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## LINGUISTICS

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### FUNCTION OF WORD-FORMING HOMONYMOUS SUFFIX -ING

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**Annotation.** The paper discusses English derived words, in particular, describes the Germanic origin homonymous suffix -ing and its features, which is currently actively filling and enriching the lexical fund of the language with new lexical units.

As a result of the conducted research, it was revealed that words with the suffix -ing are found in abundance in modern English, are distinguished by a certain form and semantic properties, and actively participate as borrowed lexical units in the process of the emergence of new lexical units in both Georgian and Russian languages.

This problem is very relevant and interesting in the word formation of the modern English language.

**Keywords:** word formation, homonymous suffixes, borrowing, derived words, productive morphemes

### INTRODUCTION

Language is an important tool for human interaction and communication. Thanks to language, we can express our thoughts and ideas.

A lot of definitions of language have been proposed. Henry Sweet, an English philologist, phonetician and grammarian stated: “Language is the expression of ideas by means of speech - sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.” (Crystal, Robins 2023)

Language is an immensely democratizing institution. To have learned a language is immediately to have rights in it. You may add to it, modify it, play with it, create in it, ignore bits of it, as you will. (Crystal 2003, 17)

The well-known Georgian linguist Arnold Chikobava states that language is a social phenomenon, it is a way of communicating sharing thoughts and mutual understanding in a collective of people. The fate of the language is related to society's fate. (Chikobava 2008, 10)

All cultural and everyday events in the life of society are reflected in the language. Roger Bacon, an English philosopher and scientist, also known as **Doctor Mirabilis (Latin: “Wonderful**

Teacher”) stated: **"Knowledge of languages is the doorway to wisdom"**. He also paid a considerable attention to necessity of learning several foreign languages. (Bunting, Fulton 2013)

## **PURPOSE OF THE PAPER AND METHODOLOGY**

The paper focuses on one of the most important problems of English, Georgian and Russian word-formation suffixes used in everyday speech. English morphemes - suffixes are adapted in the Russian and Georgian languages. The study is based on descriptive, lexical-semantic, etymological, comparative analysis methods of English derived words, in particular the Germanic origin homonymous suffix -ing, its function and lexical features which is currently actively filling and enriching the lexical fund of the language with new lexical units.

### **Specificity of word-formation**

Word can be defined as a unit of communication. It is considered an uninterruptible unit of structure consisting of one or more morphemes and which typically occurs in the structure of sentences.

The word is one of the basic units of language. Each word exhibits different forms, nature, elements and meanings. As is known the word is a unit of speech which serves the purposes of human communication. According to L. Lyons the word is ambiguous, both everyday usage and also as it is employed technically by linguists. Words may be considered purely as forms, whether spoken or written, or, alternatively, as composite expressions, which combine form and meanings. (Lyons 1995, 46)

Word formation is the most important way of enriching the vocabulary of the language. The aspect of forming words is one of the most extensive lexical layers of the vocabulary of languages. The specificity of word formation, the autonomy of its status is explained by the fact that, from all linguistic subsystems, it is responsible for the formation and normal functioning of special units of the nomination - produced words.

There are various models of word-building structures, which often differ in various ways in different researchers, since linguistics does not have a single interpretation and definition of the word-formation model as a unit of word-formation (Stepanova 2007). The division is based on the types of word-building elements, their combination and hence the resulting word-formative meaning. Development in word formation does not consist in the emergence of new ways of word formation, but in the use of predominantly one or other model (Stepanova 2007; Maharramova 2018) .

### **The word-forming suffix -ing and its productivity**

Suffixation, like prefixation can also be classified as productive ways of word formation in modern English, Russian and Georgian.

Suffixes usually change the lexical meaning of words and transfer them from one part of speech to another. Suffixes can be divided into 4 groups:

1. Suffixes forming nouns
2. Verb forming suffixes
3. Suffixes forming adverbs
4. Suffixes forming adjectives

Since the last century, a noticeable phenomenon - intensified borrowings of both English words and suffixes in the Russian and Georgian languages.

The object of research paper is an English word-forming suffix -ing, derived from Germanic language.

In the vocabulary of modern English, suffixes have been preserved that were created according to the principle of affixation in the Old English, Middle English and New English periods.

**-ing** is a common Proto – West Germanic suffix denoting nouns, which is derived from verb stems and conveys the process of action: broadcasting - radio broadcasting; reading - reading teaching, hearing, calling, etc. The suffix was widespread in all Germanic languages and served to form nouns, verbs and adjectives

The suffix – **ing** denoting nouns is derived from verb stems and conveys the process of action: broadcasting - radio broadcasting; reading - reading teaching, hearing, calling, etc. This morpheme was originated from Proto-West Germanic: – **ing**, then entered Old English: – **ing**; The suffix is encountered in the following languages: West Frisian: – **ing**;

Dutch: – **ing**, Norwegian Nynorsk: – **ing**; Norwegian Bokmål: – **ing**; Swedish: – **ing**, – **ling**, Danish: – **ing**; the form of Vulgar Latin: **-ingus, -engus**.

In various languages productivity depends on the structural, lexical-grammatical and semantic features of the stem and the suffix itself. The suffix can be productive in any terminological sphere (in scientific disciplines) and aren't completely used in colloquial vocabulary. It should be noted that productivity criterion of suffi can serve only the appearance of neologisms in languages.

Productivity is a general term in linguistics that represents the use of derivational morphemes in the process of new word forms (Akhmanova 2007).

Productive are suffixes that create new words and are used quite often. Regarding their productivity, English affixes are still considered productive (or even highly productive); But some remained as semi-productive and unproductive.

According to R. Huddleston, productivity can be defined as the ability to use the creation of new words. If a certain morphological process or a particular affix is still productive, it means that it can still form new words.

It should be noted that the English suffix **-ing** was unproductive at the end of the XX century, but at the beginning of the XXI century in the mass media and the Internet, the suffix transformed into active and productive word-forming element used in Modern Georgian and Russian languages.

Homonymous suffixes have the same form (sound and graphic form) that are known to be used to form words. They are made from the stems of different parts of speech and express a differential meaning.

English also has homonymous suffixes that denote different parts of speech and can be determined by context. The number of homonymous suffixes includes the following suffixes: **er**, **-ish**, **-ate**, **-ly** **-ant**, **-ian**, **-ing**, **-ed**, **-al**, **-en**, **-ent**, **-ive**.

It should be noted that in the modern English language there are suffixes borrowed from different languages - Latin, Greek, French.

### **-ing as a homonymous suffix**

According to the historical lexicology of English, words with ending **-ing** appear in the XV-XVI centuries, **-ing** indicates a process, at duration of the action, for example: reading - reading, walking - festivities, etc. In the Russian language Anglicisms with **-ing** begin to penetrate at the end of the XVIII century.

The suffix **-ing** - is also found in nouns denoting the instrument of action. ball-bearing - ball-bearing; tuling – (tech), etc. (Seshin 1996, 46-49)

Jody looked along at the farm **buildings**. (Steinbeck 1993, 5)

He took a **steaming** hotcake from the **platter**, **arranged** two **fried** eggs on it. (Steinbeck 1993, 6)

Two blackbirds were **driving** him down the sky, **glittering** as they attacked their

enemy. In the west, the clouds were **moving** in to rain again. (Steinbeck 1993, 17)

Squirrels and rabbits **bolted** from under her feet, and **soft voiced** doves flew away with **whistling** [wisling] wings. (Steinbeck 1993, 120)

She walked about the **yellowing** hillsides or worked at easy tasks, her lips were curled in a **perpetual** fatuous smile. (Steinbeck 1993, 4)

Throughout the day he had always some small stick **protruding** from his mouth, a habit only the laziest and most **ruminative** of men acquire. (Steinbeck 1993, 60)

There are a lot of words with the ending -ing entered the Russian and Georgian languages, they are called as anglicisms as well.

### **Internationalization of word-formation suffixes**

Internationalization in modern Russian and Georgian word-formation is found in the derivational activity of borrowed affixes. There is a relatively significant number of nouns with the so-called. international suffixes: -ist, -er, -or, -ism, age, -ment, etc.

In the modern era, as a result of the scientific and technical achievements in various fields, international relations in the political and business spheres many terms - international words appeared in English language, which penetrated into various languages, including Russian and Georgian. Many nouns derived from the above-mentioned suffixes become in our languages an indispensable component. The main vocabulary fund became the basis for various examples of word formation.

These are known words from the everyday sphere (sugaring - დაშქვრა, დატკობა, засахаривание, face lifting - სახის დაჭიმვა, ლიფტინგი, подтяжка лица, лифтинг, trimming - მოჭრა, იმპრეზა, petting - განებოვრება ალერსი, ласки and others); musical terms (shoegazing - შუგეიზინგი - ალტერნატიული როკის ქვეჟანრი, шугейзинг - поджанр альтернативного рока, beat boxing - ვოკალური პერკუსიის ფორმა, რომელიც ძირითადად მოიცავს დრამის აპარატების მიბადვის ხელოვნებას პირის, ტუჩების, ენისა და ხმის გამოყენებით, форма вокальной перкуссии, в основном включающая искусство имитации драм-машин с использованием рта, губ, языка и голоса. scrimming - ვოკალური ტექნიკა, რომელიც პოპულარული "აგრესიულ" მუსიკალურ ჟანრებში, როგორცაა მძიმე მეტალი, вокальная техника, популярная в «агрессивных» музыкальных жанрах, таких как хэви-метал, mastering - დაუფლება, овладение); sports terms (pressing - პრესინგი, წნეხი, нажатие прессинг, snow-rafting თოვლის ჯომარდობა, снежный рафтинг, freediving - თავისუფალი ყვინთვა - დაივინგი - дайвинგ, street racing - ქუჩის რბოლა, уличные гонки); names of offenses (phishing - ფიშინგი - ინტერნეტ-თაღლითობის და კიბერ დანაშაულებრივი ფორმა, фишинг - форма интернет-мошенничества и киберпреступности, cybersquatting - კიბერსკვოტინგი - მეწარმეობის საქმიანობის ტიპი ინტერნეტში, вид предпринимательской деятельности в интернете, киберсквоттинг, shop-lifting - მაღაზიების ძარცვა, кража в магазинах); economic terms (franchising - ფრანჩაიზინგი, франчайзинг, merchandising - მეჩერდაიზინგი გასაღების ხელოვნება, საწარმოს კომერციული დაგეგმარება, мерчендайзинг - искусство торговать, часть процесса маркетинга, определяющая методику продажи товара, fundraising - ფანდრაიზინგი - ორგანიზებული საქმიანობა თანხის მოზიდვის მიზნით საქველმოქმედო და პოლიტიკურ ორგანიზაციებში, фрайзинг – сбор средств); scientific terms (inbreeding - ინბრიდინგი - შეჯვარება ახლო მონათესავე ინდივიდებს შორის, инбридинг - межродственное скрещивание, crossbreeding - კროსბრიდინგი მეტიზაცია - ცხოველების ჯიშთაშორისი

შეჯვარება, კროსბრიდინგ - скрещивание, splicing - სფლაისინგი - მონტაჟი, სპლაიზინგ – монтаж, соединение ); computer terms (blogging - ბლოგინგი - ბლოგის წარმოება, ბლოგინგ - ведение блога, copywriting - კოპირაითინგი - სარეკლამო განცხადებების შედგენა, копирайтинг - написание текста с целью рекламы, refactoring - რეფაქტორინგი - ხელახალი პროექტირება, рефакторинг - перепроектирование, egoserfing - ეგოსერფინგი - საკუთარი თავის ძიება (კოპულარულ სამიეზო სისტემაში საკუთარი სახელის, გვარის და სხვა საიდენტიფიკაციო მონაცემების ძიება, эгосерфинг - использование поисковой системы для поиска себя или своего бизнеса в Интернете. (Dyakov, Skvoretzskaya 2022)

## CONCLUSION

In modern languages, the problem of international vocabulary is paid more and more attention. This is due to the significant and steadily increasing role played by international words and terms in a wide variety of areas of language activity

Analyzing loan-words with -ing, there are a large number of examples in Russian and Georgian languages (dancing, camping, dribbling, diving, styling, screening, etc.).

As a result of the conducted research, it was revealed that word-forming models, in particular, English suffixes are distinguished by certain forms and semantic properties and actively participate in the process of the formation of new lexical units.

Thus, in the process of modern English word formation there is a constant formal-semantic transformation, which takes place both between derived words, as well as between word-forming elements.

The leading position of the English language as a donor language is preserved at the beginning of the XXI century. The impact of the Internet and Global Mass Communication played an important role in the spread of international words in other languages

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## DRAGOMAN – TRANSLATOR AT THE CROSSROADS OF WEST AND EAST

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**Abstract.** The paper summarizes a dragoman's range of activities serving at the crossroads of Eastern and Western cultures and knowing their cultural code. Dragomans feasibly contributed to the communication of two civilizations, having a deep cultural knowledge and often a solid academic background. The paper provides a comparative etymological analysis of the term 'dragoman'; the archival documents are presented, confirming the role and significance of the activities of dragomans in international diplomatic missions. The issues regarding training professional dragoman personnel in Turkey, France and Russia are highlighted. The numerous spheres of activities of famous, as well as ordinary, dragomans are covered. Instances describing dragomans' contribution to world culture are provided.

**Keywords:** dragomans, Eastern and Western cultures, international diplomatic missions, cultural code

### INTRODUCTION

**Etymology and ways of penetration of the term.** The historical term 'dragoman' dates back to the Middle Ages when the word first appeared in European languages. In Middle English, *dragman* is recorded, from the Old French *drugeman* coming from medieval Latin as *dragumannus*, from the Greek *δραγομάνος*, *dragoumanos*. Later European variants include German *trutzelmann*, French *trucheman* or *truchement* (*drogman* in modern French), Italian *turcimanno*, Spanish *trujamán*, *trujimán*, and *truchimán*. These variants indicate the Turkish or Arabic word *turjuman* with different vocalizations. Webster's 1828 Dictionary also gives English versions *drogman* and *truchman*. As a consequence, English plural will be *dragomans*, not *dragomen* (Webster, 1828, I T.). According to Ushakov's Explanatory Dictionary, in the Russian language *dragoman* (from Arabic *targuman*) is a translator at some European embassy in the East (Ushakov 1935-1940). There are some discrepancies in the interpretation of the term, clarifying the place of performance of the dragoman's duties: at diplomatic missions, at the European embassy or consulate, in the countries of the East (Kuznetsov: 1998). In early lexicographic sources, the definition focused on with whom the translation activity was carried out, and the dragoman was spoken of, first of all, as a translator "for speaking with prisoners of eastern origin" (Chudinov 1910) or "when speaking with eastern natives, such as Turks and Persians", (Pavlenkov 1907), as well as for "speaking with the native inhabitants" (Popov, 1907).

### RESULTS AND DISCUSSION

Note that the lexicographic sources differ in etymological nuances, arguing that in the Russian language, the term originates from the French *dragoman*, in turn derived from the Arabic *tarjuman*

(translator) (Efremova, 2000, vol. 1). Curiously, although the link is usually given to the French etymon (mediator), in the French language itself there is another term in the dictionaries – the historical *drogman*. In French, in addition to *drogman* which circulates as a historical term and is recorded in dictionaries as obsolete, there is the term *truchement* with the first meaning ‘interpreter’ and the second ‘mediator, exponent’ (Ganshina 1977).

Some early sources refer to medieval Latin and give etymons of different sound design: from Arabic ترجمان, [tarʒ umaː n], [targumaː n] ‘interpreter’ (from *taraga*, ‘hidden, difficult’) to medieval Latin *dragumanus* from Arab *tardshuman* (Michelson 1865, 46). Borrowings of Arabic origin can have graphic and phonetic variants in different languages, depending on the degree of assimilation. It is believed that some Arabs pronounce it as *terjuman*. This phenomenon served as a source of phonetic variation of the Arabic etymon among the compilers of some dictionaries: [tarʒ umaː n / targumaː n / tardshuman / tarjuman] (Epishkin 2010). The named Arabism is no exception in this regard: researchers note that in the dictionaries of foreign words there are frequent discrepancies in the transmission of Arabic prototype words by means of graphics (Al Qadimi Chalub 2010, 7).

According to I.I. Ogienko, Arabisms, depending on the ways of borrowing into the Russian language, are divided into direct borrowings through the Eastern languages – Turkic, Turkish and Persian, as well as indirect borrowings through the European languages (Ogienko 2016, 25). Based on the named classification, the Arabism the author of the present paper is considering entered the Russian language in the third way, through the French language, the traditional language of diplomacy. The reviewed dictionaries adhere to the same opinion, as well as the fact that the term means ‘a translator at diplomatic missions’ mainly in the countries of the East. Notably, in the modern Georgian language the word has acquired a broader semantics and, for obvious reasons, simply means a translator without indicating colleagues from other countries of the East. By its phonetic composition, the word is close to its etymon; in transliteration into Russian it looks like *та̀рджумани*, in the original თარჯუმანო/*tarjimini* (translator).

Let us list the analyzed definitions in Russian language vocabularies, where *dragoman* means the following: 1. Translator at diplomatic missions and consulates, mainly in the countries of the East (Efremova 2000, Vol. 1). 2. An official translator at diplomatic missions and consulates in the East or an interpreter at the embassy in the East for speaking with the native inhabitants (megaslov.ru). 3. Interpreter at the European embassy/consulate in the countries of the East (Evgenieva, 1957: I volume). 4. An interpreter at the embassies in the East, also an interpreter for speaking with prisoners of Eastern origin (Chudinov 1910). 5. An interpreter for speaking with oriental natives (Turks, Persians, etc.) (Pavlenkov 1907). 6. A translator at the embassy in the East for speaking with the native inhabitants (Popov 1907). 7. Translator at the embassies in the East (Michelson, 1865). 8. Responsible translator both at Turkish institutions and at foreign consulates and embassies in the East (Dictionary of Russian synonyms, <https://jeck.ru/tools/SynonymsDictionary/>). 9. Translator at diplomatic missions and consulates, mainly in the countries of the East (Dictionary of historical terms 1998). The Encyclopedic Dictionary by F.A. Brockhaus and I.A. Efron indicates that persons preparing for dragomans at the Russian mission and consulates receive education at the educational department of Oriental languages, which is under the Asian Department of the Ministry of Foreign Affairs (Brockhaus and Efron, 1893.11 Vol. 91).

Concise Dictionary of Diplomatic Terms gives additional nuances of the features of the service carried out by a dragoman – the official status in the diplomatic corps and the diplomatic immunity depending on the continent, as well as the relatively rare word usage: “an official translator at diplomatic and consular missions in the countries of the East. By virtue of the custom established in these countries, the dragoman enjoys diplomatic immunity and is part of the diplomatic corps. In the countries of Europe and America, translators at embassies and delegations do not usually enjoy such rights. The term *dragoman* is currently not widely used” (Concise Dictionary of Diplomatic Terms, 2005, <https://politike.ru/search>).

Nowadays the term is out of use, being considered obsolete. Thus, in the Dictionary of Russian Synonyms, the frequency of use of the word *dragoman* is 18 times per  $\approx$  300 million words, while the frequency of use of the word *translator*, its only synonym, is 2,402 times per  $\approx$  300 million words (The Dictionary of Russian synonyms, <https://jeck.ru/tools/SynonymsDictionary/>). The term often appears in the historical context, for instance, archival documentation testifies to its existence, in particular, on the Chinese *Eastern Railway* until 1945, when the Russian language again became dominant (Politekhnik 11-12: 192).

However, today the term received a rethinking and a second life in the form of proper names and toponyms. Currently, Dragoman is a translator or guide, especially in countries where Arabic, Turkish or Persian is spoken. The term has other meanings - Dragoman is a city, community and railway station in Bulgaria, and even a football club. There was also the Dragoman Monastery a medieval architectural complex from which nothing but ruins are left, and the toponym 'Dragoman swamp' refers to a karst formation in Bulgaria. Among other things, a glacier in Antarctica is named Dragoman.

### **Dragomans, the specifics of their activities and training**

The ability to translate from any oriental language into European presupposed thorough language training and required fluency in Turkish, Arabic, and one or more European languages. Moreover, the position of translator and mediator between the Middle Eastern powers and European diplomatic and trade missions, presupposed diplomatic functions along with translation.

The Encyclopedic Dictionary by F.A. Brockhaus and I.A. Efron, in addition to the definition, emphasizes that the position of translator at European missions and consulates in the East became especially widespread in Turkey. In the Turkish tradition, the profession of a dragoman was mentioned in the Ottoman sultanate during the 13th century reign of Kayqubad I under which two dragomans and two translators were appointed (Encyclopædia Britannica 1911: Dragoman). It is known that experienced dragomans served in the administration of the Ottoman Empire and in numerous European diplomatic and trade missions. The authorities decided to train translators in the West, and the Turkic language was taught in Oxford, but the French opened a school for translators in the center of Istanbul. The services of dragomans were highly paid, and the prestige of the profession was indicated by the fact that, according to palace etiquette, during receptions of foreign ambassadors, the dragoman was seated between the foreign diplomat and the sultan.

Dragomans in Turkey were divided into I, II, III, IV, V, VII and VIII classes. In the rest of the Consulates – Smyrna, Ia $\square$ i, Wallachia and Moldavia, Egypt and others, they were divided into Senior (VIII grade) and Junior (IX grade). Dragomans of the Consulates of Trebizond, Erzurum, Thessaloniki and Beirut were ranked as IX class, along with the dragomans of the Consulate General in Tabriz or the Secretary at the Consulate in Gilan. There were also dragomans during the mission in Persia, the Elders and the Younger (VIII-IX grades) and, finally, one dragoman of the X class served in the Dardanelles and Gala $\square$ i (Code of Laws 1844, 34). In the Ottoman Empire, the positions of the great dragoman of the Porte (and the great dragoman of the fleet) from the end of the 17th century were of great importance among the Greek Phanariots; these positions were usually given to the layman of the Orthodox district in the Port. The first great dragoman of the Sublime Porte was the Greek Panayotis Nicosias. The service of dragomans was 'both dangerous and difficult'; an example of this is the tragic fate of the famous Greek dragoman *Hadjigeorgakis* Kornesios. When the Russian-Turkish war began, on March 31, 1809, he was beheaded on false accusation of misappropriating part of the collected taxes. During the Greek uprising against the Ottoman rule, the newspaper *Moskovskie vedomosti* dated June 4, 1821 noted that two Greek dragomans "were perpetrated as victims of suspicion and revenge: one of them had his head chopped off, the other was hanged" (*Moskovskie vedomosti*, 04.06.1821 <http://www.nplg.gov.ge/papereu/en/browse/000317/>).

An example of the civil rights in the duties of a dragoman in another country is data concerning the stay of a French dragoman in Turkey. Back in 1740, "... The Porte agreed to recognize the dragomans' rights which were usually granted to French subjects in the Turkish territory. In the same year, it granted the French consuls and envoys the right to hire whatever dragomans and other servants they liked from Turkish subjects. In the future, they would enjoy all the rights ever recognized for dragomans in the service of any power. However, the 1840 agreement still made a significant difference between dragomans who were French citizens and Turkish dragomans. According to it, since the French dragomans were representatives of consuls and envoys, they could not be persecuted or imprisoned by the Turkish authorities for carrying out the instructions given to them, since only consuls or envoys had the right to supervise and judge them, and misconduct was subject exclusively to the consular court. Moreover, to ensure the personal freedom and property of a French citizen, the Porte proclaimed the principle of the inviolability of the house said citizen occupied. At the same time, no Turkish authority had the right to enter the house of a Frenchman and undertake a search in it without the presence and participation of the consul, or his authorized representative, or envoy (Marttens 1873, 227-228).

In the historical district of Istanbul, Beyoğlu, on the narrow street Tarjduman Chikmasi the French founded in the 17th century a school for teaching foreign languages. French translators became a kind of cultural intermediaries between East and West. The territory of the empire stretched from Africa to Central Europe and needed people who spoke different languages. The duties of the dragomans included the translation of diplomatic treaties, commercial and political correspondence and negotiations, mediation in diplomatic missions at the Ottoman court and the resolution of disputes that arose in relations between the Sultan and the Grand Vizier, on the one hand, and the ambassadors of foreign powers at the Ottoman court, on the other. A century later, dragomans were mostly ethnic Greek families living in the Fener quarter. The so-called great dragomans (*humayun tarjimasi*) stood out among them. Ethnic Germans, Italians, Greeks and Venetians versed in diplomatic etiquette and possessing the skills of interpretation got to the positions of dragoman in different ways; they tended to have successful careers at the Ottoman court. This school of translators can be traced back to the founding of the National Institute of Oriental Languages established in Paris in 1795 and still operating today; it was founded to solve the problems of governing the French colonies in Asia and Africa. Even before the French, the Venetians sent young talented youths to Istanbul to study Oriental languages (Diasamidze 2021, 73-81).

Dragomans who spoke Arabic, Turkic and Persian contributed to the growth of interest in Islamic culture in the Western world. French diplomat, orientalist and translator André Du Ryer translated the Quran in 1775 (Du Ryer 2016). Beginning in the 16th century, dragomans were recruited from the Greek elite. In 1661 Panayotis Nicosias, who received a philosophical and medical education, became the Great Dragoman of the Porte. He was endowed with wide powers and was involved in issues of urban improvement and payment of taxes and legal claims. The Great Dragoman of the Porte bore the title of Privy Councilor. Since the 19th century, after the Greeks gained independence, the Ottoman authorities began to train translators from among ethnic Turks or Armenians. However, as practice shows, the tradition of appointing the Greeks as dragomans (who often spoke several Eastern languages from childhood) could not completely disappear. Moreover, the study of European languages at that time was not welcomed in the Muslim environment of the faithful. In fact, the realities dictated their own laws within the framework of which dragomans had to get their daily bread, sometimes in unpredictable and even risky situations. In some places, the spontaneous appointment of dragomans led to mutual displeasure and even disastrous results on both sides. An example of this is the facts mentioned in the archival diplomatic correspondence and the official complaints of the dragomans to the Turkish Foreign Ministry. Either the dragoman complained about the inappropriate treatment on the part of the consul in Batumi, or dragomans who were employees of the consular service were given extremely disapproving characteristics. Acquaintance with the actual documentation and the desire to understand what the responsibilities

and the peculiarities of the activities of these original translators of the East were prompted the author to conduct research. The archival documents of the Turkish Foreign Ministry were provided with the kind permission of the doctoral student of Tbilisi State University, historian Zaur Georgievich Margiev; they will be released as a continuation of the first study (Marguiev, 2008). The present study focused on the philological aspect of the documents. Among the tens of hundreds of archival documents of the Sublime Porte, dragomans are often mentioned as assistants and employees in the work of the Consulates General of Georgia in Tbilisi, Batumi and Poti; as a rule, these are Orthodox ethnic Armenians or Greeks. Often, dragomans are mentioned in case of dissatisfaction with their work, because apart for shortcomings, there is little reason to mention these mission officers in diplomatic correspondence. Notably, complains were few, and the amount of their good work was extensive. However, some documents testify to the difficult and sometimes dangerous conditions of their activities which sometimes take on a tragicomic character. Thus, one of the archival documents provided by the Turkish Foreign Ministry concerns the complaint of a dragoman who suffered from the illegal, as it is now called, actions of the Turkish Consul Effendi Rifki Bey, Consul General of Turkey in Batumi in 1880-1888. This appeal to a superior colleague of his allows a mental transfer to the atmosphere of Batumi at the beginning of the 20th century (translated from French by the author):

“To His Excellency Chakir Pacha – Ambassador of His Imperial Majesty the Sultan in St. Petersburg. Batumi, June 24, 1883. Your Excellency, by telegraphic dispatch I have already had the honor to bring to the attention of Your Excellency the incident between me and Rifki Effendi. This incident took all forms and scale of a crime, one might say, a deliberate one. That is why I hasten to present it to Your Excellency in all the details, without exaggerating in the least and giving you the opportunity to judge the seriousness of what is happening. I am filled with confidence in the fairness of your Excellency's judgment and in that you will consider with the utmost seriousness the complaints from your loyal subject who served for two years in the consulate of Batumi as a dragoman. At the same time, for a year and a half, I acted gratuitously as the head of the office, with complete conscientiousness and diligence, both during the emigration of Muslims and in the interests of Ottoman subjects to receive the necessary certificates as an exculpatory confirmation. On Tuesday, June 22nd, at eleven after breakfast, I went to a Turkish café where beys and famous people from the local population usually gather for a cup of coffee. Le Tavaz from the consulate came to warn me that Rifki Effendi was calling me to the consulate to amend the Act of the Certificate of Inheritance which I had drawn up in the morning and submitted to him for signature. I was in the company of Mahmud Effendi for whom this testimony was drawn up. After being summoned, I invited the named Mahmud Effendi to accompany me in order to complete his document as soon as possible. Arriving together at the entrance of the residential part of the consulate, we met Youssouff Zia Bey, the senior officer for emigrants, who invited me to enter from the residential part since the main door was locked, and at the same time he detained my companion. Thus, entering the house, Youssouff Zia Bey closed the door behind me, himself remaining outside while locking the door with a key. I immediately appeared before Rifki Effendi standing in the courtyard with a hose in his hands from the fire pump of the local police, and three of his servants were ordered to immediately activate the said fire pump. Then Rifki Effendi directed a hose at me and unleashed a powerful stream of water on me. Taken by surprise, amazed, I tried to flee and only then noticed that, to my despair, all the doors were tightly locked, and the fire hose was so positioned that it barred my exit to the kitchen with a hail of water. I was soaked through, as if I fell into the sea in my clothes. The only thing left for me was to pounce on Rifki Effendi and rip the hose out of his hands. However, Rifki Effendi clearly did not like my demarche. He showered me with blows, accompanying these actions with the most terrible verbal abuse. Unable to withstand everything – pain from blows, fatigue and shock from a sudden attack, I collapsed to the ground, losing consciousness. Not content with such outrageous and humiliating behavior, he grabbed a huge stick, while shouting to his wife to bring him a revolver to finish his atrocity. Seeing that his wife refused to bring him a revolver, he himself rushed for the weapon, calling for help and

ordering the servants not to let me flee. During this, by some miracle I cannot fully recollect, I found myself on the street, from where I was escorted home. The poor parents, frightened by my appearance, began to shout loudly. Being beside themselves, they did not even think to help me change my wet clothes.

To prove to Your Excellency the veracity of this outrageous and incredible atrocity, I will not fail to mention that a famous merchant named Josef Bagoeff, who was passing in front of the consulate at that time, saw the consul with a revolver in his hands. Deciding that the consul was in a fit of insanity, he hurriedly jumped out the window to hide under the counter. As a result of such a sudden attack, it is quite possible that there are dire consequences for my health, to which sufficient damage has been inflicted. Rifki Effendi is solely responsible for all these consequences. The eyewitnesses to this horrifying scene which greatly discredits the honor of our consulate in Batumi are a military engineer, Captain Protopopoff, his wife and her sister, Mrs Aphkar, as well as a neighbor of Mahmud Effendi (a merchant from Arhari (Lazistan) and a tailor by trade) – my own sister Lucy. Such is the matter in all the details, which I entrust to Your Excellency with the hope for a benevolent and magnanimous consideration of this by Your Excellency, as well as for the triumph of justice. Please accept, Your Excellency, my assurances of deep gratitude with which I have the honor to remain Your Excellency's lowest and most humble servant. Signed: Mélixan Mighirdich Tantadjian".

Characteristically, the story continued in the form of an accusation of violence brought against the already injured dragoman, accompanied by a medical examination in the spirit of the times: (translated from French by the author): "I, the undersigned doctor of medicine and a surgeon in private practice in Batumi, by order of Mr Rifki Bey, Consul General of Turkey in Batumi, was called to the consulate to visit and discover traces of violence committed against the consul by his subordinate. I certify that I found fingerprints and scratches on the left side of the neck, as well as a small bruise with slight swelling on the same side, caused by the compression of the cells of the adjacent gland tissue under the lower jaw. Several scratches were also noticed on the opposite side of the back of the neck, behind the right ear. The following conclusion was made on the basis of these symptoms. Violence perpetrated against the consul has been confirmed. These symptoms can in no way be caused by any disease. In view of the foregoing, the submitted written opinion may be presented where appropriate. Made in Batumi on June 24, 1882. Dr Adpemian. Signature and oval stamp".

The author of the present study considered it necessary to cite an authentic document in its entirety, since it eloquently testifies to the real powerless position of a dragoman who is completely dependent on the higher authorities. It follows from the document that for about two years, the dragoman combined his work with the duties of the head of the office without payment and at the same time incurred the unjust wrath of his higher authorities – the Consul General.

An extremely disapproving characterization is given to the actions and personality of a dragoman of Greek origin by the Consul General of Turkey in Batumi. The document is presented in its entirety so that the reader can draw own conclusions about the role of the dragoman service in the work of the consulate.

"Imperial Consulate of Turkey. Confidentially. Poti, October 27, 1902. Mr Minister, I consider it my duty to convey confidentially to Your Excellency the information that I have just received from a very reliable source regarding the controversial process on a significant land plot between the Military Governor of Kutaisi and a shipping company... Here I dare, Mr Minister, to draw Your Excellency's serious attention to another matter which, in view of its importance, is the main subject of this report. Your Excellency is well aware that the current dragoman of the Consulate General of Batumi, Konstantin Schoumouloff, who is currently entrusted with supervising the course of the trial, is a Russian citizen. Another name of this individual is Costi Schoumoul Oglou, originally from the Surméné vilayet of Trebizond. He was previously employed by the late Nedjil Bey. He was then recalled from service at the Consulate General by the late Beha Bey and Soubhi Bey due to numerous abuses and outrageous actions directed against the Consulate General. For them, he

was reprimanded, according to my information, at one time in the department of Your Excellency, as well as in front of the Imperial Embassy.

Soubhi Bey, the former Consul General in Batumi, who knows Costi Schoumouloff better than anyone, will be able to confirm the veracity of what I said. To top it off, this subject is in the position of criminal change of citizenship without the prior permission of the Imperial Government and is prohibited from returning to the Ottoman Empire. It is regrettable that Vice-Consul Saadi Bey, being aware of the archives of the consulate and well aware of the bad reputation of Costi Schoumouloff, simultaneously acted against the instructions of the Ministry, the dispatch of Your Excellency's department, categorically prescribing the admission to the service of a dragoman exclusively of Ottoman citizenship, as is usually customary. Moreover, Mr Minister, I consider it my duty to warn Saadi Bey about the great responsibility he has assumed. After all, he leaves in the service of the Consulate General a subject with such a turbulent past in relation to the Consulate General – a person in whom no one has the slightest confidence. Nevertheless, he limited himself to saying in a conversation with me that he was forced to act in this way for lack of a better one, that is, unable to find a more suitable dragoman.

As a natural result of what I have the honor to present to Your Excellency, Schoumoul Oglou is on the eve of a new retirement. As his past shows, he will certainly try to please the Russian authorities on which he depends as a Russian subject rather than us. Hence the fact which deserves great regret it is that such an important matter, from the material point of view for both Mahsoussé and for the Imperial Government, because this case is of a land plot costing no less than 15,000 rubles, is in the hands of such person as Costi Schoumoul Oglou, guilty of a criminal change of citizenship without the special permission of His Majesty, the Most Serene and Almighty Ruler, not to mention other abuses of the above-named subject".

It is clear from the presented document that the fate of an extremely important matter for the Turkish consulate was in the hands of the subordinate dragoman. The successful outcome of the litigation gave great concern due to the extreme distrust of the actions of the dragoman who plays an important role in the trial. There indeed was room for doubt, for Ottoman subjects who knowingly defended the interests of the Sublime Porte were mostly hired as dragomans. The fact of the change of citizenship without the highest permission of the Sultan was added to the previous negligence in official matters. It is safe to assume that the 'above named subject' the dragoman Konstantin Sh. held this position, traditional for Orthodox Greeks, being a forced Turkish citizen. Trebizond, where he came from, was the focus of the Greek population – the so-called Pontic Greeks who were oppressed by the Ottoman Empire, and later underwent the ethnic cleansing of the easternmost of the ancient Greek colonies.

Yet, as the researchers rightly point out, despite their difficult service, the dragomans managed to make a significant contribution to the intensive cultural exchange between the Ottomans and Europe. For example, Ahmed Vefik Pasha translated into Turkish-Ottoman language from French 16 plays of the classic playwright Jean-Baptiste Moliere, and Jean-Baptiste Olderman, the colleague of André Du Ryer, the chief translator of the French ambassador to the Ottoman Empire e, wrote a textbook of the Turkish language. The painstaking work of dragomans who compiled dictionaries and guidebooks and who translated books allowed Europeans to expand their ideas about the East, Islam and Muslims. Although the works often pursued purely utilitarian goals, they undoubtedly represent an integral part of the universal human cultural heritage as a result of the interaction between Europe and the Muslim world (Mukhamedzhanov, <https://islam-today.ru/blogi/ildar-muhamedzanov/mezdu-vostokom-i-zapadom-dragomany-v-osmanskoj-imperii/>).

Given the great role of the so-called Eastern question (uneasy relations between Russia, the Ottoman Empire and Persia who claimed the Transcaucasia, the Caspian coast and the Eastern Black Sea coast) in foreign policy in the second half of the XVIII-XIX centuries, it is not difficult to understand the extreme interest of states in professional dragomans. In the Middle East, Transcaucasia and Central Asia, the geopolitical interests of great empires collided: Great Britain

became one of the main rivals of Russia and in the 19th century concluded treaties with Persia and Afghanistan.

The services of the dragoman as a translator and clerk were required not only by the embassies of the Ottoman Empire. The area of their activity extended to the empire of the Great Army of the Steppe, later in the office work of the Commonwealth, the Army of the Lower *Zaporizhia* and the Russian Empire. Notably, the dragomans serving in the Russian consulates did more than just translation of documents or small work for the consulate. Frequently, in addition to fulfilling their duties at the consulate, they replaced absent members of the consulate and were also entrusted with activities related to travelling throughout the consular district. Dragomans of Russian consulates, according to V.V. Galiev, not only carried out daily diplomatic work in the consulates themselves or during trips to the consulate district – they also had to carry out very unusual assignments, participating in the resolution of major social conflicts in the Russian borderlands (Galiev 2010, <http://jurnal.org/articles/2010/hist14.html>).

Therefore, the main questions arise – where did the future employees of diplomatic missions receive such a versatile training? Indeed, the course of affairs and the implementation of the plans of consulates and embassies sometimes depended on their activities, so why was there such an urgent need for their professional regular formation? What was the situation with their training in the largest Eastern European power? In the Asian department, diplomatic relations with the Ottoman Empire and the countries of the East were formed. The department itself, consisting of 38 employees, included 24 translators (Andreev, 1999: <https://mybook.ru/author/aleksandr-radevich-andreev/>). This means that more than half of the Asian department was made up of dragomans. In 1914, the Middle East, Central Asian and Far Eastern branches were under the Ministry of Foreign Affairs. The first dealt with the states of the Balkan Peninsula, Egypt and Abyssinia, the second with Persia, the countries of Central Asia and India. The third, the Far East branch, was engaged in tracking the situation in Japan, China, Siam and the Pacific coast. At the listed departments, a special subdivision of oriental languages prepared dragomans for diplomatic missions in the Eastern states (Ocherk ... 1902, 332-333). Oriental languages were studied both by people from noble families and by commoners whose rare languages gave them the opportunity to get into government service and thereby increase their social status. The conditions of diplomatic and consular service in the East were much more difficult and more dangerous than in European countries due to unaccustomed climatic conditions, alien culture and permanently difficult political situation. The local population at times showed latent hostility at best, so not every young man would demonstrate willingness to serve in such unfavorable conditions throughout his career.

In 1823, at the Asian Department of the Ministry of Foreign Affairs, a fundamentally new educational institution was opened – the Educational Department of Oriental Languages which in 1835 received the status of a university. In scientific oriental studies and the training of diplomats, an outstanding role was played by the Lazarev Institute (1848–1917) and its Educational Department of the Asian Department of the Ministry of Foreign Affairs, in which by 1859 a system for the training of professional translators (dragomans) had already been formed and effectively operated. Dragomans here were called intermediary translators of the Eastern languages, primarily Turkish, Persian and Arabic. Graduates were also obliged to know the customs and mores of the countries of the East; the latter was necessary for the effective implementation of negotiations and upholding the interests of the state. The dragomans were not just ranked among the diplomatic corps – there was a saying that "a good dragoman is worth a whole embassy". Depending on the place of service, the Russians, like the Turkish dragomans, belonged to one or another class or category of employees. For example, in the alphabetical index to the Code of Laws of the Russian Empire, one can find the following information from the Table of Ranks of Dragomans. During missions, dragomans were called I, II, III and IV, from VI to IX grades. At the Consulates, dragomans were the I and II of IX and X classes, which meant they were of a lower rank. In the alphabetical index of the named Code of Laws, dragomans of the Eastern languages of the IX class who were subordinate to the Ministry of Foreign Affairs (under the Novorossiysk and Bessarabian

Governor-Generals) belonged to the category of the V-IX classes and were listed under the Asian Department (Code of Laws.. 1844, 34). Notably, the zone of responsibility of the Asian Department included not only the countries of the East but also Greece which was under the yoke of the Ottoman Empire for four centuries. The department had an Educational Department of Oriental Languages and a School of Translators. Researchers point out the fact that during the reorganization of the work of Ministries and departments, Nicholas I retained all translators and dragomans in the Asian Department, along with most of the posts of officials at special assignments (Lebedeva, [https://mgimo.ru/science/diss/Lebedeva\\_diss.pdf](https://mgimo.ru/science/diss/Lebedeva_diss.pdf): 247). These actions highlight the role of dragomans in carrying out missions overseas.

The Educational Department of the Asian Department taught only six subjects: five foreign languages (Arabic, Persian, Turkish, Modern Greek and French) and Muslim law. Knowledge of the French language was absolutely essential, since the teaching of oriental languages was initially conducted using French teaching aids. However, the first set of students studied only Arabic, Persian and Turkish. Teaching French as an academic subject was introduced in 1825; the number of studied languages increased due to the addition of the New Greek language, the Tatar language since the 1880s and the English language in 1907. All the students of the department were obliged to study five foreign languages, while Islamic traditions forbade devout Muslims to study European languages.

The staff is also interesting – the Arabic literature curriculum presupposed the following material:

- Grammar and reading of light texts (I year, Assistant Professor A.E. Schmidt, I-II semesters);
- Reading historical excerpts and anecdotes (II-III years, Ordinary Professor N.A. Mednikov, III-IV semesters);
- Reading the history of III Abu Hanifah Dinaweri (Ordinary Professor N.A. Mednikov, V-VI semesters);
- Reading and explaining Arabic poems, (IV course, Honored Ordinary Professor Baron V.R. Rosen, VII-VIII semesters);
- Reading and explaining selected chapters from the Quran;
- Reading and explaining grammatical texts;
- History of Arabic Literature;
- Practical lessons in the Arabic language (Lecturer A.F. Hashab) (Scientific Oriental Studies ... 2014, 275).

In addition to traditional teaching materials, students translated diplomatic documents and their copies provided by the St. Petersburg Main Archive of the Ministry of Foreign Affairs. The selection committee was usually very representative – in 1833, the commission included such well-known statesmen as V.P. Kochubei, Count A.F. Orlov, M.M. Speransky, Count A.Kh. Benckendorff, Admiral I.F. Kruzenshtern and others. According to archival data, from 1823 to 1915, 246 people entered the educational institution, and 211 students successfully graduated from the Educational Department (ibid: 193, 278). Such was the formation of dragomans at the state level in the Russian Empire.

The characteristic features of the dragoman's activities can be illustrated by the example of one of the graduates of the Educational Department of Oriental Languages at the Asian Department of the Ministry of Foreign Affairs, V.O. von Klemm, who represented the interests of the Russian Empire at the court of the Emir of Bukhara. The political agent did not interfere in the internal affairs of the state; his task was to monitor and report to the 'center'. Naturally, the dragoman had to conduct a conversation with informants, translate everything into Russian and systematize the information. In Eastern countries, where observance of etiquette and knowledge of the country's traditions is the right key to successful negotiations, or simply to a trusting relationship, such person

needed to possess deep theoretical knowledge. V.O. von Klemm, having an excellent oriental education, enriched it with knowledge of real life in the emirate.

One of his duties as a dragoman was (informally, in personal conversations) to bring to the attention of the emir some instructions and advice while pretending that nothing was known in the capital about the complaints of the Bukharans. Once in a personal conversation with the emir, von Klemm expressed concern about abuses in the khanate, saying such news "will inevitably shake the confidence of His Majesty" should He know about it. To the question of the emir on whose opinion this was, personal or the government's, and whether Klemm conveyed this opinion to the government, Vasily Oskarovich replied that "out of friendship" he had not yet reported anything to anyone and hoped that the emir would take measures and "spare him this sad necessity". The emir promised to gather the Amlakdars, reprimand them and henceforth watch out for abuses and punish the guilty. In a report about this meeting, Klemm added on his own that the emir knew about the abuses, but did not think that agents who could report the situation to the Emperor knew about it (Zagorodnikova 2020, 115-125).

The Archive of the Foreign Policy of the Russian Empire contains a large array of reports concerning the activities of the dragoman and on what kind of information he had to collect and provide in his reports. First of all, each report was divided into: 1) information about the emir of Bukhara; 2) events in the capital of the principality; 3) events throughout the principality. The first section contained all sorts of information about the health and mood of the emir, about his trips around the principality, about his family, the emir's appearances in public, and the awarding of robes and money were necessarily listed. The second section contained information about the movement of officials, prices at the bazaar, the arrival of caravans, and rumors circulating in the capital. The third section dealt with the movement of troops, uprisings and their suppression, crops and failures, as well as abuses by local officials. All this mass of information came from various sources: familiar traders from the bazaar; local government officials who often 'shared' news (idem), etc.

## **CONCLUSIONS**

This summarizes the range of activities of Turkish dragomans who not only served at the crossroads of the cultures of the East and West and who knew their cultural code. They made a feasible contribution to the interference of two civilizations, possessing background cultural knowledge and solid academic training. The involvement of dragomans in political intricacies and commercial and legal issues was an integral part of the routine activities of diplomatic missions on both sides. As shown by the translated archival materials introduced into scientific circulation, a certain professional risk could be represented by their ethnicity and the position of states, independent of dragomans but in some cases endangering not only the professional duties but also the personal well-being.

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## **LEXICOGRAPHIC PECULARITIES OF THE FIRST RUSSIAN-TAJIK DICTIONARY (1933-34)**

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**Abstract.** The purpose of this paper is to study the lexicographic peculiarities of the first *Russian-Tajik Dictionary* (published in 1933-34), which laid the foundation of the beginning of Russian-Tajik lexicography. This dictionary is little known not only to a wide range of readers, but also to many linguists and lexicographers. The dictionary under study has now become a bibliographic rarity, which can only be found in private collections. Even the National Library does not have a copy of this publication.

A review of the literature indicates that almost nothing is known about this dictionary other than general information, that is, the dictionary has not been the object of a research until today, neither as separate work, nor in the form of a separate article.

From the lexicographic analysis of the first *Russian-Tajik Dictionary* compiled by S. Alizoda, A. Ismoilzoda, R. Hoshim, and M. Yusupov, it can be stated that despite its shortcomings, the dictionary is an important lexicographic, historical, and written monument of the Tajik language with its own characteristics, both in terms of its macrostructure and in terms of the microstructure of its dictionary entries, as well as in terms of description, interpretation of the Tajik language vocabulary, and use of lexicographic techniques.

The dictionary was compiled in Samarkand and published in 1933-34 in Leningrad in the *Comintern Publishing House*, with a circulation of 10 thousand copies. Further detailed lexicographic and lexical research of the peculiarities of this dictionary is of great importance for the history of Tajik lexicography.

**Keywords:** Russian-Tajik Dictionary, lexicography, entry, entry unit, macrostructure, microstructure, translation, interpretation, equivalent, appendix, synonym.

**INTRODUCTION.** The purpose of this article is to study the lexicographic features of the *Russian-Tajik Dictionary* (1933-34), which is still little known not only to the general reader, but also to many linguists and lexicographers. The dictionary under study has now become a bibliographic rarity, which can only be found in private collections.

This dictionary has not yet been the subject of lexicographic or lexical research, probably because it was published in the Latin script of the Tajik language, as well as the fact that about 90 years have passed since its publication. The purpose of the article is also to identify macrostructural and microstructural features and achievements of the dictionary as a historical lexicographic monument in bilingual Tajik lexicography, which can be used to compile modern dictionaries.

This article is the first serious attempt to study the lexicographic features of the *Russian-Tajik Dictionary* (1933-34).

**LITERATURE REVIEW.** The first attempt of critical lexicographic analysis of the two-volume *Russian-Tajik Dictionary* (1943-44), edited by S. Aini and others one can find in the introduction to the *Russian-Tajik Dictionary* edited by A. Dekhoti and N. Yershov [1949], where it is noted: "The *Russian-Tajik Dictionary* published in 1933-34 in 2 volumes did not meet the requirements of modern time. Its entry list, which was based on the descriptive dictionary of the Russian language by V. I. Dall, did not provide the necessary completeness; on the one hand, it was overloaded with

archaisms and words that are not widely used in modern Russian, and on the other – it did not comprise many of the most common words. In addition, the lack of idiomatic, illustrative examples, stylistic, grammatical and other labels also did not meet the requirements of the dictionary of that period (RTS 1949, 5).

In the Preface of the fourth and last *Russian-Tajik Dictionary* [1985], edited by M. Asimov, only general information can be found about this dictionary, including the fact that - "for the first time in Tajik lexicography, a large number of oral words from the general Tajik language were included in it" (RTD 1985, 7). From critical point of view, the disadvantages of this dictionary are noted: "The use in the Russian part of the dictionary, as the basic source, the entries from V.I. Dall's dictionary, caused its shortcomings: the presence of archaisms and outdated meanings, on the one hand, and the lack of phraseology and many necessary, relevant words, on the other hand" (RTD 1985, 7).

As one can see, the critical remarks in these publications about the *Russian-Tajik Dictionary* (1933-34) are almost the same.

We also paid attention to the fact that some scholars and linguists, mentioning this dictionary, indicate that it was compiled under the *editorship* of S. Aini. For example, a tiny article by V. Kapranov in the Tajik Encyclopedia is called "*Russian-Tajik Dictionary*, edited by S. Aini in two volumes, 1933-34" (Kapranov, 1983, 72).

In the Preface of *The Russian-Tajik Dictionary* (1985), edited by M. Asimov, it is indicated that this dictionary was compiled by a team *under the leadership* of the outstanding Tajik writer and scientist S. Aini (RTD 1985, 7).

In the Preface of *The Russian-Tajik Dictionary* edited by A. P. Dehoti and P. P. Yershov, this fact is not mentioned at all (RTD 1949).

However, in the Introduction of the dictionary is says: "The Dictionary which is before You, was compiled by a team consisting of: Ali-Zade Sayyid Riza, Ismail-zadeh Ali, Hashimov Rahim, Yusupov Muhammed and was edited by special editorial Board members: Sadridin Aini, Ali-Zade Sayyid Riza, Ismail-zadeh Ali, Rahim Hashimov, Yusupov Muhammed" (RTD 1933-34, 9).

It follows from the paragraph that S. Aini did not take part in the process of compiling the dictionary, but did take part in editing the dictionary. We could not find in the Introduction to the dictionary words *editorship* or under the *leadership* of S. Aini.

These publications do not provide any other information about the principles of the formation of the dictionary, the structure of the dictionary entry, the use of lexicographic techniques, the entries and methods of translating Russian lexical units into Tajik.

V. Kapranov in an article published in the Tajik Encyclopedia emphasizes: "This dictionary was the first serious experience in the Tajik bilingual lexicography, which has described a large number of Russian words and their translations into the Tajik language. The dictionary had some drawbacks. The interpretation of Russian words is mainly taken from the dictionary by V. I. Dall, which did not meet the requirements of the time. The new vocabulary and phraseology of that time is not properly reflected in this dictionary" (Kapranov 1983, 72).

S. Hoshimov in his manual on lexicography in Tajik language does not provide any information about this *Russian-Tajik Dictionary* (Hoshimov 2004).

H. Majidov, who devoted the fifth chapter of his work – *Modern Literary Tajik Language* to lexicography, does not provide any information about this dictionary in the bilingual lexicography section (Majidov 2007).

In our publication – *The Formation and Development of Tajik Translation Lexicography of the XX and Early XXI Centuries*, we added some preliminary and general information about the structure of this dictionary (Mamadnazarov 2016, 183).

Thus, a few articles and comments in the Introduction of two Russian-Tajik dictionaries published later provide only general information and mostly of the same contents from edition to edition.

This is all the information that can be found about this *Russian-Tajik Dictionary* (1933-34) in Tajik lexicography.

In modern textbooks on grammar and vocabulary for higher education institutions, in chapter devoted to lexicography, this dictionary is mentioned only in the textbook published in 1973, where critical remarks are repeated word for word from the Introduction to other Russian-Tajik dictionaries. We didn't find anything new in this edition (ЗАИТ 1973, 78).

The dictionary was compiled and edited by the founder of modern Tajik literature Sadriddin Aini, S. Alizoda, A. Ismoilzada, R. Hoshim and M. Yusupov in Samarkand and published in 1933-34 in Leningrad in the *Comintern Publishing House*, with a circulation of 10 thousand copies.

The work on the creation of this dictionary began in 1930. The Ministry of Education and the Tajik State Publishing House entrusted the compiling of this dictionary to a team of writers and researchers in Samarkand. The first volume of the dictionary was prepared in a short period and in August 1932, it was handed over to the Publishing House and on April 19, 1933 it was signed for printing. The second volume was handed over for printing a year later, that is, on July 7, 1933, and signed for publication on March 13, 1934. Therefore, the years of publication of this dictionary is usually indicated as 1933-34. Interestingly, the second volume begins on page 331, which is a continuation of the first volume. It is not clear whether the dictionary was published separately each term or in two volumes in one book and in the same year.

This dictionary is the *second Russian-Tajik Dictionary* in the history of modern bilingual Tajik lexicography after the *Russian-Tajik Dictionary* by Sh. Hatimtayev, which was published first in 1899 in New Bukhara, and then in 1913 in Tashkent. If the first *Russian-Tajik Dictionary* by Sh. Hatimtayev was created in the Cyrillic and Arabic script of the Tajik language, this dictionary was published in the Cyrillic and Latin script of the Tajik language. The dictionary by Sh. Hatimtayev was a thematic dictionary, the one under research edited by Aini and others is an alphabetical one.

Although the authors do not indicate the number of words available in the dictionary, according to our calculations, the dictionary has more than 62 thousand entry units and may be considered quite as a large lexicographic publication for that period. In the reference list the authors note 19 dictionaries, among which the *Persian-Russian Dictionary* by M. A. Gafarov, the *Russian-Arabic Dictionary* Juzi, the *Russian-Turkish Dictionary*, the *Russian-Tatar* dictionaries and descriptive dictionaries of the Tajik language – *Ghiyas-ul-lughot*, *Charoghi Hidoyat*, *Burhoni Qote*, *Farhangi Jahangiri* and encyclopedic dictionaries.

In the appendix to the dictionary a glossary of foreign words, phrases and aphorisms from Greek, Latin, English, French, German, and other languages that can be found in the original in Russian press of that period is attached (RTD 1934, 627-633).

This dictionary is one of the complete *Russian-Tajik* dictionaries, which, unfortunately, up to modern period has not been given a sufficiently objective and critical assessment in the history of Tajik lexicography. The dictionary has not been the subject of special lexicographic analysis so far. The lexical composition of the dictionary has not attracted the attention of linguists – lexicologists, compilers of Russian-Tajik dictionaries in the country and abroad.

*Macrostructure of the dictionary.* From macrostructural point of view, this dictionary consists of:

- 1) Introduction entitled "From the authors" (p. 8-10) in Tajik and Russian;
- 2) list of references (19 titles), in Russian and Tajik (p. 7, 10);
- 3) dictionary of the first volume in alphabetical order of the Russian language from the letter A to O (p. 11-325);
- 4) dictionary of the second volume from the letter П to Я (p. 331-626);
- 5) *Attachment* (p. 627-633), consisting of alphabetical list of foreign words, expressions and citations used in the original language in the Russian press, placed at the end of the dictionary.

As it is mentioned in the Introduction itself, the dictionary *is based* on the *Descriptive Russian Dictionary* by V.I. Dall, encyclopedias, and in addition all dictionaries available to the authors: Persian, Russian, French, Arabic, Turkic, and other dictionaries. But in the *Introduction* it

is also mentioned, that the dictionary *word list is based on Russian-Turkish Dictionary*, and the authors tried to remove all obsolete and unnecessary words as much as possible and add modern ones” (RTD 1933-34, 10). In other words, the *Introduction* specifies two main sources of the dictionary – *Descriptive Russian Dictionary* by V. I. Dall and the *Russian-Turkish Dictionary*. From the information in the *Introduction*, it is not possible to find out which of these two references was used as the basis for the word list for this *Russian-Tajik Dictionary*.

But the compilers themselves note other shortcomings of their dictionary: "The most important weakness of our dictionary is the question of terminology. Despite all our efforts to find and establish terms in the field of botany, zoology, and medicine, the terminology still suffers from shortcomings. In some places, we were unable to find an equivalent corresponding to the Russian word. Some of the terms that we identified appear in scientific usage and in print for the first time (TRD 1933-34, 9.).

Despite its shortcomings, the dictionary's word list fixed more than 62,000 words and expressions of the Russian language and their translation and equivalents in Tajik, and thus created a solid foundation for subsequent bilingual dictionaries in Tajik bilingual lexicography.

*The microstructure of the dictionary.* The microstructure of a dictionary is understood as a set of data contained within a dictionary entry. A dictionary entry is the main structural unit of a bilingual dictionary consisting of an entry unit and its translations, equivalents and description in the target language.

The dictionary entry in this dictionary consists of a Russian entry word with a capital letter without a paragraph and a Tajik equivalent or equivalents without any grammatical or stylistic notes and illustrative sentences.

An entry unit or lemma consists mainly of an entry black word with an uppercase letter. For example:

**Акт** akt – aqd, amal, sanad, mazbata.

**Актёр** artist (dar tejatr).

**Актёрский** mansub ba artist; artisti.

**Актёрство** artisti (p. 16).

An entry unit may also consist of a phrase:

**Английская болезнь** bemorii anglisi – *nigoh kun ba Рахит*.

**Английский соль** namaki anglisi – yak khel namaki mushil (English salt).

**Ангорская кошка** gurbaji Anqara (angora cat).

**Анонимное общество** Jami’jati benom (anonymous society) (p. 17).

Sometimes the entry unit may consist of two synonymous words connected by the conjunction:

**Антитеза и Антитезис** taqobul – baroji ezohi mas’ala ovardani du chizi bar aksi jakdigar (p. 18).

**Ароматический и Ароматный** xushbui (p. 19).

**Атмосферический и Атмосферный** mansub ba atmosfera (*atmospheric*)

**Ахать и Ахнут** oh kardan, voh kardan (p. 21).

As an entry unit one can also find synonyms in the dictionary, which are described in one dictionary entry as entry units, separated by a comma or semicolon, and each word begins with a capital letter:

**Баю, Бай и Баюшки** alla – alla (baroji xobondani bachagon.

**Бегать, Бегивать и Бежать** davidan, toxtan (*run*).

**Бедняга, Бедняк и Бедняжка** benavo, kambaqal, faqir, miskin, bechora (p. 25). (*poor man*)

**Безобразить, Обезобразить** zisht kardan, bad kardan, xarob kardan, vajron kardan (p. 28) (*to disfigure*)

It should be noted that synonymous nouns, adjectives, verbs, and other parts of speech can be found as an entry word or entry words in one dictionary entry, as we have seen in the above examples. However, grammatical labels are not used to distinguish them as part of speech.

In the bilingual dictionary under study, the semantic zones of the main entry unit can be divided into interpretation numbers and meaning. We can find in the dictionary the allocation of the meaning of polysemy words specified with numbers from two to eight meanings separated by a semicolon:

**Занимать, занять** 1) mashghul kardan, andarmon kardan; 2) ishghol kardan-giriftan; 3) qarz giriftan (p. 133) (*occupy*)

**Замёт** 1) partoiysh, andozish; 2) xomduzi; 3) peshgir, turi mohi; 4) devori taxtagiji shabakador; 5) barftuda (p. 132).

**Замша** zamsha – 1) jak khel charmi narmi gavazn va ohu; 2) umuman charmi narm – guzari (p. 133) (*suede*)

**Сложение** 1) jam' (dar hisob); 2) jam'kuni, ghunkuni; 3) griftapartoji, bardori; 4) bolihamchini; 5) qatkuni; 6) ta'lifkuni; 7) tarkibi badan; 8) qadu qomat (p. 517).

From the technical tools of formatting a dictionary entry, we may notice that the entry unit in the dictionary is highlighted in bold without paragraph indentation, and the usual font is used for translation and interpretation. Other technical tools such as *italic* font, tilde sign, rhombus – a graphic marker for highlighting phraseology and other tools are not used in the dictionary.

However, to save space, instead of the reflexive verb form of the entry unit in dictionary articles, instead of the tilde sign (~), this dictionary uses a long and bold dash (—):

**Заколачивать, заколотить** 1) mex kuftan, mex kardan; 2) saxt zadan. —ся zada shudan, kufta shudan, saxt zada shudan (p. 130). (*to board*)

**Закупоривать, закупорить** bastan, mahkam kardan, mum kardan, (dahani zarf, shisha va digarhoro); —ся 1) basta shudan; 2) sokit shudan, dam shudan, xomush mondan (p. 131). (*to clog*)

**Замачивать, замочить** tar kardan, ba ob afgandan, nam kardan; —ся tar shudan, nam shudan (p. 132). (*to soak*)

**Замыливать, замылить** 1) sobun zadan; 2) kafk kunondan; —ся 1) sobun zada shudan; kafk kardan (asp) (p. 133). (*to wash with a soap*)

It is interesting to note that in one entry unit, the Imperfect and Perfect verb forms are fixed as the entry word in the dictionary.

The long dash sign (not bold) is also used in the dictionary after transcription of borrowed foreign words before interpretation. That is, first comes an entry unit, followed by its transcription, then a dash and an interpretation of the foreign word. For example:

**Район** rajon — tuman, doira, nohiya, muzofot. (*district*)

**Рангоут** Rangout — majmui qismhoji chubini kishti. (mast)

**Ранчо** rancho — deha, qishloq (dar Amriko). (*rancho*)

**Рапира** rapira — shamsheri nugtaguna baroi mashq. (*rapira*)

**Рапорт** raport — arzi hol, ma'lumot, ogohdih, ixbor (p. 469).

But, if the entry unit is native Russian, then the translation is given first and then the interpretation without using the dash sign. For example:

**Разумный** 1) oqil, xiradmand; 2) aqil, ma'qul. (*reasonable*)

**Разутый** poluch, pobarahna. (*barefoot*)

**Разъезжать** ba har taraf raftan, bisjor safar kardan [p. 468]. (*drive around*)

From the point of view of pronunciation reflection, entry units are usually marked with stress sign, but not in all words the stress sign is indicated:

**Аудито'рия** 1) zole, ki dar vaj leksiya xonda meshavad; 2) shunavandagoni leksiya va jo nutq (*auditorium*).

**Ау'канье** haguji, hoguji, ovozdih (*echoing*).

**Афо'ризм** suxani purma'nii majozmonandi maqol va misolho (p. 21). (*aphorism*)

However, foreign words that have entered the Russian language are transcribed in Latin, as we have seen from the examples above, so that readers can read them correctly:

The definition of the entry unit's meaning in the dictionary is carried out by using translations, finding Tajik equivalents, by describing the entry unit, by using synonyms or a number of synonyms, and by cross reference to other dictionary entries.

1. Definition using translations:

**Белоголовый** safedsar. (*white-headed*)

**Белозубый** safeddandon. (*white-toothed*)

**Белокрылый** safedbol (p. 29) (*white-winged*)

2. Definition with translation and description of the entry word:

**Белок** safeda, safdai tuxmi murg (...)

**Белокаменный** safedsang – chizi as sangi safed binoshuda. (*white stone*)

**Белокурый** malamuj – kase ki muju zardi safedcha doshta boshad (p. 29). (*blond*)

**Глинозем** 1) sijoxxoki gilomez; 2) yak xel namaki ma'dani ki dar rangsozi bakor meravad (p. 29). (*Alumina*)

**Комментатор** tafsirkunanda, sharhdihanda (mufassir, shoreh) (p. 176). (*commentator*)

3. Definition by using synonyms:

**Гнойный** chirknok, rimnok. (*purulent*)

**Габой** naj, surnai. (..)

**Годовой** solona, solonagi (p. 92-93). (*annual*)

**Глоболомка** 1) sarshikan; 2) mas'alai dushvor (с. 92-93).

4. Definition with a number of synonyms:

**Гнездилище** oshijonai buzurg, lonaji buzurg, murghxona, katak, kaftarxona (p. 92). (*a huge nest*)

**Гнездится** lona soxtan, oshjona andoxtan, oshijona kardan, dar oshjona nishastan (p. 92). (*to build a nest*)

**Говорок** 1) sergap, shonazan, manahzan, naqqol, ishqbozi qapzani, purguj; 2) jak nav' parrandai sochmonand (с. 92).

Sometimes the entry unit is a polysemy and in translation the different meanings are separated by a comma, that is, as synonyms, but should be separated by a semicolon and numbers, as a polysemy. For example:

**Голить** urjon kardan, barahna kardan, taroshidan, daravidan, kallak kardan (daraxt) (p. 93).

**Заглазеться** chasm duxtan, nigoh kardan, bo diqqat nigoh kardan, by yak chiz bo hairat nigoh kardan, dahonjala shudan (p. 125).

5. Definition by using the description:

**Коммерсант** kommersant — peshbarandaji korhoji tijorat, tijoratpesha, korchalon (dar tijorat), savdogar, tojir.

**Коммуна** kommuna — 1) shakli olitarini tashkiloti jamoati; 2) jamoat va jamijate ke baroi istifodai zamin va vasoiti mehnat ba asosi kollektivi asos yofta ast; 3) idoraji xudidorakunii mahalli dar baze mamlakathji hozira (dar Fransiya). (*municipality*)

**Компост** poruji az chizhoji pusidaji gunogun baham-omada (p. 176). (*compost*)

**Конгресс** kongra — 1) anjumani bajnalmilali va jo dar jak davlat ki baroji muzokarai korhoji navbati az tarafi davlat, firqa va jo olimon da'vat karda meshavad; 2) mjlisi mushtaraki parlament va senat dar Fransiya; 3) majlisi qonunguzori dar Amrikoji Shimoli (p. 177). (*congress*)

6. Definition by cross reference to another dictionary unit:

**Басурман** nigoh kun ba **бусурман** (p. 25).

**Комочек** nigoh kun ba **комок** (p. 176).

**Конспирация** nigoh kun ba **заговор** (p. 178).

It should be emphasized that cross-reference is often used in this *Russian-Tajik Dictionary*. In order to do this, the lexicographic label in italics *nigoh kun* is used, as in the examples above, that is, the label (*see.*) in modern dictionaries. This is the only label with italic font that is used in this dictionary.

A distinctive feature of this dictionary is that it does not specify the etymology of words, although the dictionary describes many words borrowed from other European languages, such as: **Baroness, Bashibuzuki, Billion, Biography**, etc.

*The Appendix* (RTD 1934, 627-633). In the *Appendix* to the dictionary quite a large glossary of foreign words (about 400 – words, expressions and aphorisms in the form of sentences) from Greek, Latin, English, French, German, and other languages used in the Russian language, in the mass media until the early twentieth century in the original without translation into the Russian language.

In fact, this *Appendix* is a large independent *glossary*, with its distinctive structure and features.

The specified words, expressions and aphorisms in the form of a sentence are provided with labels indicating to the language of borrowing. For example, jun. – junoni (Greek), ingl. – ingelisi (English), fr. – francavi (French), nem. – nemsî (German), it. – itolijoji (Italian), lot. – lotini (Latin). It should be emphasized, that these special labels are used only in the *Appendix* and only for borrowings from these languages. In the dictionary entries, these labels, as well as grammatical and stylistic labels, as it was mentioned, are not used. For example:

a) Borrowings from Latin:

**Ad calendas grajecas**, lot. (ad kalendas grekas) to muddati nomuajjan hecvaqt).

**Alibi** lot. (alibi) – dar joyi digar (dar vaqti ijroyi jinoyat da joyi digar budani aybdor (istilohi sudi).

**Amicus Plato, sed magis amica veritas**, lot. (amikus Plato, sed magis amika). “Aflotun dust ast, lekin haqiqat dusttar meboshad” - ja’ne, haqiqat az har chiz garonbahotar ast (p. 627).

**De facto**, lot. (de fakto) – haqiqatan, dar voqe’.

**De jure**, lot. (de jure) – huquqan (p. 628).

b) Borrowings from the French:

**Bonne mine au mauvais jeu**, fr. (bon min omove ze) “rujkushoda dar bozii bad” – ja’ne, pushidadoriji alam va anduh hangomi nomuvaffaqijjat).

**Comme il faut** fr. (kom il fo) – chunon ki bojad, bojadu shoyad (ja’ne muvofiqi talabhoji odobi muosharat) (p. 628).

**Tete-a-tete**, fr. (tet-a-tet) “sar ba sar” – ba tanhoji (dar guftu-guzor) (p. 633).

c) Borrowings from the German:

**Frau**, nem. xonim, bonu (p. 629).

**Kulturkampf** nem. (kulturkampf) – muboriza baroji madaniyat (p. 630).

**Weltschmerz** nem. (veltsmerts) – anduhi dunjoji.

**Zweikindersystem** nem. (tsvejkinersistem) – usule ki tanho du bachadoriro tsviya medihad (p. 632).

d) Borrowings from the English:

**This is the question**, ingl. (dzet is dze kvescen) ana mas’ala dar hanin ast.

**The right man in the right place**, ingl. (dze rajt men iz in dze rijt place) “odami sazovor dar joyi sazovor”.

**Time is money**, ingl. (tajm iz moni) – “vaqt naqd ast”.

**To be on not to be**, ingl. (tu bi or not ta bi) – “budan va jo na budan” – (zinda mondan darkor ast, yo murdan” (p. 633).

It should be noted that the structure of the dictionary entry in the *Appendix* is quite different from the structure of the dictionary itself. It is necessary to describe and comment the above given examples from the point of view of their structure and arrangement.

At the very beginning of the entry, the compilers of the dictionary refer to words, expressions or aphorisms in the form of a sentence from the specified languages in the original with black font, where abbreviated labels indicate the language of borrowing (fr. – French, lot. – Latin, nem. – German, etc.). Further, the transcription of these lexical units is given in brackets in the Tajik language, so that users of the dictionary can read them properly. Further, within quotation marks, but not always, these lexical units are translated into Tajik. Moreover, at the end, through the dash sign, an additional interpretation of the meaning of these borrowed lexical units is provided, which begins with the word *ja'ne – that is*. Similar examples are also provided from other specified languages.

For comparison and readers' information we emphasize that Russian-Tajik dictionaries published after do not provide a list of foreign words used in Russian texts or in the press. On the other hand, these lexical units themselves have become less used in the Russian language itself. Besides, it is not specified in which sources, newspapers or magazines these borrowings in Russian are used.

From the lexicographic analysis of the *Russian-Tajik Dictionary* compiled by S. Alizoda, A. Ismoilzoda, R. Hoshim, and M. Yusupov, it can be stated that despite its shortcomings, the dictionary is an important lexicographic, historical, and written monument of the Tajik language with its own characteristics both in terms of its macrostructure and in terms of the microstructure of its dictionary entries, as well as in terms of the description and interpretation of the Tajik language vocabulary and the use of lexicographic techniques. We are convinced that the lexicographic and lexical features of this dictionary should be the subject of a separate, detailed and thorough analysis that can shed light on the history of Tajik bilingual lexicography in particular and the vocabulary of the Tajik language at that period in general.

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## MEDIA CULTURE

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### **SPECIAL COURSE "PROFESSIONALLY ORIENTED MEDIA EDUCATION IN THE DISCIPLINE "ENVIRONMENTAL SAFETY" FOR FUTURE EMPLOYEES OF ENGINEERING SPECIALITIES**

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**Abstract.** The modern educational process in the field of applied ecology is largely based on the use of the internet. Applied ecology, in turn, includes technoecology: environmental aspects of economic sectors, use of natural resources, nature (environmental) protection, environmental economics and environmental management, environmental audit, environmental marketing, environmental law, environmental standardisation, environmental management and environmental protection, environmental monitoring and environmental forecasting, radiation and space ecology. Media literacy has become a key feature of a specialist's professionalism. Its acquisition encourages the development of media education technologies. Contemporary researchers and practitioners have examined various aspects of using the media and their products in the educational process. Universities are offering special courses in media education, which indicates both extensive and intensive development of media didactics in higher education, which is enriched with the latest technologies, terms, concepts and at the same time penetrates the newest areas of knowledge. Our study proposes a programme of a new special course "professionally oriented media education in the discipline "environmental safety" for future engineering professionals and provides examples of the application of media education methods and tools in teaching the discipline "environmental safety in the oil and gas industry".

**Keywords:** applied ecology, media culture, media didactics of higher education, media education, professionally oriented media education, special course, professional competence, media competence, development of professional competence.

## **INTRODUCTION**

Many foreign and Ukrainian scientists have worked fruitfully on the problems of environmental safety of technological processes (applied ecology) in the late twentieth and early twenty-first centuries, in particular Ansof I., Balatsky O. F., Borshchevsky P. P., Burkinsky B. V., Veklych O. P., Vyshniakov Y. D., Voloshin V. V., Galushko O. S., Gerasymchuk Z. V., Girusov E. V., Gorlachuk V. V., Prusov E. V., Dzhigirey B. C., Doroguntsov S. I., Kredisov A. P., Lyashenko I., Lebedynskiy Y. P., Landar G. I., Melnyk L. G., Mishchenko B. C., Palamarchuk V. O., Putilov A. V., Sally V. I., Sakhayev V. G., Sokur M. I., Stadnytskyi Y. I., Stepanov V. N., Timchenko O. G., Trehubchuk V. M., Tunitsa Y. Y., Turilo A. M., Fedorishcheva A. M., Fyk I. M., Chumachenko M. G., Chukhno A., Shevchuk V. Y., Shmandiy V. M., Yatsyshyn T. M, as well as Felix Dodds, Norman Myers, Jessica Touchman Matthews, Michael Renner, Richard Ullman, Arthur Westing, Michael Kleir, Thomas Homer Dixon, Jeffrey Dabelko, Peter Gleick, Rita Floyd, and Joseph Romm, among others.

Environmental safety is defined in relation to the territories of states, regions, administrative regions and districts, cities and villages, or to economic objects - oil and gas fields, industrial units, factories, etc, factories, other industrial facilities, in particular, transport, energy, chemistry, mining, communications, etc.

Unfortunately, the works of scientists that can be recommended for expanding and deepening knowledge in the field of environmental safety are not fully represented on the Internet. This hinders the modern process of education and self-education with the use of media, in particular, Internet didactics.

**THE PURPOSE OF THE ARTICLE** is to present the thematic plan of the special course "PROFESSIONALLY ORIENTED MEDIA EDUCATION IN THE DISCIPLINE "ENVIRONMENTAL SAFETY" FOR FUTURE ENGINEERING PROFESSIONALS.

## **OBJECTIVES OF THE STUDY**

To offer the special course specified in the purpose, to acquaint the educational community with the example of its implementation in the educational process of a polytechnic university, with the possibilities of its transformation in educational institutions of different areas of training in order to intensify the use of professional media sources in the educational field.

## **RESEARCH METHODS**

The study used general scientific methods: analysis and synthesis, analogy, system analysis, observation.

## **PRESENTATION OF THE MAIN MATERIAL**

The concept of "professionally oriented media education" first appeared in the publications of the journal "Higher Education of Ukraine" (Onkovych 2014, 85–87; Onkovych 2014, 205-211). Subsequently, it became part of the umbrella concept of "media didactics" (Onkovych 2013, 23–29).

The problems of university media education were studied by the staff of the Department of Theory and Methodology of Humanities Education of the Institute of Higher Education of the National Academy of Sciences of Ukraine. They focused on media didactics and media education technologies. At the beginning of the twenty-first century, a number of dissertations were defended here on press didactics, Internet didactics, critical thinking development, media education technologies in documentary studies, media education for masters in computer science, masters in oil and gas, etc. Under the supervision of the staff of the Institute of Higher Education of the NAES, they also completed dissertations on teledidactics, radio didactics, media music, and special courses on media education for universities (Hryshkova 2007, 36; Chemerys 2006, 20).

Inna Chemeris and Inna Sakhnevych authored the first textbooks on media education for journalism students and oil and gas engineers (Saxnevych 2011, 118; Chemerys 2005, 140).

The time has come to create special courses in media education for certain specialities. Such an experimental special course was once successfully implemented at the Department of Publishing and Editing at the National Technical University of Ukraine. This practice has led to the realisation that higher education should not just be about media education, but about professionally oriented education, i.e. education that is aimed at students of a particular speciality. Today, practitioners have already developed and offered a number of such special courses for future specialists in healthcare, oil and gas engineering, law, and journalism (Biletsky, Onkovych. & Yanyshyn 2019, 110-114; Adamia, Biletskyi, Onkovych & Onkovych 2023, 148-164).

The purpose of the new course presented in this article is to form the media and cultural competence of future engineering professionals in the applied discipline of "Environmental Safety".

THE SPECIAL COURSE "PROFESSIONALLY ORIENTED MEDIA EDUCATION IN THE DISCIPLINE "ENVIRONMENTAL SAFETY" FOR FUTURE EMPLOYEES OF ENGINEERING SPECIALITIES".

### THEMATIC PLAN

<b>Theme 1</b> Introduction: subject, purpose and objectives of media education	Terminology of media and media education. Concepts of "media culture", "media education", "media literacy", "media pedagogy", "media product". "media psychology", "media didactics". Key concepts of media education. Theories of media education.
<b>Theme 2</b> Fundamentals of media competence.	Development of professional competence through media education. "Old", "new" and "contemporary" media. A brief overview of the development of the press, radio, television, cinema, video, and the Internet.
<b>Theme 3</b> Press didactics.	Ecology (Applied Ecology) in periodicals, encyclopaedic dictionaries, reference books, educational literature. Sources, components, prospects. Publishing activities of educational, scientific and publishing institutions in applied ecology: a media education perspective.
<b>Theme 4</b> Media didactics and its	Media didactics and its components (press didactics, film didactics, radio didactics, television didactics, Internet didactics). Internet didactics and its components (video didactics, site didactics, blog didactics, webinar didactics),

components. Internet didactics and its components.	etc.
<b>Theme 5</b> Media education as a means of developing critical thinking Cinema didactics.	Media education is a means of developing critical thinking as one of the professional competences in the search for new ways to solve scientific and technical problems. Educational and scientific films about ecology and environmental safety in various fields of engineering - through the critical thinking of a future specialist.
<b>Topic 6</b> Videodidactics	Articles on environmental safety in industry and related topics in the Ukrainian and English sectors of Wikipedia.
<b>Theme 7</b> Website and blog didactics.	Sites and blogs of environmental and applied orientation in the social network and their media education function.
<b>Theme 8</b> Webinar didactics.	Professional-oriented media education with the component "Environmental safety". The role of webinars of environmental and applied orientation in the professional development of a future specialist in engineering.
<b>Theme 9</b> Sectoral databases on ecology	Sectoral databases on environmental disasters, their systematic analysis in order to ensure environmental safety of modern technologies.
<b>Theme 10</b> Conference as a media education technology. Final class.	Defence of abstracts on the course topic (credit class).

The presented special course is focused on the needs of future employees of engineering specialities. Let us consider an example of the use of media education methods and tools in teaching the discipline "Environmental Safety in the Oil and Gas Industry", which is taught at the Department of Oil, Gas and Condensate Production of the National Technical University "Kharkiv Polytechnic Institute".

In addition to the usual support - textbooks, methodological material, scientific articles and monographs, etc. (Bilec"kyj 2021, 175; Sokur 2020, 238), the following Internet resources are actively used in teaching the discipline:

1. *Repository XIII* (Adamia, Biletskyi, Onkovych & Onkovych 2023, 148-164; Kirkpatrick & Lee 1997, 235-250):

<http://repository.kpi.kharkov.ua/handle/KhPI-Press/54002>

**Wikipedia resources:** Portals "Nature", "Technology", "Science"

[https://uk.wikipedia.org/wiki/%D0%93%D0%BE%D0%BB%D0%BE%D0%B2%D0%BD%D0%B0\\_%D1%81%D1%82%D0%BE%D1%80%D1%96%D0%BD%D0%BA%D0%B0](https://uk.wikipedia.org/wiki/%D0%93%D0%BE%D0%BB%D0%BE%D0%B2%D0%BD%D0%B0_%D1%81%D1%82%D0%BE%D1%80%D1%96%D0%BD%D0%BA%D0%B0)

**Specially created Blogs (Blogodidactics):**

Education in Oil and Gas Engineering and Technology

(<https://www.facebook.com/groups/145315129579851>),

"Oil and Gas Education (<https://www.facebook.com/groups/866495553505940>).

**Websites (Site didactics):**

Ukrainian oil. How is fuel created? | About Nadra

[https://www.youtube.com/watch?v=3cjNeniEwXM&ab\\_channel=%D0%9D%D0%90%D0%94%D0%9F%D0%A3](https://www.youtube.com/watch?v=3cjNeniEwXM&ab_channel=%D0%9D%D0%90%D0%94%D0%9F%D0%A3)

A large number of websites on the most large-scale accidents at oil and gas production and oil and gas transportation facilities, for example:

Category:Accidents in the oil and gas industry: Oil and gas blowout, Griffin (mining), Darwaza (gas crater), Sylhet (field), Chhatak (gas field); Offshore drilling rig disasters and accidents

[https://uk.wikipedia.org/wiki/%D0%9A%D0%B0%D1%82%D0%B5%D0%B3%D0%BE%D1%80%D1%96%D1%8F:%D0%90%D0%B2%D0%B0%D1%80%D1%96%D1%97\\_%D1%83\\_%D0%BD%D0%B0%D1%84%D1%82%D0%BE%D0%B3%D0%B0%D0%B7%D0%BE%D0%B2%D1%96%D0%B9\\_%D0%BF%D1%80%D0%BE%D0%BC%D0%B8%D1%81%D0%BB%D0%BE%D0%B2%D0%BE%D1%81%D1%82%D1%96](https://uk.wikipedia.org/wiki/%D0%9A%D0%B0%D1%82%D0%B5%D0%B3%D0%BE%D1%80%D1%96%D1%8F:%D0%90%D0%B2%D0%B0%D1%80%D1%96%D1%97_%D1%83_%D0%BD%D0%B0%D1%84%D1%82%D0%BE%D0%B3%D0%B0%D0%B7%D0%BE%D0%B2%D1%96%D0%B9_%D0%BF%D1%80%D0%BE%D0%BC%D0%B8%D1%81%D0%BB%D0%BE%D0%B2%D0%BE%D1%81%D1%82%D1%96)

At the same time, professional topics in applied ecology need to be better represented in the Ukrainian webinar and blog space, and this is a promising area for the entire national professional community to make efforts.

The lectures of the special course "PROFESSIONALLY ORIENTED MEDIA EDUCATION IN THE DISCIPLINE "ENVIRONMENTAL SAFETY" FOR FUTURE ENGINEERING SPECIALISTS" consistently address the tasks of acquiring knowledge in the field of media education, its history, theories, technologies, information culture and skills of applying this knowledge in practice. Practical classes are aimed at consolidating the knowledge acquired during the lecture course in the speciality and orientate students to further independent work on the course topics, to use professionally oriented sources throughout their lives.

The result of professional training of a future specialist with the use of media education technologies is not only professional education, competence and mastery in a specialised field as components of professional culture, but also media awareness, media competence and media literacy. These constituent elements of media culture are the result of media education, which improves the quality of professional knowledge not only for students in the process of professional training, but also for professionals throughout their lives. Media culture should be seen as a necessary element of professional culture.

## CONCLUSIONS

1. The result of professional training of a future specialist with the use of media education technologies is not only professional education, competence and skills in a professional field as components of professional culture, but also media awareness, media competence and media literacy. These constituent elements of media culture are the result of media education, which

improves the quality of professional knowledge not only for students in the process of professional training, but also for professionals throughout their lives. Media culture should be seen as a necessary element of professional culture.

2. Professionally oriented specialised courses in various fields of study offer different technologies for developing the professional media competence of future specialists. On the one hand, their media didactic structure is common to all types, and on the other hand, the content of special courses corresponds to the specific speciality of students. Professional knowledge is represented in different sections of the course by specific "genres". This is illustrated in this article on the example of the special course "PROFESSIONALLY ORIENTED MEDIA EDUCATION IN THE DISCIPLINE "ENVIRONMENTAL SAFETY" FOR FUTURE ENGINEERING PROFESSIONALS" and shows that the introduction of media education into professional training is an urgent task for higher education pedagogy on the way to building a single European educational space. In this regard, it is time to create special courses in media education for certain engineering specialities.

3. The thematic plan of the special course "PROFESSIONALLY ORIENTED MEDIA EDUCATION IN THE DISCIPLINE "ENVIRONMENTAL SAFETY" FOR FUTURE ENGINEERING SPECIALISTS" was developed, which aims to form the media cultural competence of a future employee of engineering specialties in the applied discipline "Environmental Safety". It can be easily transformed into similar special courses for students of other fields of study.

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**PEDAGOGICS**  
**THEORY AND METHODOLOGY OF LANGUAGE TEACHING**

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**TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF  
FOREIGN STUDENTS IN HIGHER EDUCATIONAL ESTABLISHMENTS**

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**Annotation.** The article explores the concept of "competence" and the role of the Ukrainian language in the development of communicative competence of foreign students of technical specialties. The contradictions and problems that arise in the process of formation of communicative competence of students are analyzed, the relevance of using a communicative approach in the process of learning the Ukrainian language using role-play as a teaching method is substantiated.

Currently, the competence approach is paid special attention in the system of higher education due to its importance in determining the goals and results of education. The competence approach is associated with the search for new conceptual and methodological foundations, models of training specialists with technical education. One of the most urgent tasks under these conditions is to find a package of key competences for a modern specialist. The article deals with the notion of competence and analyzes the role of Ukrainian language in the development of communicative competence of students, as well as analyzes the contradictions and problems that arise in the process of competence formation.

**Keywords:** international students, communicative competence, competence, communicative approach, role play.

**URGENCY OF THE RESEARCH**

At the current stage of development of international relations, Ukraine's education system is increasingly focused on cooperation with other countries. A communicative approach to the study of the Ukrainian language by foreign students involves the development of educational and professional competence. The task of the Ukrainian language in this case is to develop a foreign student's communicative competence, which allows him or her to communicate freely in situations relevant to the spheres of his or her activity: social and domestic - during the period of adaptation to a foreign language environment and educational and professional - during the period of acquiring professional speaking skills. According to the communicative principle and the principle of professional orientation, the study of Ukrainian by foreign students is practical in nature, which "consists in the formation of language skills, understanding the thoughts of others while listening, reading and expressing their thoughts orally and in writing".

## **PROBLEM OF THE ARTICLE**

The relevance of this research is to improve the structure and content of vocationally oriented training in a technical university. The level of development of the content of professionally oriented training of foreign students of technical universities is quite high. However, the currently implemented concept of professionally oriented training of future specialists does not fully meet the modern requirements for the level of students' preparation for future professional communication, imposed by the state and international educational standard and the labor market. The aim is to find optimal ways to improve the professional competence of future technical specialists in the process of mastering the Ukrainian language.

An analysis of the scientific literature on competence development shows that the most important competence for technical university graduates is communicative competence. In fact, the personality of a future engineer or architect is formed in the process of profession-oriented education, and this personality should be capable of productive professional communication both in the native language and in a foreign language. (Chernohorska et. al., 2021).

## **RESULTS AND DISCUSSIONS**

Communication competence is understood as the ability to establish and maintain the necessary contacts with other people, a certain set of knowledge, skills and abilities that ensure effective communication. It implies the ability to change the depth and range of communication, to understand and be understood by the communication partner. Communicative competence is formed in the context of direct interaction, so it is the result of the experience of communication between people.

If we rely on the structure of communication accepted in social psychology, which includes perceptual, communicative and interactive aspects, then communicative competence can be considered as a component of communication. In this case, the communication process is understood as an information process between people as active subjects, taking into account the relationship between partners (Klepko,2005). That is, there is a "narrow" concept of "communication". However, "communication" is often understood as a synonym for communication, emphasizing that communicative influence is the psychological impact of one communicator on another in order to change his or her behavior.

## **MATERIAL AND METHODS**

One of the components of communication competence is the ability to recognize and overcome communication barriers. Such barriers can arise, for example, in the absence of understanding of the communication situation caused by differences between partners (social, political, religious, professional, which give rise to different interpretations of the same concepts, which determine a different worldview, worldview, worldview). Barriers to communication can also be psychological in nature, reflecting the individual psychological characteristics of those who communicate, their established attitudes: from friendship to hostility towards each other. Any information can be transmitted only with the help of signs, or rather, sign systems. There is a distinction between verbal and non-verbal communication, which uses a variety of sign systems. Accordingly, we can distinguish between the verbal and non-verbal levels of the communicative component of communication competence. Verbal communication uses human pronunciation, natural sound language, i.e. a system of phonetic sounds, which includes two principles: lexical and syntactic. The set of certain measures aimed at increasing the effectiveness of speech influence is called "persuasive communication", on the basis of which the so-called experimental rhetoric is being developed - the art of persuasion through speech. Another type of communication includes the following sign systems: optical-kinetic, which includes gestures, facial expressions and extra linguistic. The first is the vocalization system, i.e. the quality of the voice, its range, and tone. The second is the inclusion of pauses and other inclusions in the speech, the pace of the speech.

The process of communicative foreign language education is built as a model of real communication so that students have the opportunity to learn and develop themselves, to master a foreign language culture. Communicative means that a student has a personal sense of his or her participation in the educational process, in mastering a foreign language culture in order to become an individual and a participant in the future dialogue of cultures.

An important component of the content of teaching the Ukrainian language is the speaking skill, which means the ability to express and understand statements, involving knowledge and skills of using certain linguistic means in speech. Particular difficulties arise in the development of spoken language in different forms of teaching, which are directly determined by the specifics of the contingent.

According to the communicative method, learning varies depending on the level of students' training. The learning process helps to navigate the world of a foreign culture, develops personal perception of the vision of different cultures. Students act as active partners in communication; frontal work is replaced by partnership, individual and group work. After all, language is an important means of intercultural communication, it facilitates verbal understanding between citizens of different countries, provides a level of their cultural development that allows them to navigate freely and feel comfortable in Ukraine. In this regard, it is important to note that the ability to understand a representative of another culture depends not only on the correct use of language units, but also on special skills to understand cultural norms and speech behavior in various communication situations.

At the present stage of development of higher education, the most important component of a teacher's activity is his or her constructive pedagogical interaction with students in the course of joint work aimed at their professional and personal development. (Chernohorska, 2022). When teaching foreign students, a teacher needs to build pedagogical communication taking into account a number of factors, the main one being the intercultural nature of communication between students and the teacher. One of the methods of creating a communicative situation while learning the Ukrainian language is to use role-playing games that facilitate the realization of interpersonal communication of foreign students in the classroom.

The advantages of role-playing games are the development of such qualities as maximum approximation to the real conditions of professional and scientific activity or to real life situations, significant independence of game participants, and decision-making during a creative competition. Game processes are also considered an important method in education, as they arouse interest in learning and increase motivation. Their potential is extremely significant, because the student "is involved in activities, gaining cognitive experience while solving game tasks".

Role-playing games are aimed at activating motivation mechanisms and, accordingly, at improving the effectiveness of teaching foreign language communication. Role-playing is "a special type of activity where the motive is concentrated in the process itself, in the content of the action itself". It simultaneously relies on conscious and subconscious mastery of the subject matter, in particular, it involves influencing the emotional sphere of students in order to facilitate memorization of the material. It is in the role-playing game that the prerequisites are created for the use of all means of influencing the psyche of foreign students, and the principle of individual learning through group learning is observed.

It should be noted that oral work, even if it is full of playful moments, will not always promote students' interest. Teaching oral communication becomes an effective means of maintaining students' interest in learning Ukrainian language only if the teacher adheres to the principle of sequencing the material: from the simplest to the most complex, presenting the thematic material that is interesting to the foreign student and that he or she can use in the future for communication in everyday life or in the professional sphere.

Successful speech becomes an internal motive for foreign language communication and, as a result, activates more complex mechanisms of reflection, reflection, and involvement of working

memory only if it is relevant and meets the student's communication needs and his or her personal and age characteristics.

Psychologists point out that if a person is motivated to engage in active work, he or she memorizes and understands the material more effectively and is interested in the activity. It is important to note that if the internal motives of foreign language communication are properly organized, oral communication training becomes personally meaningful and personally oriented. In this case, the center of learning is the inner world of a person, relative needs and emotions. Therefore, when creating role-playing games, the teacher should take into account the range of students' interests, communication situations should be natural and topics should be interesting for them.

Each game has three stages: preparatory, game and final. In our opinion, it is very important to organize the learning process in such a way that the interest of foreign students is maintained at a high level at all stages of the role-playing game - from the preparatory to the final stage.

The preparatory stage involves mastering lexical and grammatical material in the process of performing training tasks, as well as developing oral communication skills during communicative exercises that simulate real-life communication situations and do not limit foreign students in their choice of language.

An example is the role-playing game "Scientific Conference," which can be considered a "rehearsal" for participation in an international scientific conference. During the game, foreign students make presentations in Ukrainian, answer questions from the conference "participants," debate, defend their point of view, provide arguments in favor of or against a particular hypothesis, and exchange information about the latest achievements in their professional fields. An important point in preparing for such a role-play is the selection of role-play topics and the distribution of roles. The teacher should "distribute roles taking into account not only linguistic abilities but also individual psychological characteristics of each student" so that the student feels natural in his/her role, is interested in it and has the opportunity to demonstrate his/her creative abilities.

## CONCLUSIONS

Role-playing as a method creates a positive emotional atmosphere in the classroom, which helps to eliminate the psychological barrier, creates a communicative situation where foreign students can communicate naturally in Ukrainian. In addition, students get great moral satisfaction from the game. Working with the communicative method, active use of textbooks and manuals with a communicative orientation, and the use of role-playing games in the educational process contributes to positive results, significantly increases motivation, and, accordingly, the effectiveness of teaching Ukrainian.

Based on the above, we can conclude that communicative competence is a system of internal resources for effective interaction: communication positions, roles, stereotypes, attitudes, knowledge, skills, and abilities.

Effective communication always involves a spontaneous and creative process, so effective communication is a developing communication.

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## ANALYSIS OF TRADITIONAL AND MODERN METHODS IN FOREIGN LANGUAGE TEACHING

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**Annotation.** The paper presents the role of foreign language teaching methods and the extent to which the methods were developed and improved. Nowadays, it is well known to everyone that the method of teaching foreign languages is very important and in demand. Therefore, this process is determined by many factors. Foreign language teachers try to make the learning process more intelligent, interesting and fun. It is well known in the modern society that the methodology of teaching foreign languages is very important and necessary in the teaching process, therefore all this is determined by many factors. Foreign language teachers try to make the learning process more intelligent, interesting and fun. Therefore, the majority of teachers use combined methods when teaching a foreign language, which is also determined by the student's ability. Any foreign language curriculum consists of learning objectives and tasks. The purpose of the research is to determine how actively teachers use traditional and modern methods in learning a foreign language and how much these approaches increase the incentive and motivation of students to learn a foreign language.

**Keywords:** grammatical-translational method, audio-lingual method, communicative method

### INTRODUCTION

In modern life, learning English is incredibly popular among people of any age, social status or financial means. Finding courses for language learners is not a problem either. In any location, there are many different companies that offer a variety of language learning methods. There are also forms of virtual learning and various types of self-study guides. In a word, in our era, English language teaching is one of the most common service areas. Anyone can easily find suitable English language courses; the main thing is to set a goal! It is necessary to find out about the methods of teaching English, with the help of which the learner will be able to master the unknown language norms.

Traditional teaching of English. In the traditional method, it is very often meant to learn lexical items and word arrangements by heart, various linguistic constructions, which is built on intensive repetition until it reaches automaticity in the memory. There are also methods that depend on psychological preparation, self-awareness. The basis of the traditional method is the method of direct translation from the native language into the foreign language to be studied. It should be noted that in all eras there were innovative teachers whose goal was to diversify teaching methods in order to make lessons more effective, motivating and effective. The emotional and psychological background of the learning process is no less important. The forms of speech activity include the

perception of speech in a foreign language, writing, understanding of the read text. A particular type of these activities should be processed with the help of certain methods. The traditional teaching method aims at mastering a certain amount of speech activities, where one activity leads to another. A teacher with high professionalism often develops the ability to successfully combine all aspects of forms of speech activities and obtain the desired effect. Intensive teaching of speaking in a foreign language in a relatively short period of time is the main goal of non-traditional teaching methods. In addition, the necessary use of the knowledge gained in practice - this is also the most important condition in the further successful acquisition of a foreign language. The desired result can be achieved by the combined use of traditional and non-traditional methods (Roberts 2004).

Unconventional methods. There are a number of interesting ways and methods that are hidden in our subconscious, as well as various techniques for quickly memorizing words, game methods of language learning. All these, no doubt, are useful and help us to learn the language, but as an auxiliary method. Most of the examples of the methods given here require studying with a teacher, which is not always convenient, so for learning English, you can buy audio CDs, which do not require special time allocation and allow the learner to engage in his usual activities, watching videos in English, fortunately, American film studios are planning A large number of video discs are produced. Learning the English language is a rather difficult process that requires attention and focus (Khan 2016).

Since mastering a foreign language is a rather difficult process, the teacher in the English language class constantly tries to actively involve the students in the learning process using traditional or modern methods, such as:

- Grammar-Translation Method,
- Audio-Lingual Method,
- Communicative Method;
- Task-based Method.

Grammatical-translation method. One of the leading methods aimed at mastering the language at the academic level. This method works well with people with strong logical thinking, for whom it is easy and natural to perceive and assimilate grammatical formulas in a set. The modern lexical-grammatical methodology is aimed at mastering the language as a system, first of all four basic skills. Because of this, a lot of attention is paid to the analysis of texts, the content of the text and the writing of essays. Everyone should master the logic and structure of a foreign language, be able to contrast it with the native language, determine similarities and differences. This is impossible without a serious study of grammar and two-way translation.

Audio-lingual method. Oral speech is the basis of teaching. Methodists refuse to teach reading at the elementary level, in their opinion, reading can be mastered only after oral communication. However, the basis of teaching a foreign language is sound structures and system.

The communicative method of learning a foreign language is one of the most popular methods around the world. Many consider it the most effective method. One of the main uses of this method is to simulate a situation from real life, this encourages the participants to actively talk. At the same time, the topicality of topics is very important, they should be related to everyday life. The course of the communicative method lesson depends on the students themselves, their answers, reactions, because everything is done thoughtfully and planned. Teachers mostly don't talk; they listen and give some direction to the lesson.

## LITERATURE REVIEW

Any method is more or less important in the process of teaching the grammar of a language, although there was a constant debate among scientists and teachers about the role of the mother tongue in the teaching process. Translation into the native language, as one of the methods, has a centuries-old tradition, and accordingly, the Grammar-Translation method envisaged the active use of the native language. "During the grammar-translation method, the development of writing and reading skills is an absolute priority." Tasks characteristic of this method are:

- Memorization of words and grammatical comprehension learning;
- Translation of individual sentences;
- Translation of short texts into native language;
- Reading foreign language literature;
- Retelling what has been read in writing;
- Writing dictation and more.

The purpose of these tasks is to develop the ability of the students to reproduce grammatically correct sentences based on the learned rules. The grammar-translation method is a teacher-oriented method. Most of the time in the teaching process is spent by the teacher on explaining and translating grammar rules. As for the role of the learner, he is relatively less involved in the learning process and therefore appears as a passive recipient of knowledge (Mahboob and Tilakaratna 2012).

Audio-lingual method. Oral speech is the basis of teaching. The object of teaching is considered to be - a sentence; Neither the word nor the grammatical events are considered separately. According to them, the basis of teaching a foreign language is the sound system and structures. The best way to learn a language is through imitation, analogy, and pattern learning, orally. When using the audio-lingual method, grammar is introduced using an inductive approach. The audio-lingual method has several basic principles: Grammatical aspects and structural patterns are introduced to students through dialogues, which are learned by students through rehearsal and imitation. As for vocabulary, its study is kept to a minimum, since the main objective of the audiolingual method is to teach grammatical aspects and sound systems of the target language, as much as possible. That is why the teacher is a very important figure in the lesson, who is responsible for the quality of teaching. Learners are imitators, they obey the teacher's instructions, grammatical rules and learn to pronounce certain sounds correctly based on listening tasks. First, there is listening, then speaking, followed by reading and writing. During the audio-lingual method, the language is studied in a natural sequence - listening, speaking, writing and reading. Repetitive exercises, memorizing dialogues, replacing words, transforming sentences, perfecting dialogues, chain exercises are typical activities for the audio-lingual method.

Communicative method. The goal of the communicative method is to teach students to communicate in a living language environment. The communicative approach emphasizes the importance of language functions rather than its vocabulary and grammar. Its main principle is to enable students to use language forms appropriately in different contexts for different purposes. When using a communicative approach, grammatical material can be explained using specific situations, such as dialogues. They are intended to teach one concept or meaning. During grammar exercises and assignments, students' individuality is taken into account - different individuals learn differently. Moreover, the exercises help to activate the students. At this time, preference is given to oral assignments rather than writing, or both, however, oral assignments are more successful

(Kothari 2004). Another important aspect of teaching grammar in a communicative situation is that errors should not be emphasized, as this can cause tension and fear in students, which in itself contradicts the goal of the communicative approach - to increase students' motivation and confidence in the language learning process. Since the communicative approach is focused on the process of communication, learners also play the role of communicators. They are actively engaged in communication, even in the presence of imperfect knowledge, and are not afraid to make mistakes. The teacher is a facilitator, he helps the process of communication between students. At this time, the teacher may combine such functions as advisor, analyst, manager, etc. The native language is used very rarely, both the learner and the teacher try to actively use the target language. In addition, the teacher evaluates not only accuracy, but also fluency. During the exercises, the teacher does not correct the mistakes made by the students. The only way to actively involve students in the learning process is to select suitable learning materials, that is, to adjust the exercises taking into account the knowledge and age level of the students, the goals of the lesson, scale and intensity. The following exercises are characteristic of the communicative approach:

- ❖ Scrambled sentences;
- ❖ Language games (language games);
- ❖ Problem-solving;
- ❖ Role-plays;
- ❖ Socio-dramas.

As for communication, as a joint action, it is an important principle of teaching, because it largely determines the success/failure of learning. The goal of the teacher should be to give students the right to participate in the lesson. Such an approach is very important for conducting a foreign language lesson.

A widespread form of communicative approach is task-oriented language teaching. An analysis of the basic principles of task-oriented learning shows a clear similarity between the two methods. Here, too, the main focus is on free speech (Richard, Jack & Theodore S. Rodgers 2000). Motivation to establish communication is very important. Task-oriented learning includes four main principles, according to which:

- Meaning is the most important;
- Grammar and form are not ignored;
- Represents a complete unit;
- Systematic connection between pedagogical tasks and target real tasks.

Task-oriented language teaching involves three main stages: a) pre-task, b) task cycle and c) language focus. In the pre-task phase, the teacher raises the issue with the students and highlights the words or phrases that are interesting to them, helping the students to understand the task instructions. During the task cycle, students complete a task in pairs or small groups while the teacher observes from a distance. Students plan a presentation form for the class. At the language focus stage, students practice using those language units that are a problem for them. Task-oriented activities have one thing in common: they all involve communicative language use that focuses on meaning rather than language structure (Martin, Valdivia 2017).

Taken separately, each method is directed toward the goal of effective language learning. However, it should be noted that a certain method played its role at a certain stage in the long history of teaching foreign languages and left an important mark in the development and improvement of the methodology. The development of modern methods and their practical use in

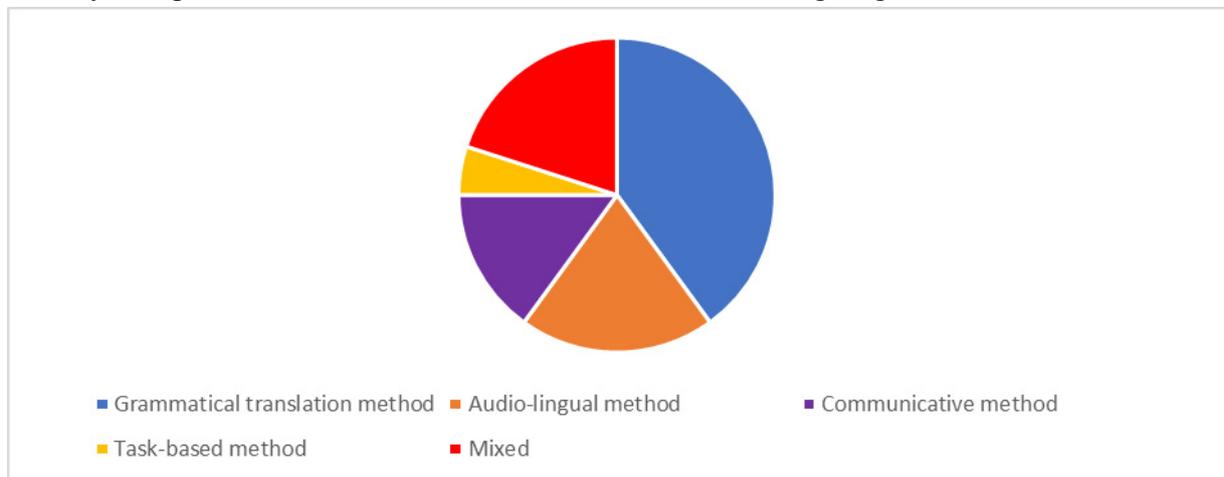
the agenda derive from the modern needs of foreign language communication. Acquaintance with experience and methodical ideas has a very positive effect, which contributes to the professional growth of novice teachers and increases their motivation to teach. First of all, I believe that a modern school should educate not only a citizen who speaks a specific foreign language, but also a thorough knowledge of this language, who will independently manage to use the language not only for communicative purposes, but also for the proper perception and understanding of publications, and most importantly, written speech as well. Here, precisely for perfecting the written speech, I consider it quite effective to bring elements of the traditional method to modern foreign language lessons, such as the grammar-translation method, which is focused on the acquisition of grammatical constructions, which in itself is important for the correct formulation of what is being said, so that the reader can correctly and thoroughly understand what the author wants to say.

## RESEARCH METHODS

Today, in the English language teaching process, much attention is paid to the use of both traditional and modern methods. The purpose of the study, based on theoretical material, empirical research and analysis of survey results, is to determine how actively teachers will use traditional and modern methods in learning a foreign language and how much these approaches increase the incentive and motivation of students to learn a foreign language. In order to make this topic full-fledged and effective, or more effective for everyone, I conducted a survey for this purpose. The following questions were used: 1. In your opinion, which method is more effective in teaching English? 2. How often do you use the following methods? 1. Always. 2. Often. 3. Never.

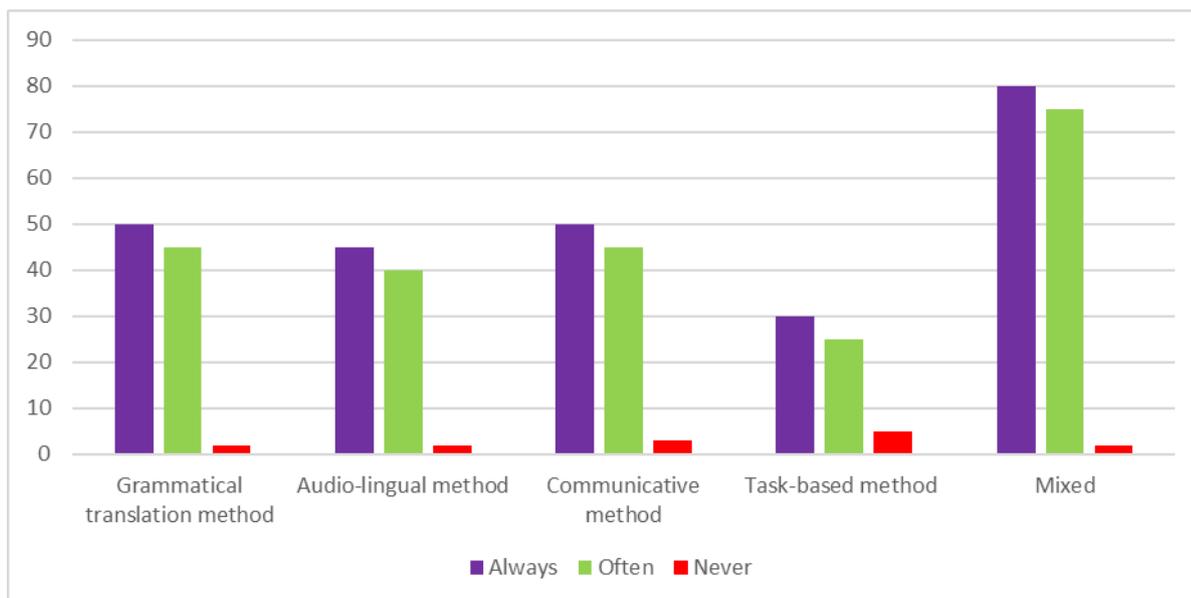
## RESULTS

1. In your opinion, which method is more effective in teaching English?



In response to this question, most teachers consider the grammatical translation method to be the most effective, followed by 20% audio-lingual, communicative and 15%, task-based method 5%, mixed, 20%.

2. How often do you use the following methods? 1. Always. 2. Often. 3. Never.



The majority of teachers, in particular 50%, always and often use the grammatical-translation method, followed by audio-lingual 45%-40%; 50%-45% of teachers prefer communicative method, task-oriented method is chosen by 30%-25%, 80% of teachers prefer mixed methods.

According to the conducted studies, it is clear that the majority of teachers use grammar-translation and mixed methods in the teaching process. When using methods, more attention is paid to the combined one.

## CONCLUSION

Based on all of the above, it can be said that today, studying a foreign language, in particular English, has not only an educational but also a communicative character. Essential importance is given in the process of learning or mastering a language. as well as using the correct forms of grammar. Grammar can be studied in different ways. A teacher can use them simultaneously, which allows him to understand which one is most successful in his lesson. For the effectiveness of this or that method, the age, interests, level of knowledge, learning style, personality and others should be taken into account. The use of traditional and modern methods is of great importance. In order for the student to reach the result, the teacher should always try to choose learning approaches for the students as much as possible and based on the needs, so that the learning process is not depressing and boring for the students. When planning each new lesson, the teacher should take into account the skills of each student and take care of their development and improvement. The teacher should be able to take the students to all four skills. In the 21st century, teaching both traditional and modern methods in the teaching process of the English language is of great importance. In the process of teaching a foreign language, the teacher cannot be limited by any one direction method. On the contrary, he should be given free rein to produce the best results using whatever method is best suited to the individual abilities of his students. It will be better if the teacher can combine traditional and modern methods, supported by a variety of activities, of course, due to the best interests of the students, which will ultimately be reflected in their success. Learning is a guarantee of progress, and a specific method serves to achieve the goal of language learners.

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## **PRACTICAL CLASSES AND THEIR ASSESSMENT CRITERIA**

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**Abstract.** The present paper examines the multidimensionality of the assessment criteria for teaching activities while teaching a foreign language in the conditions of the increased requirements of higher education for practical training in student groups. The quality of the acquired knowledge and the degree of competencies depends on the level of teaching, the use of new teaching methods and multimedia teaching aids. When evaluating a practical class, it is necessary to assess its organization, the leadership in the student group, the methodology, the teacher's skills and efficiency during the lesson. In addition, the paper considers the students' involvement assessment criteria: their discipline, organization, interest during classes and the degree of cognitive activity. The assessment criteria for the results of a practical lesson, its goal attainment extent, informational and cognitive value and educational impact are also identified.

**Key words:** assessment criteria, teaching activity, practical classes, information and cognitive value.

### **INTRODUCTION. LITERATURE REVIEW**

A modern teacher must master a variety of technologies and forms of conducting classes, which include training, games, project work, creative techniques and other methods. They develop the student's professional and general cultural competencies, form skills along with creating a psychological readiness to put them further into practice. A modern educational practical lesson is a form of organization of teaching that provides an active and systematic educational and cognitive activity of a group of students of a certain age, including the group composition and level of students, aimed at solving a set of educational tasks. It is noteworthy constantly increasing requirements towards the methods through which the desired results are attained. In the previous work, we discussed recommendations for conducting a lecture as the main form of theoretical training. If the lecture is in the format of consistent monologue presentation of theoretical educational material by the teacher, then the criteria for evaluating a practical / seminar lesson can be reduced to the following main points. First of all, it is necessary to connect the problem under discussion with the use of the material in the future professional activities. When planning a lesson, the main issues are usually highlighted and the attention is paid to the novelties in the list of recommended reading. The effectiveness of the seminar is determined by its style and organization. It should be lively, with relevant questions and discussion, which largely depends on the successful organization of the seminar. It is expressed in the ability to provoke and support the discussion and the ability to conduct a constructive analysis of speeches and responses. At the same time, the gradation of relations "teacher - students" implies moderately demanding, respectful relations with friendly and qualified remarks. The ability to manage a group includes the ability to establish a

contact with students characterized by the reasonable and fair interaction, including confident behavior in a group (Tarasenko 2018, 8-20).

## RESEARCH METHODS

Among the methods of representatives of foreign psychological schools that determined the development of methods of teaching foreign languages, we consider Stephen Krashen's psychological method based on the hypotheses of psycholinguistics of the model, which has been extremely popular in the United States over the past two decades, the most appealing. One of them is the hypothesis about the role of the sensory filter (The Affective Filter Hypothesis). This hypothesis takes into account the humanistic concept of the influence of the affective sphere on the acquisition of a foreign language. According to the theory, the acquisition is carried out faster in an environment with the low level of anxiety, when there is no need for a "defensive" reaction. Barriers to knowledge acquisition can be removed through clarity and accessibility when introducing information. An important role is played by the creation of a favorable psychological climate in the student audience and the consideration of the sensory component when presenting information (Krashen 1994, 45-77).

**Linguo-sociocultural method.** Experts rightly call the linguo-sociocultural method of learning English as one of the most thorough and comprehensive. This is explained by the fact that with this approach to the language, students consider not only language forms, but also the social environment and culture of native speakers. According to the supporters of this method, the language, being cut off from its culture, becomes lifeless and useless. Any language is the brainchild of any culture and ignorance of the characteristics of a particular society leads to widespread speech errors. The linguo-sociocultural method does not teach the language itself, but teaches to understand its speakers. This technique combines two directions: studying the language of the country and the culture of its population. According to supporters of the linguo-sociocultural method of learning a foreign language, in particular English, they believe that about fifty-two percent of all speech errors are made under the influence of their native language, and forty-eight percent are due to a misunderstanding of the essence of social life and culture of native speakers of the target language. When learning, for example, English, it is important not what you say, but how the British will understand you. That is, what a native speaker will hear in your phrase, who, in turn, like you, is a representative of a special socio-cultural system. The most prominent representative of this language learning methodology is S. G. Ter-Minasova (Ter-Minasova, 2000: 25; Teaching Methods ..., 2016: 9-40). A practical lesson is a form of teaching conducted under the guidance of a teacher; it serves to detail, analyze, expand, deepen, consolidate and control the assimilation of educational information received during lectures. Practical classes include: seminars, laboratory work, workshops, colloquia, etc. **The purpose of practical classes** in all disciplines is not only to deepen and consolidate the relevant knowledge of students in the discipline, but also to develop initiative, creative activity, equip the future specialists with methods and means of scientific knowledge.

The criteria for the assessment and success of all types of classes are determined by: 1. a variety of types and forms of educational activities; 2. the correctness of the teacher's selection of material for the lesson and the scientific character of its presentation; 3. the existence of the discipline program / syllabus and the compliance of the content of the lesson with it; 4. the teacher's own developments of the course; 5. the use by the teacher of various resources of information, including periodicals and electronic publications of the university library; 6. the use of visual aids, didactic material and information technology during the lesson; 7. the use of innovative teaching methods; 8. students' involvement in the classroom and an individualized approach to working with them; 9.

summarizing the lesson; goal achievement; 10. skills to maintain the attention of the audience during the lesson (concentration and switching of attention, the nature of questions, etc.). When evaluating an practical lesson, it is necessary to **assess the organization of the practical lesson:** the correspondence of the topic and hours allotted for the lesson to the thematic plan presented in the syllabus; timeliness of the beginning and end of the lesson; readiness and students' involvement in the classroom; student attendance; clarity and conciseness of the formulation of the purpose of the lesson; the accuracy and reliability of the information provided; feasibility and optimality of the volume of the studied material. Let us mention the moment of taking into account the relationship between the content of the lesson and the content of the textbook (material that is not in the textbook is presented; especially complex issues are explained; the task to independently work out part of the material from the textbook is given; texts are given to retell or summarize, etc.). In the criteria for evaluating the organization of a training session, it is also necessary to mention the clarity of the end of the lesson (the end of the speech, farewell to the students, the end time of the lesson in accordance with the schedule);

**There are also certain criteria for evaluating monitoring a group.** This is the exercise of control over students ensuring that they keep records, prepare notes, tables, diagrams and other materials reflecting the results of their independent work; assisting students in keeping records: focusing on the presentation of educational material, highlighting the most important information with voice, intonation, rate of speech, using pauses to write tables, draw diagrams, etc .;

**Evaluation of the methodology for conducting a practical lesson** includes the presence of a clear structure of the lesson; clear and precise requirements for the results of work; analysis by the teacher of typical tasks on the topic under consideration; the use of techniques to consolidate information; the use of effective methods of monitoring the progress and results of tasks. Let us also add to this list of methodological requirements the didactic validity of the type of occupation used and the corresponding forms and methods of presenting the material; a rational combination of methodological techniques of traditional pedagogy and new teaching methods, and finally, the logical sequence of building the entire lesson.

**Criteria for evaluating the teacher's efficiency and his professional skills:** rationality and effective time management; assisting students in completing the assignments; instilling in students the skills of independent work; implementation of current control over the execution of tasks and preparation of reports on the results of their performance. To this list, you can also add the degree of use of supporting materials during the classes, the style of the lesson (monotonous, lively, routine, with the formulation of sharp questions) and the nature of the teacher's speech during the lesson (persuasiveness, unpersuasiveness, constructiveness, degree of generalization of the material, etc.).

**Criteria for assessing student's involvement:** the degree of discipline, organization and interest of students; involvement of students in independent work during the lesson; the degree of cognitive activity of students. During the survey and conversation with students, a conclusion is also made about the quality of the lesson.

**Criteria for evaluating the results of a practical lesson:** the degree of task completion by all students, the fulfillment of the goal of the lesson; the degree of mastering general cultural and professional competencies; assessment of the work of all students; the degree of formation of competencies among students. The criteria for evaluating the effectiveness of the lesson can also include the informational and cognitive value of the lesson, its educational impact, the degree of implementation of students' skills to reason, prove, discuss, convince or defend their views. When evaluating, in addition to general components that are typical for all types of classes, it is necessary to take into account special criteria for evaluating practical (seminar, training and other) classes. **A seminar** is a type of training session, in which, in an atmosphere of interactive communication

between the teacher and students, tasks of a cognitive and educational nature are solved as well. At the seminar, in accordance with the requirements of educational standards, a worldview is formed, methodological and practical skills are instilled. **The main goal of the seminar** is the independent acquisition of knowledge, skills and abilities. The objectives of the seminars are to provide students with new knowledge, to consolidate, generalize and deepen previously acquired knowledge, to apply it to new material, to develop the thinking of students and to control students' knowledge.

The advantage of seminars is that they stimulate an attentive attitude to the lecture course and regular study of the course literature. The main and leading function of seminars is the cognitive function. In the discussion process new aspects of specific problems emerge, their substantiation deepens and rationales, that have not previously attracted the attention of students, are put forward. The seminar also has the function of monitoring the systematic nature of students' independent work, and then revealing the strengths and weaknesses in the assimilation of educational material long before the exams. This gives the lecturer the opportunity to predict the level of work of the group as a whole, and the work of each student respectively. There are three forms of seminars in the system of higher education: 1) a seminar for in-depth study of a certain section; 2) a seminar held for in-depth study of most important topics separately; 3) a special research-type seminar on certain particular problems of science, usually held in senior courses within a narrower specialization. At the final lesson, the teacher usually makes a complete review of seminars and student research papers, revealing the horizons for further research on the issues raised and the possibility of students participating in them. There are several types of training seminars, the names of which are self-explanatory: interdisciplinary seminars, problematic, thematic, systemic seminars and others. It is noteworthy that the seminar should not repeat the lecture. But, at the same time, the teacher needs to maintain the connection between the fundamental rationales of the lecture and the content of the seminar.

The choice of the seminar **form** depends on the content of the topic and the nature of the recommended scientific sources, the level of readiness, the student group, the content of the planned stages of the formation of competencies. The following forms are practiced in the higher education system: extended conversation, discussion of reports, debate, commented reading, test work, colloquia, etc. At the same time, a detailed conversation is the most common form of seminars, involving the preparation of all students on each issue of the lesson plan with a list recommended basic and supplementary literature. A detailed conversation involves pre-planned speeches of students on some issues, which are additions to discussions. Sometimes, in addition to speakers, co-speakers and opponents are appointed at the initiative of the teacher or at the request of the students themselves. Such classes arouse a certain interest among students, introducing an element of "academicism" into everyday seminar work.

Depending on the goals and objectives, business games, colloquia, abstracts, reports, essays, case studies, surveys, tests, and others can be considered the main forms of presentation of evaluation tools.

**Business/role-playing** games are characterized by multiple solutions, from which it is required to choose the most rational one. The game develops the students' search thinking in relation to the performance of future job duties and functions. At the same time, the same game situation can be played several times to enable students to play different roles and offer their own solutions in them. During the game, students develop skills and knowledge in collecting and analyzing information, making decisions in conditions of incomplete information, evaluating the effectiveness of decisions, etc.

**Criteria for evaluating a business/role-playing game:** An "excellent" grade is given to a student if the content of his activity fully corresponds to the topic, concept, content of the game and the

accepted role. The “good” rating is given if the game plot develops, comments during the game include the conceptual apparatus of the subject area and mainly reflect an understanding of the applied aspect of the discipline being studied. The rating is “satisfactory”, if the game plot is not detailed, comments during the game are based to a small extent on the conceptual apparatus of the subject area. The mark "unsatisfactory" is given to the student (individually or as a member of the group), if the game plot does not develop, there are no comments during the game, the student does not demonstrate the understanding of the applied aspect of the discipline being studied.

**Case.** The analysis of specific learning situations (case-study) is a teaching method designed to improve skills and gain the experience in the following areas: identifying, selecting and solving problems; working with information - understanding the meaning of the details described in the situation; analysis and synthesis of information and arguments; working with assumptions and conclusions; evaluation of alternatives; making decisions; listening and understanding other people are group work skills. The immediate goal of the case-study method is to analyze the situation - case, arising in a specific state of affairs, by the joint efforts of a group of students, and develop a practical solution; the end of the process is the evaluation of the proposed algorithms and the choice of the best one in the context of the problem posed.

**Case-study** is a pedagogical technology based on the situation modeling in order to analyze a given case and identify problems. The analysis of specific situations of case-study is an effective method of activating the educational and cognitive activity of students. The joint activity of students in the development of educational material means that everyone makes their own individual contribution, there is an exchange of knowledge, ideas in an atmosphere of goodwill and mutual support, which translates cognitive activity into higher forms of cooperation. The goal of students is to analyze these situations, the proposed solutions, using the acquired theoretical knowledge. **The technology of working with a case in the educational process** includes the following stages: individual independent work of students with case materials; work in small groups to agree on the vision of the problem and its solutions; presentation and examination of the results of small groups at the general discussion within the group. When using interactive methods, the student becomes a full participant in the process of perception, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to deduce it independently. Compared to traditional forms of conducting classes, the interaction between the teacher and the student is changing in interactive learning: the teacher gives way to the activity of students, and the task of the teacher is to create the conditions for their initiative.

**Criteria for evaluating case tasks:** An "excellent" grade is given to a student if they demonstrate the ability to present a reasoned argument on a problem, to obtain and process additional data; determine the goals, objectives, results of future activities, the causes of the situation, problems. The “good” mark is given to the student when demonstrating the ability to use a systematic and situational approach, determine goals, objectives, results of future activities, and identify difficulties in solving a problem. The “satisfactory” rating is given when the ability to determine goals, objectives, results of upcoming activities, possible connections of the problem with others, and partially describe the program of action are demonstrated. The mark "unsatisfactory" is given if the student demonstrates disparate arguments on the problem, not being able to determine the goals, objectives, results of the forthcoming activity (Choshanov, 2015: 37).

## **CONCLUSION**

Thus, the quality of the acquired knowledge and the degree of competencies depends on the level of teaching the discipline, the use of new teaching methods, and multimedia teaching aids in the work. All this is impossible without conducting open classes with subsequent analysis, in which teachers

exchange their experience in implementing new methods. The assessment of the quality of practical classes should be made up of the self-assessment of the teacher, the assessment of the commission, and the assessment by students. Thus, the teacher gives an assessment of an open lesson for further work on its improvement, argues for the chosen methodology, identifies the reasons for the decline in students' interest, etc. In the course of the practical lesson, the organization, content, methodology, student work management, teacher's professional data and performance are evaluated. When evaluating classes, it is also necessary to take into account special criteria for evaluating the varieties of practical (seminar and other) classes.

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## TEACHING IDIOMS, PHRASES AND PROVERBS IN FOREIGN (ENGLISH) LANGUAGE LEARNING BASED ON DIDACTIC- EDUCATIONAL PRINCIPLES

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**Annotation.** The paper deals with problem of teaching idioms, phrases and proverbs in foreign (English) language learning based on didactic-educational principles", serves the realization of the main goal of education in Georgia, the upbringing of a free, morally refined citizen, critically thinking person who will contribute to the development of humanity and the country.

The paper focuses on the introduction of new methods and approaches in language teaching, in particular on communicative didactics, which plays a major role in the formation of a refined personality in the adolescent. Ongoing reforms in the field of education have introduced new requirements in foreign language teaching methods and technologies, which allow us to implement interactive, student-centered teaching, increase learning motivation. The paper also lists the classroom activities through which idioms, phrases and proverbs are introduced in teaching process.

**Key words:** approach, implement, competence, interaction, idioms, phrases and proverbs

### INTRODUCTION

The study of a foreign language serves the main purpose of education in Georgia, the upbringing a free person who will be able to contribute to the development of society.

Ongoing educational reforms in the country have put new demands on foreign language teaching methods and technologies. New approaches to the relationship between teacher and student have emerged in all types of educational spaces. This allows us to implement student-centered learning, to increase learning motivation. Despite the reforms related to foreign language learning, the development of the competencies and, consequently communication skills, which are the national goals of education, remains a problem in our reality.

The educational goal of foreign language teaching is to teach a foreign language to learners. The elementary level needs to ensure that the learner is prepared for the next, basic level of learning while learning a foreign language and to develop the learners' ability to communicate effectively. The main task of teachers in the process of language learning is to make students love the language itself, to arouse interest in learning the language. and for this purpose, the teacher should take into account the age of students, students' their learning style, and skills and while choose effective teaching methods.

The aim of the paper is to introduce and implement the most common and frequently used idioms, phrases and proverbs in speech, to enrich the lesson with various interactive approaches and increase learners' motivation.

## **METHODOLOGY**

Mastering a foreign language is a complex and multifaceted process that requires a lot of effort from both teachers and learners .

Working with elementary students requires the greatest responsibility as well. While working productively with students the teacher should be well aware of innovations in using effective teaching methods to master the language better.

To learn a language better, it is important to consider a variety of factors in the learning process: the creative use of language units by the learner, the role of imagination in language learning, awakening the desire for interaction and conversation in students, and setting priorities. It is also necessary for students to develop the ability to interpret - to grasp the meaning of unfamiliar words with the small linguistic resources at their disposal, so that they can understand what is being said before they understand the meaning of individual words. Intonation, gestures, facial expressions, actions and circumstances - all help them to understand the meaning of new words, phrases or sentences.

A good teaching process does not only contain the content. It should indicate which method to choose to achieve the goal / Thus, the teacher, his/her personality, professionalism, methods used in the learning process determine the effectiveness of language learning.

In the learning process, teachers use a variety of activities that help to generate real interaction and awaken students' imaginations. To help a learner develop creative language skills, it is essential to create an appropriate environment where students have a desire for communication.

To make the lesson more fun, the teacher should often use activities that allow students to be involved in them. The most important thing in this process is that learners actively use their linguistic resources and create living lexical units, which is important to better master the language .

In our paper, we paid our attention to communicative didactic methods that have been at the forefront of language teaching since the 1970s. Promoting real, genuine communication in a foreign language lesson was important for this method. The main goal of teaching was to develop various speaking skills (listening, speaking, reading, writing) for learners. Communicative didactics aimed to create the most active communication situations in the classroom, which helped to develop communication skills in students. Communicative didactics views language as a special form of human action, such an understanding posing entirely new tasks to foreign languages.

According to communication didactics, language learning activities are selected in such a way that a learner uses the language in authentic and meaningful situations (Jack C. Richards ), it is not necessary to study all grammatical phenomena consistently. Only the elementary grammatical forms to express specific speech intentions are necessary to conduct better communications. Grammar is less involved in language acquisition. Grammatical materials are studied not as 'forms' and 'structures', but as a means of expressing certain thoughts, relationships, communicative intentions.

In the 17th century, Jan Amos Comenius (Komensky) considered goals of didactics and developed teaching methods taking into account the minimum involvement of the teacher and the lesson process should not be boring. "To achieve this, Comenius required a change in didactic thinking,

which meant that not only the content of teaching should be in the center of the teacher's attention, but also the search and finding ways that students could more easily and happily master the content" (Lobzhanidze 2011, 2).

Development of communication skills is the basis of teaching and learning a foreign language. The natural speech process takes place in a specific environment - a relationship situation. Types of expression are caused by certain, special situations

Integrity of language and speech is one of the important conditions of acquiring linguistic materials

The interaction plays a significant role in increasing the communicative competencies in acquiring a foreign language. The most important fact is that students have to be active in the class in order to improve communication among them.

During communications students express their thoughts, ideas and interests.

The main roles of the teacher is to give or create situations to involve students actively in communication. It helps students to get included in group discussions and to make a constructive dialogue. "Group discussions enhance more the cognitive strategies and in a higher level than individual reasoning practiced during individual learning or competitions" (Giasson 2003, p. 83).

Students use a language structures and vocabulary in different communicative situations.

Considering a sentence as a unit of establishing a communicative act is also justified by the fact that in its syntactic structure there is a functional realization of individual words, a functional grouping. Working on a sentence helps to develop speaking skills in typical matching terms. The use of sentences also makes it possible to select syntactic structures from a morphological basis on a lexical basis from the outset.

It should be noted the importance of the enormous methodological and practical value of using phraseological units. Every language has phraseological units used by native speakers.

Proverbs, sayings and idioms that students come across can be confusing because their meaning is different from each of their individual words.

A proverb is a short artistic, thought-provoking finished expression, it itself is a template with a communication component with its structural, semantic and pragmatic nature. It embodies national and universal values. The use of proverbs will undoubtedly contribute to a better mastery of the language, expanding vocabulary and features of its functioning.

Idiom is "a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing" (Sinclair 1991, 172).

It should be noted that idioms are peculiar expressions of language including in a whole phrase which in normal contexts is used in such a way that the single words should not be understood in their literal sense but transferred to a metaphorical level. They are not usually translated verbatim in another language

In fact, idioms sometimes lack the semantic content they convey independently: "an apple of an eye", "as cool as cucumber", "sleeps like a log", "from hand to mouth" etc.

An idiom is the specificity of each language, its peculiarity, it is only a loaded unit characteristic of that language. it is clear in the peculiar means of language circulation, without which the language loses a specific hue and, most importantly, communicativeness. Therefore, when we provide the subject with English idioms or proverbs, we are thus incorporating it into vivid linguistic nuances, without which speech in this language cannot proceed.

At the first stage of teaching phraseological units we provide the learner with language skills characteristic of the English language in the form of proverbs, idioms, or phrases. In this case, we

chose some sayings, proverbs, and idioms that help develop communicative didactic. (“A friend in need is a friend indeed”, “Knowledge is power”, “habit is second nature”, “East or West home is best”, “Blow one’s own horn”, “look not a gift horse in the mouth”...etc.)

Initially, the teacher introduces the pre-prepared picture (slide) to the student. Through questions. She/he leads them to recognize the content of a proverb, or an idiom. It should be noted that when recognizing the content of a proverb, or an idiom, one should not avoid the translation at the expense of supposition.

As for students, from the very beginning they face the first phase of the learning activity, the cognitive motive. 1 He/she should remember the statement (proverb, idiom, phrase) 2 To understand, grasp and make up a sentence. (ex. Dad loves me much, I’m an apple of his eye).

In the second phase the student’s task is a bit difficult. The learner should:

1. Explain the idiom, phrase or proverb given in the picture
2. Prove the rightness of his/her idea (I’m right, I’m wrong, this is relevant/irrelevant for this proverb, saying...).
3. Discuss the picture.
4. Compose thematic situations of that proverb, saying
5. Tell what this proverb taught us.

*Ex. “East or west home is best”*

*Version one*

*“I think, the meaning of this proverb is that being everywhere and enjoy yourself is good but your home, hometown is the best one. Because in the first picture people look happy. They enjoy themselves being in a beautiful place, but on the left side photo he/she misses home.*

*Version two*

*I think this photo is relevant to the proverb, “East or West home is best”, because in the first picture people look happy. They enjoy themselves being in a beautiful place, but on the left side photo he/she misses home.*

From the above-mentioned, it’s clear that the learner is involved in a situation where he/she has to think about the task not in his/her native language but in target one and then speak.

## **CONCLUSION**

Thus, teaching the situational-thematic nature of the educational material should contribute not only to the development of speaking skills but should be the basis for the student to express independently his/her opinion in a foreign language based on the accumulated knowledge.

Phraseological units become the embodiment of person’s national consciousness and culture, and at the same time serve as the means of communication and the knowledge of reality. They can be used in various places, including offices, schools, and universities.

In the end we conclude that the teaching of proverbs and idioms may be a very helpful tool to raise students’ interests. It is important to find new ways and approaches that can be useful for students to gain knowledge of English through phraseological units as they are an integral part of vocabulary learning and improvement of their communicative skills.

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