but it is the result of their personal perceptions, experiences and reflections, when the knowledge and the meanings are constructed from personal experiences, from relationships between people, things and events (Kukla, 2000: p. 6)

The object of the article: a model/sketch for creation of good general education school in terms of aspects essential to the new generation.

The research methods: analysis of scholarly literature and previous research, modelling.

The theoretical significance of the article lies in highlighting the essential aspects in the sketch/model for creation of Good School. The article is relevant from the practical perspective: the identified aspects in creation of general education school can be also adapted to the national context.

An insight into characteristic features of the new generations.

The western sociologists tend to identify emergence of the new generation Z with introduction of information technologies (McCrindle, Wolfinger, 2010). Immediately, it is appropriate to emphasise that "Millennials enjoy utilizing technology. The Millennial generation became dependent on technology at an earlier age than other generations"(Smith, Nichols, 2015: p. 40).

As early as 2013 Chr. Scholz provided a number of characteristics of generation Z in his concept of four generations. Table 1 presents four generations, such as Baby Boomers, generations X, Y and Z, characterising them according to 8 features: their attitudes (philosophical trend), the prevailing feature, engagement / participation, role and level of activity, volume of knowledge / information, qualification and orientations. Generation Z is said to focus on pragmatism. It is also characterised as "frivolous" and participating in the global society, their performed role is linked to individualism. Their level of activity is

high, the volume of knowledge / information is strong, learning is exclusively for yourself and the main orientation is towards personal needs and privacy (separated from profession). These characteristics substantially differ from the features of generations Y or X. The philosophical trend requires particular attention: realism is typical of generation Z, generation Y is linked to optimism, scepticism is associated with generation X and Baby Boomers are regarded to be idealists. The characteristic features of each generation reveal themselves accordingly. It is obvious that generation Z possesses specific characteristics, which will be briefly highlighted further. They cannot be seen as a comprehensive characteristic of generation Z but more as some strokes of this characteristic.

Table 1: The concept of four generations (Scholz, 2013: p. 1)

	Baby Boomer	Generation X	Generation Y	Generation Z
Date of birth	Starting with 1950	Starting with 1965	Starting with 1980	Starting with 1995
Approach /philosophical trend	Idealism	Scepticism	Optimism	Realism
Key features	Self-regulation	Lack of prospects	Motivation	"Frivolous"
Engagement/participation	Local community	Local community	International society	Global society
Role	Collectivism	Individualism	Collectivism	Individualism
Level of activity	Average	Low	Average	High
Volume of knowledge /information	Average	Small	Average	Strong

Qualification	Learning for business	Little of learning	Paid education	Learning exclusively for yourself
Orientations	Only profession	Personal needs/privacy (regardless of profession)	Profession related to personal needs/privacy	Personal needs/privacy (aside from profession)

Characterising generation Z, G. Soldatova, J. Zotova, M. Lebesheva, V. Shliapnikov (2013: p. 8) state that globalisation process, development of information technologies, mobile connection, internet and other virtual environments have influence on establishment and formation of values among representatives of this generation. A particular attention in this context should be directed to the observation of O. Schneck (2010: p. 3), who claims that education without values is worth nothing and that values do not emerge naturally. It should be admitted that to the biggest extent it is the virtual space that also contributes to formation of the new generation's values. This statement has been substantiated by the research and their results are available in the scientific study " The New (Z) Generation – Lost or Undiscovered Yet? Identification of Essential Aspects of New (Z) Generations Child's Learning Processes "(Targamadzė V. et all, 2015). The study also provides for various characteristics attributed to the new generation: hyperactivity; lack of skills to analyse and generalize information and to link it with the context; loop reading, which is replacing linear reading; setting goals and ways of their achievement; a big number of generation Z individuals possess too high self-confidence, which is not fully adequate to their abilities; fast search for information in the virtual space; curiosity and other features. Being digital natives, they frequently mix the real and the virtual worlds and tend to transfer the norms and rules from the virtual space and the social networks, in particular, to the real one. Therefore, as it

can be seen from the qualitative research conducted in 2019, which aimed to identify the opinion of generation Z teachers about their generation Z learners (12-14 year old teenagers), they mostly communicate in the virtual environment. For this reason their communication in the real world is getting weaker and they lack real life communication skills.

In fact, this does not reflect all the qualities of the whole new generation and they have to be regarded as possible because the features can be very individual. There are representative of this generation, who spend little time in the virtual space and the ones, who nearly live there and browse all the time.

Defining the features of Good School. Lithuania prepared the Conception of Good School in 2013 and approved it in 2015. It should be noted that the workgroup of this conception encountered difficulties defining what Good School is. And this is understandable because construction and presentation of definition is a complex process. Finally, it was decided to define the Good School as follows: "The Good

School is the one that is built on underlying humanistic values, strives for the success of discovery and personal development, and follows the school community's agreements and learning in its activities." (Geros mokyklos koncepcija, 2015: p. 1).

Such definition of Good School determines the main values of the Conception and provides for the direction while improving school activities: orientation to humanistic values and social constructivism as it is clear that each person sees the world individually and constructs it individually as well. Therefore, it is important to rely on community's agreements. The striving for purpose, discovery and success was introduced considering the new generation: they find it important to see their meaningful activity, to discover (a very curious generation) and to experience success. This definition serves as foundation, which simultaneously indicates orientations for activity. And the orientations are enhanced by the aspects of the Good School in the Conception of Good School (2015: p. 4-7):

13.1. Personality growth. It is characterised by the following features: personality maturity (self-perception, self-value, value-based orientations and lifestyle); achievements (a whole of general and subject-specific competences acquired by a learner); progress (the level achieved during a certain period of time, taking into account the learning start and possibilities of personal development, optimal pace for a learner and requirements provided for in the general curricular). The main and intended results of school activities: maturity of learners' personality, educational outcomes that comply with individual potential and continuous educational progress.

13.2. Life at school: self-expressive participation. It is characterised by the following features: activities, events, adventures (extracurricular clubs, organisations, projects; campaigns, entertainment and other events); learners' well-being (to feel accepted, respected, safe, to enjoy being at school and consider this being meaningful); sense of community (membership, unity, sharing, care for others, support,

obligations); self-control (consulting, initiation, making and implementation of solutions, creation of school life). Self-expressive participation in school life is as important for personality growth as formal education. In the Good School life and education merge, activities and spaces for them, life organisation and experiences intermingle as well.

13.3. Self-education (learning): interactive (dialogue-based) and exploring. It is characterised as: interesting and growing (surprising, provoking, creating challenges, sufficiently broad, deep and optimally complex); open and experiential (grounded on doubt, research, experimenting and creation, right to make mistakes, to find own mistakes and to correct them); personalised and self-directed (based on personal needs and questions, choice of learning objectives, pace, ways, sources and partners, self-observation and self-assessment); interactive (based on interaction and partnership, friendly, communal, network, crossing school borders (global); contextual, relevant (educating various competences necessary for contemporary

life, related to life experience while preparing for solving real world problems, using the variety sources and information technologies). School students learn to solve life-related problems and develop competences that are relevant in contemporary life. They learn exploring, experimenting, discovering and inventing, creating and communicating. Self-education (learning) is built on dialogue (learners-learners, learners-teachers, learners – external partners), on information received during this dialogue as well as on emerging ideas and created meanings. It is transferred outside school and becomes lifestyle as it continues at home, among friends and in non-formal education institutions. It occurs engaging in social networks and using other modern technologies.

13.4. Education (teaching): supporting self-education (learning). It is defined as: targeted (choice of educational goals and ways, planning of education grounded on learning school students and their observation, reflection and evaluation of (self-)education); different

for different learners (considering differences in learning needs, choices, possibilities, styles and putting forward various and appropriate possibilities of learning pace, ways and techniques); flexible (applying various models for designing educational plans, grouping of people, use of time and school spaces and other resources); partnership-based. Education (teaching) in the Good School is not a goal in itself and helps learners to develop various competences that are of importance to them and society, teaches them flexibility in changing situations and ability to cope with challenges, encourages learners to raise questions and to think.

13.5. Personnel: diversity of personalities. They are characterised using the following features: positiveness of attitudes (self-values; belief, trust in and care for learners; working motivation – an interest in own subject and work at school, enthusiasm); professionalism (knowledge of subject, possession of competences necessary for profession and wisdom); personal development (self-observation, learning, openness to new

experiences, mobility); a balanced team (diversity of personalities and complementing each other, different age groups of teachers, succession of generations). The school is as interesting and diverse as different are people working there: men and women of various age, possessing different competences and life experience, acknowledging different educational styles and interesting personalities. All the teachers working at school are characterised by positiveness of attitudes, i.e. high self-esteem, trust and care for learners, high motivation for work, sincere interest in the study subject taught and civic responsibility.

13.6. School community: a learning organisation. Its main features are: learning with others and from others (community learning – working with colleagues, sharing experience, discoveries, ideas and works, observing lessons of colleagues, studying various sources together with colleagues, learning from learners); solidarity (formation of groups consisting of teachers and other staff members with shared functions, helping each other and striving for

common professional goals); reflexivity (discussions of school community, reflection on activities, self-assessment, agreements regarding future based on the results of the aforesaid activities and planning); promotion of learning and professional improvement (stimuli for professional development and system of its organisation), openness of organisation to the world (partnership, joint projects, engagement of graduates, networking, etc.). School community is gathered together in a lifelong learning organisation.

13.7. Leadership and management: empowering. They are defined as: a clear, uniting and inspiring vision (well-known to everybody, acceptable, based on humanistic values); culture of dialogues and agreements (participation of all the members of school community in decision making); shared leadership (based on trust, obligation and empowerment, management culture that encourages initiative-taking and assuming responsibility); efficient administration (transparent, simple, not overburdening, convenient administration, efficient distribution of

resources and their economical use); creativity and volition to act (creation of ideas, experimenting, courage to take risk, to take difficult decisions and persistence while implementing them). Schools encourage empowering leadership. The school vision and strategy are created by the school community and they are clear and inspiring.

13.8. Educational environment: dynamic, open and functional. It is characterised in the following way: 'classrooms without borders' (convenient multifunctional and easily transformed, varied use of school premises, 'outdoor classrooms' and other adjustments of school territory to education); environment that stimulates education (books, variety of details and equipment, functional and original furniture, colours, materials, lighting, plants, sounds, fragrances, convenient (dis)order, etc.); learners' contribution to creation of environment (implemented school students' ideas and projects, their works, and things in the environment); virtual environment (school internet website, variety of its content and ways of accessing it, its liveliness and popularity). Open educational environment: from traditional classrooms to ones 'without borders'.

13.9. Local community and an institution with the rights and obligations of school owner, acting as an establisher, meetings of participants (an owner): committed. Their features: strategizing (creating the vision of education, foreseeing goals, assuming responsibility for their implementation); encouraging (applying educational and formative assessment, combining forms of 'strict' and 'soft' assessment, allowing for speaking out problems and helping to cope with them, encouraging school initiatives); supporting and trusting (clearly foreseeing and allocating sufficient resources, creating favourable environment for collaboration with various partners, supporting schools through various formalised support services). An institution with the rights and obligations of school owner, acting as an establisher, and a meeting of participants (an owner) are committed and supportive to the school. The school

vision and strategy are created by school personnel, learners and their parents, local community, an institution with the rights and obligations of school owner, acting as an establisher, and a meeting of participants (an owner) assume responsibility for implementation of goals. The school is trusted, it functions independently and accounts for agreed results in accordance with procedures provided for by laws.

All the aspects listed in the Conception of Good School are equally important. They are as if orientations in its activity while orienting its activity to the interaction between an individual and school community. Formulating the mission, vision and goals of school and implementing them. A considerable attention is also allocated to the interaction with the local community. It is understandable because the school life is an organic phenomenon and it has to be created together.

The scheme of Good School (Picture 1) reflects it essential components, which

have to be considered in their activity. In particular, a specific attention should paid to student experiences and educational outcomes placed on the Scales of Themis. This is a new approach in Lithuania but it is relevant because the school life and its experience is unique and more or less significant for each learner, whereas educational outcomes are not only ordinary achievements (academic in particular) but also his/her maturity and progress.

The indicated scheme clearly distinguishes two parts: the school mission and the factors that influence the implementation of the mission. The scheme provides for the main elements of each part. They all have to be interrelated and respond to the definition of school, which encodes its foundation and the aforesaid school aspects. In general, the Conception of Good School has to be approached as a map for directions. This conception is not strictly regulating. On the contrary, it calls for creation and revelation of uniqueness of school life.

Picture 1

GOOD SCHOOL PATTERN SCHEME

Ministry of Education and Science of the Republic of Lithuania, 21 December 2015 No. V-1308
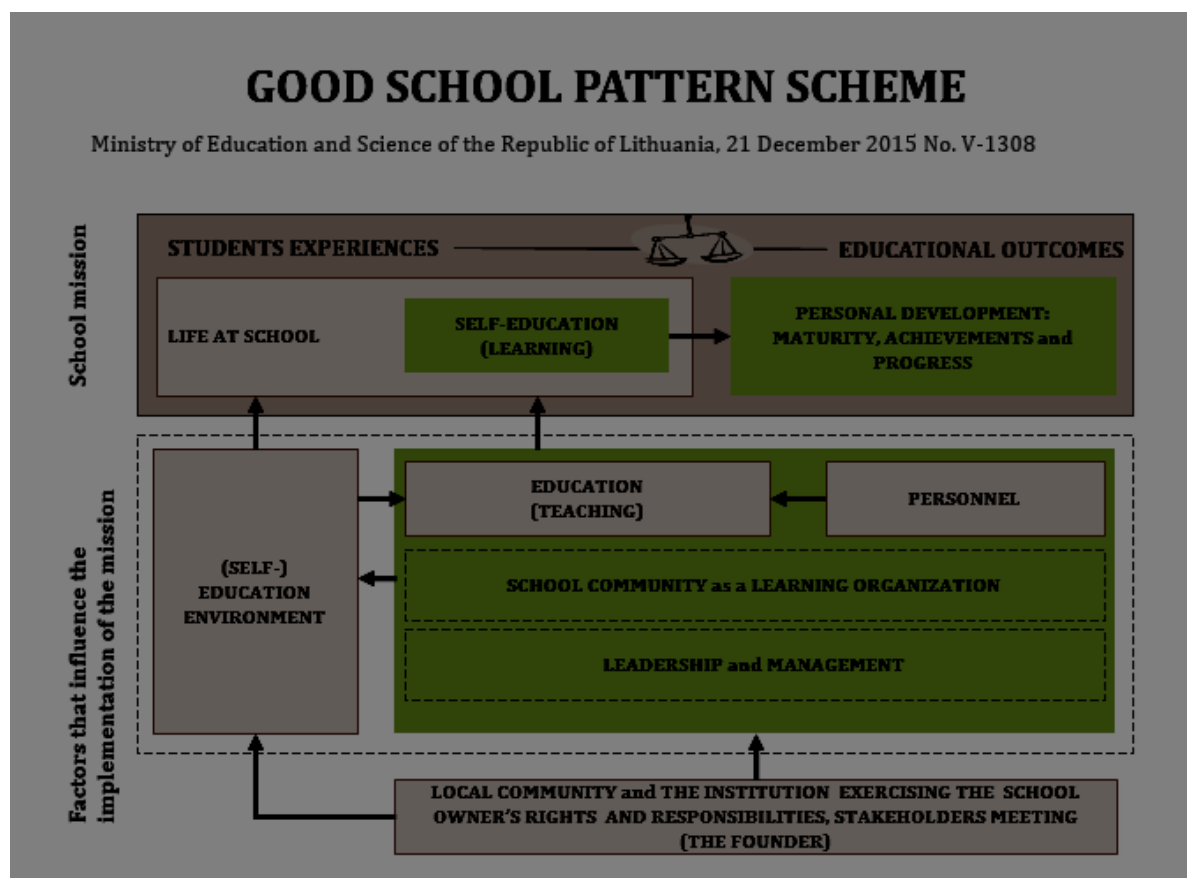
Discussion

The new generation is specific and this should be considered while creating the new school for this generation. The Conception of Good School was created taking into account the essential features of this generation. Moreover, the flexibility of this conception allows for various education models. However, generation Alpha follows generation Z and the representatives of the former have even stronger attachment to the virtual environment (not all of them, of course). Artificial intelligence has been strengthening its position, the Fourth Industrial Revolution has been continuing, the tendencies of globalisation have been strengthening, etc. The following question emerges: Is school as such necessary at all? Perhaps it is possible to move all the learning into the virtual space, where the demand for learning has been continuously increasing. The question is relevant

because representatives of the new generation (Z and Alpha) are rather attached to the virtual environment and satisfaction of their inclinations could perhaps strengthen their learning motivation. Then at least two questions can be asked: Are teachers (tutors or mentors) ready for it? And would not this even increase the gap between the generation Z children and young people and the real environment? As it can be concluded from the qualitative research, which aimed at identifying modus vivendi of generation Z teenagers (13-14 years olds) as viewed by generation Z teachers (Targamadzė, 2019), the generation Z lacks competences for communication and collaboration in the real environment, tends to transfer the norms and rules of online communication to the real world and others. Therefore, their even bigger concentration on the virtual environment would contribute to an even bigger alienation from the real environment. The preparation of teachers to work with the new generation is also problematic because the new generation is hardly known to them (Targamadzė and all, 2015).

Considering the school models, it is necessary to remember the three possible school scenarios, which are discussed by the author of this article in "General Education School: Process of Eutrophication) (Targamadzė, 2019). The models were originally presented by M. Newby as early as 2005. They are presented as follows:

- Scenario 1: education everywhere ("Schools fell into disrepute in the early decades of the twenty-first century because they could not adequately tailor-make learning experiences for each child individually and were failing to prepare people for a knowledge economy. School became de-institutionalised and in most cases dismantled, the buildings often used for other things.") (Newby, 2005: 255-256);

- Scenario 2: gifts, actually ("In fact, this became a part of their mission. Yes—schools, at least, were still places to which people went to be together for a purpose, and a good purpose, too! And as schools began to recognise that they could, in

some way, advocate the virtues and benefits of collaboration and the group rather than (or perhaps as well as) individualism and personal enterprise, they began to succeed in unexpected ways. Parents began to feel the loss of something, and started to recognise the school as the place where they might recover it. Thus encouraged, schools went out and won back their constituencies, and they did it by offering to become the most effective bulwark against social fragmentation and a values crisis.") (Newby, 2005: p.258);

- Scenario 3: the education marketplace(Increasingly, however, some smaller producers are looking vulnerable these days, and we are beginning to see stupendously good Edusoft programmes which are being used in schools in many different countries. Multinational companies can, of course, bring massive resources to making these wonderful products. From the pupil's perspective, each learning event seems made for them alone and works at their own pace, though in fact individualised versions of the same product are being sold all over the globe and being used by millions of pupils.") (Newby, 2005: p. 260).

Having presented the scenarios, there firstly emerges a desire not to focus on extremes and to present a different scenario, which would respond to the tendencies of the 21st century as well as challenges faced by every country. Surely, in the beginning this would be an alternative school or an institution to a usual one. Self-directed learning can be constructed in a general education school offering them to independently design a navigation system for attainment of educational outcomes. To ensure functioning of such system, learning packages for school students should be prepared and the aims have to be agreed upon but a schoolchild can study the selected topics and at his/her own pace, etc. Certain control elements have to be introduced as well: deadlines for completing one or another assignment, self-assessment and feedback on the

studied course. Lessons would not be organised in such a school, learners would study in groups or according to their achievement levels and the teachers would become mentors, assistants or would help their learners in other ways. It is obvious that each school would have to model a flexible process of education, which is based on the paradigm of learning. Moderate use of virtual or distant learning would also be welcomed. In other words, each school would model the process of education taking into account the needs and interests of their learners aiming at relevant standards of education (these are usually state standards). The responsibility for ensuring the learners' achievement of certain standards would be assumed by the school and the teacher (mentor, tutor or facilitator). Taking into account the fact that the number of special needs children have been growing lately, education has to be more personalised and specialists in educational support have to be addressed as well (Diržytė, A., Mikulėnaitė, L., Kalvaitis, A.,2016).

In any case, this does not contradict the conception of Good School (2015),

which is only presented as a map for creating a good school but it is necessary to understand it and be able to use it creating a navigation system for activities in own school. However, the question still remains open: Can it be done focusing on the holistic approach to education, implementation of the learning paradigm and other challenges, problems and possible solutions related to school creation?

Conclusions

- Seeking to respond to the 21st century challenges, it is necessary to construct the model of general education school, which would establish possibilities for flexible modelling of education at school, when the school, the teacher, the learner and parents (or caregivers) assume responsibility for educational outcomes, which should not be perceived as academic achievements only. The understanding of educational outcomes should include the maturity of a learner, his/her progress, achievements and the activities of school should be

projected on the basis of community's agreement.

- Alternative education, alternative training and alternative school in every society acquire their own meaning and their narrative in certain texts and contexts emphasises specific meanings and essences. Sometimes missions delegated to an alternative school may significantly differ due to the merging of the concept of alternative training and/or alternative education or its specification in different methodological contexts. In any case, alternative education should be understood as a constructive interaction among people, which aims at attainment of goal. This is also linked to cultural treasures because culture and education are two interacting sands. Alternative education in the aforesaid relation would acquire synergy, which can have both positive and negative

influence on formulation of educational goals and their implementation. This would depend on the understanding of philosophy and mission, on the model and its implementation in each school.

- The model of school can be of different nature: it can combine formal and non-formal education, the real and the virtual environments. Various activities can be built on community's agreements, various forms, methods and ways of education can be employed. It is even possible to modify curricular but above all it is important to ensure child-centred education, which addresses children's needs and interests and is in line with the needs and interests of society. It is necessary to avoid the gap between the real and the virtual spaces and to use their possibilities for improvement of children's education.

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VP Hypostasis Translation Problems

ABSTRACT

The translation of idiomatic expressions represents a particular challenge in the context of machine translation. The meaning of these expressions goes beyond their word meaning and corresponds to the meta-language knowledge about the culture and/or current discourse of the language community. A subgroup of the VP hipostasis represent idiomatic content which is used in a certain pattern of use and can only be interpreted in connection with a corresponding discourse. This article discusses an example from English, which was used in the European Parliament and translated into five languages. The analysis shows different translation strategies and illustrates the relevance of the discourse. The method used is the corpus linguistic computation of corresponding discourse.

Keywords: *Multi-Word-Token, Europarl Corpus, Corpus linguistics, Statistical machine Translation, CQP, VP hypostasis.*

When writing the term VP hypostasis (Germ. Satzhypostase), we describe the variant conception of reification by using the verbal syntagm as a first part of the noun phrase ([VP+N]NP) or as the self-contained noun ([[VP]N]NP). "Satzhypostase" can also be called "Sentence Hypostasis" or "Clausal Hypostasis". However, I would like to avoid the discussion about the uniform definition of the "Sentence" or "Clause" in this article and therefore focus on VP hypostasis. I just want to point out that this is about the phrases that manifest their own "Sentencehood" (as the property of being a sentence) through a finite verb. Among Indo-European studies, the term "Satzhypostase" denotes the verbalization of full-featured finite sentence construction with a neologism status. Most of the examples are reconstructions from Sanskrit. In

Sanskrit, one of the most important function of VP hypostasis is the formation of new words, so the lexemes formed in this way are classified under neologisms.

- (Skr.) *yadaśanīya* - "the edible" < yad aśanīyam (asti) "what is edible"

In Georgian, the VP Hypostasis can only be called "neologisms" to a limited degree. These constructions in Georgian are rather ad hoc formations, which have not yet been ususalized in linguistic usage, let alone that they do not occur in the lexicons of the standard Georgian language.

- (Geo*)* *ras-iṭqvis-xalxi* "what-people-say"
  In [*ras-iṭqvis-xalxi-s*]GEN *šiši*]N]NP "the fear of what what-do-people-say" < *ras iṭqvis xalxi* "what people say"

In the present aricle VP hypostasis is defined as the reification of a verbal syntagma. I consider the subsequent integration of VP hypostasis into a superordinate structure (typically a noun phrase) as one possible application of VP hypostasis, but not the only one. The main argument for establishing VP

hypostasis as a special class of compounds is the fact that, unlike the rest of the compounds, they are based on syntactically independent sentences. In the foreground is the observation that VP hypostasis does not simply change the POS characteristics of a lexical function, but the syntactic status of the whole phrase.

The cultural backgrounds of the language play a key role in multilingual education. The linguistic expressions that represent the cultural tradition of a language community require the knowledge of corresponding extra-linguistic content in order to ensure the interpretability of a concrete expression. In most cases, these are so-called multi-word expressions, which are characterized by a speech usage pattern. Such patterns only function in connection with certain cultural discourses, which they trigger simultaneously. When multi-word expressions with cultural references (such as idioms or proverbs) are translated, the actual meanings are often lost and the communicative sense of the utterance is incomplete or not understood by the

listener. In the following article I will discuss the special forms of phrase compounds, which have two basic structural prerequisites: (1) phrase structure and (2) obligatory presence of a predicate. The term VP hypostasis refers to the syntactic role such a structure plays in the noun phrase: attributive modification of the head noun within a noun phrase:

$$[[VP\ hypostasis_{Att}][_N]_{NP}]$$

For the empirical data I use the Eurparl Corpus. It is a corpus collection that was compiled for the establishment of machine translation in the European Parliament[1].The corpus comprises of about 30 million words for each of the 11 official languages of the European Union: Danish (da), German (de), Greek (el), English (en), Spanish (es), Finnish (fi), French (fr), Italian (it), Dutch (nl), Portuguese (pt), and Swedish (sv). To extract the VP hypostasis I use a Ragular Expression [word="(.*\-){4,}.*"] in different modifications. This concerns especially the number "4". It stands for 4 hyphens connecting 5 elements within a token and can vary i.e. become more or less.

Language	Days	Chapters	Speaker Turns	Sentences	Words
Danish (da)	492	4,120	90,017	1,032,764	27,153,424
German (de)	492	4,119	90,135	1,023,115	27,302,541
Greek (el)	398	3,712	66,928	746,834	27,772,533
English (en)	488	4,055	88,908	1,011,476	28,521,967
Spanish (es)	492	4,125	90,305	1,029,155	30,007,569
French (fr)	492	4,125	90,335	1,023,523	32,550,260
Finnish (fi)	442	3,627	81,370	941,890	18,841,346
Italian (it)	492	4,117	90,030	979,543	28,786,724
Dutch (nl)	492	4,122	90,112	1,042,482	28,763,729
Portuguese (pt)	492	4,125	90,329	1,014,128	29,213,348
Swedish (sv)	492	3,627	81,246	947,493	23,535,265

Table 1: Size of the released EUROPARL corpus (version 2; Koehn, 2004:390).

[1] Available online at http://www.statmt.org/europarl/.

The purpose of this article is not to discuss the system of Statistical Machine Translation used in the Europarl Corpus. It is important to note that the CQP syntax allows the use of regular expressions and finds the hyphen construction. The classification of the hyphen constructions as VP hypostasis is the result of the individual analysis.

Let us consider a VP hipostasis from the speech of the Irish MEP Arvil Doyle in the European Parliament in 2002.

„It is very hard to talk about these issues , be objective and keep the focus on climate change if it is suggested that sustainable development is not included . It is a sort of 'hit-me-with-a-

child-in-my-arms ' argument , i. e. how can you justify what you are saying if you do not include sustainable development? The Americans and others used the serious issue of sustainable development to divert focus from climate change and from the Kyoto Protocol requirements in general. It was a fascinating exercise.“*

A structure that we find interesting is in the sentence „It is a sort of **'hit-me-with-a-child-in-my-arms** ' argument […]“. First, I will design two different structural analyses of the phrase: (1) independent of context and (2) embedded in context. (Table 1. (1.1/1.2))

(1) 'hit-me-with-a-child-in-my-arms' argument.

Table **1.1** Out-of-context analysis

Table **1.2** Analysis within the context

Table 1. Structural analysis of the phrase

When comparing the two analyses in (1.1) and (1.2) we find two contrasting structures syntactically: VP (1.1) vs. NP (1.2). Both analyses have their own basis of correctness, with 1.1 playing a subordinate role from the strict empirical perspective. The phrase *'hit-me-with-a-child-in-my-arms' argument* represents a noun phrase in which the head noun is lexically realized and the member subordinate to the head noun represents a hypostatized verb phrase.

If the intention is to translate this multi-word token into other languages, then the aim is easily achieved based on the construction in (1.1).

Original	*hit me with a child in my arms.*
German	*? schlag mich mit einem Kind in meinen Armen!*
Russian	*? ударь меня с ребенком на руках!*
Georgian	*? დამარტყი ჭვილით ხელში!*

Although the nuances of the translation may vary, all translations create one and the same picture of marked, narrowly defined situations of life in which the meaning of translated sentences can make sense.

The other translation examples I have available to us are taken from the Eorparl Corpus, where the original example was taken. The translation takes into account the general context of the speech of the parliamentarian Arvil Doyle and places the literal meaning in the background.

It is a sort of 'hit-me-with-a-child-in-my-arms' argument, i. e. how can you justify what you are saying if you do not includes tainable development.

German	French	Spanish	Italian	Dutch
Es ist sehr schwierig, über diese Fragen zu reden, […] solange jemand	C' est un argument assez primaire, comme s' il était impossible	Es un argumento torticero decir que cómo se puede justificar	Domande del tipo: 'Come potete giustificare ciò che andate	Het is een oneigenlijke manier van discussiëren, omdat je je

meint, es sei ein Totschlag-Argument, wenn die nachhaltige Entwicklung nicht dazu gehöre, anders ausgedrückt: Wie kannst du, was du da sagst, rechtfertigen, wenn du nicht die nachhaltige Entwicklung berücksichtigst?	de justifier ces propos si l' on ne parle du développement durable!	lo que se dice si no se incluye el desarrollo sostenible.	dicendo senza alcun riferimento allo sviluppo sostenibile? equivalgono a dire 'Colpiscimi quando tengo un bambino in braccio?	argumenten niet mag ondersteunen met een verwijzing naar duurzame ontwikkeling.
Totschlag-Argument	un argument assez primaire	un argumento torticero	Colpiscimi quando tengo un bambino in braccio?	argumenten
Re-translation into English				
„killer argument" / killer phras / knockout argument	Quite a primary argument	A torrid argument	Hit me when I'm holding a baby?	[…] because you should not support your arguments with a reference to sustainable development.

Table 2. The translations of the phrase "hit-me-with-a-child-in-my-arms ' argument" in 5 other languages

As it is clearly shown, the translation from Italian is the closest to the English original. The Dutch translation can be considered the furthest.

The German, Spanish and French translations are placed in between.

Well, what is the meaning of this multi-word token and how should it be translated so that it can be interpreted meaningfully? - For this purpose I have created a somewhat small web corpus, where I have put together about 50T tokens with the help of a web crawler.

The next methodical step is the calculation of the corresponding cultural discourse, which makes adequate interpretation of the communicative sense possible. This method involves the determination of a semantic field in which the multi-word token is a meaningful element.[2]
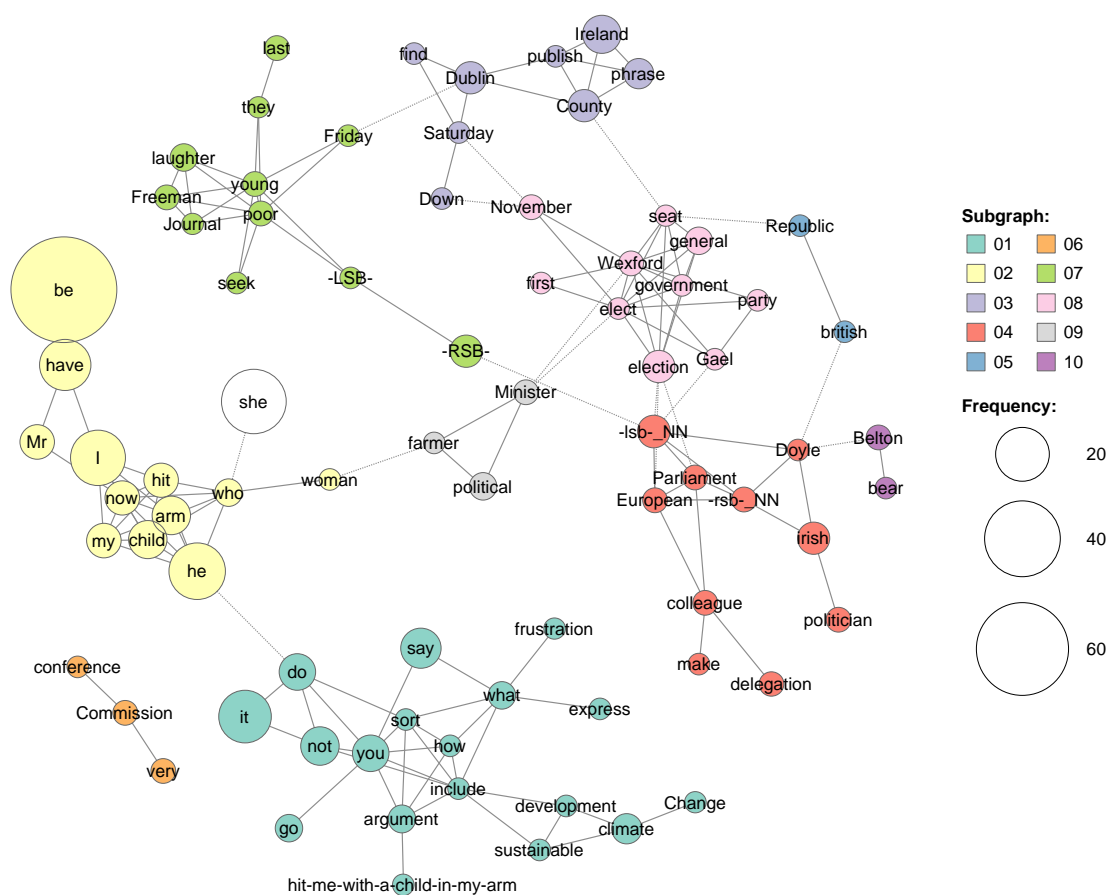
Figure 1. Multi-Dimensional-Scaling of Words

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[2] The copuslinguistic analysis tool that enables a comprehensive statistical analysis in the present study is *KH Coder*. According to its author, Koichi Higuchi, KH Coder has been adopted as a user-friendly analysis tool "for identifying topics in large unstructured data sets, such as online reviews or open-ended customer feedback" by a wide range of researchers from various disciplines.

Neither literal semantic interpretation nor separate structural analysis proves adequate. I regard the phrase with the VP hypostasis as a kind of "catchword" that indicates a particular discourse. The associative connections within this discourse establish semantic clusters that give the phrase 'hit-me-with-a-child-in-my-arms' a communicative meaning. One possibility is the multidimensional scaling of words. Here, the units of scaling are positioned in a multidimensional space in such a way that the distances or sewing correspond to their actual distinction or similarity. The analysis shown in figure (1) represents 10 clusters. This multi-dimensional scaling of words in the web corpus results in a cohort with the VP hypostasis 'hit-me-with-a-child-in-my-arms' together with the following keywords:

(1) 'hit-me-with-a-child-in-my-arms' ˜ argument

(2) sustanable ˜ development

(3) climate ˜ change

The other clusters concern the European Parliament, its bodies and the political biography of MEP Doyle.

Figure 2. Self-Organizing Map of Words

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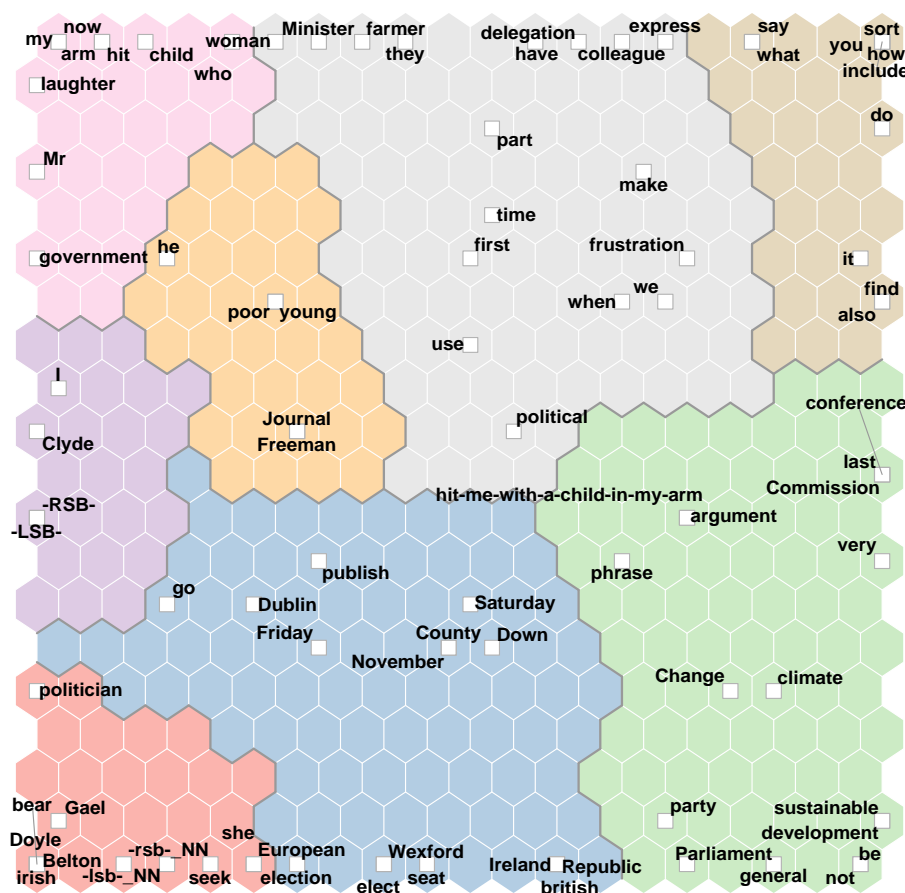
A further visualization of discourses calculated on the basis of 50T Web Corpus shows the interface position of the VP Hypostasis between three colored fields (discourses) (Figure 2. Self-Organizing Map of Words) corresponding to the above keywords ((1) - (3)) and extending them with the discourses "Politics" and "Ireland (Dublin)/Europe/UK".

In a larger web corpus with about 300T tokens, the multi-dimensional scaling of words shows a less clear picture, with the cluster "Language" and "Mining" being linked to associated nodes with the keyword "Metaphor", which illustrates the idea of the VP hypostasis usage pattern 'hit-me-with-a-child-in-my-arms'. (Figure 3.)
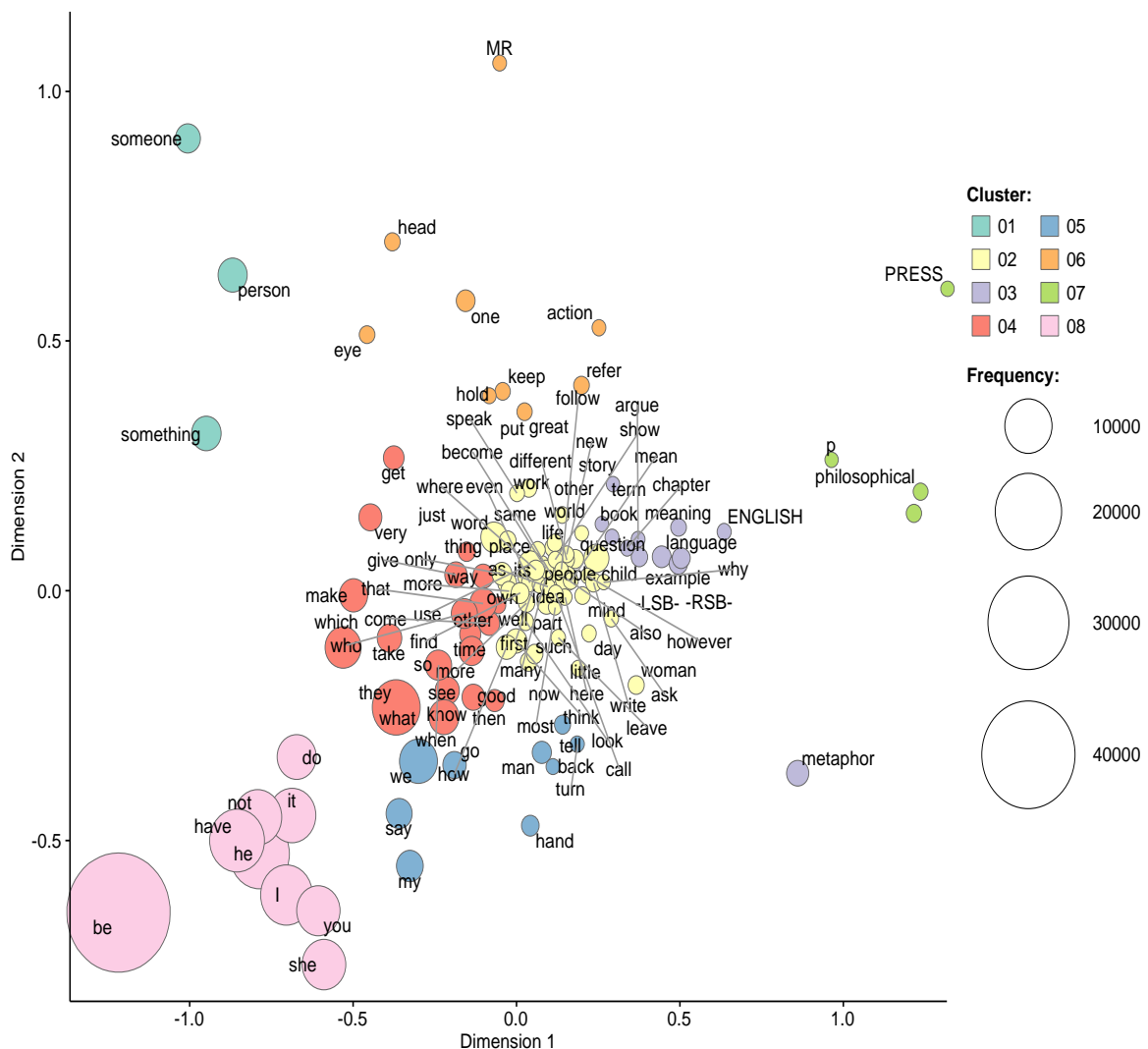
Figure 3. Multi-Dimensional-Scaling of Words mit 300T web corpus

The analysis of the construction hit-me-with-a-child-in-my-arms presupposes the determination of superordinate discourses that give the construction the discourse-specific communicative meaning. In general, the meaning of hit-me-with-a-child-in-my-arms is metaphorical speaking. It can be used to intensify the power of an argument in political debate. A direct use of the phrase (Table 1.1) in an appropriate life situation can be interpreted as a provocation and/or as a call to a miserable act, which presents the offender in a bad light.

In the example of the Europarl Corpus, the discussion concerns climate change debate. The metaphorical transfer of semantics creates a certain communicative sense of the phrase, in which the defenseless state (a-child-in-my-arms) is presented as a protective shield against possible bad behaviour (hit-me). This meaning seems adequate when the noun "argument" is in: "hit-me-with-a-child-in-my-arms" argument. The narrow meaning, related to a concrete debate, points to the importance of an X argument that allows the only counter-argument, and that is, one that makes its user look unworthy. MEP Arvil Doyle criticises this type of debate, which uses the *hit-me-with-a-child-in-my-arms arguments* to argue such a debate.

The VP hypostasis, which transpose metaphorical meaning, are an additional challenge for both translation and foreign language teaching. The calculation of superordinate discourses, which give the VP hypostasis the discourse-specific communicative meaning, can provide a basis for this.

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Word Stress in Megrelian[1]

ABSTRACT

The paper deals with the issues of word stress in Megrelian. In the scientific literature there is no common view regarding the position and nature of stress in Megrelian. Our study is based on experimental analysis. The experiment has revealed that in Megrelian, in two-syllable and three-syllable words the stress is on the initial syllable. However, in some case the stress falls on the penultimate syllable in three-syllable words. As for four-syllable words, the stress is on the antepenult though our experiment did not confirm the presence of the secondary stress. In five-syllable words the primary stress falls on the second syllable and the secondary stress is on the penultima. In six-syllable and seven-syllable words the primary stress is on the second syllable but in six-syllable words the secondary stress is on the antepenult while in seven-syllable words the secondary stress falls on the fourth syllable. The results of our research are also important in terms of teaching Megrelian.

Key words: *word stress, pitch, intensity, Megrelian*

A number of scholars have studied the issues of stress in Megrelian. The first was T. Kluge who concluded that in two-syllable words the stress falls on the first syllable while in multi-syllable words it falls on the penultimate syllable (Kluge, 1916: p. 3). The latter opinion was not shared.

The first thorough analysis of word stress in Megrelian was conducted by I.

Kipshidze. According to his observation, in Megrelian two-syllable words, like Georgian, the stress falls on the penultimate syllable. As for three-syllable and multi-syllable words, it falls on the antepenult. There are two types of stress – primary and secondary. The primary stress falls on the initial syllable, the secondary stress falls on the penultima in four-syllable words and on the antepenult in five-syllable words. Stress is more changeable in Megrelian than in Georgian. Prefixes always have the primary stress, e.g. ჭარი č'ári "Keep writing!", დრჭარი dóč'ari "Write!", ვა-ჭარა vá-č'ara "Do not write!". In words having a particle as the final element the stress moves to the end of the word, e.g. უღუდას úɣudas "would have" – უღუდასვ-ნი uɣudásə-ni "If he would have". The stress moves to the exclamatory particle as well, e.g. ბაბა "father" – რ ბაბა ó baba "Wo, father!". In this case, the final word is almost separated from the particle. In compounds the primary stress is on the first word, e.g. ზღვა-პიჯი zɣvá-p'iži "seashore". If it is a multi-syllable word,

it may also have the secondary stress (Kipshidze, 1914: p. 13). Ch. Kiria has also discussed the issue of stress in Megrelian and stated that Megrelian words may have two types of stress at the same time (primary and secondary) (Kiria, 1991).

According to G. Rogava, in Georgian and Megrelian three and more syllable words have two types of stress – the dynamic stress on the antepenult (ქათამი, ქრთომი "hen") and the tonal stress on the penultima (ქათამი katámi, ქოთრმი katómi "hen"). Both types of stress are weak. He thinks that the tonal stress is primary. It is clearly distinguished when syllabifying. It is the stress that is perceived by non-Georgians (Rogava, 1956).

In his opinion, the dominance of the tonal stress in Megrelian is more evident when vowels with the tonal stress and stressless vowels combine at the end of a word, e.g. in surnames – ცანა < ცანაა < ცანავა caná < canáa < canáva. It has an unusual position (the final syllable) (Rogava, 1956). Our experiment has revealed that the stress

is on the initial syllable and the pitch rises at the end (i.e. on the last ა a).

According to T. Gudava's observations, in Megrelian, in words that end in a consonant the penultimate syllable is stressed (დოჭარუნს doč'áruns "He/She will write", ჯიმᲐლენქ žimálenk "brothers"). In words that end in a consonant the stress will always be on the third syllable if we consider the fact that such words may be added by a vowel, e.g. დოჭარუნს // დოჭარუნსი doč'áruns // doč'árunsi "He/She will write", ჯიმᲐლენქ // ჯიმᲐლენქი žimálenk // žimálenki "brothers". As it seems, the word is stressed like the variant with a final vowel. In words that end in a vowel the stress falls on the antepenult (ჯიმᲐლეფი žimálepi "brothers") but if a vowel is long or double, the stress is on the penultimate syllable, e.g. დოღᲝრუუ > დოღᲝრუ > დოღᲝრუ doɣúruu > doɣúru > doɣúru. He concludes that when a long vowel is pronounced as a short vowel in Senakian speech (that is common in

dialects), the stress acquires a phonological function, e.g. ქᲔმᲔჩი kémeči "Give it to them" - ქემᲔჩი keméči "Tell me", დᲠღურუ dóɣuru "He/She/It died" - დოღᲔრუ doɣúru "He/She/It will die" (Gudava, 1969: p. 111).

In the monograph "Laz-Megrelian Grammar. I. Morphology", it is stated that this rule does not work and that according to the rule the stress is fixed in Megrelian (like in Georgian), however, it is impossible that this "fixed" stress can be "irrepressible" (Kiria, Ezugbaia, Memishishi, Chukhua, 2015: p. 463).

Experimental investigation

We studied the issue of word stress experimentally within the project "Megrelian-Laz Intonation". The data for the current study was obtained from 18 native speakers of Megrelian of different age, sex and social status during the field expeditions: 8 males and 10 females (10-80 years old). We interviewed 2 respondents in each municipality of Samegrelo (Gali,

Zugdidi, Tsalenjikha, Chkhorotsku, Martvili, Abasha, Senaki, Khobi, Poti). The obtained material was analyzed in the Praat program.

We recorded and sorted the words based on the number of syllables (from 1 to 7), e.g.

1 σ: და da "sister", ჩე če "white";

2 σ: დიდა dida "mother", ყუჯი 'uži "ear";

3 σ: კიბირი k'ibiri "tooth", ჯოღორი žoγori "dog";

4 σ: მილახუნა / მიიახუნა Milaxuna / mijiaxuna "sitting inside", დიანთილი / დიანთიჯი Diantili / diantiji "mother-in-law";

5 σ: ქიგუბირაფუ kigubirapu

"He/she has sung", დიდაცხონერი dida'oneri "stepmother";

6 σ: გინოკეთებული / გინოკეთებუჯი ginok'etebuli / ginoketebuji "altered", გინოძირა-ფილი გინოძირაფიჯი Ginoʒirapili / ginoʒirapiji "met for the purpose of marriage";

7 σ: გინოწიწინაფილი / გინოწიწინაფიჯი ginoc'ic'inapili / ginoc'ic'inapiji "over-ripe; overfilled", etc.

All syllables in our study are of CV structure but in four-syllables there is a syllable of VC shape as well. The results of our experiment are summarized in Table below.

Table. Stress placement in Megrelian according to syllable (σ) count:

σ count	word	stressed σ	secondary stressed σ	Pitch and intensity
1 σ	და da			
	ჩე če			
2 σ	დიდა dida	1st		High pitch on the 1st σ; High intensity on the 1st σ
	ყუჯი 'uži	1st		High pitch on the 1st σ; High intensity on the 1st σ
	კიბირი k'ibiri	1st or 2nd		High pitch on the 1st σ or on the 2nd σ (Gali);

3 σ				High intensity on the 1st σ or on the 2nd σ
	ჯოღორი ǯoɣori	1st		High pitch on the 1st σ or on the 2nd σ (Martvili – M, Khobi - M); High intensity on the 1st σ
4 σ	მილახუნა / მიჯახუნა milaxuna / mijiaxuna	2nd		High pitch on the 2nd σ; High intensity on the 1st σ or on the 2nd σ
	დიანთილო / დიანთიჯი diantili / diantiji	2nd		High pitch on the 1st (Martvili), on the 2nd σ or on the 3rd (Gali, Zugdidi, Abasha, Poti); High intensity on the 1st σ or on the 2nd σ
5 σ	ქიგუბირა ფუ kigubirapu	2nd	penultimate	High pitch on the 2nd σ; High intensity on the 3rd σ
	დიდაცხონე რი dida'oneri	2nd	Penultimate	High pitch on the 2nd σ or on the 3rd or on the 1st σ (Gali); High intensity on the 1st σ (Gali)or on the 2nd σ
6 σ	გინოკეთებ ული / გინოკეთებ უჯი ginok'etebuli / ginoketebuji	2nd	antepenult	High pitch on the antepenult (Gali) or on the penultimate σ; High intensity on the penultimate σ (Zugdidi) or on the antepenult
	გინომირა ფილი /	2nd	antepenult	High pitch on the 1st σ or on the penultimate σ (Martvili);

	გინო�პირა ფიჯი Ginoʒirapili / ginoʒirapiji			High intensity on the the penultimate σ (Zugdidi) or on the antepenult
7 σ	გინოწიწიფ ალი / გინოწიწინ აფიჯი ginoc'ina pili / ginoc'ina piji	2nd	on the 4th σ	High pitch on the penultimate σ or on the 2nd σ (Martvili); High intensity on the antepenult

As we see in the table, a one-syllable word has no stress. The experiment has revealed that in Megrelian, in two-syllable and three-syllable words the stress is on the initial syllable. So, the idea stated in the scientific literature has been proved by the experiment. However, in some case the stress falls on the penultimate syllable in three-syllable words. As for four-syllable words, the stress is on the antepenult though our experiment did not confirm the presence of the secondary stress (the so-called "co-stress"). In five-syllable words the primary stress falls on the second syllable and the secondary stress is on the penultima. In six-syllable and seven-syllable words the primary stress is on the second syllable but in six-syllable words the secondary stress is on the antepenult while in seven-syllable words the secondary stress falls on the fourth syllable. As it is seen mostly high pitch and intensity are on the stressed syllables. However, in six-syllable words the pitch rises on the initial syllable and in seven-syllable words it rises on the penultima.

According to the authors of "Laz-Megrelian Grammar", the number of syllables is different but in all cases the stress is on the final vowel, e.g. ღურჷ ɣurú "He/She/It is dying", ქენოღურჷ kenoɣurú "He/She/It will die in it";

ხუმჳ xumú "It is withering", გოხუმჳ goxumú "It will wither", ქენოხუმჳ kenoxumú "It will wither in it", etc. As we can see, at the end of the words a long vowel is really attested. It can be assumed that it is an acoustic impression of the dynamic stress (Kiria, Ezugbaia, Memishishi, Chukhua, 2015: p. 465). Our experiment has revealed that in these cases there is a rising pitch on the last vowel not a stress.

In the monograph "Laz-Megrelian Grammar. I. Morphology", it is stated that if we discuss the coincidences of forms, then it would be better if we compare not the future and the aorist forms but the future forms and the forms of the objective version of Resultative I, e.g. ღურჳ γurú "He/She/It is dying" – დოღურჳ(ნ) doγurú(n) "He/She/It will die" – დოღურუ doγuru "He/She/It died"; cf.: დოღურჳ doγurú "It appeared that his/her/its "someone/something" has died" (Kiria, Ezugbaia, Memishishi, Chukhua, 2015: pp. 465-466).

We think that the phonological value of the Megrelian stress can be seen when the

forms coincide: if in the aorist form the stress is on the initial syllable and the pitch rises on the second syllable in the future form the second syllable is stressed (i.e. stress moves to the next syllable in the future form) and the pitch rises on the final syllable: დღღურუ dóγuru "He/She/It died"; დოღღრუ doγúru "He/She/It will die". In Martvilian and Senakian, in the aorist form the subject marker უ u is weakly heard (in this case in Zugdidian and Samurzakanoan subject marker is ჷ ə) while in the future form it becomes long or the pitch rises on it. As for the resultative form, both the stress and the rising intonation are on the second syllable in this example: დოღღურუ doγúru "It appeared that his/her/its "someone/something" has died".

In the scientific literature it is stated that Stress in Megrelian, like Georgian, is weak (Danelia, 2006: p. 88). At the same time the Megrelian stress is changeable (Kipshidze, 1914, Zhghenti, 1953, Chikobava, 1942). It is apparent in words that are added by a formative: if a two-syllable word becomes a three-syllable one after adding a formative, the stress moves to the penultimate

syllable, e.g. თუთა tuta "month, moon" (the stress is on უ u) and თუთეფი tutepi "months" (the stress is on the penultima); ბაღანა baɣana "child" (the stress in on the initial syllable), ბაღანეფი baɣanepi "children" (the stress is on the antepenult). So, these examples conform to the rule that was revealed as a result of our experiment, i.e. the position of stress depends on the number of syllables in a word.

Conclusion

Summing up everything we can conclude, that, stress in Megrelian, like Georgian, is acoustically weak that makes it difficult for language users to determine its location, although experimental analysis has shown that in Megrelian, in two-syllable and three-syllable words the stress is on the initial syllable and in some cases, in three-syllable words the stress falls on the penultimate syllable. In four-syllable words the stress is on the antepenult and in five-syllable words the stress falls on the penultima. As for six-syllable and seven-syllable words, the primary stress is on the second syllable. Multi-syllable words may also have the secondary stress (the so-called "co-stress"), namely, in five-syllable words the secondary stress is on the penultima while in six-syllable words the secondary stress falls on the antepenult. In seven-syllable words it is on the fourth syllable. High pitch and intensity are on the stressed syllables mostly. However, in six-syllable words the pitch rises on the initial syllable and in seven-syllable words it rises on the penultima.

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Covid19 Pandemics, Distance Teaching and development of Critical Thinking through Moodle Platform

ABSTRACT

Time, when mankind awoke at a time of covid19 pandemics expresses two dramatically different attitudes. People and their interests were divided into two parts; some of them were those, who could not stand isolation, with aggravation of their depressive background and the others – were able to adjust the reality to their interests and capabilities, they became modern and read the universe in a new way. They have discovered the new vision, they went deeper into implications and managed to adequately perceive the reality, they were able to adapt naturally. The education systems made attempts to launch the distance teaching and this turned out to be more or less creative, cognition oriented process. Georgian education system has dealt with this challenge by practical introduction of various programs and platforms. We would like to focus on the features and capacities of education platform Moodle as it can be a tool for development of critical thinking in distance teaching within the scopes of one specific course. This course is "Principles of Contemporary Thinking" and teaching of Georgian language to the foreign students.

Keywords: pandemics, critical thinking, student

Introduction

Reality of the coronal world is the best givennes for development of critical thinking in the distance teaching in the university space. The students have ability and the lecturers – the opportunity to transform the mankind crisis caused by pandemics, in the turn of the millennia and centuries into the wide-scale thinking space. And Moodle platform is a very good instrument for this, due to the individual detailed voice or textual instructions and feedback by stages, providing activation of critical thinking. In this work we have applied the method of analysis.

First Stage of Critical Thinking Development on Distance

In our opinion, for development of critical thinking in the first grade students there would be very useful towork on thesisformatted and structuredasspecified in recently published textbook included into the lists of mandatory literature in the syllabi of many Georgian universities and Caucasian University among them. The student must select one topic, study it independently and send to the course leader for final evaluation in the end of semester. When working on the thesis, the student must be able to scientifically work the issue/problem subject to study (Kavtaradze,

Kasrashvili, Saghinadze, Pataridze, Sabauri, 2018: p. 15). As academic writing is the university course and is taught mostly in the first semester, knowledge of the thesis structure allows its application in the other courses as well, e.g. in the „Principles of Contemporary Thinking" and scientific processing of the issue under consideration implies activation of critical thinking and use of Moodle platform would contribute to this, facilitatingthe process of achievement of this goal, in distance teaching and make it result-oriented. This will be ensured by completing of the stages of work on the thesis. First of all, the process of selection of the issue should be clarified, implying definition of own ideas and interests applying method of brainstorming or generation of ideas. Applying of the Moodle features is the most flexible way for understanding of the first stage for achievement of this goal, as on the basis of detailed instructions the student can clearly understand how significant is to select the issue within his/her sphere interests, moreover, communication with each of the students through creative dialogue would yield good results. In such case, in our opinion, number of theses made mechanically, superficially, for evaluation only, would be minimized, as regarding age psychological type of the students, it is clear how significant are for them the sincere, competent individual academic relationships. Absolute majority of the students will understandsignificance of this process and the process of cognition will become very pleasant, useful; together with correct selection of the title, supposedly, the stage of self-cognition, new discoveries will commence as the instructions are focused on formulationof the title as precisely as possible and in the researches the first bright spot will appear and be present there up to submission of the thesis, as further will be thinking about main statements and arguments that would give to the students the secret experience transforming research text into the useful thing: "work on the topic teaches how to formulate own views and put the facts into order, i.e., substantially adds ability of making something useful for the others" (Umberto Eco, 2014: p. 23).

In the syllabus of the "Principles of Contemporary Thinking" course, the list of mandatory literature includes the textbook "Introduction to Contemporary Thinking", where the foreword states: "This book is the introduction to the history of western style thinking. This is the collection of the most influential texts by the greatest thinkers that have ever created in the depths of western civilization" (Introduction to the Contemporary Thinking, 2017: p. 5) and

naturally, this includes activation of the critical thinking ability, as a result of working of the main parts of the texts by different classics the student will face several main philosophical questions. This implies self-cognition, rational and irrational perception of the world, understanding of the moral, liberty, responsibility and purpose of the state. If the works are created within the scopes of this course, orienting of these ideas will turn out to be a very creative process, as for the first grad students would need to answer many questions before definition of the specific issue, i.e. selection of the topic. And Moodlyplatform ensures dealing with these issues, based on several specific instructions, the student can prepare the work title with proposed questions and theses, followed by the individual feedback that can even include voice communication for this course, where the lecturer expresses his/her own views and assumptions, where the pitch of a voice and attitude to the student are unambiguously positive and are oriented towards activation of the creative thinking act. At this stage, learned theoretical material is waitingfor practical continuation, thus, selection of the title, through detailed feedback based on Moodle platform turns out to be a distance space for very creative, individual oriented, thinking and intellectual dialogue.

As for teaching of Georgian language to the foreign students, in this process as well, Moodle can become the most reliable and protected arena, where at the first stage of language teaching some mistakes, formulation of own views, creation of the small text title would be a creative process, rather than strained environment where for thestudents of different psychological types the discomfort of expectation of different reactions is fully excluded and this implies activation of creative, critical thinking elements and one could say that this is the environment close to ideal for communication with the lecturer.

The above process, in the conditions of self-isolation, at a time of distance teaching, guarantees particularly comfortable environment. The first stage of creation of the research paper, the home assignment, is selection of the title for activation of critical thinking and motivation.

Formulation of the Main Part in the New, Distance World

Naturally, particular attention should be paid to the paper introduction as proper formulation of the introduction is the image and model of the full text. Through Moodle, in the conditions of distance, virtual relationships, the introduction can be perceived metaphorically as the

introduction to new, coronal world, where the mankind awoke now. Focusing on this context of introduction by the lecturer is quite possible by means of individual instructions and feedback on Moodle platform. Within the scopes of the "Principles of Contemporary Thinking" the virtual dialogue between the lecturer and student would be of interest, about validity and relevance of collected literature, coincidence of own intellectual preferences and the main idea of the source author, significance of the topic. The dialogue can also describe the issue of to what extent the topic is the part of the actual thought of polyphonic culture, emerging in thoughts about the new world model prospects. And significance of the ideas of such type is offered by the turn of millennia and centuries. How can be the new vision emerge in the ideas of the authors of moral theories and homework of the first grade students of one of Georgian universities of 21st century. Retrospection of such type, in time, epochal emphases and modern existential feelings is the real means for activation of critical thinking as this time is unique, for understanding, filtering of the accumulated ideas and emotion, primarily, for formation of own natural human image. Regarding the reflections on these issues, with audio impressions and instructions, Moodle can form as the training ground for

really critical thinking, where, within the distance academic discussion between two generations, the pulse of the new time can be determined.

As for teaching of Georgian language to foreign students, here no literature will be collected but several critical questions can be offered, as well as activation of their attempts in the coronal distance world, to ensure understanding and naming of the inflow of new knowledge and information called Georgian language. These questions can deal with such simple issues as sharing of impressions about sounding of Georgian language, visual perception of the alphabet and connections of such main words with their native language as love, human, god, native land, education etc. Advice can be given to leave the first impressions about Georgian language for some time and after learning the language, translate them into Georgian. Activity of such type, could be interpreted as the function of some kind of chest, which would get the foreign students familiarized with the alphabet of critical thinking elements in Georgian. This activity would be some kind of introduction with respect of communication with the new culture and language.

Introduction, as it implies formulation of the questions for research, for proper understanding of this activity, we regard that Moodle capacities are very flexible as

due to the instructions the students can understand how significant is to put the questions, that any significant universal progressive phenomenon commences with the questions: "sometimes the scientific work can be represented through putting questions. In such case the title must necessarily mention about this, possibly, before the title the phrase – "for study of the issue" could be added (Gochitashvili, Shabashvili, Sharashenidze, 2013: p. 172). In our opinion, this is stating of the issue that allows formulation of the original questions for the research and in this the lecturer can help the student, with respect of providing examples of the questions offered by great scientists and philosophers, explaining that the question and doubt are identic thinking acts and discovery of such condition in one's own mind is the one to be welcomed. Didactics of such type, in our opinion, would be very effective for individual judgment and feedback in the distance coronal world, as we regard that such type of thinking is more effective in our existential time, because the human mind and especially the ones of young people are naturally activated towards cognition and putting questions. And the lecturer's duty, in our view, is awakening-activation of this natural, frequently sleeping quality of the student and individual distance communication would

contribute to this through instructions and feedback.

What should the student say, in the new way, significantly, or how? The main part of the home assignment is the core of the contents, for understanding of which the student makes attempts. Working of the collected sources, implying the stage of critical thinking analysis is the process where the legitimate research questions are put. At the interpretation stage the own vision must be formulated. Creative mind will always find the small path in the thinking space that would lead to the large way and feed with plenty of oxygen. But for us it is significant to awaken in each student the sparkle that was given to him/her with birth. The main thing, in this process is that the lecturer was able to activate, through distance teaching and Moodle individual communication, the creative, free critical thinking skills in each student, by considering the arguments obtained as a result of working of the sources, widening of the horizon and in the context of the selected topic, seeing of the wide, epochal picture. In our opinion, here it is significant to activate the sense of relationships between the world and human and the course of "Principles of Contemporary Thinking" allows this, as presenting of general picture through considering of one specific issue and seeing of the historical

variability of human thinking model – this is understanding. For formulation of the main ideas activation of thinking about the new epoch signs is possible, as well as seeking of the answer to the question of why in the coronal world the pace of so called consumer society life has paused and why adequate seeing of own self and the world became so significant. Why did the turn of the millennia and centuries have allocated time for this and brandished the yellow-card to warn the humans. In our opinion, seeking of the answer to this question is the ideal instrument for activation of critical thinking and we regard such dialogue thinking process through Moodle as a natural means, as such thoughts are in the mind of each individual today and if the student has the opportunity to formulate and present these thoughts in the academic space, in our view, this would be the means of ensuring internal comfort for him/her and he/she would never reject it. Such process of cognition would contribute to facing of the main challenge of coronal world and this, in our opinion, implies that the individual, primarily, should determine the contents of pandemics, give name to it in positive or negative sense, as giving name to the phenomenon makes it less dangerous. It is accepted and adequate perception of reality is not difficult any more. And the adequate,

i.e. unbiased perception of reality, in other words, the idea, is the beginning of free, substantiated judgment. If one clarifies the main sense of the time, in our view, the arguments corresponding to the specific questions and statements that, in the main part, the student will formulate through specific activities, as the lecturer regards necessary and assign it to the student with individual detailed instruction. Possibly, this can be contextualization of the issue, putting five main questions: Who? What? Where? When? How? With the collected material, or questionnaire given in one of the manuals for understanding of analysis, interpretation and synthesis stage "For what purpose are you reading? What questions arise in relation to the work …? What elements should be considered in details? As a result, witch elements could be ignored? How would you interpret the significance of the elements, at the individual level, i.e. with respect of individual elements, as well as in relation to the entire work? What are your assumptions in relation to the work? … How do you synthesize them? What are the relationships between the elements? What are the relationships between this specific work and other works? What are your conclusions about the work? (LiaKacharava, KhatumaMartskvishvili, LiliKhechuashvili, 2007, 76) Work on the

main part, as the central axis of the text, is the longest and most important stage as the first feedback is followed by the second one, further with the third one and so on, until both, the student and lecturer obtains the desired result. And for this result the distance teaching, with its programs and platforms, transforms what, at the first glance is the dull, imitated education process, into the vivid thinking field and paradoxically, for activation of critical thinking, i.e. vivid thinking process, the coronal world, distance teaching and critical thinking process can become the scheme of the new learning scheme that provides positive results without any exclusions. If we follow this significant logic, we can even sketch the future contours as well, to ensure more reasonability, thorough understanding of the meaning of arguments, their defending and finally, adequate perception of the text and reality and make the process of teaching and learning, if not general life style, more reasoned, oriented towards great knowledge and seeing of wider picture, as presentation of any issue narrowly, lacking context and epochal syntax, in our opinion, contributes only to formation of subjective knowledge conditioned by emotions that is tailored to formation of private comfort of hedonist society and this really does not provide

internal comfort, as the depressive and hopeless attitudes come not from the feat to virus but from sense of lifelessness resulting from absence of critical thinking as this is impossible without wide, existential vision. Thus, in our opinion, a single specific issue reflects the entire world and contemporary time just like the entire world reflects a single specific issue.

As for the courses of Georgian language for the foreign students, we regard that focusing on the feedback about the main part of textual works is the most significant phenomenon. This feedback, as such, is a detailed and individual one and in our opinion, it should serve to activation of critical thinking, because, as, mentioned above, isolation of the coronal world, mystical process of distance teaching and comfortable and reliable space of Moodle for sharing of the daring academic ideas, could be presented as special historical phenomenon, as this reality, in few years, may turn into the one that have no such existential contents any more for the student. Now, for the world, it will be not something new but some past stage that loses the intensity of emotions with time. Therefore, with the foreign students, simple textual but meaningful stresses, in our opinion, would be capturing of the reality established by the universe, capturing of the moment, its transformation into the unique experience, i.e. loading of reality with the

contents and not horror in the face of pandemics.

Students Texts and Our Conclusion

In our opinion, composition of the home assignment is very similar to the structure of the universe, with the introduction, body text and conclusion. As the most part of the mankind have different ideas about the conclusive part of the universe, and we advise, wen creating the individual voice or written instructions and feedback, for development of critical thinking, not to summarize what was already considered but rather discuss the proposed prospects of the issue, formulation of the own versions of problem solutions and putting rhetoric questions as such types of conclusions seem to be thelogical end of critical thinking model, as in each version of the conclusion developed by the student would contain afterword oriented towards logical judgment. And basis for this is provided by the introduction and body text that were written according to the detailed, refined instructions and feedback prepared with orientation towards the sincere positive emotions, with due regard of age psychological type of the first grade students and tailored to individual needs, as discussed above. Epochal contextual approach to the issue, supposedly, will repeat in the conclusion

and, possibly, we shall see existential visions and emotions of part of the new generation, their attitude towards the universe, themselves, the issue under consideration and Georgian language that the foreign students must learn. Reality of the coronal world is the best givennes for development of critical thinking in the distance teaching in the university space. The students have ability and the lecturers – the opportunity to transform the mankind crisis caused by pandemics, in the turn of the millennia and centuries into the wide-scale thinking space. And Moodle platform is a very good instrument for this, due to the individual detailed voice or textual instructions and feedback by stages, providing activation of critical thinking, in the "Principles of Contemporary Thinking", as well as in teaching Georgian language to the foreign students. For us, the world under pandemic danger, some kind of mystics of distance teaching and capacities of Moodle platform is the actual givenness oriented towards the positive future that could be used for formation of the large-scale thinking model and present the narrow, professional non-contextual visions in wide picture as existential individuals in the crisis of millennium and century. But we should ennoble this crisis, implying widening of the internal vision for the consumer society and its orientation

towards human, fundamental principles and this is possible only as a result of critical thinking development.

Conclusion // Discussion

In the crisis epoch, activation of critical thinking in the conditions of distance teaching would contribute to development of vital skills, adequate perception of reality, which, in turn, would make the individual more creative, through internal efforts and training, making even coronal reality a useful, unique experience, harmonically involve the individual into the improvised communication with the world and eliminate or make ironical the depressive thoughts, forming logical, well-reasoned free-thinking persons that, in turn, would contribute to improvement of the world.

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The Effective Provision of Preschool Bilingual Education (On the example of Greece)[1]

ABSTRACT

The present article: "The Effective Provision of Preschool Bilingual Education (on the example of Greece)" aims to study and analyse the problem of bilingualism, bilingual education at pre-school age, bilingual memory and the relationship between first and second languages in this context, innovative methods of teaching a second language and psychological factors influencing a child. Some main factors that influence success in second language acquisition: integration, motivation, instrumental motivation, language skills self-esteem and child's nursery self-concept. The interest of the given research contains: the observation on kindergartens pupils in the city of Athens and Attica region. One of the core objectives of the research is to determine amount of bilingual children in the kindergartens every year, the teachers' and pupils' role in learning foreign language. The article focuses on the questions regarding the use and development of language of bilingual children in a kindergarten, aims at studying psychology related to bilingual children, using different approaches of modern methods, creating an effective teaching plan intended to meet learning outcomes relying on good results at the end of the year, making parents aware of children's problems, arranging frequent contacts between parents and teachers, exchanging of the ideas as well. We have conducted extensive research and interviews among teachers in kindergartens. According to the interviews we found out that, kindergartens are quite highly developed and among twenty three interviewed teachers we can say that they are sufficiently qualified and adequately prepared in order to give all bilingual children opportunities for a good quality education relating to learning the Greek language easily. Bilingual education can completely promote positive attitudes to a child. Developing learning skills of two languages simultaneously is important in the child's daily experiences.

Keywords: *bilingualism, bilingual education at preschool-age, role of teachers in learning foreign language, modern teaching methods in kindergartens.*

"Educating the mind without educating the heart is no education at all".

Aristotle

As is known bilingualism is found in all parts of the world, at all levels of society and in all age groups. Children growing up in bilingual homes and/or receiving bilingual education easily acquire both languages. Many linguists view bilingualism as a specialized case of language development. Bilingualism has some obvious advantages and improves the following skills: verbal and linguistic abilities, meta-linguistic abilities, general reasoning, concept formation, divergent thinking, linguistic skills, etc.

Motivation of our study was stimulated by a bilingualism problem, its actuality and complex character. We consider the problem of bilingualism, and the present thesis: *"The Effective Provision of Preschool Bilingual Education (The example of Greece)"* aims to study and analyse the problem of bilingualism, bilingual education at pre-school age, bilingual memory and the relationship between first and second

languages in this context, innovative methods of teaching a second language and psychological factors influencing a child. Some main factors that influence success in second language acquisition: integration, motivation, instrumental motivation, language skills self-esteem and child's nursery self-concept. Bilingualism is commonly defined as the use of at least two languages by an individual. Bilingualism may be acquired early by children in regions where most of them speak two languages (e.g., Georgian, Greek and English and other languages or dialectal languages). We have conducted extensive research and interviews among teachers in kindergartens in the city of Athens and Attica region, Greece.

1. Some effects of preschool

It is estimated that there may be as many children who grow up learning two languages as one. Despite this, childhood bilingualism is poorly

understood by many and regarded with scepticism by others. Because of lack of familiarity or knowledge about childhood bilingualism, parents, educators, and early childhood specialists may express doubts about childhood bilingualism and expect negative consequences as for result of children learning two languages during the preschool years.

What does it matter type of preschool? There are significant differences between individual preschool settings and their impact on children, some settings are more effective than others in promoting positive child outcomes. Good quality can be found across all types of early years' settings; however quality was higher overall in settings integrating care and education and in nursery schools. High quality pre-schooling is related to better intellectual and social/behavioural development for children. Pre-school quality was significantly related to children's scores on standardised tests of reading and mathematics at age 6. It is noteworthy that, at age 7 the effect of quality on social behavioural

development was no longer significant. Also, here we add that, high quality preschool provision combined with longer duration had the strongest effect on development. The type of pre-school a child attends has an important effect on their developmental progress. Integrated centres that fully combine education with care and have a high proportion of trained teachers, along with nursery schools, tend to promote better intellectual outcomes for children. Similarly, fully integrated settings and nursery classes tend to promote better social development even after taking account of children's backgrounds and prior social behaviour (Sylva, 2004: pp. 2-4).

2. The main aims of nursery education

The family and home has traditionally been the centre of the young child's world, and the site of the young child's earliest learning experiences. Nursery education is an umbrella term that covers any organized provision for pre-school children from birth until the beginning of compulsory

formal education at the age of five, six or seven years.

The aims of nursery education tend to include the following areas:

1) *Social and cultural integration:* The children learn to interact with adults outside the family and to socialize with their peers; The children learn about their local culture, which may be a minority or a majority culture.

2) *Physical and cognitive development:* The children have the opportunity to run, climb, dance to music and go for walks; By means of games and activities, the children develop understanding of mathematical concepts and logical reasoning.

3) *Readiness for literacy and oral language development:* The children learn to follow a story in a book, to recognize individual words and to make patterns with a pencil; *Oral language development* is the most fundamental factor in a child's total development. Through activities, stories and interaction with the teacher, the child is exposed to a linguistically rich environment (Baker, 1998: pp. 486-487).

In general, nursery education in two languages is carefully planned. Nursery education in two languages is often the first step in a complete program of bilingual education. When two languages are used at a kindergarten or nursery school, one of these is usually first language of the children. This may be a minority language or a majority language of the country. The two languages are kept separate and are used at different times. If native speakers of both languages are present in a dual language nursery school, careful consideration is given to the balance of languages within the school. The bilingual children spend half of each day in activities using a mother tongue and the other half with a teacher speaking a second main language to them.

3. Research and analysis

Our following research of interest includes the observation of kindergartens and pupils. In the research our interest was focused on a number of bilingual children in the groups, the teachers and pupils' role in the process of learning foreign language, studying

psychology of bilingual children, using a different approach of modern methods and teaching principles, creating an effective teaching plan intended to meet learning outcomes relying on good results at the end of the year. Our research contains the questions regarding the development of bilingual children in a kindergarten.

We have conducted our research in the centre of Athens (Greece) and in the western districts of Attica (Athens) and interviewed 23 nursery teachers from five kindergartens. Based on the interviews we found out that kindergartens often take 10 bilingual children every year, rarely up to five, although in some places the number of children exceeds fifteen.

Unfortunately nearly 97% – of teachers, have not studied the psychology of bilingual children and special approaches they need. Proceeding on differences between the bilingual and Greek children's behaviour, we have received a negative response from the majority of the teachers, only 30% of them pay attention to this fact.

As the teachers say at the beginning of the academic year bilingual children mostly feel melancholy, self-isolation and are biased on teachers. However, after the first barrier, we found out that bilingual children usually communicate both with each other, as well as with Greek children during the learning process and they do not have problems and complex relationships with children. 50% of teachers say, that they get involved in their relationships when they need, they try to engage them in group games and music activities, as well as they make them to speak and explain foreign words with each other.

At an early stage teachers use the following methods with children: pantomime, a variety of entertaining games, songs, dances, toys, pictures, illustrated books. Songs are also enjoyable, and funny method for teaching bilingual children. Teachers try to use above-mentioned teaching methods according to each child's opportunities. They speak slowly with them and show subjects and drawings using dictionaries (rarely), phrases (simple), tales, and exercises. Only 1% of

teachers have noted that they use a list of basic words from parents for communicating purposes. In several kindergartens teachers also noted, that in kindergartens there are bilingual children possessing the Greek language who were born in Greece. As the teachers say, bilingual children contact with them by clasping hands, they are in a good friendly relationship and some of them even talk to teachers in their native language.

At the end of school year, 60% of teachers say, that proficiency levels of Greek and bilingual children's language are approximately equal, while 40% notes, that knowledge of the language cannot be equated with each other, despite the fact that 90% of the bilingual children learn Greek language easily. Most of the teachers agree that parents must speak with their children in both Greek and their native language at home, which will be the basis for a successful future for their children, if they intend to live permanently in Greece.

Kindergarten teachers often invite parents and give them advice how to help their children with learning foreign language. Unfortunately, only 45% of parents are interested in language learning problems in kindergartens. Also, we found out that parents often are not well informed about the kindergarten staff.

4. Research results

Our interviews and research have shown that training-educational institutions such as kindergartens are quite highly developed, also the staff and their teachers are enough qualified and adequately prepared to support, development and give appropriate education to children; bilingual children learn the Greek language easily and the language knowledge level is almost equal in both Greek and bilingual children at the end of the year; the only thing is that the majority of teachers do not have the psychological education; The fact is that the teachers who have completed a course in psychology is easier to manage the children's mental state suffering depression, as well as parents pay particular attention to bilingual children's psychological, emotional,

academic and other problems in overcoming difficulties.

The following scheme below summarizes the results of our research (see: Table №1):

Bilingual education can completely alter a child's ability, while acquiring bilingual education, a child gets knowledge and applies a foreign language culture and in its turn, creates a new identity inside a person. Developing learning skills of two languages simultaneously isimportant in the child's daily experiences.

Results given in practice have revealed some main factors that influence success in second language acquisition: integration, motivation, instrumental motivation, language skills self-esteem and child and adult's school self-concept. The importance of bilingualism is great in intercultural competence and information-communication areal development.

Table №1

Table of test analyses	
Questions	**Results**
1. Bilingual pupils in the kindergartens	Up to 10: 70% Up to 5: 25% Other : 5%
2. The teachers' knowledge of Psychology	No: 97% Yes: 3%
3. Observe children's different behavior	No: 70% Yes: 30%
4. Emotions at the beginning of academic year	Melancholy, self-isolation and adherence to the teacher: 95% Other: 5%
5. Communication of bilingual children: a) Communicate with each other b) Communicate with Greek children c) Communicate with both d) Teacher's intervention in children communication e) ways of communication in class	a) 99% b) 98% c) 99% d) 50%

		e) Group games with song accompaniment, to speak and to explain foreign words with each other
6.	a) Teacher's contact with children at the beginning of learning process b) Children's contact with teachers	a) Pantomime, entertaining games, toys, pictures, speak slowly, simple phrases, etc. b) Clasping hands, pointing
7.	a) Methods at the lessons b) More often	a) Group games, songs, computer, pictures, videos : 80%; tales, speaking, dances,(theatrical performances), dramatization, drawings, illustrated books : 20% b) Computer and songs
8.	Language level is equal at the end of year	Approximately equal: 60% Yes: 0.1% No: 39.9%
9.	They learn the Greek language	Easily: 90%
10.	Teachers' advice to parents on language use at home	In both languages: 80% Only Greek: 20%
11.	Meetings with parents	Very often: 5% Often: 95%
12.	Advice for parents how to help children at home	Yes: 98%
13.	Parents' interest in their children's progress or difficulties	A lot: 45% A little: 55% Not at all: 0%
14.	Parents are informed by other teachers at school	Rarely: 95%

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Manana Gelashvili, Tamar Gelashvili, Multilingualism of James Joyce's *Finnegans*
Wake and problems of its translation and teaching in Georgian

#15, 2020
pp. 62-72

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Multilingualism of James Joyce's *Finnegans Wake* and problems of its translation and teaching in Georgian[1]

ABSTRACT

Hailed as one of the most enigmatic and puzzling books of the 20th century James Joyce's last novel *Finnegans Wake* does not cease to interest scholars, translators and readers even after 80 years since its publication. The novel attracts people of various nationalities, as well as professions due to its multilingualism and multi-layered intertextuality, which is highly suggestive and open to interpretation.

Joyce's attempt to create a new language by using and combining over 60 languages puzzles the readers and is one of the main issues that make *Finnegans Wake* so "incomprehensible" and difficult to read, analyze and translate. However, at the same time, it is this multilingualism of the text that makes it accessible to people of various nationalities.

The present paper studies some problems which arise from the multilingualism of the text when translating and teaching it in Georgian. It is stated that difficulties of translating (and teaching) such a text in Georgian arise from the linguistic differences between Georgian and languages belonging to West-European Family, which are the linguistic basis of the text at large.

At the same time, teaching *Finnegans Wake* by the method of close-reading in a group consisting of various nationalities and backgrounds proves to be an interesting experience, as multilingual group can add valuable contribution to the reading process.

Key Words: *Multilingualism, James Joyce, Finnegans Wake, Translation, Teaching*

Introduction

Literature as a verbal art has always been concerned with language as a medium of expression. However, with James Joyce language also becomes one of the problems which reveals itself both on the thematic level (language is one of the many themes that his characters are

concerned with and which is often debated (*Dubliners*, *The Portrait* and *Ulysses*) and on the linguistic level where Joyce as a writer endeavors to push the possibilities of the language to its uttermost, so as to create a Language which is 'different from itself' (Derrida).

Joyce's whole writing carrier can be viewed as a search for a new language. Starting from the rejection of the Irish language (*Dubliner*s, *The Portrait*) and alienation towards English as the language of the invaders (*The Portrait*) through the eclectic, allusive style drawn from many languages in *Ulysses* and on to his final work *Finnegans Wake* where Joyce endeavors to create a multilingual text with numerous connotations and infinite contextual associations.

At a glance, *Finnegans Wake* is a story about "one night" in the life of an ordinary Irishman - Humphrey Chimpden Earwicker and his family, but by extensive use of literary, biblical, and mythological allusions, Joyce creates a multilayered, intertextual text open to interpretation in which Earwicker and his family become an archetypal image of the Family and one night turns into the history of mankind.

James Joyce and Multilingualism: Revolution of the Word

James Joyce grew up in an environment where language was a subject of constant worry. As an Irishman, he considered English as "borrowed" and at the same time was enraged by the fact that the Irish were "condemned to express themselves in a language not their own" (Joyce, 1957: p. 226). Joyce started expressing his discontent, and the feeling of estrangement from the English language even in his first novel *A Portrait of the Artist as a Young Man*, when Stephen while speaking to the English-born Dean of Studies reflects: "The language in which we are speaking is his before it is mine. How different are the words *home, Christ, ale, master*, on his lips and on mine! I cannot speak or write these words without unrest of spirit. His language, so familiar and so foreign, will always be for me an acquired speech. I have not made or accepted its words. My voice holds

Manana Gelashvili, Tamar Gelashvili, Multilingualism of James Joyce's Finnegans
Wake and problems of its translation and teaching in Georgian

#15, 2020
pp. 62-72

them at bay. My soul frets in the shadow of his language" (Joyce, 1960: p.189).

After studying French and Italian at University and then abandoning Dublin and moving from one European city to another, Joyce not only acquired various languages, but started experimenting with all the "linguistic corpses" bothering him from the inside, which can be traced in *Ulysses.* This experimentation with the language took radical forms in *Finnegans Wake.* In a letter written to his benefactor Harriet Weaver in 1925 Joyce wrote: "I know language is no more than a game, but it is a game that I have learned to play in my own way" (Ellmann, 1959: p. 594). Moreover, language became "a game" whose rules Joyce disregarded in *Finnegans Wake* as he had "declared war" on the English language (Joyce, 1957: p. 237). Juliette Taylor-Batty in *Protean Mutations: James Joyce's Ulysses* points out wisely, that "In the fiction of Lawrence, Richardson, Mansfield and Rhys, linguistic plurality and mixing, even when it is constitutive of style, is always treated with some degree of ambivalence, some sense of loss. In Joyce's work, we find a shift in perspective

whereby the awareness of linguistic plurality and arbitrariness becomes a seemingly endless source of poetic possibility" (Taylor-Batty, 2013: p. 113).

Thus, the foremost problem with *Finnegans Wake* is that it as if unites disunited languages again and "it talks several languages at once" (Derrida, 1984: p. 127). Joyce attempts to "babelize" words by giving them simultaneous existences in different languages, taking them back to the tower of Babel, right before "sense emerged in disunited languages" (European Joyce Studies, 1990). It is noteworthy that Laurent Milesi connects this with the man's fall: "like the Bible, *Finnegans Wake* leitmotivistically repeats a few basic narrative patterns and just as the Bible parallels man's arrogant construction of the Babel Tower, from which sense emerged in disunited languages, with the sexual sin consumed by eating from the tree of knowledge, thus drawing language and sex together, the *Wake's* quest for the protohero's sexual fall in the Phoenix Park is equated with the *felix culpa* of language, the medium which enables it to

be forever conducted" (European Joyce Studies, 1990).

Hence, *Finnegans Wake* is "a novel of Babelian excess" as Milesi calls it. Joyce's cultural and ideological estrangement from the language became fundamental in using, misusing and abusing the English language. When Stephen in *A Portrait* suggests that "I have not made or accepted its words" (Joyce, 1960: p. 189) it also implies that he wants to make his own words, which Joyce achieves masterfully in his last novel *Finnegans Wake.* Joyce seems to disregard the difficulties that his proto-language will cause for his potential readers, but follows the sense of *Non Serviam* expressed by Stephen's character at the dawn of Joyce's literary career.

Joycean multilingualism and the importance of language are underlined by Tim Robbins, contemporary American novelist, who in one of his interviews, while talking about *Finnegans Wake* says the following: "[….] the language in it is incredible. There's so many layers of puns and references to mythology and history. [….] He wrote that book the way that the human mind works. An intelligent, inquiring mind. And that's just the way

consciousness is. It's not linear. It's just one thing piled on another. And all kinds of cross references. [….] There's never been a book like it and I don't think there ever will be another book like it. And it's absolutely a monumental human achievement" (Richards, 2002).

Thus, while writing his earlier works, Joyce was concerned by the fact that "I cannot express myself in English without enclosing myself in a tradition" (Joyce, 1957: p. 397), in *Finnegans Wake* it becomes apparent that Joyce has liberated himself from this tradition. As Joyce remarked, 'I have put the language to sleep' (Ellmann, 1983: p. 543).

Difficulties of Translating and Teaching *Finnegans Wake* in Georgian

The multilingual language of Finnegans Wake with its ambiguity, polysemy, opaqueness, the violation of grammatical and logical sequences which at one and the same time are deviations from the English and at the same time show the capacity of the language when it is pushed to its utmost makes the translation of *Finnegans Wake* a rather

Manana Gelashvili, Tamar Gelashvili, Multilingualism of James Joyce's Finnegans
Wake and problems of its translation and teaching in Georgian

#15, 2020
pp. 62-72

hard although at the same time an exciting experience.

The notion that *Finnegans Wake* is "untranslatable" has become some kind of a cliché in Joyce scholarship. Umberto Eco even claimed that *Finnegans Wake* is "pointless to translate" because, by virtue (or vice) of its multilingualism, it is already translated. In spite of critics claim about the books 'untranslatability" *Finnegans Wake* has been translated into numerous languages.

Translators of Joyce in general and particularly *Finnegans Wake* need to strive in particular against two tendencies that are apparent in the process of translation:

1) the tendency to homogenise the source text, especially where the target language is present as an embedded language within the source text (Grutman, 1988: p. 160)

2) the tendency to correct 'errors' in the source text.

As Fritz Senn notes, 'apparent flaws are ironed out in translations; arrangements become more orderly. […] Errors are prone to being inertly rectified' (Senn, 2010: p. 537). Therefore, we can argue that to correct is to homogenise.

These difficulties and tendencies are common to all translators working to render Joyce's texts into another Indo-European Language. However, there are some specific difficulties which a translator into Georgian will encounter. We will point out a few of them. These difficulties take the origin in the linguistic and cultural differences. *Finnegans Wake* with its multilingualism is deeply rooted in the Indo-European languages whereas Georgian belongs to the Kartvelian languages, (which consists of four closely related languages (Georgian, Svan, Megrelian (chiefly spoken in Northwest Georgia) and Laz (chiefly spoken along the Black Sea coast of Turkey, from Melyat, Rize, to the Georgian frontier) and has very little in common with Indo-European family.

Linguistic difficulties of translating this multilingual text into Georgian are the following:

1. The vocabularies of the majority of West-European languages have a lot in common due to their genetic relationship. Besides, their

alphabets have one and the same origin. Whereas the Georgian language has very little lexical similarity and its own Georgian script that makes no distinction between upper and lower case. When we have to deal with a multilingual text like *Finnegans Wake* these differences put a reader and a translator of West-European origin in a privileged position.

2. Georgian grammar is remarkably different from those of European languages and has many distinct features, such as split ergativity and a polypersonal verb agreement system;

3. Personal pronouns (he/she/it) in Georgian has only one equivalent – *is* (ის), without specifying the gender. The same is true in regard to possessive pronouns, where the language does not distinguish between his/her/its and all of them is translated into *misi* (მისი).

For a clearer picture, let us discuss one relatively simple sentence on page 485 from the text which reads as follows: "Are we speachin d'anglas landadge or are you sprakin sea Djoytsch?" (FW 485: pp.12-13). Even with a basic knowledge of English, French and German the reader can understand that Joyce is using a mixture of these three languages, but not in the 'normal' way i.e. using words of three different languages. Instead, Joyce creates new words where the stem of the word might be German and the suffix might come from English. Thus when translating it either in French or German it is possible to render the wordplay as at least a part of the word is already present. However, no matter how creative and inventive a Georgian translator might be this wordplay seems impossible to recreate. In Georgian "speachin/sprakin" is '*saubari/laparaki*' (საუბარი, ლაპარაკი), "d'anglas" *inglisuri* (ინგლისური), "Djoytsch" *germanuli* (გერმანული). What is more it is virtually impossible to translate the word created by Joyce "landadge" which is coined from to words: land and language (in Georgian: '*mitsa/ena*' (მიწა, ენა), which alludes to a very important issue in Joyce's works: his motherland from which he exiled himself and his mother-

Manana Gelashvili, Tamar Gelashvili, Multilingualism of James Joyce's Finnegans
Wake and problems of its translation and teaching in Georgian

#15, 2020
pp. 62-72

tongue, which was the language of the invaders. It is virtually impossible to convey the word play: "sea" which on one hand is "Sea"(ზღვა, which is one of the important images of the book) and on the other, refers to the German word "Sie" (თქვენ). So, it is quite obvious that even one short sentence which seems relatively easy in Joyce's multilingual hypertext raises a number of difficulties for the translator.

Another issue to discuss is Latin names, words and phrases which abound in the text. Joyce, who got education in a Jesuit College was more than well-versed in Latin. And once again, when dealing with them the translator into Georgian will encounter different problems than those whose target language is West-European where many words are derived from Latin and can easily be left in the translation as they appear in Joyce's text.

An interesting example could be the speech of *Justius* and *Mercius* (Book I, chapter VII). These names are interesting in several regards. As neither Justius nor Mercius are distinct personalities in Roman history (as far as the annotation to the text suggest), they presumably

attracted Joyce's attention because of their names (which imply 'Justice' and 'Mercy'). Once again as in the example given above, a reader and a translator into a West-European language, particularly for those belonging to the Roman Languages will have no difficulty with these names. However, it is impossible to leave these names as they are in Georgian as the implied allusion will be lost. Thus, although proper names are not translated, this seems to be a different case, as the bear meaning. Therefore, the best option for the translator seems to create a new Latinized name, which would convey the meaning of "justice" and "mercy" into Georgian. Thus Justius would become – *Samartlianus* (სამართლიანუსი) and Mercius - *Mitevebius* (მიტევებიუსი).

JUSTIUS (to himother)

სამართლიანუსი (ძმასა თვისსა)

MERCIUS (of hisself): Domine vopiscus! (FW 193:31)

მიტევებიუსი (სპონტანურად):

Domine vopiscus!

The Latin exclamation by Mercius is in Latin and implies a whole range of interpretations. 'Domine' means 'O Lord' and the word 'vopiscus' could allude to a

Latin praenomen originally given to a child whose twin brother or sister was born dead. At the same time Joyce scholars remark, that the phrase may allude to 'Dominus vobiscum' which is an ancient salutation and blessing traditionally used by the clergy in the Catholic Mass. In this case, the best decision is to leave the Latin phrase in the text and put its translation as well as the possible allusions in the notes. The decision deems justified as stylistically the sentence in Latin makes perfect sense with *Mitevebius,* who himself is of Latin origin.

Thus, while translating *Finnegans Wake,* the translator should not aim at conveying all the possible meanings that Joyce might have meant (as it would be impossible), but to interpret the text in such a way that it becomes accessible for the readers in the target language. As Joyce himself outlined "One should not pay any particular attention to the allusions to placenames, historical events, literary happenings and personalities, but let the linguistic phenomenon affect one as such" (Straumann, 1949: p.114).

Apart from translating *Finnegans Wake,* teaching and explaining it to

students might also seem troublesome, but at the same time it can be a lot of fun as well. As Dora Garcia noted: "Reading had always been a group experience" (Garcia, 2013). Reading as a group experience could be particularly rewarding in a multilingual class.

Reading and Teaching *Finnegans Wake,* especially in a multi-lingual group, might prove rather helpful in this case, because as Dora Garcia notes "I have never known of any other book that creates such a specific, distinct, dedicated population— an irreverent community, a brotherhood without any hierarchies. The society created by the *Wake* is one of the most fascinating aspects of the text. Many idées reçues about language, literature and reading explode into pieces with readers of the *Wake*: there are no authorities, just people who devote a lot of time to the text; **it is not really written in English, therefore English native speakers are in no better position to read it"** (Garcia, 2013).

The advantages of reading *Finnegans Wake* in a multilingual group lies also in the background, education and experiences that this or that nationality might hold. For example, "regginbrow"

Manana Gelashvili, Tamar Gelashvili, Multilingualism of James Joyce's Finnegans
Wake and problems of its translation and teaching in Georgian

#15, 2020

pp. 62-72

(FW 3:14) at the very beginning of the novel has multiply meanings and involves multiple languages as well: regina (Latin) - a queen + Regen (German) - rain + Regenbogen (German) – rainbow; thus, in a classroom with the students who have a knowledge of Latin or German, this "complicated" word will require no explanation.

As there are quite a few Armenian students at Ivane Javakhishvili Tbilisi State University, a good example may be the sentence from page 69, where Joyce writes "The **doun** is theirs and still to see for **menags** if he strikes a **lousaforitch** and we'll come to those **baregazed"** (FW 69: 11-12), where 'doun' in Armenian means house, 'menag' - solitary, alone; Lousavorich or Illuminator is the title given to Saint Gregory, first patriarch of Armenia, and 'barekeadz' means living a good life; Thus, reading this passage packed with Armenian words, will make it rather easy for the students of Armenian background. As Joyce himself remarked, it is of no vital importance for everybody to make sense from every single word: "You are not Irish", he said, "and the meaning of some passages will

perhaps escape you. But you are Catholic, so you will recognize this or that allusion. You don't play cricket; this word may mean nothing to you. But you are a musician, so you will feel at ease in this passage. When my Irish friends come to visit me in Paris, it is not the philosophical subtleties of the book that amuse them, but my memories of O'Connell's top hat." (Potts, 1979: p. 223).

The same opinion was expressed by Robert Anton Wilson, American author, novelist, essayist, editor, playwright and poet who also stressed the importance of reading *Finnegans Wake* in a group: "The best way to approach *Finnegans Wake* is in a group. It has to be stalked like a wild animal, and you need a hunting party. I'd been reading *Finnegans Wake* alone for many years before I discovered this....It was Tindall, I think, who was the first to say *Finnegans Wake* has to be read aloud. The second thing is - it's best in groups."

Thus, the best way to approach the text when teaching it is close-reading of small extracts with a group of students. This is the practice which is followed by many Joyce research centers (e.g. Zurich James Joyce Foundation runs permanent

reading groups which is led by Fritz Zenn and participants come from different backgrounds and nationalities) and which we have also found most rewarding when working with students.

Conclusions

Difficulties of translating (and teaching) a multilingual inter-textual text like *Finnegans Wake* into Georgian arise from the linguistic differences between Georgian and languages belonging to West-European Family, which are the linguistic basis of the text at large. However, the concept that the book is 'untranslatable' has been proved wrong as *Finnegans Wake* has already been translated into many languages (among them in Japanese, Chinese, Turkish). Thus, despite the discrepancy in languages and cultural background the translator has to transpose the ambiguities of Joyce's language into the translation itself, creating new words and deconstructing Georgian as Joyce's original text deconstructed English.

Teaching *Finnegans Wake* by the method of close-reading in a group consisting of various nationalities and backgrounds proves to be an interesting experience, as multilingual group can add valuable contribution to the reading process.

Manana Gelashvili, Tamar Gelashvili, Multilingualism of James Joyce's Finnegans
Wake and problems of its translation and teaching in Georgian

#15, 2020
pp. 62-72

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Application of coaching in intercultural learning processes

ABSTRACT

The highly dynamic nature of the EU labor market increases the complexity and diversity of European social structures. Organizations and commercial enterprises are faced with the growing challenge of successfully shaping multicultural teamwork. Intercultural learning in everyday business life is gaining in importance. Coaching is used to support managers in professionalizing their leadership work. In teams, coaching is used as a pedagogical intervention in team development and team conflict resolution to support intercultural learning processes in a targeted manner. The concepts have been developed from practical application; the scientific foundation is still in its infancy.

Key words*: Coaching, intercultural learning process, team development coaching, team conflict coaching*

1. Introduction

In recent years, the European economic area has benefited from a highly dynamic labor market. Continuing globalization, digitization, and networking in conjunction with the free movement of workers have favored pluralistic social trends and an increase in complexity and diversity in social structures. Organizations and commercial enterprises have to deal with the increasing multiculturalism and diversity of their employees. Concepts of diversity management try to provide answers to complex daily challenges and to design the handling of diversity in such a way that the best possible output for the organizations and companies can be achieved.

The market, especially in countries dominated by traditional industrial economic structures, such as Germany, is increasingly characterized by demographic change with a growing proportion of older employees. The willingness of the younger generation to opt for traditional occupations in crafts, industry, or agriculture is declining among generation "Y". This additionally increases the demand for workers from other countries. To meet this demand, the focus is increasingly on migration in addition to worker mobility in the European Economic Area. Organizations and companies, as well as the employees and teams working in them, are becoming more multicultural and diverse as a result.

The handling of multicultural teams is hardly taught in any academic training. Managers, mostly with a background in business administration, engineering, or law, have to learn how to lead employees on the one hand, while on the other hand they have to solve the special challenge of successfully organizing multicultural teamwork. This goes hand in hand with intercultural learning in everyday business life. Coaching is now widely used to support managers in professionalizing their leadership work. In teams, coaching is used for team development and team conflict resolution and finally to support intercultural learning processes in a targeted manner. The main focus here is on team coaching - team development coaching as a preventive instrument and team conflict coaching as a reactive instrument, flanked by individual coaching to strengthen cultural identity. The concepts have been developed from practical application; the scientific foundation is only at the beginning.

At the Institute for Organization and Management of the International Academy, Berlin for Innovative Pedagogy, Psychology, and Economics (INA) gGmbH, founded at the Freie Universität Berlin (FU Berlin) and the International Academy for Social Sciences, Organization and Management - World Citizen Campus - gGmbH (INA CCW) in Berlin, the trends, findings and processes in the areas of coaching, leadership and change management are scientifically examined at the national and international level to contribute to the scientific foundation of the expertise of the master's programs offered by ZITA as well as formulating a scientifically based coaching theory. Due to its complexity, the research field requires an interdisciplinary approach. Therefore, the research focus is on the interdisciplinary, integrative approach from a business management practice and social science perspective. The interdisciplinary Master's program "Coaching, Leadership and Change Management", licensed by the International Academy for Social Sciences, Organization and Management - World Citizen Campus - gGmbH (INA CCW) and offered at the ZiTA University of Applied Sciences Berlin, offers an academic and practical examination in connection with the work of the research unit at the INA CCW and the practical, one-year training as Master Coach Business, ECA and TÜV certified according to DIN EN ISO 17024. The Master's degree program with the title "Master of Arts" deals with the theoretical basics of coaching and combines scientifically and empirically founded findings with practical process design in coaching. The one-year, in-service training to become a Master Coach Business (ECA) offers a practical examination of the "practical substrate" of the Master's program. The combination of the academic and practical training offers provides a scientific and practical overall concept for the

professionalization of the coaching profession. Academics, managers, and group leaders will deal with the scientifically based pedagogical leadership and coaching concept to make cooperating and learning in multicultural working groups even more effective and successful.

2. Method

The framework of the article ist based on the system theory of Luhmann and Willke and represents theory-based work in conjunction with proven application concept.

3. Theory

3.1 Definition of terms

To deal with coaching in intercultural working groups and learning processes, a conceptual definition of the main terms is necessary first.

Culture is defined as "a universal system of orientation which is, however, very typical for society, organization, and group. <...> It influences the perception, thinking, values and actions of all its members and thus defines their belonging to a certain society, organization, and group" (Thomas, 1993, p. 380).

A **working group / team** is defined as a collective in which group members pursue common goals in terms of learning or production. Research into the behavior and behavioral change of groups has been intensively explored under the term group dynamics.

Intercultural learning as part of social learning focuses on the acquisition of skills and knowledge in interpersonal interactions in an intercultural context. Intercultural learning "takes place when a person strives to understand the specific orientation system of perception, thinking, values, and actions of people from another culture, to connect this with his orientation system, and to apply this to his thinking and actions in the foreign cultural field of action. Intercultural learning requires, in addition to the understanding of foreign cultural orientation systems, a reflection of the own cultural orientation system" (Thomas, in von Rosenstiel et al. (ed.), 2003, p. 532).

Coaching is a management instrument, a consulting method, "a problem-solving method in which the coach is responsible for the appropriate questions, helpful summaries and adherence to the process, and the coachee finds independent solutions for his situation - for his upcoming questions" (Radatz, 2018, p. 85). The variety of definitions can be found in chapter 5 of this article.

3.2 Learning with the help of the situational approach

In its scientific and practical work with intercultural teams in selected German business enterprises, the Institute for Organization and Management of the International Academy for

Innovative Pedagogy, Psychology, and Economics (INA) gGmbH, founded at the Freie Universität Berlin, is oriented towards the model of the "situational approach". The Situational Approach was developed by Prof. Juergen Zimmer at the FU Berlin, initially for the reform of pedagogical practice in the institutional education of children and adolescents in Germany, and later transferred to the field of adult and organizational education[1]. The central focus of the situational approach is on complex situations in relevant life-worlds.

In its classical form, the Situation Approach takes as its starting point the life situations of children and their families, opens them up as learning situations, and formulates the claim that children, adolescents, and adults jointly shape their lives and influence social processes. For the work with intercultural teams in organizations it means that the concrete situation in the company/organization is the focus of attention, the people involved (employees) explore and shape this organizational world together and influence the work processes.

Learning with the help of the situational approach takes place under consideration of five principles:

Life-world orientation: the heterogeneous social, cultural, and individual life situations are the content and reference point of professional work and learning in real life situations.

Education: the factual and methodological competence is acquired in social contexts of meaning; all those involved in the educational process are encouraged to shape their present and future life situations in an enlightened, competent, self-determined and solidary manner with others.

Participation: a basic right and a universal attitude of educators and managers that constantly reflects the unequal relationship between recognized holders of rights and resources and those who have yet to conquer these rights and resources, and makes co-determination a central theme.

Equality and difference: the recognition of the diversity of people based on equal rights for all, consistent and active resistance to all forms of discrimination and exclusion.

Unity of content and form: the critical reflection of given plans as well as the opening and further development of organizations and companies as places of productive learning and working

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[1] Organizational pedagogy (OP) as a subdiscipline of pedagogy is a relatively new academic subject and refers to both pedagogical and non-educational organizations. The central object of organizational pedagogical research is organizational learning, which can be understood as an individual or collective learning in organizations, organizations and between organizations (see "Research Memorandum of the Commission for Organizational Education of the German Society for Educational Science (DGfE)", dgfe.de)

(https://www.inaberlin.org/ina/Institut-für-den-Situationsansatz.html).

3.3 Specification of intercultural groups and objectives of intercultural learning

If one compares intercultural groups with ordinary groups, all scientifically researched group dynamic manifestations and phenomena occur in both types of groups, with one difference: in intercultural groups the group, leadership, and interaction phenomena are much stronger and more extreme than in homogeneous groups. Also, there are other specific characteristics, additional challenges, and specific intercultural problems that depend on the specific composition of the particular group.

The aim of intercultural learning and intercultural teamwork is to solve communication and interaction problems on the one hand (reactive) and to exploit special opportunities for action and resources on the other hand (preventive). In the learning process, one deals reflexively with one's own culture as well as foreign cultural issues and develops the common intercultural topic from this.

The focus of learning in intercultural teams in organizations is to reflect, become aware of, and strengthen self-confidence and self-assurance in complex "situations" that the team has to cope with. Complex situations can be everyday challenges, conflicts as well as imminent future changes, tasks, and goals.

3.4 Use of coaching as a pedagogical intervention

To outline the use of coaching in intercultural learning processes in organizations and business enterprises, the term, the goals, the reasons for its application and the basic forms are specified.

The term coaching is defined in many ways. As a collective term, coaching is used in connection with consulting methods, instruments, and competencies. There is talk of individual coaching, team coaching, project coaching, of coaching as a management tool, of coaching as an instrument of personnel and management development and coaching competence of managers.

Coaching is described - in contrast to classical management consulting - as a special form of consulting, as person-centered consulting and support, in which no direct solution proposals are provided by the coach, but the development of own solutions is accompanied. The role of the coach is to act as a neutral, critical discussion partner and, depending on the goal, to apply methods from the entire spectrum of personnel and management development. "Coaching differs from classical management consulting in that it is primarily independent professional concepts that are developed and implemented there (in

management consulting), while coaching follows an exercise (enabling) approach or, as in sport, has the task of enabling the high performers (of the company) to achieve independent high or peak performance" (Böning in von Rosenstiel (ed.), 2003: p. 284).

In comparison to the top-class sport, where coaching has its origins as "performance coaching", the focus is primarily on "different" performance rather than on "more" performance (Koditek, 2008: p. 12). However, the goal behind the goal is again likely to be the "more" in performance and is expressed in the attainment or restoration of performance or the strengthening of (existing, hidden) performance resources and the expansion of possibilities for action.

Coaching accompanies and supports individuals and teams in change and development processes both on a personal and organizational level. This establishes the two basic forms of coaching: individual coaching and group coaching.

Individual coaching is a person-centered one-on-one interview in which the coachee is guided by the coach into a "search loop" to broaden his or her perspective and possibilities for action. Hidden resources should be identified, named, and made usably; the competence of the coachee should be (re)established or increased. "In doing so, coaching fulfills the function of a 'transmission belt' in which it promotes self-reflection,

awareness and the assumption of responsibility" (Koditek, 2008: p. 12).

Group coaching in the forms of team coaching (team conflict and team development coaching), coaching of project teams (process support for difficult projects in the context of project management) and coaching of organizational and/or corporate units are understood as process support and "process support for difficult projects and complicated change management tasks, in which interpersonal communication, acceptance of those involved, resistance and effective implementation play an essential role" (Böning in von Rosenstiel (eds.), 2003: p. 285).

Coaching events can be divided into two categories: reactive and preventive events. The reactive occasions are aimed at overcoming situations that have already occurred, e.g. difficult interpersonal constellations, conflicts, intercultural misunderstandings, and personal performances and life crises. Preventive occasions are aimed at the changes that are about to take place, such as new tasks, roles, functions, processes, or, in general, accompanied and controlled team or personality development. In an intercultural context, the focus is primarily on bringing together and efficiently developing multinational work teams.

Three things are common to all the definitions given. First, that coaching is one of a series of conversations. Secondly, that these

conversations are always about (re)discovering existing (possibly hidden) resources and strengthening potential. And thirdly, that the coach does not prescribe solutions, but that the coachee develops his solutions. Thus, coaching is a learning process that has established itself as a pedagogical intervention in management practice, a special form of consulting, a problem-solving method, a process and a setting, an individual and a group discussion or conversations, an instrument of personnel, executive and organizational development and individual management, method and leadership competence at the same time.

A coach is someone who accompanies a coachee using scientifically based methods and tools so that the coachee himself recognizes his resources, promotes his potential, and develops solutions. A comprehensive analysis of all internationally used coaching definitions can be found in the dissertation by Rauen, 2017, p. 15ff.

4. Results: Team coaching in intercultural working groups

Team coaching in organizations and commercial enterprises pursues two goals:

- **Achievement of objectives**: achievement of company objectives, project objectives, team objectives, etc.; strengthening of efficiency and effectiveness

- **Good cooperation**: strengthening the cooperation and cohesion of the group

There are two types of team coaching: team conflict coaching and team development coaching. Team development coaching has a preventive effect against all kinds of conflicts and can therefore also be called preventive team conflict coaching.

In intercultural working groups, team coaching supports the group members in coordinating their culture-specific behavioral modalities in such a way that the best possible synergy effects and group productivity are created to cope with work and achieve common goals.

Two success factors play a role here: firstly: stable self-esteem of all group members and secondly: a clear formulation of a goal that is equally highly valued and accepted by all group members. Acknowledging the successes achieved together is a strong supporting and stabilizing factor.

4.1 Team development coaching

Team development coaching is about the preventive creation of the cultural potential and resources slumbering in the group to achieve goals. Individual coaching can be used in team development processes to stabilize the self-esteem of each individual.

Based on the scientific findings of intercultural working groups (Thomas, in von Rosenstiel et al., 2003: p. 536ff), the following

guideline for coaching in intercultural working groups results:

Reflection on one's own cultural identity: to what extent do one's self and the foreign correspond with each other?

Cultural compatibility: to what extent can elements of oneself and the foreign coexist?

Cultural incompatibility: which elements may be incompatible and are they a decisive obstacle to achieving common goals?

Cultural accommodation: what of oneself can be changed in the direction of the foreign, to what extent does it make sense to adapt to the foreign?

Cultural assimilation: to what extent the foreign can be changed in the direction of the own?

Cultural synergy: "the bringing together of culturally different elements such as patterns of orientation, values, norms, behavior, etc. in such a way that a new structure is created that exceeds the summation of the elements" (Stumpf, 1999, in Thomas, in von Rosenstiel et al., 2003: p. 537). Reflecting on one's own, recognizing what is foreign, appreciating what is different, and the ability to handle one's own and the foreign equally as goal-oriented

solution potential form the basis for intercultural synergy in working groups.

4.2 Team conflict coaching

Team conflict coaching is about reactive dealing with (intercultural) conflicts that have already arisen.

Wherever people work together, conflicts are unavoidable. Conflicts are signs of a deepened confrontation with the other (the foreign), in which one perceives the other (foreign) behavior, compares it with one's cultural orientation pattern, and, due to the lack of understanding, evaluates it negatively (devaluates it). A conflict is characterized by the subjective evaluation and perception of the parties involved. The perception is shaped by subjective interpretations and individual forms of reaction and is co-determined by living conditions, family forms of interaction, the personality variables of the perceivers as well as culturally determined artifacts. Conflicts are neither desirable nor necessary, but simply unavoidable. Intercultural conflicts have an even higher intensity and more pronounced character than interpersonal conflicts of the same cultural group.

Once a conflict has occurred, it is crucial how it is dealt with. Since it is hardly part of any training to learn how to solve intercultural conflicts in the workplace, in such situations learned conflict behavior is used: avoidance, denial, outbursts, appeasement, superficial

solutions, and intercultural stereotyping. In the long run, they lead to an enormous complication of cooperation up to the dissolution of working groups with the associated increase in economic effort, loss of efficiency, and loss of competitiveness. All the more important is the thorough handling of a conflict. This minimizes frictional losses and increases synergy effects through qualitatively new cooperation.

In the first step, the coach of multicultural teams needs to convey that the misunderstanding (the problem) is valued and that the situation in which it arises is given space. In the futile attempts to find solutions in the past, there is usually a lot of work and energy involved. In a second step, it is necessary to reconstruct the systemic and cultural context of the situation to reactivate the solution competencies of the system itself. The willingness to deal with one's own culture and with the foreign culture as equivalent orientation systems is a basic prerequisite for this.

In team coaching, the following basic attitudes and rules of play are advantageous for a successful process:

- Clarification that people talk to each other instead of about each other
- Always and without reservation believe the parties involved

- Making clear that conflicts are opportunities with enormous potential for truly good cooperation
- Showing gratitude and appreciating team members who dare to address conflicts, because this is the first step to be able to solve them
- Last but not least: the rule of classical group pedagogy: "disorders have priority".

The team coach must meet the following requirements to successfully manage the team learning process:

- Acceptance by all participants: A suitable team coach enjoys the trust of all participants or can earn it. His competence is not disputed.
- No self-interest in a particular solution: neutrality or impartiality. He or she is committed to the interests and concerns of all parties involved. Impartiality even beyond the coaching.
- The team coach is responsible for the process: the participants in the team coaching for the content and the solution.
- The team coach does not evaluate and judge: He takes all points of view, interests, and feelings seriously and balances power imbalances.
- Confidentiality and special responsibility: The coach ensures that nobody is harmed.

5. Diskussion: Further scientific foundation: interdisciplinary master's degree and research at the INA and CCW

The findings outlined above were gained during the 17 years of work of the Institute for Organization and Management of INA, founded at the Freie Universität Berlin and INA-CCW, and tested in the course of the practical, one-year training as a Master Coach Business, ECA and TÜV certified according to DIN EN ISO 17024, with a total of around 600 participants from around 250 organizations and commercial enterprises in the German-speaking world (https://www.iom-coaching.de).The academic debate is to be continued and deepened within the framework of the interdisciplinary Master's program "Coaching, Leadership and Change Management", licensed by the International Academy for Social Sciences, Organization and Management - World Citizen Campus - gGmbH (INA CCW) and offered at the ZiTA University of Applied Sciences Berlin (https://zita-berlin.de/kooperationen/ interdisziplinaer-angelegter-masterstudiengang/), in connection with the work of the research unit at the INA CCW. In the context of the author's upcoming doctoral thesis, which is intended to be written at the University of Vilnius/Lithuania, further scientific findings on learning according to the situational approach and coaching in educational organizations will be presented.

Conclusions

Coaching is used to support managers in professionalizing their leadership work. In teams, coaching is used as a pedagogical intervention in team development and team conflict resolution to support intercultural learning processes in a targeted manner. The concepts have been developed from practical application; the scientific foundation is still in its infancy.

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Links

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Main Strategies to Overcome Speaking Barriers for Ethnic Minorities (Case of Georgian Language)

ABSTRACT

The Paper discusses the challenges the learners of the Georgian language as a state language encounter and provides its solutions. The Paper reveals the different barriers the students face during the development of their speaking skills. The article offers practical activities to help language teachers, to motivate their students, to create a diverse learning environment where it will be possible to use different language registers.

***Key words**: Identification of Language leaners' problems; The role of the teacher; Practical activities.*

Development of the speaking skills for the learners is one of the tasks hard to achieve in the process of the learning of the language. The students, at various levels of this process, have to master and use various registers of the language. Besides, the learners in real life have to use the target language as in the planned, so in spontaneous communication situations, in the academic and working environment, at the routine level, which poses the pedagogues and the learners to the graver challenges as the students have to learn the relevant language for various communication tasks and develop the skills of the proper use of this language. The pedagogues, to overcome these problems, need some special instruments and strategies, and as well as the skill to analyze the situation and ensure adequate, pedagogically expedient response thereto. The Paper aims to identify the challenges the learners of the Georgian language as an official language encounter, and to provide the solutions. The Paper reveals the barriers the students face during the development of their speaking skills. On the other hand, the Paper also identifies the complications the

pedagogues have to deal with deriving from the specification and socio-cultural aspects of the Georgian language. Besides, the paper aims to identify speaking barriers of the focus group, to analyze and offer language teachers methods, strategies and materials to improve speaking skills and offers the ways and recommendations for elimination of the hereof barriers. The main goal of the paper is also to reveal cultural and social peculiarities that negatively influence language usage. Research is conducted based on interviews and observations on the lessons by the authors. At that, the author of the Paper interviewed the non-Georgian lingual students of 4+1 program of Tbilisi State University. 10 out of 20 respondents are of Azerbaijani ethnicity, and the remaining 10 are the Armenian-lingual students. We have asked the questions to the respondents related to the barriers concerning the development of the speaking skills and their practical use, namely concerning the lingual, social, cultural, and learning practice-related aspects. Besides, the research included a brief experiment with the focal group aiming at conducting the dictate and detection of the degree of the perception of the text. One of the restrictions revealed during the research is as follows: due to the subjective and objective reasons beyond our dependence, the number of respondents

appeared less than desired. In addition, the respondents were trying to evade the answers to the sensitive questions or were trying to give the generalized answers. The hereof restrictions impede the provision and estimation of the wider picture. The first part of the Paper overviews the bibliography and describes the difficulties and barriers emerging during the process of learning the speech. It also provides the research outcome analysis, and the last part offers the ways and means to overcome the revealed barriers and provides certain lesson activities and exercises. As the scientific literature underlines, the "foreign Language-Learning Situation" is one of the key motivators upon learning the language (Dornyei and Cizer, 2006), implying the deficit of the direct link with the native speaker. The learner lacks verbal communication and hence, lacks motivation. As a result, the use of the target language is scarce (the target language is used only in the learning environment and process) (Alhmadi, 2014). Naturally, the practical exercises for the learner in the target language are available only in the class, and the skills of the learner are being developed only within the curriculum, then the lingual skills fail to be fully developed and the learner fails to use the target language in practice and real life, which

ultimately declines his/her motivation (Alhmad, 2014).

The scientific literature outlines several key barriers and factors, impeding the learner to develop his/her speaking skills, and to effectively apply these skills in real life. The Paper, on the one hand, analyzes the traditional division of the speaking barriers provided in the scientific literature, and on the other hand, offers the new approaches and provides the precise description of the difficulties the learner encounters upon the verbal use of the language. All in all, the research revealed several categories of barriers, namely: mental, socio-cultural, social, lingual, cognitive, and the problems related to the learning process. However, as expected, certain difficulties may be attributed to several of these categories at the same time, for instance, the fact that the learners of the language find it easier to establish the contact in the target language with their peers than with the representatives of the older generation or with the native speakers of higher competence, which may be considered as social, so the cultural phenomenon.

Mental restrictions:

As the scientific literature recognizes, the mental restriction is considered as one of the key barriers for the learners of the language in enhancement and production of their speaking skills. The mental barriers are related to anxiety, which is recognized as one of such impediments upon speaking in a second or a foreign language. The link between the fear and the learning of the second language has been studied on the basis of the data of many languages. Along with the traditional objectives (personal peculiarities, public response, self-confidence etc.), we find the observation of Khan (2007) interesting, according to which, the more tense is the learning environment and the higher is the pressure the student is exposed to, the more unsuccessful is the learning process, and vice versa. In our turn, let us add that these factors have the special impact on the process of producing, speaking in the second/foreign language, which is the most spontaneous and does not allow pre-preparations and corrections but requires the level of the skills and knowledge at the extent when the learner is able to fluently express his/her position (holds the respective lexical-grammatical vocabulary) and/or easily finds the solution to over-cover the lexical scarcity (substitutes the words with respective equivalent, expresses the context with description, and at least, uses the medium or the shared language).

There are abundant elucidations of the anxiety related to the second language,

including the explanation by researchers MacIntyre and Gardner, ensuring the best explanation of its nature during the learning of the second language: "the feeling of tension and apprehension especially associated with second language contexts, including speaking, listening, and writing" (cited from: Elzbieta Krawczyl_Neifar, 2013). As to the anxiety emerging directly in the process of speaking, it has a negative impact on the speaking process, which originates from the lack of self-confidence, which most affects the speaking amongst all other lingual skills. On the example of the learners of French, the Price names four reasons for the fear, namely: „(1) fear of speaking the target language in front of their peers, (2) fear of making mistakes, (3) being laughed at by others, and (4) learners perceptions that their French language skills are weaker than those of other students" (Price, 1991). Besides, anxiety may result from the dominant role of the teacher in the learning process and moreover, it impedes the student or the pupil to apprehend and perceive the topic according to the context (TOK, 2009: 85). Ultimately, anxiety and its consequences are reflected in the development of communicative competence. To sum up, the mental barrier is the factor unifies the cases as follows:

    a) The fear of possible mistakes;

    b) The response of the others;

    c) The fear to be misunderstood or not understood;

    d) Unsuccessful experience;

    e) Lack of self-confidence;

    f) The mental barrier associated with self-expressing (including speaking in society).

The fear of mistakes is one of the most common factors amongst the students. In our research, other than the fear of mistakes, we have identified other reasons for mental discomfort, namely:

    a) The response of others: the respondents, when being interviewed, named the latent mockery, hinted comment with mockery, open mockery, ignorance and unsuccessful communication, termination of the conversation, corrections/remarks amongst undesirable responses.

    b) Fear to be misunderstood or not understood: improper delivery of the message or direct transfer from one language/culture to another language/culture is one of the preconditions for the failed communication, which for the target language or culture in certain speaking context, may not be relevant. The interviews revealed that the fear that your message will

be misunderstood is one of the barriers in the speaking process, and it is noteworthy that this fear is associated not only with the sensitive issues, the attempt to express own positions, which would be absolutely natural but even the elementary routine situations, for instance, the communication in the public transport or public areas (small talks);

c) Unsuccessful experience: the past unsuccessful experience often takes a heavy toll on the learners under the lingual communication conditions during the use of the language. It is particularly evident in the same society or the identical situation, which impedes the learners in the use and enhancement of the speaking skills;

d) Lack of self-confidence: lack of self-confidence is one of the strongest mental barriers serving as the restrictive factors not only in the language but in any activity of the person. The interviews revealed that certain part of the respondents held the relevant lexical vocabulary and due skills necessary for certain speaking situations, though failed to establish the communication in practice. Some respondents also

noted about their difficulty to ask a question to the teachers / addressee / interlocutor, and besides, they often use the native or medium language during the speech or stop speaking at all, asking a friend for help or resorting to the electronic translation systems;

e) The mental barrier associated with self-expression (including the speaking in the society): naturally, this barrier is not determined by the use of the second language solely but can cause the problems in any social situation, though, as the respondents noted in an in-depth interview, this problem is particularly acute during the lingual communication, namely, when speaking in a foreign/second language as already existing discomfort is aggravated with the lingual problems.

Cultural and social barriers:`

The scientific literature notes that the learning of the language – it implies not only to master the standalone lexical, grammatical, or other information but it is to acquire the symbolic elements of various ethnolinguistic societies (Gardner, 1979), which is associated to the cultural attainment of a certain society. One of the

conceptual mistakes often made by the theoreticians of the second language for years was that they have been considering the language as a code when mastering this code (mostly, studying the grammar rules and certain social context, it is "built-in") – one language shall without a doubt (however, in a complicated manner) transmits into the second language (Kramsch, 1993). The linguistic data is accompanied with the cultural background (NSFLEP, 1996), and thus, the cultural competence implies the adoption of the agreements, habits, faiths and imaginations, and the way of thinking within any of the cultures by the learner (Gochitashvili, 2011).

The Paper analyzes the impediments emerging during learning the speaking, which amongst the interviewed respondents, are associated with the cultural barriers and the direct transfer from the native culture to the target culture:

a) In this regard, one of the important barriers related to the aspects of the culture is the difference between the cultures, values, and traditions / norms and only linguistic knowledge is not enough for the speaker to establish the fluent communication and adequately use his/her due knowledge. It requires the speaker acquisition of the

custom behavior norms characteristic for a certain language, which are in close connection with culture. Besides, non-verbal communicative signs which are of no less importance and are conditioned with the respective cultural peculiarities and especially during the speech, are ignored in the learning process. And the absence of such knowledge in real-life suspends and impedes successful communication. It is noteworthy that 55% of the respondents name these factors as the barriers for verbal communication;

b) The poor socio-cultural competence and absence of the proper knowledge: as noted, knowing the language means the knowledge related to BIG Culture and everyday culture. 85% of the respondents note that they acquire certain knowledge during the learning process, the instructors provide information about history and traditions of Georgia at the fifth level but as to the knowledge concerning the respective behavioral rules in the target social strata, 80% of the respondents note that such activities during the learning process are less provided;

c) Lack of tolerance to other culture: the everyday topic for the people to discuss mostly concerns the cultural sphere and so, if a person lacks the due knowledge and commitment to admit or ask about the issues of the different culture, naturally, he/she will find it difficult to establish the long-term and effective communication with the representatives of the target culture. As the surveys revealed, 65% of the respondents demonstrated no interest in the target culture;

d) Barriers due to the religious and the related value differences: just 20% of the respondents consider that the different religion serves as one of the impeding factors for verbal communication;

e) The interviews revealed that the social factors also pose the barriers to the learners in the development of the speaking skills, for instance, the students (45%) state that they speak in Georgian in a more fluent manner with their peers than with the lecturers, which is conditioned with the social norms. As it seems, the relationship for the students appears more difficult with elderly people or persons with higher social qualifications.

The linguistic barrier:

Learning the language is of a complex nature and covers the development of various competences. The absence of knowledge of the grammar or the scarcity of the vocabulary may serve as the impediment factors upon the use of the speaking skills in practice. The part of the respondents (80%) believe that the lack of grammar knowledge and namely the problems related to the specific nature of Georgian language (phonetic system, case system, complicated verbs etc.) constitute the barriers in speaking the Georgian language. The part of the students (75%) encounters the problem of the absence of the speaking, routine vocabulary. They fluently acquire the texts provided at the lecture but fail to use the daily communicative lingual forms. And the role of the extra-linguistic factors in this regard is of high interest. The part of the students (60%) abstains from the communication as they feel inconvenient due to their accent. And finally, the scarcity of the respective vocabulary units of the routine language is yet another impediment for the students.

Cognitive barrier:

„English learning process of minority preparatory students, and interrelated activity of both the newly-learned English knowledge and their original related

knowledge in the cognitive structure, is to form new English cognitive structure or expand the original structure" (Li1, Ma1, Wang, 2013: 267). According to the authors, learning the English language in this regard is not the cognitive process solely but is associated with the emotions, determination, mental and environmental challenges. Some students achieve the ability to manage the learning process at their own and hence, they are exposed to the impact of their own cognitive and non-cognitive factors (Ibidem, 268). Naturally, the learner until he/she achieves the high level of fluency finds it difficult to simultaneously think and speak in a target language. And until it becomes an automatic process, the learner thinks in a native language and translates into the target language when speaking, and thus, it affects the pace and efficiency of communication. On the other hand, processing the acquired information requires certain skills and experience and in this case, as well, the learners resort to the translation methods. Yet another cognitive barrier is an interruption in perception upon the excessive flow of information in the second language/extensive use of the language. Within the survey, we have conducted a brief experiment when one and the same information was provided to the homogenous group of the students in the

form of dictation in and uninterrupted and fragmented manner, and then asked the open questions about the text. The survey revealed that 75% of the students perceived 85% of the fragmented information in an adequate way, while the index during the uninterrupted provision of information is lower (40%). 85% of the respondents note that they think in a native language and then translate into Georgian, and thinking in a native language and necessity of translation in view of communication impedes the speaking process.

The barriers related to the teaching process:

The approach to the teaching language influenced by the Soviet educational system in Georgia has been remaining unchanged for decades and was based mostly on the translational and grammar methods. Despite the recent significant changes to the educational system in methodological and teaching terms, the result was of not a desired quality still. First of all, it is noteworthy that the significant part of the pedagogues represents the old-school generation, unable to acquire the new communication approaches and to establish the new methods in the teaching process, while the part of the pedagogues considers the modern approaches as ineffective. As a result, the teaching process is based on the accumulation of knowledge

instead of the critical pedagogical methods and the use of knowledge. The teachers mostly make the learners learn the ready-made texts than facilitating the independent development of their own texts and the use of certain phrases to independently create the speaking situation. Correspondingly, the alumni lack the speaking skills and fail to establish effective verbal communication in a daily routine situation. In this regard, the Paper analyzes yet another barrier related to the development of the speaking skills, namely the difficulties existing in the teaching process. The surveys revealed the factors as follows:

1. Less time is spent on the development of speaking skills;
2. The teaching process is oriented to the grammar and vocabulary and fails to envisage the development of the socio-cultural competences;
3. The teaching is oriented to memorization and is not used in practice;
4. The text-book related problems often emerge: artificial texts; lingual forms and structures/phrases worthless for the practical needs;
5. The excessive emphasis on the mistakes and the lack of positive feedback.

The observations revealed that the integration of speaking activities is one of the most acute problems during the teaching process. On the one hand, it requires the vast experience of the teacher, creativity and tolerance, and on the other hand, the knowledge of such activities. As a rule, the speaking activities and the tasks in Georgian reality are less represented and thus, the teachers have to independently create and develop the tasks taking the interests, background knowledge, age and commitment of the pupils into account. Besides, each activity, deriving from the specification of the target group, shall be numerously revised, which requires from the teachers the maximal mobilization, respective skills and knowledge. Thus, speaking activities are less integrated into the lessons. Most of the students (70%) consider that time spent by the teachers for the development of the speaking skills is not enough, and unfortunately, some of the students are unable to be engaged in the speaking activities. In the in-depth interviews, the students state that they want the speaking activities to be more diverse and longer to allow all the learners to participate in this process.

The general approach to teaching language is another significant impeding factor. As noted, the teaching process is mostly oriented to the accumulation of knowledge, offering the ready-made formulas and clichés, memorization of the

texts. However, students lack the skill to adequately use their knowledge and establish effective communication. It is particularly reflected in the fact that the students lack the developed socio-cultural competences and they resort to the direct cultural transfer during the communication from the native language and culture, which poses a significant barrier for them. 65% of the respondents note that they encounter difficulties in speaking in public areas as they are not aware of how to behave and what to say. 75% of the respondents establish fluent elementary communication, though they fail to engage in a serious conversation and express their positions. And only 25% of the respondents are able to fluently take part in the conversation.

Another impeding factor is associated with the teaching methods. As noted, teaching oriented to memorization is one of the approved methods of the teaching process, though it is hard to use it in practice as the students lack the due experience, skills for making the decision respective to the communication situation in a spontaneous manner. As a rule, the students on the one hand are well aware of ready-made lingual formulas but on the other hand, they fail to properly and adequately use these formulas in the speech. 85% of the respondents state that

they easily acquire the material in the class and the lingual means but fail to use them in the routine life as their knowledge is limited. 70% of the respondents think that they use the familiar lingual formulas only in a familiar communicative environment and if the topic is changed, they find it hard to participate in the communication. Only 20% of the respondents believe that they successfully use the knowledge acquired during the teaching process, however, in this case, the level of their knowledge is relatively higher and they manifest the long experience of the use of the language. As a result, the pupils spend all their vigor on memorization of the material, while they spend less time on analysis, estimation and realization of the information. Correspondingly, they fail to develop critical thinking, which ultimately, constitutes one of the necessary preconditions for learning the language taking the critical pedagogical approaches into account.

As to the problems related to the teaching material, we shall first of all touch the principles of development of the texts. In this regard, we would outline the artificial texts. The texts or the parts of the texts by the authors in most of the text-books are borrowed from various ready texts. It is as well noteworthy that the ready texts mostly are not adapted to and do not

comply with the lingual level of the learners. As to the texts developed by the authors, they provide many such lingual formulas which are not natural or are less used in routine life. Besides, unlike other greater international languages, there are not sufficient modern electronic auxiliary academic material and means for the learners of the Georgian language, and the scarcity of the audio material is acutest. There is another problem that should be urgently addressed – it is the excessive emphasis on the mistakes and the lack of positive feedback. The language instructors, when teaching the speech, often interrupt the speech of the students with their remarks and the comments. The teachers stress the mistakes in the very process of speaking, which as observed, is not effective for the pupil. Upon such feedback, the pupil cannot acquire the material due to the stress, and fearing the mistakes, abstains from participation in the speaking activities. 60% of the respondents believe such interference to impede their learning, while 25% of them consider it an impediment only in a partial way, and only 15% of the respondents ignore direct interference of the teachers.

As the analysis revealed, the learners encounter various barriers that can be addressed with the positive and balanced interference of the teachers, mostly

expressed in the preparatory works at the pre-session phase of speaking. It is as well paramount for the teacher to give the proper direction to the pupils during the process, though the learners still remain the main "actors". With the proper feedback, strategies and activities, these challenges can be gradually overcome and the learners can develop their speaking skills. Triggering the motivation of the student serves as an essential factor for the development of the speaking skills (as in general, so in the teaching process). Raynolds outlines 2 types of motivation: 1) the first type of motivation (Intensity of Motivation) envisages the efforts the students direct to learn the second language; and 2) the second type of motivation is associated with the objectives of learning the second language. These motivations shall effectively substitute each other when teaching the language (Raynolds, 1991). Hence, the teaching process shall be planned in the manner to motivate the student in demonstrating his/her knowledge in practice and easily overcome all the barriers while speaking in a target language. This part of the Paper provides the ways and the recommendations related to overcoming the barriers emerging in the process of learning to speak. The activities can be used

by the teachers for planning and conducting the lectures.

As noted, the fear to make possible mistakes is one of the strongest impeding factors during the speaking. The teacher shall at the same time convince the learner that the mistake is a natural part of learning and using the foreign language and shall offer the activities as follows: the preparatory activities are of utmost importance prior the speaking session as it provides the lexical-phraseological knowledge, knowledge of the context of the material and facilitates overcoming the difficulties during the speaking.

1. The teacher asks the class to recall the lexical-phraseological units related to the lesson (during the speaking block) and share them. The class may be divided into the groups for the competition;

2. The teacher, by using the familiar lexical units, provides the background knowledge regarding the topic;

3. The teacher, prior to the speaking session, introduces the high-frequency lexical units for the students to use during the speaking process, offers the synonyms and antonyms of these units, and the most common colocations and ready phrases. At the same time, the

teacher asks the students to recall what they already know;

4. The teacher substitutes the new lexical units with the synonym and antonym units in the context and asks the students to detect them.

The teacher can resort to the activities as follows for identification of the mistakes:

1. The teacher preliminarily prepares the cards with the correct and incorrect forms and/or context-related information. The students, abstaining from speaking out of fear of the mistakes, play the role of the assistant to the teacher. They have the correct answers (provided on the backside of the card) and read the cards to the class for identification. These students thus realize that everyone can make a mistake and it is not the reason for silence;

2. One of the important preconditions for the teacher and the students to adhere to is that they shall abstain from correcting the mistakes to the speaker during the speaking. The teacher should better discuss the general mistakes, make a general analysis of the mistakes after the speaking session without indicating to certain students. As we have observed, it is effective to categorize the mistakes into the

clusters (phonetic, lexical, grammar etc.) and discuss them. We need to remember that we shall never interfere with the speaker but the teacher can ask the student back in a corrected form/version. In general, the teacher can also repeat the correct form in the form of the feedback, for instance, to conduct the dialogue in the following manner:

Student: it is warm on spring;

Teacher: it is warm in spring, isn't it? Correct, it is warm in spring indeed.

It will as well be effective for the development of the speaking skills at the lesson to apply the activities as follows:

1. Our working practice reveals that summarizing is one of the most productive activities for the development of speaking skills. The teacher asks the students to briefly tell the story/provide the information heard at the lesson. Upon estimation, the teacher considers the number of the key aspects emphasized by the student;

2. Discussion is a widely approved activity as in the educational process in general, so for the development of the speaking skills.

As a rule, the discussion shall follow after the content-based lesson. To prevent the chaotic development of the discussion, the teacher shall give direction to the students. The discussion may be held around the topics as follows: 1. To express the critical attitude towards the content; 2. To discuss the admissible aspects of the content; and 3. To share own opinions regarding the issue etc.

3. The interview – the students "hold the interview" around the topic. The teacher gives time to the students to think and then the students ask the questions to each other. The questions shall about the actual information, as well as of the analytical nature. It would be preferable for the students to abstain from asking the questions requiring the simple answers like "yes" or "no";

4. Add the missing information – it is one of the most effective activities for the development of speaking skills. After the content is introduced, the student tells the story/provides information heard and omits its certain part. The class listens and completes the information. The activity may be

held in a group. Each member of the group omits different parts of information.

Unsuccessful experience – it implies that the learner has encountered communication failure during the speaking process in the near or far past and it serves a significant barrier to forget or overcome it. In some cases, communication has been held in the class, or it was the real-life communication. As a result, the learner prefers to stop or abstain from communication to prevent his/her past failure. In such a case, the teacher shall create the respective conditions for the student to make him/her speak using the activities as follows:

1. Assign the simple task in the form of the group exercise without the obligation to introduce the work to the class at the first stage. Thus, the teacher plays the role of the facilitator and ensures minimal intervention in case of necessity;

2. Designate the student, abstaining from communication, as an observer for the group exercise and ask him/her to estimate and resume the work after it is finished;

3. At the high level of learning the language, the students may be assigned to read the text and then to discuss it in the group and express their positions. The precondition for it may be the written consideration of the problem on the online forum. During consideration, the teacher shall ask the questions. At the beginning of this activity, the teacher shall ask the yes/no ended questions and then gradually move to the open-ended questions;

4. The class theatre – we offer to the students the brief but memorable roles which will play a positive impact on their personal mood.

The survey revealed that improvement of development on the upcoming levels requires a longer time compared to the development of the receptive skills. It requires modernization of the material and the teaching strategies and their integration in the lesson. Despite that the teacher plays the key role, it is paramount to trigger the motivation of the students and to allow them to speak about various topics and issues in various modeled communication situations. The efficiency of this process requires balanced, permanent feedback oriented not only to the identification of the mistakes but to motivation and encouragement of the students.

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Alla Anisimova, Nataliia Safonova, Conceptual and Linguistic Representations of Concept Flora
in the Phraseological Worldview: A Multilingual Aspect

\# 15 2020

pp. 100-110

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Conceptual and Linguistic Representations of Concept Flora in the Phraseological Worldview: A Multilingual Aspect

ABSTRACT

The article gives the definition of a notion 'concept' and presents its main interpretations in modern linguistics. This research describes the notion of phraseological worldview and its relation to the notion concept. In this article 62 English, 61 French and 57 Ukrainian phraseological units that reveal the concept FLORA, have been analysed. Based on this analysis, the frame structure of the FLORA concept in the English, French and Ukrainian phraseological worldview is proposed and developed. This made it possible to prove that the linguistic actualization of the FLORA concept is associated with the identification of national characteristics of the studied cultures, their worldview and mentality. It is stated in the article that the English, French and Ukrainians use the names of plants in the phraseological units for the characterization of a person, the designation of certain qualities and traits of character, appearance and mental abilities.

Key words: concept, FLORA concept, phraseological worldview, English phraseological worldview, French phraseological worlview, Ukrainian phraseological worldview, frame structure, multilingual aspect.

Introduction

The national peculiarities of the FLORA concept verbalized by the phraseological units in the three languages English, French and Ukrainian are studied multilingually. Phraseological worldviews are of great interest for the researchers. The phraseological units with the floristic component contain information about archaic beliefs and vision of the surrounding reality that is encoded by representatives of a certain ethnic group. They are the subject of scientific study of many scholars, such as N. Yevtushenko (2004), T. Popova (2004), N. Dzyuba (2018), G. Miller (1979) etc.

The novelty of this work lies in the fact that the phraseological units with component FLORA have not been compared and contrasted directly in English, French and Ukrainian languages.

The aim of this article is to identify and to analyze national peculiarities of the concept FLORA in the English, French and Ukrainian phraseological worldviews, to examine the basic notions of cognitive linguistics. To reveal the aim it is necessary to fulfill the following objectives:

- to explore the notion of the worldview in linguistics;

- to study the frame structure verbalized by phraseological units in a multilingual aspect;

- to analyze the peculiarities of the frame structure FLORA actualized by phraseological units within three languages: English, French and Ukrainian.

Theory

One of the theoretical key words is the notion concept. The term is originated by works of foreign scholars. There was a problem with its translation. First, the English word 'concept' was translated as 'notion', 'conceptus' - as 'semantic elements', 'conceptual basis' - as 'semantically oriented'. Further, the concept was established in the linguistic science, which led to the emergence of derivative terms from it - such as the 'sphere of concept', 'conceptualization', conceptual signs and others (Humbolt, 1976, Miller, 1991 etc.).

In modern linguistics, the concept is more often interpreted as the form of representation of knowledge in human consciousness (Skorobogatova 2017: p. 105).

In the first half of the 20th century cognitive linguistics was analyzed with the help of basic knowledge within a modern anthropocentric paradigm. The modern state of global and Ukrainian linguistics is characterized by an anthropocentric approach. Such a new area as cognitive linguistics was formed thanks to an anthropocentric way of research. The source and formation way of this new scientific field can be found in European linguistic works, namely in Wilhelm von Humboldt's linguo-philosophical conception (1991), and in the U.S. scientific ideas expressed by F. Boas (1943), E. Sapir (1949) and B. L. Whorf (1956). In the 20th century , many scientists paid much attention to B. L. Whorf's research-and-practice theory (Kroeber, 1943, Edward, 1949).

The term 'phraseological worldview' was interpreted as the image of the world, which was formed in science and reflected the patterns of natural phenomena. The worldview is the reality of human consciousness, the creation of which is the goal of human life. The tasks of phraseology as a linguistic discipline include the comprehensive study of the phraseological fund of a language. The key aspects of research of this science are: stability of phraseological units, systemic phraseology and semantic structure of

Alla Anisimova, Nataliia Safonova, Conceptual and Linguistic Representations of Concept Flora
in the Phraseological Worldview: A Multilingual Aspect

15 2020

pp. 100-110

phraseological units, their origin and functions (Kunin, 1972: p.115).

Objectives of our research were to detect the British, French and Ukrainian mentalities through phraseological units. One of the important issues of modern linguistics is the issue of relations between the language of the people and their culture. In this regard, those linguistic aspects that reflect the national identity and the specifics of a particular nation become more and more relevant. One of these linguistic instruments of the research is the cognitive approach to the phraseological units. According to N. Yevtushenko, the definition of semantic peculiarities of phraseological units of any language allows us to assume that the component composition of phraseological units has its own distinctions (Yvtushenko, 2018: p. 3).

The multilingual aspect is one of the most significant ones in the study of the phraseological worldview that makes it possible to compare and contrast language revelation of the national character. Each of the world's nations has groups of individuals living within its borders who use other languages in addition to the national language to function in their everyday lives. That is why it is of cruel importance to consider this aspect while studying and comparing two or more phraseological worldviews (Scorobogatova, 2017).

The German philosopher and linguist W. von Humboldt (1767-1835) was the first who analyzed such crucial notions as language, cognition and reality. In L. Weisberger's opinion, a language cannot express the objective reality, it reveals only a person's subjective attitude to it (Weisberger, 1841). That is why cognition is determined by a certain language. In Miller's term "Language is a key to the world" (Miller, 2004). The scientist assimilated language and cognition (thoughts), and studied them dialectically.

Method

Cognitive linguistics is a scientific sphere that studies the knowledge about the world formed in the human mind, its inner structures, representative methods and regularities. Cognitive linguistics also aims at modeling the world and the structure of the linguistic cognition. The world representation is formed in one's mind through feelings (tactile, visual, taste-bud) on the level of notion (signs, worldview) or thoughts organization. When these matters are being formed in one's mind, they represent the definite information about the world (Sternin, 1985).

Basic methods of cognitive linguistics can be summarized in the following way: collecting information about the world that is formed in the human mind before mastering a language; grouping these data into a single system; defining the world in the human mind; revealing the representation of this world image in the corresponding language etc.

Cognitive linguistics, or cognitive metaphor theory serves as a means to systematize and form linguistics with regard to the concepts of the linguistic worldview. The concept of any given word is determined through its semantic and associative field. Words express the information there and they are regarded as separate elements of cognitive and pragmatic meanings. The scholars state that cognitive science is mostly concerned with human cognitions. Besides these actions, it also studies their mental representations, inner world images, patterns, signs that serve as symbols of the cognitive language model, strategies – all these matters lay in the foundation of human actions. Thus, the human cognitive world is analyzed through actions and activities. The whole human activity and thoughts themselves are formed through the language. It is the language that builds motives and beliefs,

and predicts their possible results (Maslova, 2004).

There are several methods that can help reveal the aim and objectives of the research and these methods are linguocultural and linguocognitive.

Under the linguocultural approach the researcher understands the study of the specifics of the national conceptual sphere during the transition from culture to consciousness. This approach defines the concept as the basic unit of culture, possessing imaginative, conceptual signs. From the standpoint of the linguocognitive approach to the concept study, the field model has been developed, and presented in terms of the core and the periphery. Adherents of this approach (Kybryakova, 1996; Popova *et al,* 2007; Sternin, 1985), etc.) investigate lexemes, the meanings of which forms the content of national speech consciousness, and also form a general worldview of the native speakers of this language.

These two approaches study representations patterns signs that serve as symbols of cognitive language model as it was mentioned all these matters lie in the basis of human actions. So, due to them we can understand the peculiarities of people's mentality, living in definite cultures because the language as a part of the culture

Alla Anisimova, Nataliia Safonova, Conceptual and Linguistic Representations of Concept Flora
in the Phraseological Worldview: A Multilingual Aspect

\# 15 2020
pp. 100-110

reveals its features and inner world images through the language.

Discussion and Results

In the practical part of our investigation we have analyzed the concept FLORA in the English, French and Ukrainian phraseological worldviews. Some scholars propose different classifications of phraseological units with the concept FLORA (Scorobogatova, 2017, Miller, 2004). Some scientists classify phraseological units according the presence or absence of the equivalents of proverbs in the language we translate into, the syntactic structure and features of the character denoting this or that expression (Maslova, 2004).

For the English, French and Ukrainians, flowers as a part of the concept FLORA verbalized by phraseological units are not just plants, but also expressions of people's preferences, decorations, ceremonial actions, beliefs, customs and superstitions. Considering the traditions of the use of flowers in everyday life, rituals and ceremonial actions, one can trace the origins of a figurative perception, and hence their symbolic names. Englishmen even have the concept of flower language. Flower dictionaries were published throughout the eighteenth century, telling

about the importance of a particular plant. The language of flowers was very popular with both France and England during the days of Queen Victoria (Zolotnitski, 1923) Flowers were intended to provide health to the people, to strengthen the well-being of the family, to increase the fertility of land and livestock, to protect the economy from unclean power, and so on. The rose is ambivalent, insofar as it symbolizes both perfection and earthly passion, time and eternity, life and death, fertility and chastity. This flower symbolizes the perfection, the mystery of life, its surroundings, the unknown, the beauty, the grace, the happiness, but also the sensual comfort and passion.

The frame structure of the concept FLORA in the English phraseological worldview is one of the most abundant. It consists of the frame FLORA which is subdivided into subframes 'flower' and 'plant' which in their turn include the slots. The subframe 'flower' comprises such slots as 'roots', 'leaves', 'flowers' and 'seeds'. The subframe 'plant' consists of 'fruit' and 'vegetables' subgroups. Subgroup 'fruit' includes such slots as 'apple', 'peach 'and 'lemon', whereas the subgroup 'vegetables' consists of 'potatoes', 'carrots' slots.

In the course of research we singled out 62 phraseological units in the English

language which verbalized concept FLORA: *beat about the bush, bouquet of orchid, broken reed, demon weed, flowery speech, gild the lily, go to seed, last straw, knock on wood, old chestnut, primrose path, seed money, run around the bush, wallflower, turn a new leaf, come up smelling of roses etc.*

The most widespread subframe is 'flower' which consists of such slots as 'rose', 'lily', 'daisy'.

The rose is ambivalent, it symbolizes both perfection and earthly passion (*bed of roses*); time and eternity (*come up roses*); life (*stop and smell the roses*) and death (*pushing up daisies*); fertility and chastity (*gather rose buds, rose garden*). The flower symbolizes the perfection (*bouquet of orchids*); the mystery of life, the unknown (*under the rose*); the life (*never a rose without the prick, gather rosebuds*); the beauty (*as fresh as a daisy, gild the lily*); the grace (*as beautiful as a flower*); the happiness (*leave the field open, rose garden*); the luck (*come up smelling of roses*); but also the discomfort (*shrinking violet*). As the flower of female deities, the rose means love, life, creativity, fertility, and beauty, the wilting of the rose symbolizes death, mortality and mourning; her pins are pain, martyrdom and blood. In

the ritual of ritual represents eternal life, eternal spring, resurrection.

In the French language the rose is also very symbolic flower and there are a lot of phraseological units with the name of 'rose'. During the era of courtly love in 12th century France, the Rose became the chief symbol of the newly re-emerging feminine principle. It represented romantic love, and especially the beloved lady herself, in many of the poems of the troubadours (Zolotnitsky, 2018). The Rose in France is a symbol of the sun, the star, the goddess of love and beauty: *'humeur de rose'* (to have a good mood); *'être sur des roses'* (enjoy the life); *'chemin sem é de roses'* (everything is going well). However, there are examples with negative connotation: *'flairer le pot aux roses'* (have a feeling, that something goes wrong); 'c'est pas des roses' (to have difficulties).

In the Ukrainian language 'rose' is represented by two lexical items: *«троянда»* i *«ружа»*. In the phraseological units these lexemes are mostly associated with beauty and happiness: *гарна як ружа* (it refers to the girl who may be very beautiful), *дорога всипана трояндами* (the life that is very happy and without any problems).

Phraseological units with the name of 'root' in English normally have some

Alla Anisimova, Nataliia Safonova, Conceptual and Linguistic Representations of Concept Flora
in the Phraseological Worldview: A Multilingual Aspect

15 2020

pp. 100-110

positive connotation: *'get to the root of the problem'* (discover the cause of the problem...), *'to put down roots'* (to feel that one belong in a place), *'grass roots'* (essential foundation or source of something) etc. These pharseological units are associated with stability and we can observe the same connotation with the word «корінь» ('root') in the Ukrainian language: *дивитися у корінь / докопуватися до кореня* (to understand the essence of the situation), *пустити коріння* (to settle in some place) etc.

We can analyze the national peculiarities of this concept in the English phraseological worldview, since it is the frame structure that shows the most generalized principles of categorization and organization of information expressed by the means of the language. It is divided into three subframes *'flower', 'forest' and 'plant'*.

The subframe 'flower' is presented by the following slots: 'daisy', 'rose' and 'lilly'. The subframe 'plant' has such slots as 'fruit' and 'vegetables'. The slots 'fruit' includes 'peach', 'apple' and 'lemon' slots, whereas 'vegetables' comprise 'potatoes' and 'carrots' slots. It should be mentioned that all these slots are verbalized by phraseoligical units.

To do this research, we divided all phraseological units with the FLORA component into two groups: phraseological units with the floristic component and phraseological units containing the names of the plants. Phraseological units with a floristic component contain four substrates: 'root', 'leaf', 'flower' and 'seeds'. From a huge number of flowers, we have chosen three, such as a rose, a lily and a daisy. These three flowers play a key part in the British culture, and, therefore, have an important meaning for the British. Phraseological units containing the names of the fruit are divided into two subgroups: fruits and vegetables. Of all the names of fruits, we chose the most numerous and those that matter for English history, namely 'apple','peach' and 'lemon'. Vegetables were the most widely presented by 'potatoes' and 'carrots'.

The next one is the frame structure of the concept FLORA in the French phraseological worldview. It looks as follows: the frame FLORA is divided into two subframes 'flower' and 'fruit' which are verbalized by phraseological units with floristic component and phraseological units containing the name of fruit. Phraseological units with floristic component fill the following slots: 'daisy', 'rose', 'peon', 'lily'. Phraseological units

containing the name of fruit verbalize the slots of 'fruit' and 'vegetables': 'peach', 'apple', 'lemon' and 'vegetables' – 'onion', 'cabbage'.

In the course of the research we analyzed 61 French phraseological units, which verbalize the concept FLORA. Due to this the analysis we may reveal the national peculiarities of this concept in the French phraseological worldview. This frame structure shows the most common peculiarities of categorization and organization of information expressed by the means of language. During the research we divided all phraseological units with the FLORA component into two groups: phraseological units with the floristic component and phraseological units containing the names of the plants. Phraseological units with a floristic component contain two substrates: 'forest' and 'flower'. From a huge number of flowers, we have chosen four ones, such as 'rose', 'lily', 'daisy' and 'peon'. These four flowers play a key role in the French culture. Phraseological units containing the names of the plants are divided into two subgroups: fruits and vegetables. Of all the names of fruits, we chose the most numerous and those that matter for French people, namely 'apple', 'peach' and 'lemon'. Vegetables were the most

abundantly presented by the 'onion' and 'cabbage'.

As for the Ukrainian phraseological worldview, in the course of the research 57 Ukrainian phraseological units, which actualize the concept Flora, were selected: *міцний як дуб; березова припарка; як виросте гарбуз на вербі; пишна як калина; дівчина, дівчин; хлопець молодий як барвінок etc.*

The modeled frame structure turned out to be almost the same as in the English and French phraseological worldviews, only with two added subframes – 'tree', 'grass'. Also such subframes as 'seeds' and 'leaves' were excluded.

It should be noted that we analyse the peculiarities of the concept FLORA presented by the phraseological units. We analyse similiarities and differences of all the concepts in English and French languages. It should be emphasized that the term concept FLORA and the phraseological units with floristic component may coincide in the meaning.

Finally, we analyzed the peculiarities of the concept FLORA covered by phraseological units. There we have compared and analyzed the similarities and differences of phraseological units in the English and French languages. According to the analysis of the frame structure of the

Alla Anisimova, Nataliia Safonova, Conceptual and Linguistic Representations of Concept Flora
in the Phraseological Worldview: A Multilingual Aspect

\# 15 2020
pp. 100-110

concept FLORA the phraseological units with the concept 'rose' is the most widely spread in both languages. The red rose is widely recognized as the national flower of England. For Englishmen this flower symbolizes perfection, the sacrament of life, its focus, ignorance, beauty, grace, happiness, but also sensual pleasure and passion. Usually red is used for instance, in the emblems of the English Golf Union and England national rugby union team. In England, the rose became known only in the 14th century, shortly before the hostility between the houses of York and Lancaster. This flower fascinated them with their beauty so much that they both placed her on his coat of arms, and the first one chose white and the second one red. As a result, the enmity for the throne was called the White and Red Rose War. The Rose in France is a symbol of the sun, the star, the goddess of love and beauty. During the era of courtly love in 12th century France, the Rose became the chief symbol of the newly re-emerging feminine principle. It represented romantic love, and especially the beloved lady herself, in many of the poems of the troubadours (M. Ashraf, 2004).

However, in the Ukrainian language the most abundant group of phraseological units verbalize the slot 'poppy'. It is a special flower for Ukrainians. Ukrainians associated the importance of poppy seeds with youth and beauty: *як маківка; як маків цвіт.* Embroideries of unmarried girls were decorated with poppies. The poppy was also considered as a symbol of the fertility, as it contains many grains: *хоч мак сій; черен мак etc..* All these facts tell us about linguacultural relevance through the language.

A considerable number of English idioms contain the component 'root'. The British are very respectful of their origin Therefore, it is not accidentally that this component occurs in English idioms.

The situation with the French phraseological picture of the world is slightly different. The important place is taken by the concept 'onion'. It is explained by the fact that onions are grown on the territory of France and added to the rich number of classic French dishes (Ashraf, 1995: p.95).

However, a lot of English and French phraseological units are exemplified by the component 'apple': *comparing apples and oranges* (very different people or things)*; apple of my eye* (someone very special)*; big apple* (a very important occasion)*.* Apples are the most popular fruit in many countries of the world. The English proverb says: 'An apple a day keeps the doctor away'. The

Apple Day is an annual event dedicated to apples, which is organized on the initiative of the Common Ground Charitable Organization since 1990 (Ashraf et Miannaym, 1995).

Conclusions

To sum up, we can state that phraseological units reveal the mentality and culture of the nations. So the concept FLORA in the English, French and Ukrainian phraseological worldviews allows us to assume the similarities and differences of the nations. The methods of research and theoretical basis gave us the theoretical instruments to analyze not only the specifics of cognitive linguistics, but also to use linguocognitive and linguocultural approaches to investigate the peculiarities of the concept in the multilingual aspect within three languages: English, French and Ukrainian. The research shows that the cognitive signs that structure this concept FLORA which is verbalized in phraseological areas of the English, French and Ukrainian languages show that the cognitive signs that structure these concept are practically the same because the flowers are associated with the beauty, health, eternity, perfection, life, grace, happiness with the small difference in the particular flowers that grow on the definite territories e.g. daisies (English), roses (French), poppies (Ukrainian).

Of all the fruit the specific ones are apple and peach for the British, for the Ukrainians – 'apple', 'cherry', 'plum', for the French – 'apple' and 'peach' which are the slots that are verbalized by the multilingual phraseological units that mean health, wealth, prosperity, luck, grace, fertility. The subframe 'vegetables' are represented in all three subframes with a little difference. In French the slot 'onion' is dominating: '*oignon vrai*' (someone very special). In the Ukrainian language the slot 'carrot' in the subframe 'vegetables' is the most abundant and presented by the phraseological units: *моркву терти* (to play joke on someone), *хатня морква* (the quarrel between the husband and wife) etc. In English the slot 'cabbage' is also widely verbalized: *cabbage* (money), *how the cow ate the cabbage* (the true things).

The majority of slots in the frame FLORA has positive meanings, but some of them has negative meanings. All of them represent the real life of people.

Prospects for further research lie in the dimension of further investigations the other slots ('forest', 'bush', 'branch', 'seeds') and other subframes 'fruit' and 'vegetable' that comprise the frame FLORA.

Alla Anisimova, Nataliia Safonova, Conceptual and Linguistic Representations of Concept Flora
in the Phraseological Worldview: A Multilingual Aspect

15 2020

pp. 100-110

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Intonation of a Declarative Sentence in Megrelian[1]

ABSTRACT

The present paper deals with intonation of a declarative sentence in Megrelian. Detailed analysis concerning the issue has never been conducted before. The research has revealed that the Megrelian declarative sentence – simple, simple complicated and compound – begins with a low pitch and ends with falling intonation; some speakers start a declarative sentence with a high pitch but they end it with a falling intonation contour without any exception; even within a sentence, the members gradually fall and rise in tone depending on a speaker's attitude, i.e. which part of speech they want to focus on. Emphasized parts of speech are outlined in a sentence this way. The results of the research are also important in terms of teaching Megrelian. The Megrelian declarative sentence is mainly characterized by LHL% intonation contour, though HL% intonation contour can also be found in rare cases.

Key words: *declarative sentence, intonation, Megrelian*

A sentences may be declarative, interrogative, imperative, exclamatory and rhetorical (interrogative-exclamatory). They differ in intonation. A declarative sentence is generally characterized by a falling intonation contour.

Our research covers all Megrelian dialects. The research material was collected during the scientific expeditions carried out within the framework of the project 'Megrelian-Laz Intonation' financed by Shota Rustaveli National Science Foundation of Georgia. The material was processed using the Praat program.

The project did not intend to record Megrelian speech in Gali

district as we knew in advance that it would be impossible to cross the Enguri River. However, we still managed to record the Megrelian speech of Gali inhabitants living on our side of the Enguri River during the expedition.

We interviewed respondents of different ages, genders and social classes using a specially designed questionnaire but we also recorded spontaneous speech contours. We used a voice recorder to obtain the material.

There are some opinions on intonation of the Megrelian declarative sentence in scientific literature, though it has never been the subject of a separate study.

The English summary of the work 'Linguistic Analysis of Megrelian' by a group of authors states that the Megrelian declarative sentence is characterized by the rise-fall intonation. It is separated from a preceding sentence by a pause (Kartozia, Gersamia, Lomia, Tskhadaia 2010: 596).

The present paper discusses intonation of the Megrelian declarative sentence considering the Megrelian dialects. We processed not only simple but also simple complicated and compound sentences as they are declarative sentences in terms of modality.

Simple Sentence

მა წუდეს ვორექ

Ma 'udes vorek

'I am at home' [See Fig. 1].

This sentence starts with a low pitch in Zugdidian, Samurzakanian and Martvilian-Senakian, but the adverbial modifier of time rises in tone and we have a falling intonation contour (LHL%[2]) at the end of the sentence. The situation is the same regarding the speech of Chkhorotsku and Tsalenjikha (LHL%).

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[2] L - Low tone, H - High tone, L% - Low boundary tone.

Fig. 1. Zugdidian, Woman
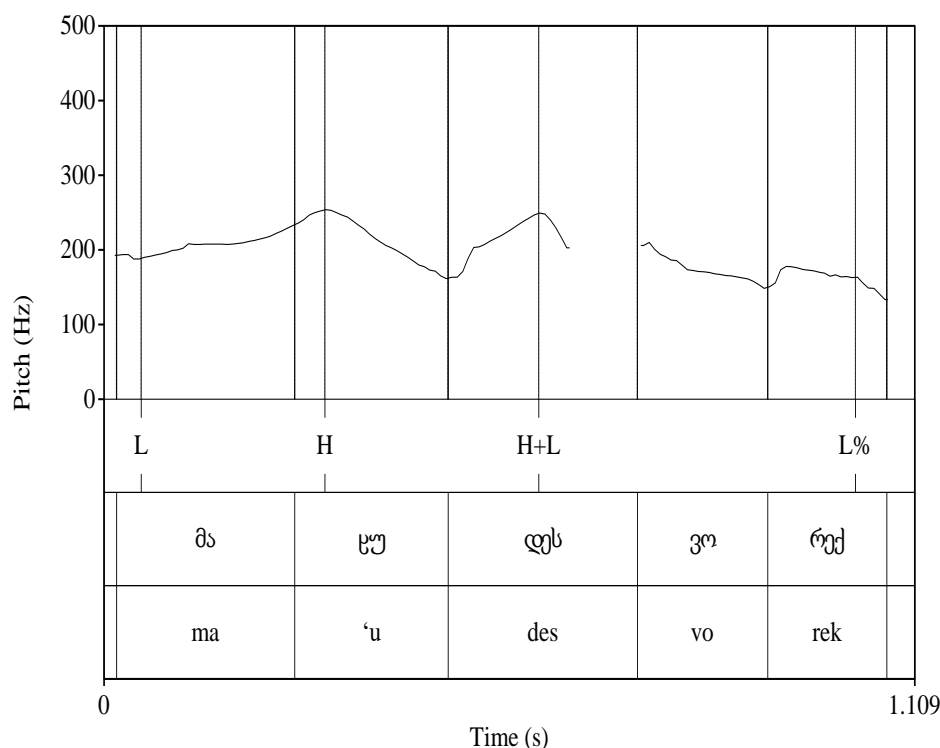
The word order is somewhat free in Megrelian, i.e. we can change the sequence of words. This does not cause any changes in the content. We would like to present the same sentence with the different word order:

ხუდეს ვორექ მა 'udes vorek ma – 'I am at home' [See Fig. 2].

In this case, in Zugdidian and Martvilian-Senakian, the sentence strats with a low pitch but continues with a rising-falling-rising contour that falls at the end of the sentence (LHL%). The sentence starts with a low pitch in the speech of Chkhorotsku inhabitants but the intonation rises only on the first syllable of a verb and then it falls again (LHL%). In the speech of Tsalenjikha and Khobi, this sentence starts with a high pitch rising from the last syllable of the verb as well and ends with a falling intonation contour (HL%).

It is noteworthy that each word has its own stress but in the sentence the emphasized parts of speech are outlined and the logical stress falls on them depending on a speaker's attitude, i.e. which part of speech they want to focus on.

113

Fig. 2. Tsalenjikhan, Man
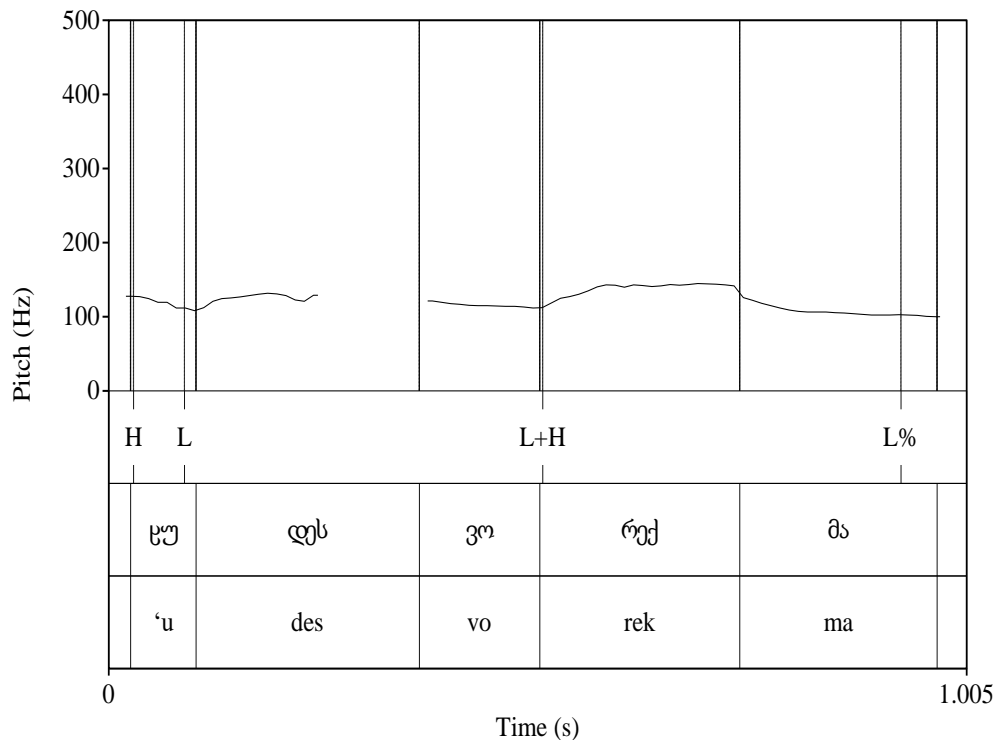
Simple Complicated Sentence[3]

მა ხილეფშე არჟაშ უმოსო / მანგარო მიჺორს უშქური, ბული, სხული დო აჺამა Ma xilepše arǯaš umoso / mangaro mi'ors uškuri, buli, sxuli do at'ama – As for fruit, I love apples, cherries, pears and peaches [See Fig. 3].
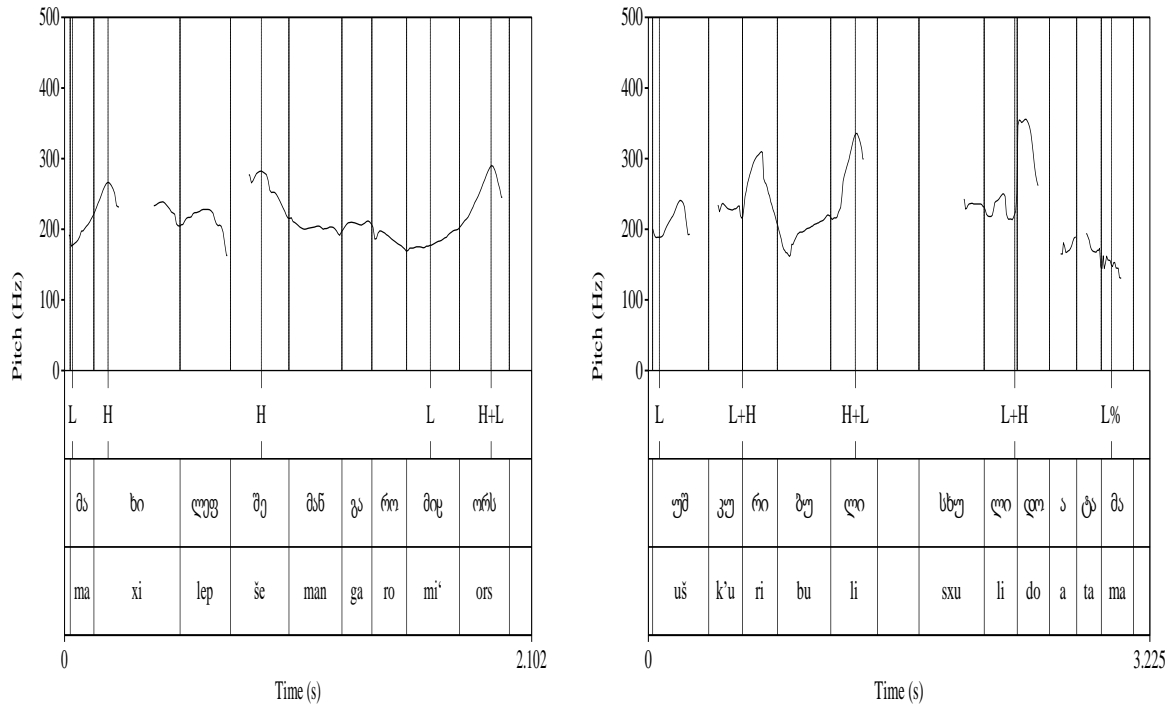
In the simple complicated sentence, the second direct object (in Gali, Chkhorotsku), the facultative constituent (in Martvili, Poti and

and დო do 'and' conjunction (in Senaki) are emphasized.

Some speakers start the sentence with a low pitch while others prefer starting it with a high pitch. Almost every word consisting of more than one syllable falls and rises in tone and ends with falling intonation. In the simple complicated sentence, like in the simple one, we have LHL% or HL% intonation contours.

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[3] A sentence that contains two or more homogenous members.

114

Fig. 3. Senakian, Woman

L	H		H		L		H+L	
მა	ხი	ლეპ	შე	მან	გა	რო	მიʼ	ორს
ma	xi	lep	še	man	ga	ro	miʼ	ors

L	L+H		H+L		L+H			L%
უშ	კუ	რი	ბუ	ლი	სხუ	ლი	დო	ა	ტ	მა
uš	k'u	ri	bu	li	sxu	li	do	a	ta	ma

Compound Sentence

ქოთ / ქოც ქიბირ�გ დო ქოთ / ქოც ქოსხაპ(უ) ე / თე ჳღაბიქ Kot / koc kibirə do kot / koc kosxap'(u) e / te ჳɣabik – 'This girl even sang and danced' [See Fig. 4].

In this sentence, the main stress falls on the verb (in Anaklia, Gali, Tsalenjikha, Senaki), though, like in the speech of Chkhorotsku, some Senaki speakers emphasize the particle ქოთ / ქოც kot / koc 'even'. This is conditional depending on a speaker's attitude, i.e.

which word they want to focus on, e.g. one of the speakers from Martvili emphasized the particle ქოთ / ქოც kot / koc 'even', the second speaker stressed the conjunction დო do 'and' while the third speaker chose the first predicate. We can only generalize that the sentence mainly starts and ends with a low pitch but the members of the sentence are characterized by the alternation of rising and falling contours from the beginning to the end. In this case, we have LHL% or HL% intonation contours again.

Fig. 4. Samurzakanian, Woman
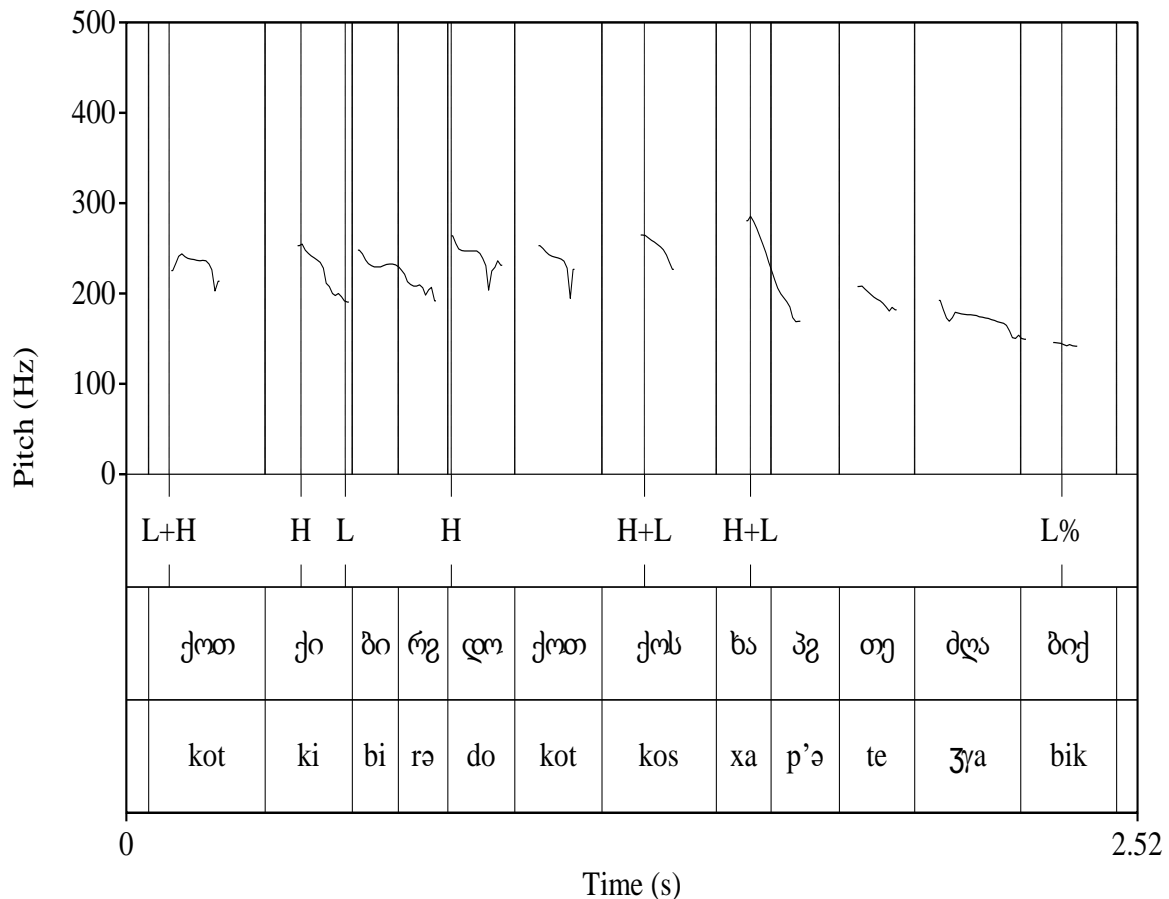
We would like to present the same sentence in reverse order starting with a subject preceded by a modifier:

ე / თე / ათე ძღაბიქ ქოთ / ქოც ქიბირ დო ქოთ / ქოც ქოსხაპუ E / te / ate ჳɣabik kot / koc kibirə do kot / koc kosxap'u – 'This girl even sang and danced' [See Fig. 5].

The main emphasis is on the conjunction დო do 'and' (in Gali, Senaki, Khobi, Poti, Anaklia, Martvili, Chkhorotsku, Tsalenjikha). In rare cases, the first predicate or the first particle ქოთ / ქოც kot / koc 'even' are stressed. With few exceptions, the sentence starts with a low pitch being followed by the rising and falling intonation. The sentence ends with falling intonation.

116

Fig. 5. Khobian, Man
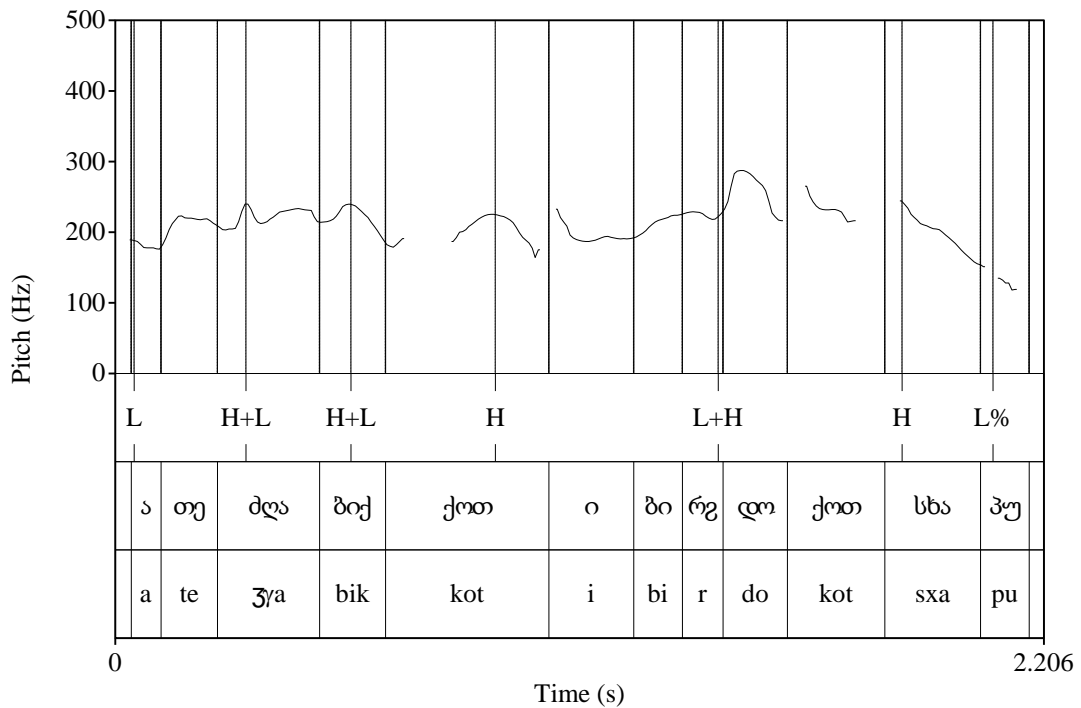
We also discuss a complex sentence:

ე / ათე / პათე ბალანაქ ინგარ(უ) დო ინგარ(უ), მარა მითინქ ვემკაჯინგ || ვემიაქცუ ყურადღება

E / ate / hate baɣanak ingar(u) do ingar(u), mara mitink vemk'aǰinə || vemiakcu q'uradɣeba
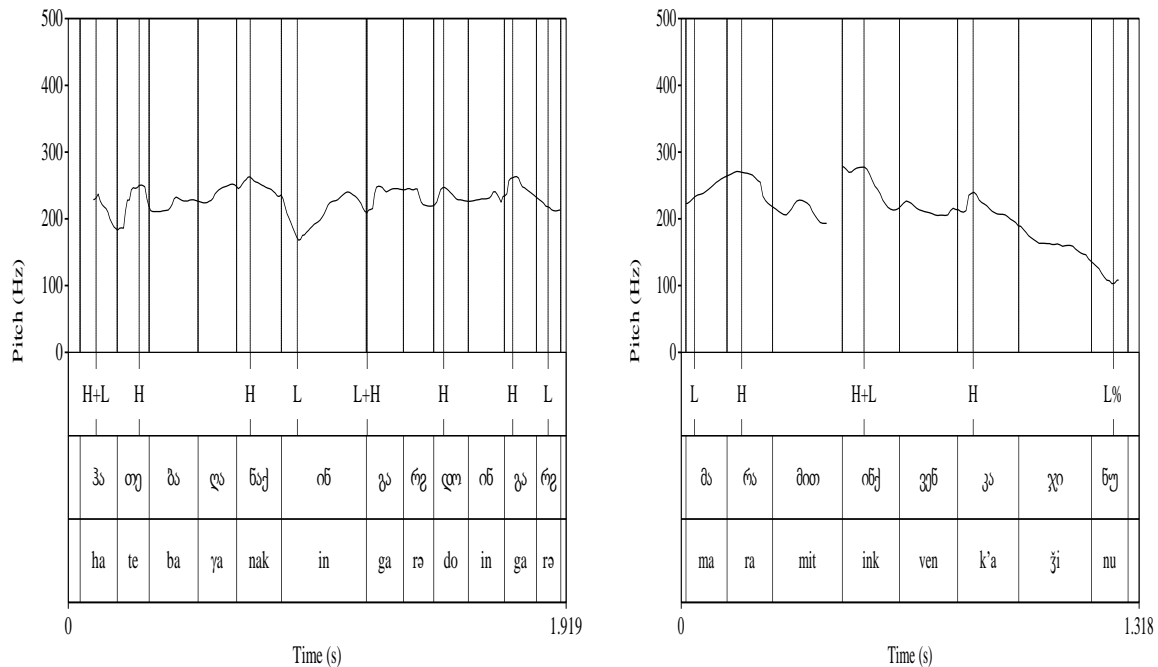
– 'This child cried and cried, but no one looked at || paid attention to him/her' [See Fig. 6].

The main emphasis is on the conjunction მარა mara 'but' (in Martvili, Anaklia, Chkhorotsku, Tsalenjikha, Senaki, Gali), the subject მითინქ mitink 'no one' of the subordinate clause (in Martvili, Gali, Khobi), the subject of the main clause (in Chkhorotsku) or the predicate of the subordinate clause (in Abasha). Most speakers start the sentence with a low pitch, some speakers prefer starting it with a high pitch, though, in all cases, the sentence ends with falling intonation. The syntagms in the sentence are characterized by rising and falling the intonation contour.

117

Fig. 6. Khobian, Man

In we interchange the members, the sentence will have such an order: ინგარ(უ) დო ინგარ(უ) ე / თე ბაღანაქ, მარა მითინქ ვემკაჯინღ ‖ ვემიაქცუ ყურადღება Ingar(u) do ingar(u) e / te baɣanak, mara mitink vemk'aǯin ‖ vemiakcu q'uradɣeba – 'This child cried and cried, but no one looked at ‖ paid attention to him/her'.

Even in this case, the main emphasis is on the conjunction მარა mara 'but' (in Gali, Zugdidi, Poti, Khobi), the subject of the subordinate clause (in Senaki, Martvili, Anaklia), the

conjunction დო do 'and' (in Tsalenjikha) or the first predicate (in Martvili, Chkhorotsku). The vast majority of speakers start the sentence with a low pitch; some speakers prefer starting it with a high pitch, though, in all cases, the sentence ends with falling intonation.

We would like to discuss a compound sentence containing the particle -ნი -ni (in Martvilian-Senakian dialect the particle is lost):

ათენა რე თი ცუდე, სოდე მა იბრდი(ნი) Atena re ti 'ude, sode ma

ibrdi(ni) – 'This is the house where I grew up' [See Fig. 7].

In this sentence, the main emphasis is on the direct object ცუდე 'ude 'house' (in Gali, Senaki, Khobi, Martvili, Chkhorotsku, Tsalenjikha). In just one case, the conjunction სოდე sode

'where' is stressed (in Tsalenjikha). With few exceptions, the sentence starts with a low pitch but in all cases, it ends with falling intonation. However, the syntagms in the sentence are characterized by rising and falling the intonation.

Fig. 7. Chkhorotskuan, Woman

L+H	H		L		H		L	H			L%
ა	თე	ნა	რე	თი	ცუ	დე	სო	დე	მა	იბ	რდი	ნი
a	te	na	re	ti	'u	de	so	de	ma	ib	rdi	ni
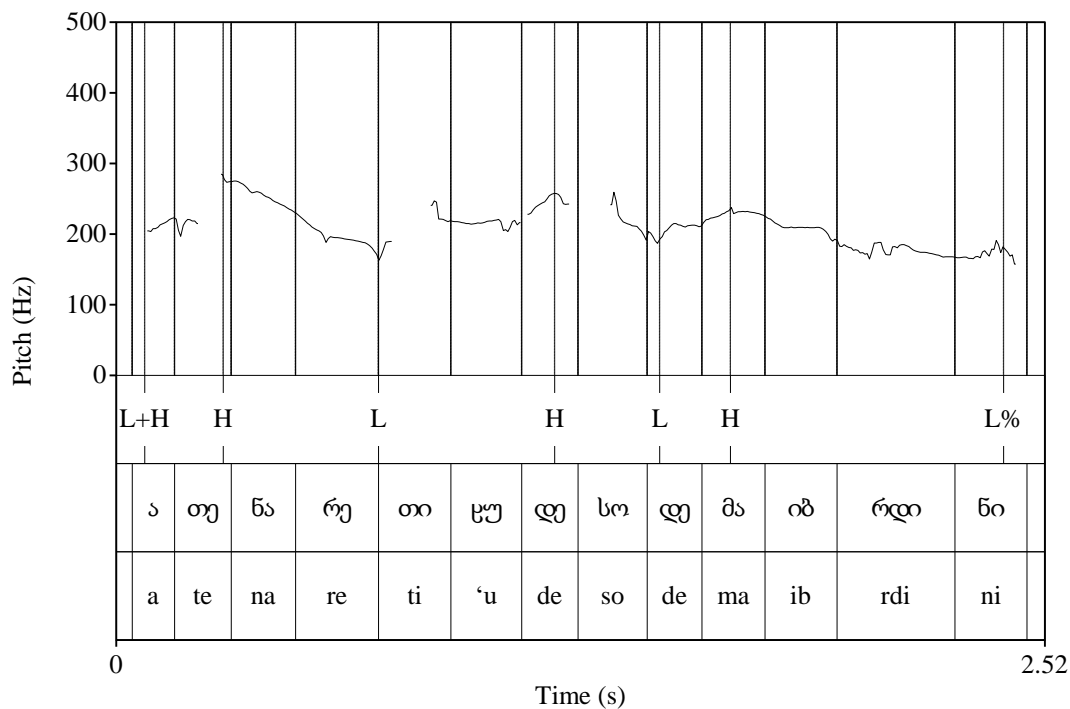
ათენა რე თი ჯღაბი, ნამუთ გოწოს გეფჩინებაფე(ნი) / იფჩინებაფე(ნი)

Atena re ti ʒɣabi, namut goc'os gepčinebape(ni) / ipčinebape(ni)

– 'This is the girl I met last year'.

In this sentence, the main emphasis is on the direct object ჯღაბი ʒɣabi 'girl' (in Gali, Abasha, Martvili, Tsalenjikha, Zugdidi) or the subject ათენა atena 'this' (in Khobi, Poti, Chkhorotsku). In few cases, the

adverbial modifier of time გოწოს goc'os 'last year' (in Gali, Tsalenjikha), the conjunction ნამუთ namut 'that/who' (Senaki) and the modifier თი ti 'that' (in Martvili) are stressed. In all cases, the sentence starts and ends with falling intonation like other sentences. The syntagms in the sentence are characterized by the alternation of intonation contours.

Conclusion

We can conclude that the Megrelian simple, simple complicated and compound declarative sentences start with a low pitch and end with falling intonation but their members that include more than one syllable are characterized by rising and falling the intonation. Some speakers start a declarative sentence with a high pitch but end it with a falling intonation contour. The intonation contour of the members may rise and fall within a sentence. The Megrelian declarative sentence is mainly characterized by LHL% intonation contour and in rare cases, it is presented with HL% contour.

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