

6.2. LANGUAGES & LITERATURE

6.2.1. General language studies

1.6.2.1.1. On the Methodological Aspects of Identifying the Nominal Stems in Georgian. /R. Gersamia/. Journal Language and Culture. – 2019. – #22. – pp. 14-20. – geo.; abs.: geo., eng.

In Georgian scholarly literature, the nominal stem is identified based on a simple linguistic method, namely, removal of the marker from a nominal lexeme in the ergative or dative case. The arguments in support of the dative case are based on the stability of the root and suffixal morphemes: a) the root of the lexeme in the dative case is not subject to phonetical alteration, b) the dative case is represented by one morpheme /-b/ of C structure with all kinds of stems i.e. it is not represented by allomorphs. The issue becomes complicated in case of plural stems with -eb markers. Based on the above-mentioned method, the nominal stem ends with marker /-eb/ of VC structure. Thus, a nominal lexeme with *ḡb* plural marker can only be consonantal, whereas, according to the type of declension, it can belong solely to the first i.e. consonantal type (A. Shanidze), which enables the following subtypes: stems subject to syncope and those not subject to syncope. According to this logic, there are different stems in the singular and plural. The system suggested by A. Shanidze is solid and true for the entire class of nominal parts of speech. According to this logic, defining a stem based on its final sound (consonant or vowel) is relevant only for the singular form. Only with regard to the singular form we can discuss morphonological issues: the changes and relations between the root and affixal morphemes. The plural system is based on certain paradigms i.e. paradigmatically, no changes are expected, because the changed paradigm appears in the initial nominative case. This issue is related to the phonetic structure of the plural morpheme. Analysis of the plural stem of a nominal part of speech should embrace the following issues: 1. The agglutinative nature of the Georgian language, the morphosyntactic chain of the nominal stem and the rank structure of morphemes. 2. The status of the morpheme /-eb/ based on diverse methods of linguistic analysis. 3. The boundary between derivation and inflexion (analysis of examples of the following type: *k'op'l-ian-eb-i* - *k'op'l-eb-ian-i* – *k'op'l-eb-ian-eb-i* . Corpus statistics). 4. Should the methodological approach be changed? What should serve as the basis for the new definition of the nominal stem? 5. What are the arguments in favour of A. Shanidze's system and what are the counter-arguments against the given system? Ref. 6.

Auth.

1.6.2.1.2. Valency of the Georgian sign language (GESL) verbs. /T. Makharoblidze/. Journal Language and Culture. – 2019. – #22. – pp. 31-40. – geo.; abs.: geo., eng.

Like in many other spoken and sign languages, in GESL verb may have a subject and an object. Sign languages are considered as polypersonal verbal languages. Although the approach to the category of verbal valency and verbal argument structures is absolutely different from the one spread in spoken languages. In sign languages so called incorporated or polypersonal verbs are the verbs which can kinetically display the object directed dynamics. In contrast from spoken languages, in sign languages the verbal valency depends on the object oriented kinetic vector. Sign languages are 3D spatial visual languages, and verbal persons/arguments and valency are connected to this spatial dynamics. In sign languages, lexical and semantic content is not the central point of verbal valency, unlike spoken languages. This fact should be taken into account in a broad typological analysis, since it introduces large changes in typological points of view regarding incorporated verbs and argument structures in languages as a whole. Ref. 33.

Auth.

1.6.2.1.3. History of Corpus Linguistics as a New Interdisciplinary Field in Georgia (Corpora and Webcorpora). /N. Kenchiashvili/. Journal Language and Culture. – 2020. – #23. – pp. 38-50. – geo.; abs.: geo., eng.

Popularizing of corpus linguistics in Georgia was promoted by scholars of the Institute of Empirical Linguistics of Goethe University of Frankfurt: J. Gippert, M. Tandashvili, *et al.* Since 2012, Batumi Shota Rustaveli State University has hosted summer and winter schools in corpus linguistics, digital Kartvelology and digital

humanities. The first Georgian handbook in corpus linguistics was published by M. Tandashvili and Z. Purtskhvanidze in 2014, entitled "Corpus Linguistics Paradigm in Linguistics" and in 2018 by R. Khalvashi's authorship – "Introduction to Digital Humanities". In the process of documenting Georgian languages, the leading role is also given by the Institute of Empirical Linguistics of Goethe University of Frankfurt. As a result, we have a many sources such as TITUS-ARMAZI (Alternative Resources, Materials, Applications and Zipped Information – Caucasian Languages and Cultures: Email Documentation) – 1999-2002, ECLinG (Endangered Caucasian Languages in Georgia) Languages in Georgia) – 2002-2005, SSGG (Die Soziolinguistische Situation im gegenwärtigen Georgien – Sociolinguistic situation in modern Georgia), 2005-2007. Besides the above mentioned electronic resources, the Georgian National Corpus Project (GNCC) has laid the foundations for such projects as the Georgian language corpus; Georgian Dialectic Corpus, Georgian Scientific Metalanguage Corpus, Georgian political corpus and etc. At the base of Ilia State University there were also several important projects aimed at building the corpus: Georgian language corpus and The Epigraphic Corpus of Georgia. In addition, the linguistic corpus of the Georgian language, which was created at the Georgian Technical University and Parallel Corpus – parallel corpus of English-Georgian scientific texts, created by the "lexicographic center" of Ivane Javakhishvili Tbilisi State University. Besides the Georgian language corpora, there is also the Georgian webcorpus named KaWaC (Kartvelian Web as a Corpus), which was created within the framework of S. Daraselia's doctoral studies. Thus, after the development of the corpus linguistics in Georgia, many types of corpus and WebCorpus were created, which is a very important fact. Ref. 26.

Auth.

1.6.2.1.4. Culture in the Space of Lingodidactic Conceptology. /E. Tareva/. Journal WEST-EAST. – 2019. – v. 2. – #1. – pp. 123-127. – rus.; abs.: geo., eng., rus.

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This paper concerns a methodologically significant issue that reveals the underlying processes of the development of scientific knowledge in the field of methods of teaching foreign languages. It introduces the concept as a basic unit in "conceptology" and "linguconceptology". The study identifies the values and key (threshold) concepts in the field of foreign language teaching methodology and shows how the evolution of a key concept demonstrates the development of scientific knowledge. The object under study is the concept of "culture" in the linguistic educational perspective. The factors that determine the transformation of the concept are justified. They are linked to a change in educational paradigms. Ref. 19.

Auth.

1.6.2.1.5. Teaching Russian as a Foreign language in Serbia (Serbian-Russian interlanguage homonyms in teaching Russian language). /G. Naumovic/. Journal WEST-EAST. – 2019. – v. 2. – #1. – pp. 127-130. – rus.; abs.: geo., eng., rus.

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Mistakes of Serbian non-philology students in Russian language learning (types and causes): why Russian language in Serbia increasingly loses its significance and students year after year show less interest in its study. It is well-known that less related languages like Russian and English are more difficult to learn than related languages Serbian and Russian with lots of words that students find "familiar" and tend to recognize while reading and listening. This characteristic of related languages makes students false convinced, giving them illusion of quick and fast language learning and its use in communication. A similar word can often be "a false friend" to translator. Examples. Ref. 4.

Auth.

1.6.2.1.6. Symbolics of China Realia in Russian Verbal Culture (in the Verbal Aspect of Teaching Russian as a Foreign Language). /V. Abramova, J. Arkhangelskaya/. Journal WEST-EAST. – 2019. – v. 2. – #1 – pp. 130-135. – rus.; abs.: eng., rus., geo.

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The authors of the article present a method, which has been worked out and tested by them and which is intended to help Chinese students in studying Russian lexical and phraseological units with a symbolic