Batumi Shota Rustaveli State University

Faculty of Humanities

Department of Georgian Philology

Mariam Chokharadze

Noun in Georgian Language and Teaching it in non-Georgian Groups

Specialty – Linguistics

This dissertation is submitted for gaining the academic degree of Doctor of Philology

Synopsis

Batumi

2018

General overview of the thesis

Non-Georgian population of our country is striving for studying the state language and the natural process is regulated by the Georgian State. Besides, learning of Georgian language for many people living as in nearest as well offshore countries, is the subject of a great interest. Accordingly, studying of Georgian language as a second (or the foreign) language is one of the important issues.

The object of the research is teaching of nouns in non-Georgian groups and overcoming those difficulties which occur during the teaching process.

The actuality of the thesis is considered by the growing interest towards Georgian as the second language. Language learning, knowledge deepening, developing of communication, oral and writing competences and skills mean taking into consideration all those components which are related to language. One of the most important from these components is teaching of Nouns. If taking into account ongoing socio-cultural stereotype changes in the modern society, aspiration for teaching and new teaching technologies will become logical and additionally will have practically valuable results.

A lot of problems take place while studying Georgian as the second language. Language mastering is complex process and teaching of nouns in non-Georgian groups is one of the important composing parts of the process. It means using of student oriented technologies, selecting of new and appropriate methods and strategies on the base of the results of conducted analysis and experiments. These will support and improve the teaching quality as at schools and universities, as well at private institutions. The issue is topical as much as we have to work with language learners of different social status, age and interests. Georgian is the second language for part of them (Ethnical minorities living in Georgia are meant under this group, for this people Georgian is the state language), and for the others a foreign one (citizens of the other countries willing to study Georgian as the second language). We think that it is appropriate to use term *Georgian as the second language* for the both mentioned groups.

The Goals and Tasks of the Research. Generally there are more than 10 parts of speech in Georgian. There are four **nouns** among them: Noun, Adjective, Numeral and Pronoun. The presented work focuses on teaching the mentioned parts of speech in non-Georgian groups.

Our goal is maximally use already approved methods which for sure means taking into consideration existing experience, getting familiar with the modern tendencies, establishing them into practice and searching of new ways alongside with the other components.

Scientific novelty. The scientific novelty of the work is that the issues of teaching nouns in non-Georgian groups is monographically taught. It's important to indicate that during the research there were used not only scientific and methodological literature but the results of practical work conducted with groups learning Georgian language by educational center of Batumi Shota Rustaveli State University. The mentioned activity is based on the modern teaching technologies and innovation strategies. It can be said that a huge material is in scientific flow and the fact considers **theoretical and practical value of the thesis.** Accordingly, using of research results is possible with non-Georgian groups in order to implement new strategies and innovative system of estimation in practice.

Research Methodology. The methods of comparative analysis and observing, pedagogical experiment were used alongside with collecting and proceeding of empirical material during our research; Pedagogic experiment means innovative project in the strategy of teaching-evaluation and all the researches related to it. Students from the following universities: Batumi Shota Rustaveli State University, Tbilisi Ivane Javakhishvili State University, Kutaisi Akaki Tsereteli State University and Recep Tayyip Erdogan University Rize, Turkey took participation in our researches. The research has been carried out on the base of computer system-"Kiber-1".

The above mentioned means also that descriptive methodology is also used in our work in order to get acquainted with modern methods and electronic teaching platforms during teaching a foreign language in relation with structural, functional and interactive approaches. The pragmatic approach is also used, namely the combination of researches by different scholars, in the process of formation our opinion.

For the comparison, examples from Turkish, English and Ukrainian languages are given in the thesis during discussion of empirical material. Accordingly, working practice with learners of Georgian language is taken into consideration.

Theoretical base of the work. Appropriate sources and scientific literature are studied in parallel with practical works which include experience of researchers, scholars, teachers and methodologists involved in the teaching process of the second language; the results of the latest Georgian and foreign researches are also used, including the publications, theoretical works and manuals by the following authors: M. Odzeli; N. Sharashenidze; K. Gabunia; N. Doborjginidze; Z. Bagashvili; K. Gochitashvili; G. Shabashvili; K. Baker; J. Cummins; M. Swain; T. Kighuradze; M. Inasaridze; M. Melikidze; M. Nachkebia; Ch. Kiria; E. Kutateladze; M. Kikvadze; T. Jakeli; M. Khutsishvili and etc. All the publications highlight the new stage of teaching Georgian as the second language.

Approbation of the thesis. The thesis has been carried out at department of Georgian Philology, Faculty of Humanities, Batumi Shota Rustaveli State University, where approbation of the work took place on July 12, 2017 (protocol #07).

The part of the thesis is published in scientific journals and manuals and it was also presented at republic and international scientific conferences of the universities.

Structure of the work: the qualification work involves 148 printed pages and is composed of introduction, three chapters (divided into paragraphs) and conclusions; the list of references and appendix are added to the work.

Summary of the Dissertation

Introduction

The actuality of the research topic, basic directions, goals and tasks are discussed at the introduction. The introduction covers also, scientific novelty and value, research methodology, theoretical and practical importance, scientific and material-technical base and the structure of the thesis.

Chapter I. Noun in Georgian Language. Difficulties and Strategies related to teaching of Nouns in non-Georgian groups

The notion of Noun is analyzed in the first chapter of the thesis. It also focuses on the strategies of teaching Noun, Adjective, Numeral and Pronoun in non-Georgian groups; the attention is paid to the modern tendencies of teaching methods of the second language.

§1. The notion of Noun and some aspects of grammar teaching. There are four groups of "Noun" in Georgian language, the names of which describe their common and different features, they are the following:

A) The Noun- a word used to identify a class of people, places, or things (for example: a dog; a tree; a stone…);

B) An Adjective: a word naming an attribute of a noun (for example: High; heavy; white…);

C) Numeral- a figure, symbol, or group of figures denoting a number of things (for example: two; hundred; thousand; ninth, hundredth…);

D) Pronoun- a word that replaces the above mentioned group of nouns on the level of their functionality (you; that; mine; what; which…).

Declension is the inflection of nouns, i.e. all inflected words are nouns. Herewith an Adjective, Numeral and Pronoun are related to the subject, a noun. The first denote the feature of the subject; the second-quantity and the third one replaces the subjects.

Right choice of the learning material and consistent delivery of it should be considered as one of the main, important issues while working with non-Georgian groups. We conventionally call the teaching principle as "spiral effect", which means "repetition" and "expansion", i.e. language learner repeats the previous material and adds a new one on each new lesson. The practice proves that the strategy is productive.

It should be also taken into consideration that the language learners are not provided with detailed theoretical material about Nouns. Although, it is meant that they have some knowledge about Nouns in their native tongue. However, the language learners should realize that if they have ever studied something in grammar it will be useful during learning a foreign language. Evidently, consideration of comparison method during language study is important in the process of integration.

The common sense about grammar "dosage" during studying a foreign language does not exist among the specialists. Some of them think that successful communication is impossible without grammar for the others teaching of grammar rules on the initial stage is totally unjustified.

According to the national learning plan, teaching of grammar is justified within the context and not out of it when the talk is about studying the second language and it should serve communication purposes. Studying of rules and terms by heart is not recommended. A student should be given an opportunity to observe, guess, comprehend and use grammar constructions and peculiarities in context.

The lessons should be planned on the base of the foreign language structure during the learning process but it is not totally necessary to provide a non-Georgian speaker with complex declension system at the initial stage. Such approach will only make obstacles during the learning process. We share the idea that the learning process should be easy and proceeded consistently from the simple to the difficult by permanent repetition of learned material. We of course do not mean total ignorance of grammar but prefer learning of practical, grammar forms in the frames of phrases, dialogues and simple texts.

§2. **The methodology and modern tendencies of studying the second language.** Many people are fluent in more than one language in the world. The additional language is called – the second language. It is also called a target language very often which means the one we plan to study. As a rule the first language is learned without much effort but various conditions should be taken into consideration while learning the second language, although success is not guaranteed.

The first steps are Nouns during the language learning process. Methodological problems occur during studying the Nouns. These problems are pressing every time in every country. A lot have been done in the direction in leader countries of Europe and America. Methodology and means of teaching have been improved, new strategies have been developed.

As the specialists indicate there is not any preferable method at present as the universal methodology of studying a foreign language, which will be suitable to every target group,

does not exist. Success of this or that method depends on such factors as background knowledge, cultural difference, tradition, age and etc. of the learner.

Of course, learning of Georgian as the second language means using of famous and approved methodology of teaching a foreign language in general. It is also clear that specification of the target language must also be taken into consideration. Exactly in this direction we mention the experience of Georgian specialists which cover the issues of direct, audio-lingual, audio-visual, and mixed and methodology of communication didactics.

Practical experience showed that the following factors are important in order to learn the second language, these factors are: background knowledge, gender, motivation, consideration of active and passive listener, practical and target use of verbal and non-verbal methodology.

§3. Noun in Georgian language and teaching strategies in non-Georgian groups. A Noun in Latin-Substantive is part of speech denoting a subject. Language learners think it is easy to understand Noun; they try to search similar lexical units in their native tongue and see the principle similarity in them. A language learner starts with simple words, phrases and gradually is moving on dialogues.

3.1. Classification of Nouns. Noun represents numerous classes of words involving semantically different groups.

An important attention is paid to the peculiarities of each group during the working process with Georgian language learners. However, we think the issue of differentiation of oppositions *who* and *what* to be the crucial.

3.2. Noun according to its formation. Characterization of Nouns according to formation means to separate semantically nominal roots and new lexical unites formed from other parts of speech. According to the mentioned Noun can be divided into two main groups: primary nouns and secondary i.e. formed nouns. There are two groups in secondary nouns: a) affix word-formation; b) composition.

Affixes which are used during word formation are also numerous and exactly the fact makes difficulties during teaching process. The same can be said about the nouns formed by composition.

3.3. Practical issues of teaching of Nouns in non-Georgian groups. A learner basically develops oral communication skills on the first stage of teaching in non-Georgian groups. It is better if a teacher creates personal exercises for the learners which will be oriented on the learner's experience, interests, everyday life and etc.

It is a simple truth that every subject has its name and a noun is a word that functions as the name of some things or set of things. Teacher may directly start a lesson by nomination things in the class while talking about the initial learning stage. The learners try to answer the following questions: who is it? And what is it?

Who is she?	What is it?
She is Nino	It is a bag
A teacher	A book
A student	A work book
A human	A chair

It is better to start a dialogue with the everyday words, like: a teacher, a friend, a university, a book, a pen, a work book, a telephone, a bus and etc. Language learners have to repeat the words quite often and accordingly remembering them is easy. The questions are easy to remember also. On the initial level of teaching, a learner remembers the names of the things he/she sees and perceives in everyday life and not those ones she/he wants to say. Communication is made up orally, by simple phrases, teacher's support, case exercises, questions and answers. In this situation we support using of a so called "word map". The component is widely taken into consideration in the electronic system of teaching and estimation (we discuss the mentioned system in the third paragraph of the third chapter). The process is funny and easy for the learner. He / She starts with a word then relates the other second, the third one and so on. For example:

A telephone ⟶ *this telephone / new telephone / my telephone* ⟶ *my new telephone* ⟶ *this is my new telephone…*

After accumulation of some vocabulary and knowledge, a teacher switches on short, contextual dialogues.

Obviously, we use ready, learned forms and expressions at the first stage. Language learners try to distinguish independently well-known words and after some time a teacher does not help them, language learners lead the dialogues themselves. The whole group can be

involved in this process, for example: a speaker X starts the first phrase of the dialogue, then speaker Y continuous and etc. We distinguish interesting questions for sure. A teacher writes all used and heard Nouns on the board and makes the students repeat. The method is very useful for the students. They study how to distinguish important information, are getting used to respect opinion of others and work together.

Joint reading is the part of the stage as well. It enables to read and analyze the texts. It is important the texts to be appropriate to learners knowledge and related to the specific topic. Herewith, we can separate several stages of difficulties.

The mentioned strategy gives the opportunity of a great variation. The method enables a language learner to understand the text better. They discuss and answer the teacher's questions. The named method develops the skills of writing, reading, communication and helps the language learners in better understanding of grammar issues, develops imagination and critical thinking.

As we touched the strategy of the "joint reading" the method of "joint writing", i.e. the whole group writes with a teacher, is also justified while working with non-Georgian groups.

Effective writing means the following at the initial stage of teaching: inserting a word; composing a sentence with the given words; completion of a sentence; perfection of a sentence; negative or positive responses to the questions; making up a questions; forming up a dialogue and etc. In order to achieve the mentioned goals it is necessary to increase and complicate a vocabulary to the target group gradually. We have to switch the learners from reading process to the writing one by using the method. Such approach helps the learner to develop speech function.

Communicative, group and partner working methods as well role playing must be used during a teaching process. A teacher should plan the goal properly and have an expecting result; exactly these aspects determine a success of a teaching process.

Herewith, studying of any issue must aim to develop all skills-listening, speaking, reading and writing. Every activity should serve the development of these skills.
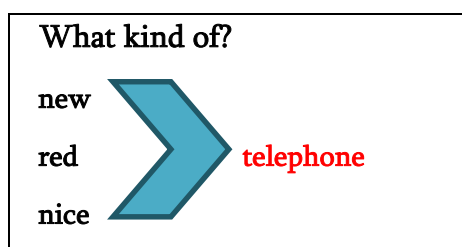
§ 4. An Adjective in Georgian language and teaching strategies in non-Georgian groups.
Generally, there are two groups of Adjectives in Georgian language: Attributive (for example: a big table; a green pear) and nominal (moss - stone is mossy).

Teaching of Adjectives must be planned gradually as it is with Nouns, by the above mentioned "Spiral principle", from the easy to the difficult and of course by permanent repetition of studied material. There is an opinion in the modern teaching strategies that each thematic unit can be distributed at several lessons and a teacher is totally free in the distribution process, activities and selection of organization forms.

An Adjective can be studied by the learners by frequently used words; they are also introduced the questions and provided the material about an Adjective.

A learner is exercised in making up of simple phrases and sentences on the initial stage of teaching. As we have already mentioned, firstly oral and listening skills developing activities must be provided to the learners. In this case it's preferable to use so called "help method" which means the following: a) indicating a key word and expending with the other one or ones. b) Indicating one key word and logically putting the other words. Schemes make it easy to relate the words. However making up the text is the further process.

A teacher tries to relate the words with the group. A key word is written in center and it must be a noun.

What kind of?

new
red
nice

telephone

A teacher makes active language learners by asking questions. Shows the thing (telephone), explains that this is the key word and all the questions are related to it. After she/he writes the questions on the board and asks students to answer on them in written way. In case language learners find it difficult to start writing the first sentence should be suggested by the teacher.

Introduction of these exercises can be done in a different way also. It is important that with such, creative exercises non-Georgian students express their knowledge and attitude towards the issue. The methods of modernization and variation known as "text formation" are more convenient. The most important is the fact that the accent should be made on description (of cloth; a person; appearance; thing, an animal and so on) while studying the

Adjective. Of course the skills (speaking, listening, writing and reading) must not be forgotten and must be integrally developed. The rules of Adjective degrees formation are quite different in Georgian language in comparison with the other ones (on one hand we have: big-bigger-biggest and on the other one: good, better and best). Such peculiarities must be also taken into consideration with the learners.

Leaning opportunities are increased with growing of linguistic competences. The variety of texts and situations as well a wide choice of vocabulary can be suggested to the learners on the next stage. The language learners will master in formation of simple sentence constructions and thinking with such exercises.

§5. Numeral in Georgian language and teaching strategies in non-Georgian groups. Numeral is the active part of any language vocabulary. The goal is to find the simple ways to explain the sense of the numerals and related issues to the language learners.

While teaching the numerals, it is important to pay attention on such components as: a) simple root numerals; b) complex-numerals consisting of more than one root; d) Definite and Indefinite cardinals.

Numerals are taught alongside the Nouns. The non-Georgian groups are explained the sense of Numerals and are provided with the rules of formation, schemes and etc.

The parallels can be used from the native tongue of the learners during the teaching process. In this case we provide Turkish comparison: it is evident that in Turkish language it is easier, for example: 10+1=11 (on bir); 10+2=12 (on iki); 10+3=13 (on üç)… 20+1=21 (yirmi bir); 30+1=31 (otuz bir).

The role playing simplifies the process when the information related to the student is provided, for example: address; work; age; interest and etc. in this case the task can be fulfilled on several stages. For example: The learners can be provided with: a) short case texts; b) Ask them to extract cardinal numerals from the text (ordinals on the next stage); c) Help them to compose questions around the given text; d) And finally ask the learners to check one another's works.

Pronunciation and spelling is the most difficult with Numerals, especially multi-root, for the language learners. In this case we try to pay the learners' attention on the quantity of the roots of Numerals. Accordingly, we explain writing principles by showing the examples.

This requires all these need appropriate base and correctly chosen exercises, of course schemes, visual material and etc. are used as well in this situation.

Preferably if the same thematic and even changed texts will be repeated several times. For instance texts and situations studied during teaching the Cardinals can be used while teaching of Ordinals as well. All these enable us to compare and repeat. The practice can be used during teaching the Numerals in writing and generally on every stage of teaching Georgian as the second language.

§6. Pronoun in Georgian language and teaching strategies in non-Georgian groups. Pronoun as a part of speech exists in every language and has the same function in each of them. Therefore, method of comparison will be useful in this case also. For instance, let's discuss demonstrative Pronoun "this" and its relation with a Noun: In Georgian language pronouns in relation with nouns are represented in singular and it does not either show a gender. A different picture is given in English language. It is true that gender is not expressed in English either but noun manages its pronoun in number and in plural we have the different forms in English and Georgian:

ეს გოგო – **This girl;** ეს ბიჭი –**This boy;** ეს ხე – **This tree;** ეს გოგოები – **These girls** (// ესენი გოგოები); ეს ბიჭები–**These guys** (//ესენი ბიჭები); ეს ხეები – **These trees** (// ესენი ხეები).

Grammatical category of gender is represented by Pronoun in Ukrainian and in this case also pronoun and noun are in plural:

ეს გოგო – **Ця дівчина** (this girl-female); ეს ბიჭი – **Цей хлопець** (this boy-male); ეს ხე – **Це дерево** (this tree-neuter); ეს გოგოები – **Ці дівчата** (these girls// ესენი გოგოები) (Female); ეს ბიჭები–**Ці хлопці** (these boys//ესენი ბიჭები) (male); ეს ხეები – **Ці дерева** (these trees// ესენი ხეები) (neuter);

Turkish is analogical to Georgian:

ეს გოგო – **Bu kız;** ეს ბიჭი –**Bu oğlan;** ეს ხე – **Bu ağaç;** ეს გოგოები – **Bu kızlar;** ეს ბიჭები–**Bu çocuklar (oğlanlar);** ეს ხეები –**Bu ağaçlar.**

The necessity of communication requires usage of personal, possessive and demonstrative pronouns at the first stage while working with non-Georgian groups. Comparative analysis does not only alive the lesson but also enables wide analyzing of the

linguistic issues and the problem of remembering is less. Evidentially, the discussed examples are given only for the general overview and we do not aim to analyze them broadly. However, our goal is to discuss the groups and classes of Pronoun as a material in order to ensure teaching strategies.

Regarding the Pronoun, it should be mentioned once again that dialogue is the best way to study language. We try to achieve right usage of the noun forms by listening and repetition. In our thesis, we use actively the method suggested by M. Kikvadze, conventionally called the method of "Parallel dialogues" which means involvement of additionally new participant in the process of dialogue. The participants of the "parallel dialogue" are: 1) a teacher and a student; 2) a teacher and the second student. The teacher asks the first student and advices to pay attention to the stress and intonation in the question. The student answers (right or wrong), for example:

A teacher: Zeinab is the new phone **yours?**

Zeinab: Yes, the new phone is **mine.**

Another student enters the dialogue. The teacher now asks the student. The student estimates (by using **yes**, or-**not**) the answers of the previous one:

A teacher: Ali, is Zeinab's answer right?

Ali: Yes, Zeinab's answer is right.

Chapter II. Declension principles in Georgian language and teaching issues in non-Georgian groups

§1. Declension and declension principles. We cannot avoid system of declension marks during language teaching. In Georgian language, each declension mark represents several positional varieties on the base of the main system.

As or the grammatical category, it shows double system in the nouns: the first-pure agglutination (plural with suffix -ებ (eb)), and the second-mixed (plural with -ნ/-თ (n, t) suffixes). In modern Georgian the suffix -ებ (eb) is dominated for formation plural. Of course, the main accent comes on teaching the suffix -ებ (eb) in plural with language learners.

Taking into consideration the declension difficulties in Georgian language, it is evidential that the teaching is related to the many problems. To solve the problems is practically impossible on the initial stage of the language teaching and the task should not be the part of the teacher's goal. We think it's important to pay more attention on usage of declension essential only for communication on the initial stage of teaching. The teaching principle alike the other issues are the same- to study practically, using the context. The above mentioned does not mean of course to avoid teaching the right forms of declension, vice versa we must not leave out of attention even a small mistake but on the initial stage it must be done in the frames of small vocabulary taught at the stage and of course in a way of constant repetition of the material and providing the appropriate "dosage" of theory to the target group.

§ 2. On teaching declension system in non-Georgian groups. The first steps of language teaching are in any case related to development of listening, speaking, reading and writing skills. It does not matter which strategy is chosen by the teacher, she/he starts the language introduction by the nouns.

A lot of manuals were created to teach Georgian as the second language in recent years. It is fact that there does not exist a united standard regarding alphabetical order in these manuals while teaching Georgian writing but the most often the lessons are followed by the traditional strategy and they are started by introduction a letters „ა", „ე", „თ", „ს" ("a", "e", "t", "s"). The texts for writing, reading and speaking are also chosen appropriately for sure.

For example BSU preparatory center starts the writing with the following letters: „ა", „ე", „თ", „ს", „ხ", „ო" ("a", "e", "t", "s", "kh", "o").

For the first stage the following nouns are dominated in the texts: -ია (violet), თითი (finger), თათი (paw), ოთახი (room), სია (list), თიხა (clay), თხა (goat); and numerals- ათი (ten), ოთხი (four). All the nouns are given in nominative case. Gradually, other parts of speech and cases are appeared.

Problems arise alongside the "other cases" related to the declension peculiarities in Georgian language. We use the working experience with Turk and Ukrainian students and materials we represent are exactly from these languages.

The number and row of cases in Georgian, Turkish and Ukrainian languages are different. Moreover, cases in Georgian carry additional syntax function in different with the mentioned languages. Morphemic-syntax constructions are made up using the cases understanding of which is very difficult for the non-Georgian students.

The row of Georgian cases starts with nominative and followed by ergative and dative. Nominative and dative cases are somehow easy for the non-Georgian students to understand but ergative case makes some problems. We should take into consideration not sequence of the cases but their difficulties and possible problems.

One of the main reasons of the problem is that in many languages, in different of Georgian" both subject and object of the sentence stand with verb in the same form in all tense paradigms. For example, the mentioned is applied to Turkish and Ukrainian languages:

ნინო კითხულობს წიგნს/ Nino is reading a book	Ніно читає книгу	Nıno kitabı okur
ნინო კითხულობდა წიგნს/Nino was reading a book	Ніно читала книгу	Nıno kitap okuyordu
ნინო წაიკითხავს წიგნს./Nino will read a book.	Ніно буде читати книгу	Nıno kitap okuyacak
ნინომ წაიკითხა წიგნი/ Nino read a book.	Ніно прочитала книгу	Nıno kitap okudu

As we see from the given examples subject and object unchangeably follow the verb. The situation is different in Georgian. Teaching of the whole tense paradigms is unjustified and even impossible as we already mentioned such amount of the theory is excluded.

However it does not mean at all that we should avoid teaching of ergative and generally complex syntax constructions but until the theoretical part the learner should get used to sonority of ergative case constructions in Georgian. Consequently, the accent should be made on ear and visual memory of the learner.

While teaching possessive case it is better to stress out the possession and role playing. Providing the information on ourselves, living address, workplace, age and etc. simplifies studying of the possessive case and its using in practice.
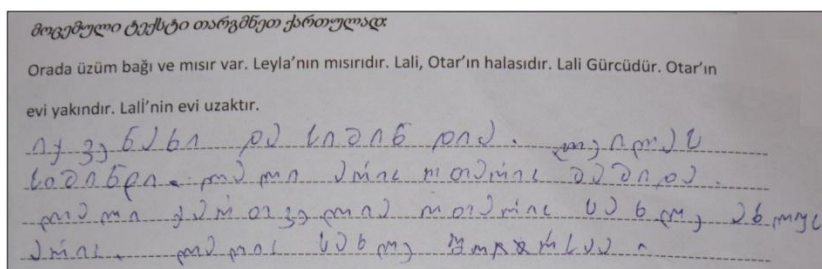
Possessive case is taught at the begging in the classes of BSU short preparatory program ("Georgian language for foreigners") but for this time the foreign learners have some experience of Georgian. Here is the example of using possessive case in texts, writing and reading:

„იქ ვენახი და სიმინდია. ვენახი ოთარისაა. სიმინდი არის ლალის. ლალი ოთარის მამიდაა. ლალი ქართველია. ოთარის სახლი ახლოსაა. ლალის სახლი შორსაა". (There are vineyard and corn. The vineyard is Otar's. The corn is Lali's. Lali is Otar's aunt. Lali is Georgian. Otar's house is near. Lali's house is far).

We use different types of exercises in order to pay attention to the new form. On the base of studied material, cards with inserting and pronounced texts are made in order to fill the gaps. Accuracy and pronunciation are estimated collectively in the speaking texts. As for writing, there several versions are allowed: a) the teacher reads and estimates the writing; b) one of the students reads a text and expresses his/her opinion; c) the scanned writing is shown on the screen and collectively estimated by the students. For sure, the last two methods raise the interest towards the task.

The task is the part of the same strategy which is composed from several stages and repeats already taught material. The degree of complexity is also enlarged. The language learners are distributed the initial text on cards on their native tongue. The have to translate the text in Georgian. After finishing the task, a teacher collects the cards and starts dictation writing on the base of the same text. Then the teacher checks the works of the students and returns the both works (translation and dictation writing) to them in order to compare the results and finally the teacher discusses all mistakes in details.

To illustrate the above said we introduce the sample of one of the Turkish student's (years of study: 2016-2017) translation:

The given block is estimated by several new types of tasks which give opportunity to interpret in the frames of the above mentioned "spiral effect".

Getting used to this work principle is necessary as using of the method is acceptable and desired with the other topics as well.

The Instrumental and Adverbial cases are not represented in many languages. For example, in Ukrainian there is Instrumental case (народ-ом, народ-ами), but not the – Adverbial. In Turkish language there is neither of them. Accordingly teaching of these cases is desired taking into consideration their functions. We need to explain the students that Instrumental case means the thing which does an activity.

1. ჩანგლ-ით ვჭამ (I eat with a fork).   2. ჭიქ-ით ვსვამ (I drink with a cup).   3. ბურთ-ით ვთამაშობ (I play with a ball).

The same essence in Ukrainian and Turkish is said as follows:

	Ukrainian	Turkish
1	Я їм виделкою	çatal ile yiyorum
2	Я п'ю чашкою или Я п'ю з чашки	bardakla içiyorum
3	Я граю в м'яч	top ile oynuyorum

Postposition forms are also taught on the base of practical material. For example, in case of the Instrumental it's desired to study constructions expressing a place, time and condition at the first stage:

1. Expressing a place: სამსახური-დან მოვიდა (He/She came from work);

2. Expressing a time: დილი-დან დავიწყოთ (Let's start in the morning);

3. Expressing a condition: ყურადღებ-ით უსმენს (He/She listens carefully).

Let's compare to Ukrainian and Turkish:

	Ukrainian	Turkish
	вона прийшла він прийшов }з роботи	işten geldi
	Почнемо зранку	sabahtan başlalım
	вона він }слухає уважно	dikkatladin liyor

The linguistic models should be provided to the learner using of context in for making up the dialogues. It is desired that every dialogue (moreover, if there is a new linguistic model in them) was role played in pairs or groups. With such manner must be also taught the functions of and Adverbial case, postpositional forms for the other cases and etc.

Vocative case is unfamiliar for the non-Georgian speaker. The function of the case is well expressed in Georgian; it is a form of addressing. Exactly by this the case should be remembered for the foreign students. Showing the case is simple by using of appropriate examples and simple phrases.

The represented material is only a part of the methodological principles. Of course many problems arise in this case as well but the main principle should be remembered that teaching process must be oriented according to practical knowledge and the goal should be developing of the speaking skills.

Chapter III. Noun word combinations and teaching of them in non-Georgian groups

$1. The essence of word combination; the types of Noun word combinations. As we mentioned above the proper attention is not paid to grammar rule teaching in non-Georgian groups however elementary grammar, necessary for communication is provided practically. While teaching grammar models accent should be made on speaking functions and typical situation of usage. Therefore combined exercises are necessary for communication method. The success of the process in many cases depends on principles of noun teaching. Non-Georgian starts communication with one word and continuous with the simple phrase. Asking a question and then answering in typical situations makes at once word combinations

and later sentences. Communication method is based on a sentence the members of which are presented by different word classes and nouns are very important among them. Models, schemes, ready phrases help a language learner to study the word combinations and remember them.

Word combination is composed by dependence among the words. The dependence can be expresses by different means. For example, in Georgian language word combination is made by noun with noun (a glass of water), an adjective with noun (a high building); a numeral with a noun (two men); a pronoun with a noun (this girl, my town) and etc.

A noun word combination means a relation of a determiner and determinant. For this stage of teaching, a Georgian language learner already knows usage of declension forms. Accordingly, noun word combinations should be explained exactly by the declension forms, it is better if word combination is made up with nominative and ergative cases. Right usage of these cases must be well remembered by a language learner. For example:

a) Determinants which ends on consonant: დიდ-ი სახლ-ი; დიდ-მა სახლ-მა; ახალ-ი პური, ახალ-მა პურ-მა... (a big house: a fresh bread)…

b) Determinants which end on vowel: პატარა ბავშვ-ი; პატარა ბავშვ-მა... (a small child).

In the given examples word combinations are made by an adjective and a noun. The next step is composition of a sentence:

პატარა ბავშვ-ი იძინებს; პატარა ბავშვ-მა დაიძინა. (A baby is going to sleep; a baby has slept).

Teaching of substantive determinant is done by the mean of a sentence in non-Georgian groups: ხდება: ის არის კბილ-ის ექიმ-ი. კბილ-ის ექიმ-მა წამალი მომცა. კბილ-ის ექიმ-ს ველოდები. კბილ-ის ექიმ-ის ნახვა მინდა და ა.შ. (He is a dentist. The dentist gave me a pill. I' m waiting for a dentist. I want to see a dentists and etc.).

Word combinations with postposition are also important during communication. On this stage we pay attention to such noun word combinations the determinant of which is postpositional noun, for example: სახლ-ზე მაღალი: ჩემს სახლზე მაღალი ნინოს სახლია და ა.შ (higher than my house: Nino's house is higher than mine and etc.).

Thus, our goal is to teach the learners that noun with a noun makes a word combination. Right usage of the noun word combinations determines a success of the communication.

$2. Some issues of teaching determinant in Turkish groups. The main difficulty is teaching of determinant, especially- substantive one with Turkish group.

Attributive determinant in Georgian and Turkish languages are the same (determinant is an adjective: დიდი სახლი – **büyük** ev (a big house); an adjective which has a function of noun: სასტუმრო ოთახი – **mısafir** odasi (a living room); a numeral: ორი კალამი – iki kalem (two pens); pronoun: ჩემი სახლი – **benim** evim (my house)) but the mean of expression is different; namely, in Georgian language, it determines the issue of connection of attributive determinant.

Opposite to Georgian, in Turkish attributive determinant (both roots ending on vowels and consonants) is met in a form of root with determiner. Substantive determinant can be met both in a form of a root (**Demir** Kapı) and in a form of possessive case (with roots ending on consonant -ın, -in,-un,-ün; with roots ending on vowels -nın,-nin,-nun-, -nün) (okul-un harıtası; **annenin** babasi).

For Turkish student who is interested in studying Georgian its confusing when we say „ბათუმ-ის სახელმწიფო უნივერსიტეტი"(Batumi State University), while in Turkish word combination „**Batum** Devlet Üniversıtesi"the determinant is in a form of the root. Working on grammar material is important to explain it but of course with an appropriate dosage. We should explain to the language learner that in Georgian substantive determinant is always in possessive case. Showing of parallel examples is of course preferable:

a) A determinant expresses possesion: საქართველო-ს დედაქალაქი (**Gürgistan-in** Başkent-ı) (A capital of Georgia); ჰასან-ის მამ-ის ნათესავები (**Hasan-ın baba-sı-nın** akrabalar-ı) (**Relatives of Hasan Imam) and etc.**

b) **Expresses a material, substance:** ქვ-ის სახლი (taş ev) (a stone house); ოქრო-ს საათი (**Altın saat** (a gold watch) and etc.

c) **Expresses assignment:** კბილ-ის ექიმი (diş doctor-u) (a dentist); ტანსაცმლ-ის კარადა (**elbise** dolab-ı) (**a wardrobe for hanging clothes) and etc.**

Thus, while talking about teaching strategies of substantive determinant taking into consideration the nature of the two languages is important and accordingly it is necessary to divide the material into easy and difficult components. Proper choice of grammar material is also very important. Working on such exercises is important which will enable a language learner to think, understand and observe the meanings of the words and choose a right form. The learner will use the forms according to relevant situations when the talk is about living place, work place, age, interests and etc. In this case the task can be fulfilled in several stages. For example, give Georgian language learners a text and ask them to mark the forms in possessive case (complication of the task is preferable: i.e. grouping of substantive determinants according to possession, material and assignment). The mentioned method is effective for better understanding of the issue, namely is enables independent working on the text, development of reading skills, taking out of an important information, grouping and etc.

On the next stage, it is preferable to ask the language learners re-write a text so that they could describe their family life. In the given task substantive determinants should be also distinguished.

The third stage implies on making up a dialogue. A dialogue can be about the speakers' families, relatives, their own living details and etc. The activity of the groups is expressed in listening a dialogue and making notes on substantive determinants. Dialogues by using schemes can be discussed in the same context.

Teaching by correcting mistakes is also very effective while working on the mentioned material. The method helps a language learner to identify his/her own or others mistakes and make an adequate reaction. It develops the skills of finding and correcting mistakes, raises motivation and helps the learners to study individually. By the mean of the mentioned method a language learner is studying by doing. Social-communication skills are also developed, which includes the following: speaking and writing; self-estimation, mutual evaluation, collaboration and etc.

$ 3. Some issues of teaching and evaluation electronic system. Evaluation takes an important place during teaching planning and the process itself. In the given paragraph we discuss issues of evaluation and analyze non-stop education in the system of evaluation. This

is the novelty we worked with our colleagues in the framework of short educational program "Georgian language for foreigners".

The given paragraph is practical. It represents the means of using of electronic resources for developing specific linguistic competences and evaluation of knowledge. Our own experience, accumulated in the process of teaching is visible in this part; they are the novelties we tried to establish with our colleagues in the non-Georgian groups.

We do not argue that formation of a new type educational environment requires introduction and development of new educational methods where ICT (informational and communication) technologies are integrated in order to realize pedagogical and educational tasks. Here educational methods are meant for establishment of which computer is used as an intermediary between a learner and a teacher.

Displaying of knowledge and evaluation via program system is one of the ways of perfection of the teaching process. Computer system "Kiber-1" which shows and evaluates knowledge was implemented in Batumi Shota Rustaveli State University in 2011. On the base of "Kiber-1" we conduct practical classes, on-going evaluations and final exams. By the mean of the mentioned system students are able to estimate their own knowledge by themselves.

In recent years, as it was already mentioned we were able to work on short term educational program "Georgian language for foreigners" on the base of the computer program. Nowadays, we are able not only fulfill oral and writing inquiry but also estimate perception of Georgian language and vocabulary by the computer system. In the electronic system of evaluation education plan is represented. The desired result will be only achieved systematic character which means strict logic of planning.
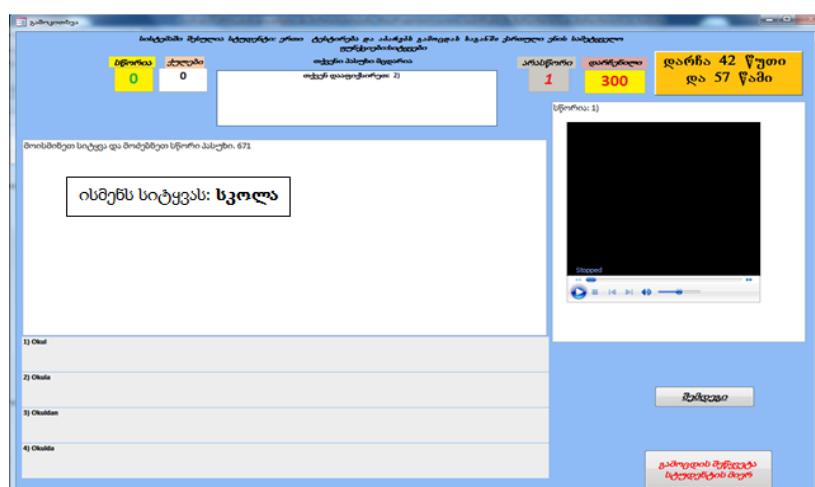
Accordingly all tests are planned and they involve a specific material. A listener is able to work constantly on development and perfection of reading, writing, speaking and listening skills. In this purpose, the test question is represented in a form of audio file, i.e. a student listens to the test question and from the possible answers chooses the correct one/ones. We can distinguish several directions according to the structure and thematic:

✓ Listens the word in Georgian and translates it into his/her native language;

✓ Listens a phrase in Georgian and translates it into his/her native language or vice versa;

✓ Listens a question in Georgian and finds a correct version from the possible answers.

Such approach enables us to estimate also: how adequate a student understands a word or phrase? Does the student understand this or that form, word combination etc. in a right/wrong way?

For instance, below is given a case when a language learner hears a word "school". The student should find the analogue in his/her native language. In case the answer is not right system gives an according massage.

The given strategy is especially effective while working on vocabulary. A student has a constant relation with a computer and base of the according texts. The quantity of provided texts increases on the base of learned vocabulary. For sure, an important works are done in advance for preparation the system accordingly; it is important to determine the quantity of familiar words and dynamic of adding new ones. In order to clarify the mentioned we introduce a small part of the material of the electronic base bellow:

მამა/Father	ათი/Ten	ია? Violet
ა) Nine	ა) Bir	ა) Çiçek
ბ) Anne	ბ) Onbir	ბ) Menekşe
გ) Baba	გ) Onuncu	გ) Gül
დ) Dede	დ) On	დ) Pençe

თათი/Paw	მთა?Maountain	მუხა/Oak
ა) Burun	ა) Tarla	ა) Masa
ბ) Pençe	ბ) Dağ	ბ) Meşe
გ) Parmak	გ) Mısır	გ) Ağaç
დ) Kulak	დ) Ekmek	დ) Pençe

In the other version of the electronic text a student hears not the word but the sentence, for example: "Nino what are we going to see tomorrow?" A student should search the sentence among the given answers (given in Georgian language in this case) which exactly complies with the asked question: "Tomorrow we will see a museum". This enables the language learner not only check his/her knowledge but also learn the right meaning and pronunciation of the word or phrase, moreover if he/she has opportunity to listen the same question several times and then answer it.

We would like also mention that, for conduction a research we prepared experimental test which was approved by BSU non-stop education center. There were 50 questions in the test and it involved the noun related issues. The language learners were given 15 minutes for listening and searching right answers. We can say that the form was quite interesting and acceptable for them. Testing was conducting in three other universities in the framework of innovation project of BSU non-stop educational center: in Tbilisi, Kutaisi and Rize State Universities.

For illustration we introduce some data from the research materials conducting in Rize University in the forms of a table and diagram:

Rize Recep Tayyip Erdogan University			
A student's Result			
1	A student (a girl)	45 points **Issues requiring more attention:** ✓ *Usage of dative case;*	Maximu

		✓ *Forms on Instrumental case;* ✓ *Relation of determiner and determinant;*	m points **50**
2	A student (a girl)	42 points **Issues requiring more attention:** ✓ *Usage of possessive pronoun;* ✓ *Needs improvement in declension forms (dative and possessive).*	Time 15 minutes
3	A student (a girl)	26 points (Could not meet deadline) **Issues requiring more attention:** ✓ *Time management;* ✓ *Forms of instrumental case.*	
4	A student (a girl)	23 points (Could not meet deadline) **Issues requiring more attention:** ✓ Forms of ergative cases; ✓ *Using of possessive pronoun;* ✓ *Forms of instrumental case;* ✓ *Relation of determiner and determinant;*	
5	A student (a girl)	31 points **Issues requiring more attention:** ✓ *The rule of using -до (shi) postposition;* ✓ *Forms of instrumental case;* ✓ *Can't understand the meaning of word properly.* ✓ *Postpositional forms;*	
6	A student (a boy)	25 points **Issues requiring more attention:** ✓ *Can't classify the information*	

	properly; ✓ *Can't distinguish dative and possessive cases.* ✓ *Forms of instrumental case;*	
7	A student (a boy)	29 points(could not meet a deadline) **Issues requiring more attention:** ✓ Time management; ✓ Who and a What group classes; ✓ Postpositional forms;	

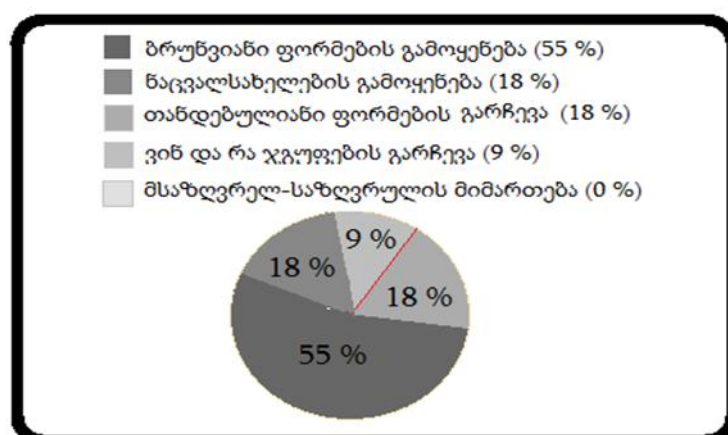The experiment enabled students to estimate their selves. They manage the text by themselves, control time and observe their mistakes. The material provided in such form teaches the non-Georgians mobilization and fast thinking, also to work independently. They study to distinguish important information and work on developing and integrating it.

Conclusions

1. Growing interest towards studying a Georgian as the second language increases the requirement of the teachers who will work with the groups. Studying of the second language requires active and everyday practical working both from a teacher's and student's side which include the following: enrichment of vocabulary, gradual enforcement of communication skills and switching from word to a sentence. Development of listening, speaking, reading and writing means taking into consideration all components related to the language. One of the most important from these is teaching of Nouns.

2. Teaching in non-Georgian groups mean, using of technologies oriented on the learner and received by research analysis and experiment results and also development and establishment of new strategies. The mentioned will support improvement of learning quality of teaching Georgian as the second language.

3. For illustration and

- ბრუნვიანი ფორმების გამოყენება (55 %)
- ნაცვალსახელების გამოყენება (18 %)
- თანდებულიანი ფორმების გარჩევა (18 %)
- ვინ და რა ჯგუფების გარჩევა (9 %)
- მსაზღვრელ-საზღვრულის მიმართება (0 %)

9 %
18 %
18 %
55 %

comparison analysis, the examples from Turkish, English and Ukrainian languages are shown in parallel with Georgian while discussing the teaching material. Accordingly, working practice with Georgian language learners is also taken into consideration.

4. The lessons need to be planned considering the structure of the learning language during the Noun teaching process in Georgian. However, we should not forget that grammar should be taught not systematically by the course of theory but practically by active using of context.

5. Comparison-opposition analysis, also the methods of description, observation, and brainstorming, working in pairs, parallel dialogues, group writing, group reading, communication, group and pair working are preferable due to research goals. Audio lingual, audio visual, free talking and pedagogical experiment methods are also supported while teaching Nouns.

6. Attention should be paid on the word essential for communication during a learning process. Finding of analogues in different languages is also acceptable.

7. During choosing of teaching methods, a teacher should determine the volume of listening, writing, reading and speaking materials; the goal and possible results must be planned properly.

8. Teaching of Nouns (Nouns, Adjectives) should be planned consistently. The opinion is accepted in modern teaching strategies that each thematic unit can be divided into several parts and taught at several lessons. Doing this requires considering of learners' abilities, needs, actuality and complexity of the material, criteria of choosing grammar and etc.

9. The attention should be paid on the following during teaching Numerals: a) numerals with simple roots; specifications of: b) complex; c) composed; d) definite and indefinite numerals.

Repetition of the same text several times is preferable in the process of teaching (for example, to use texts studied during cardinal numerals in the process of learning ordinal ones). All these give opportunity of comparison and repetition.

10. Pronoun takes a different place among the noun classes. Pronoun as a part of speech exists in every language and is represented with the same function in all of them.

Accordingly, comparison-opposition method with the target and native languages will also lead to a positive result during a teaching process.

11. Teaching of declension in Georgian language is related to the important difficulties. Non-Georgian can choose the right cases only by the way of listening and constant repetition, also active working with a teacher. Dialogues, asking a question, moving from easy to difficult are the main ways for studying declension of nouns.

12. Declension in Georgian language carries some syntax function as well in different with other languages. Morphological-syntax constructions are created by their means understanding of which is quite difficult for non-Georgian students.

Nominative and dative cases are relatively easy to understand but ergative case is difficult for them. Accordingly, not the sequence of cases but their complexity and expected problems should be taken into consideration during a teaching process.

Possessive case is very active in Georgian language. A language learner has to provide personal information on herself/himself by using the possessive case.

Teaching of instrumental and adverbial cases is desired by taking into consideration their basic functions. As for the vocative case it is important to pay attention on its nature during teaching. Namely, it is independent case and its function is to address.

13. The next stage of learning Nouns is word combination. Considering of the nature of two languages is very important while discussing the teaching strategies and accordingly dividing the material on simple and complex parts is also required.

A right approach, wide use of effective means, correct methodology, delivering of grammar in easy and understandable way will help the language learners to make the process simple and easy to overcome.

14. Electronic applications and electronic resources can be used in various ways and for development of linguistic competences and estimation of knowledge among them. The latest component also takes an important place in the teaching process planning and development.

15. On the base of computer program "Kiber-1" the ability of language studying and vocabulary are estimated in the framework of the processed system. In the mentioned system the teaching material is represented.

In the framework of innovative project of non-stop educational center the overall picture was revealed on the base of the research results conducting in different universities, namely in which sphere of language study students need improvement. Besides, the experiment enabled the students to evaluate themselves and observe their mistakes. The received results will be useful for development of a new electronic system of studying and evaluation.

16. The desired result will be only reached by systematic learning which means a strict logic of planning, appropriate delivery of the material and accordingly, all tests are planned and they involve a specific material. The learner has an opportunity to work on improvement of reading writing, speaking and listening skills with the help of computer.

The main principles of the dissertation have been represented in the following publications:

1. **Some issues of teaching and spelling of Ordinal and Cardinal Numerals in non-Georgian groups.** Proceeding of 3rd scientific conference of Humanitarian Doctoral Students, Batumi Shota Rustaveli State University, 2018, Batumi (in the process of printing).

2. **On the issue of Declension teaching in non-Georgian groups.** Proceedings of the Doctoral Students and Young Scholars 2nd Conference, dedicated to 80 years of anniversary of BSU, 2015 Batumi Shota Rustaveli Statwe University, 2017; P. 169-172.

3. **Some issues on text choice and teaching in non-Georgian groups.** IV international conference "Language and Culture, Akaki Tsereteli State University, publisher: "Meridiani", Kutaisi 2017; P. 482-485;

4. **Factors inspiring reading in non-Georgian groups.** (AL -FARABI I International Congress On Social Sciences, Gaziantep, Turkey), (https://docs.wixstatic.com/ugd/614b1f_26f787808dde4b13aaef3c4a068f5823.pdf), Electronic publication, Turkey 2017; P.1250-1254;

5. **Some issues of teaching of Substantive determinants in Turkish language groups.** VII Scientific-methodological conference-actual problems of teaching and education, Akaki Tsereteli State University, Kutaisi, 2016; P. 223-227;

6. **Some issues on teaching some postpositions in non-Georgian group.** Batumi Shota Rustaveli State University, Department of Georgian Philology, Philological chronicles, Volume III, Publisher "Iverioni", Tbilisi 2016, P. 169-173;

7. **Human Proper names in Georgian and Turkish.** Batumi Shota Rustaveli State University, Faculty of Humanities; Ilia State University, Center of Semiotic Studies; VII international conference, Humanitarian Researches, part II, Semiotic-scientific journal, volume XVI, publisher "Universali", Tbilisi 2016; P.255-258;

8. **Georgian language for foreigners** (manual a) –a student's book, p. 1-98; b) practical workbook, p. 1-117; c) electronic alphabet and texts). Co-author. Publisher: Batumi Shota Rustaveli State University, Batumi 2015.