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## **Some Accents of Georgian, as a Second Language Study**

### **ABSTRACT**

During of second language teaching, there's often focus on student Readiness, because they believe that no matter the well-planned operation, interesting and living material should be approached, it won't result if a person does not want to study. In our case Criteria for getting the necessary factor, which is based on a mixed (Direct and indirect), eclectic Method of teaching and we find that this is the only meaningful and important way which in case of correct teaching deliberately and effectively gives result.

Research and practical experience confirm, that supported those wishing to learn a second language and actively involved in achieve the aim in the case, if they have a good command of the native tongue. Such people have an understanding of the function and purpose of the language that language is one of the important things together with other factors that affect education process and make the foundations, which are defined by language mastering and the access efficiency; otherwise, the language becomes a set of words, devoid of meaning and purpose of his depth. This problem remains an important factor for us, teachers of Georgian as a second Language, as it is quite or often, there occur rumors as if our graduates in further study it difficult to assimilate completely clear the problems in a specific discipline.

**Key words:**, *the state language, Georgian as a second language teaching methods.*

In fact, the real reason we have to search at the beginning, at inadequate education, which means an inadequate knowledge of native language, which can't be used as the foundation corner of a superstructure. Acquainted with relevant literature I read that on the average native language level knowledge for minority pupils is very important closer to the state language

unhindered access of all aspects of life, inclusion of texts analyzed in terms of intercultural, lexica Knowledge and others. This view is valid, and at first glance it is nothing too controversial, if not the most important factor in considering how they are acquainted with their own language, what a vocabulary storage they have for this purpose.

I will cite one example, I gave the students two episodes, one – historic work, the other from literature. Both excerpts were about fight episode, and I asked them for only one thing, determining which one was historical and literary. This simple task can not be performed, even to those who had set the genre or properly defined and they even could not explain why he felt so, the fact is that the correct reference was a random coincidence only, and when I asked for an explanation the correct answer they considered to be a mistake and apologized, - we were incorrect.

Perhaps that's an understandable, that even lack of Georgian language knowledge is not important, they don't know even their own eminent figures names. During the school period They have not been writing none of those essays, do not have relied on the mind something to remember, understand and then convey on their own language, not to say anything about the analysis, evaluation and conclusion.

Their linguistic feature carries simple, primitive facilities and has no other importance.

Students coming from two years preparatory groups, compared to previous years are about one step ahead to usual students, because some of them and most of them can use to computer equipment and Internet facilities.

But that's a small step forward and is framed only limited information. Right

Primitive, poor vocabulary, words, and not set their depth access creates a barrier, what they are learning at a later stage, to a higher level and for which they shall ask for us to the answer, as a mid-term rings, but the real reason is covered. In second language develop of any language skills depends on the native language competence.

Language Proficiency understanding the difference will only be possible if they are literate

Native language, which determines the transfer efficiency and literacy Inefficiency. So the question can be asked - will they be able to share their Successful language learning? Of course not, because it is a mental Process, and expressed through the language of food needs Spiritual nutrition, mental training, general education, and so forth. Therefore, Therefore, I think that we have the best Opportunity, and it is certainly not too late, the gap Possession of native language, and to eliminate significant Positive to the Georgian language teaching in this regard.

I mean, well-proven method of introducing an eclectic method when they use mixed direct and indirect, synthetic, combined methods. To do this it is necessary that a year given us for Georgian language teaching, use for the language and thinking, mental training, fantasy, fiction, speech perception mastering.

Teaching and learning should be based not on a simple sentences, but also on the level of

expressions working necessity; Emphasis should be placed not only in terms of knowledge, but also on specific speaking situations as well. From that point of view we can give more positive creativity among young people, which is based on the mental-intellectual training and promotes the synthesis of thought, and represents great importance in indispensable language teaching-learning process.

Our attempt would be one from the process and be a step forward. Of course, Our textbooks are supplied to a certain amount such type of works or texts, but this material is not enough to learn the language by Eclectic method. Learners position to respond or evaluation and interpretation of the text, limited only a descriptive level. Eclectic, mixed method is constructed by a new method of knowledge. Our graduates should be able to expand the descriptive situations, enabling them to realize that learning is based on obtained information analysis and development of independent thinking;

Their new skills in creative thinking is saturated with alternative proposals, opinions, visions installing, problem solving skills, improving own feeling. That's true, that for all those things a year time will not be enough, but it would be show the correct way and in this regard a certain step, and see understand the language meaning and function and step by step develop in the future. Such a

method would be introduced in the teaching of traditional parallel method.

At first glance it may be some inconvenience as to set of guidelines, but the beginning stage the special textbooks would not need. Teachers will be able to provide them with appropriate materials so that not put any obstacles in this regard.

They should provide with fables, legends, myths, legends, maxims, proverbs, wise and other expressions and so forth. Such type of work is important, because the fiction for them is a separate fact that something happened, just a separate fact and not an example resistances of life assessment. We're prepared to do the training, because such things are extraneous to them. Language as an independent object, Humboldt calls it as a body, emphasizes that the language is life, but the fabric, and as a spiritual process without any life, bodily. Nothing in the language can not be studied anatomically, but physiologically. "There is nothing in the language static, everything is dynamic "(Al. Kartoziya 1998, pp. 85).

Processing texts question we have to focus on shortcomings of the context. For example, if the historical facts, including whether the assessment of the existing side by side, in the present performance-imagination revived as an event. We can deal with as fragment, "taken out" of the action, as well as a set of circumstances where will be leading us to an interesting

phenomenon. Such activities require mental judgment, analytical reasoning, observation, thinking, relative issues, events or aspects of quarrying common and different categories grouping in certain criteria, for example, the aesthetic principles and other thematic groups, feature significance of the specific context statements to represent.

This and other many kinds of textual works formate toward a young man a different type of approach and develop their logical thinking skills, which in a future, will take any action in addition to its involvement in education and contribute to the full integration of will the language ii a literature entries, "the language is literature material ... represents an substantises the role, as well as paint-painting, stone- sculpture, sound - music ....

Each has their own structure, but he was given by nature and is not related to social (Ideological) process. In this sense the language of special material, which high social activity had been characterized by the ability, rather than the artist it uses "( I.Lotman 1898, p.175-176). During training, when given historical narrative, it has not bear the actual Character. It should be included in folklore, mythos, the epic genre. This particularly important in the study of myth and legend, they have fundamentals of their world outlook,

which manifested by traditions. "Every event has a historical outlook basis. It can be said that the "first" outlook – myth completely covered the world. Myths fully describe it. Each myth is specified law and their unity gives a full explanation of our environment. In this environment, the outlook is reflected in traditions. Each event is a reflection - repetition of once committed incident "(G. Tevzadze. 1998, p. 11). Also it's important to explain, that no one face thinking, allegoric thinking, which may be the most simple example that the fable could be considered, " private incident happening in the parable indicates kind of general, "Morality".

Allegorical fable thinking is only one of the possible branches. Allegorical is medieval culture as well, where every private visible seen is considered as indicative of up sensual, invisible... As the sample of symbolic thought we can quote lions drawn by Pirosmiani. None of them are really existed lion portraits ... but what we generally taken "in lions bravery, vanity and power" (K. Katsitadze, 1998., p.55-57). In teaching process is also an important factor to introduction of the humor perception. In order to be able to understand it need for linguistic facts knowledge, which stimulates the text objectification (Al. Kartozi., P .90).

For the youngsters must be obligatory to make additional reading literature and then listening their discussion, evaluation and interpretation of the vision. Such training

should be the basis for The introduction of literacy, especially for the new academic year. Introducing the teaching sector direction of texts, the so-called Subject competencies. Therefore, we believe that the eclectic method To introduce young people to ensure developing the skills that will undoubtedly benefit They will be useful in any area or sector-specific nature of the perception of the analysis, Monitoring, evaluation and reconciling the correct conclusions Terms.

Method becomes eclectic fusion of direct and indirect methods and it has quite good intellectual results

in terms of development. However, some of the teachers themselves avoid, because it difficult to understand the method of mixed language medium level for the connoisseur. In this regard, the teacher will have a hard road to run, but most important is what he chooses as criterion. When his goal is Georgian language study young people can make the perfect higher education, it means that he is preparing a very serious step.

Of course, the goal should be result-oriented, teachers do not have to conserve energy and commitment to this responsible business for enforcement. " The eclectic method has several disadvantages:

1) It can mute the student learning enthusiasm.

2) It makes obstacles for a teacher in use of language communication, spoken function,

which is itself one of the most important aspects of second language teaching methods.

3) A student can not understand the true intent of grammatical rules, if he does not know in advance the aspects of the spoken language.

Therefore, the teachers try to reject the indirect method, hope that doing so will reduce the intellectual classes load and create favorable conditions for students to master the language. In turn, direct method of teaching has Disadvantages. It cannot provide the student's needs - Establish a vibrant relationship with the spoken or "reasoning" in a foreign language. So, the basic method has eclectic features of communication, contact the provision of two methods combining. It should be noted that second language learners require some knowledge of grammar, to expedite the speaking skills " (Z. Baghashvili, 2007., p.19).

Indirect method of exclusion does not mean that it is insured from deficiencies direct method of teaching. His negativity is revealed in introducing an eclectic method of tempering intellectual point of view, this means that its relationships cannot be focused on communication skills. Georgian as a second language learning process one can separate two categories of learners:

1) Person who studies language in general, as citizen of this country, or any of his/her own interests

2) Young, which is focused on education and preparing the highest level.

It was the second accident conditions, which in our case includes, eclectic method implementation is not only necessary but obligatory too, Only because it gives a person the right way of choosing. Such learning of a second language actually replaced by a native speaker, as a literate language. Such approach no limits and does not degrade the native language original existence, but in terms of education a second language becomes prior as a state language. Mother tongue (temporarily) usually remain for discussion and a means of communication. Moreover, the Georgian as a Second Language, from literacy point of view enriched, and

becomes the basis of the fact that young people improve their native language.

Well after mastering the language before him itself will stand as will as necessity improving mother tongue and develop this line itself, because he realizes that the language is not just a simple means of communication of his personal identity and is very good, subtle, correct vocabulary which enriched the speech. It is clear that the second language well study allow. Thus, the second language is not "oppress" speakers, but also his takes face to face education oriented person the necessity of the development. We, as educators, it is important to provide them on the right way in order to make the importance of young

people's consciousness, function, the function of language phenomenon, after to be able use of themselves. We must create the basis for the correct way of use, and then thrust them to develop it. Therefore, there are many ways and means. First of all, it would require a lot of reading to enrich the language vocabulary, which declining forms significant obstacles on the way to master the language fluently. so, This approach of language study do not only justified, it is necessary for any type of learning and verbal communication.

As a result of this kind of teaching young people must be able to understand ethnic culture values and the Home Grains during thos process teachers have to give and infuse. Teaching all current reality, the eclectic method enriching youth vocabulary, allow them to understand etymological sense of the word. They realize the importance of language as the soul reveal, form their personality, as the cultural citizens. These Studying makes them observe their native culture from other side to assess and estimate previously unknown values.

Therefore, in this respect the work needs very delicate and correct approach. They should be understood that starting the language learning with that method is possible only at the preparatory stage, then they continue the work in this regard. This will become the basis for the future public schools to begin implementation such a method of teaching.

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