



Transformations in the Deep Structures

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Abstract

The idea of this work is to find possible ways to put the mechanisms in the process of machine translation developed on the basis of the results of research relations at the level of deep structures of sentences.

The article shows the experimental psycholinguistic researches at the level of deep and surface structures of the Georgian and Russian languages.

Keywords: surface; structure; level; deep; relations; universal; languages; sentence; native; form; automatically; linguistic; mantic; relations; equivalent; foreign; language.

Introduction

Importance of the Problem, Research Novelty

As it is known to us there is only Russian Language teaching methodology for secondary schools in modern Georgian pedagogic but we have nor methodology for university students, neither exists any literature, so how can we teach Russian at the Universities? We decided to work on this problem depending on modern linguistics psycholinguistics, our own 25 years of working experience and our experiments created completely new (structurally as well as contextually) methodology for university students.

The most particular feature of our methodology is that, our one will be used not only surface structure level but also on deep structure levels as well. It has been already proved that relations in deep structure are universal for all languages. It makes possible to change the sentence uttered in native language form surface to deep structure, then automatically by the help of linguistic universals move deep semantic relations into equivalent deep structure of the foreign language and at last created adequate surface structure in foreign language. In that way it will be possible to avoid all the difficulties caused by the difference between surface structure of native and foreign languages.

Of course the perception rules of proportion or in other words the unity of syntactic, semantic and phonologic keys and semantic representation should be considered.

The main purpose of our research is to find the ways and means by help of which it will be able to move from deep structure of native language to deep structure of foreign language or in words to move from deep semantic structures of native language to deep structure of foreign language.

In modern psycholinguistic sciences these ways and means are found partially. If having solved these problems, it will be able to learn a foreign language more quickly by using modern methodology, also it will be able improve machine translations.

To solve this task we have planned very difficult and hard experimental researches, the results of analyzing them will be the basis of our new methodology.

It should be mentioned that not many scientists work on these questions in Georgia, so we have to use the foreign scientists' experience. Such as chomsky N. Deep structure, surface structure, and semantic interpretation. in: Steinberg D.D. Jakobovists, L.A (Eds) Semantics: An Interdisciplinary Reader in philosophy, Linguistics and psychology. Cambridge, 1971, Slobin D.I. (ED). The ontogenesis of grammer #4 1972), Green J.M. the semantic function of negative and

passives. „Brit.Jurn Psuchol, 1070 (a) 61.17-22) Slama-Cazacu T. Psycholinguistics P, 1972. Also it is known the work of T.G. Bevery's, Al. Blumental's, R. Brown's, R.B. Carol's, H.H. Klerk's, S.M. Ervin-Trip's, M. Garet's, P.N. Johnoson Leard's, V.R. Miiller's, K.E. Osgudi's, E.A. Terner's, P.S. Walson's and others.

On the theme of modern methodology of teaching Russian Language in Georgia, in 1997 it was published „Methodological Guidance” by K.Sh. Macharashvili; One of the resident of this text book is the leader of this project. It's worth to mentioned also the scientific works and textbooks of G.G. Michaelian, B.G. Lomaia, M.G. Metreveli, V.Sh. Edisherashvili. Also the book „I. Gogebashvili the establisher of methodology of Russian language teaching in Georgia” M.G. Metreveli project leader published in 1998. In this book the author values the traditional development of Russian Language teaching methodology and the achievements in this field in Georgia besides she refers the methodological directions which have been existed in Georgia since 19th century. As a result of having learn this question perfectly the main project participants decided to begin researches on forming new methodology. (see the published works list).

It is important to refer to methodology of teaching Russian, as a foreign language abroad. The works of different scientists such as I.P. Nadiojhina, V.M. Nechaeve published in 1985, also „Practical Course of Russian Language” published by E.V. Ershova in 1988.

We should also take part into consideration the methodology of teaching Russian (as a native) language. The famous scientists working in these trend are T.V. Napolnova (who works on the new methods, e.g. problematic teaching method) A.V. Tekuchov (who is the author of perfect textbooks). M.M. Razomovskaia (whose bit is enormous in the methodology of orthography). T.A. Ladihenskaia (who works in methodology of speech development). M.T. Baranov (who works in methodology of lexics). A.P. Lomizov (who works in methodology of punctuation) and etc.

Goals and Objectives of Research

We have already done the primary works of this project; also we have realized the main idea, aims, tasks and importance of the project.

The subject matter of the project is the ways and means by using of which the turning will be able in deep structure levels, really exist and the task of project is to find these ways and means.

The aim of the project is to create completely new methodology of Russian language teaching, by analyzing the experimental researches.

The importance of the project is that new methodology will enable us to teach the language in little amount of time, also to improve the mechanism of machinery translation. One more important thing is that new methodology will be unique, because it will be universal for every language, as it foresees teaching by turnings in deep structure levels.

The job which is being done by us now, includes researches (experiments) on studying „thinking”.

The experiments having done before on deep as well as surface structure levels of a sentence ensured us that the „thinking” is the key, by using of which it is possible to move from deep structure of the native language to the same structure of the foreign language and then by transformations create surface structures.

We consider that the real relationship between semantic representation and deep structure has not been requested yet. We have already begun researches on that direction. First of all we should research why the semantic „thinking” is stimulated by concrete context. After it the question arises how the speaker choose the right syntactical combinations and at the same time he/she foresees relations in deep structure, connected with „thinking” as well as surface form, which coincides to the given context. The researches on that direction had been done by Osgud and Beevr, but the results remained only claiming the problem. Our researches points that „the semantically representation level of thinking” is not separated alone, it remains in deep structure levels and the operations between two (native and foreign) languages are connected not only with the translation, but also with immediate perception members of correlation, which are based on the unity of interaction syntactic, semantic and phonologic „keys”.

The tasks of realization the projects are:

1. to come to end already, begun researches, to carry the analysis of experimental results and make the suitable conclusions. Namely what place the semantic representation of „thinking” takes in relations of deep structures of two languages.

2. The further researching of universality of deep structures which has great importance, because as it seems the existent analysis of deep structure is unable to overcome the difference between languages by using semantic „thinking”. The universals which act while learning Russian language in Georgian and Russian deep structures.

3. The Georgian students should be familiar to with the researches of those transformations in order to move from deep structure of Russian into surface one. These are the operations, which transform one structure of a sentence into another one, e.g. replacement movement, transposition and etc. are linguistic universals, which are peculiar to all languages. All these need holding experimental job and its analysis.

4. To research the processes by using which surface structures become into voiced expression or in other words when a Georgian student utters a sentence in Russian. This research also foresees the experiments, which will establish further difficulties.

5. Psycholinguistic research by contrast analysis – the corporals of discovered mistakes in teaching Russian language and their hierarchy. We have been doing such kind of researches for ten years. This research has practical destination and its aim is to improve the process of foreign languages learning, of course it is not limited only by simple comparing of two interactional language systems (Russian and Georgian) is speech mechanisms of a student. Apart from the specifics of each language system, the attention is paid to subjective factors, e.g. how and in what speech the separate individual gets information, systematize it and how he/she uses native and foreign languages for this, to which psycholinguistic type she/he belongs to and what is he/she motivation, „anamnesis”. In the process of research care is taken to choosing teaching methods, teacher’s characteristics, environments in which the teaching is holding. In one word the general psychological factors attending the teaching process should be researched. It is very hard work and includes different aspects of teaching process. The basis of it is analysis correcting of the mistakes. We should foresee the peculiar features of students’ native language. The analysis of mistakes works as a parameter of interaction of two languages in the process of teaching. While researching teaching process of foreign language, its speed of progress we noticed that the mistakes are one of the trustworthy factors which helps us predict teaching. We don’t claim to deal with this question in details, we only notice that the research is being done on the types of foundations such as the corpus of linguistic facts, corpus of non-normatic linguistic factors and mistakes and their hierarchic system. The arising of speech as well as perception in a foreign language in different teaching stages is checked by using the tests. Systematization and classification of mistakes are very difficult. The results of the experiments will be important as they show the weak points peculiar to Georgian student also it will show up the several linguistic universals in learning process of foreign language. These universals will be very useful to us for created new methodology to solve the problems of applied linguistics. The results of the research will prove that the main cause pf mistakes is interaction of two languages with the more influence of a native one, or maybe the cause is the foreign language itself or the way how the information is kept in speech mechanisms of the student and etc.

6. The research to establish the model of psycholinguistic activeness. To create this kind of model, it is necessary what kind of relations exist between different types of sentences and the situations of their usage in the process of teaching. In this model not only linguistic talent, but also realization of it in real situation, is foreseen. We have done some researches on this question and the results are very interesting on the point of view of the importance of memory and context in remarking the sentence. We have tried to research what factor play an important role in perception and repetition of a sentence in the process of teaching foreign language. The results make it evidence that the meaning of a sentence is modified by its structure and not by the elements of surface structure. In deep layers of the memory it happens to separate deep structure and to interpreter semantically, but the short-term memory only gives the chance to remake surface structure of the sentence quantitatively.

7. To research the factors on which it is depended perception pace of a Russian sentence by a Georgian student. Syntactic difficulty, semantic and pragmatic factors, the context, passive, active, positive and negative sentences are discussed here. Having done the researches on those questions enables us to conclude that a sentence is not only syntactic unity, it is syntactic, semantic and pragmatic unity, which serve cognitive, affective and social functions. These questions need to be searched deeply and intensively.

8. To hold a research about keeping syntactic information and remembering the sentence in the memory. This experimental work aims to clear out how much amount of memory is necessary to remember the sentences of different difficulties in foreign language. We wonder what amount of short-term memory is necessary to remember the sentence uttered in foreign language, also the role of short-term memory and the functions of syntactic structure and the meaning of a sentence and additional information about syntactic structure.

As we have mentioned at the beginning, the whole our researches and experiments and their analysis serve to find the ways and means by helping of which a student will be able to communicate in deep structure levels of the foreign language.

Some scientists put the question like this: is there necessary information in deep structure to determine semantic similarities and differences? If is it better to introduce the third – semantic representation level? These questions have not been answered yet. The only known forms of semantic analysis for the present don't enable us to find the meaning of expressing „semantic thinking, intention”, which will overcome the existent barrier of differences among languages. We can explain why „semantic intention, thinking” is stimulated by concrete context or how the speaker choose the right combinations of words and syntactic structure and at the same time foresees the relations in deep structure which are connected with „semantic thinking”. And all these will be based on the results of the experiments.

We would like to establish how linguistic factors interact or what kind of knowledge has about native and foreign languages with cognitive and perceptual abilities, motivational conditions and contextual situation. At this point, searching process will be ended and analysis and solutions will be made.

After it the creating of new methodology will be based on received data. And to refer the structure of new methodology, we have an outline and we can describe it now.

The distinctive feature of our methodology will be the fact that its usage will be possible in surface structure and in deep structure levels as well. The main principles of this methodic can be used in teaching any language.

We will pay attention to „linguistic flair”. The already done experiments showed clearly that „linguistic flair” is one of the ways and means, which helps to move from deep structure of native language into deep structure of foreign language and then by using the transformation to create surface structure. We consider that working out the linguistic flair will be possible by using our methods (teaching with a simple sentence, comparative analysis methods) in circumstances like Russian speaking one. For this the whole, rational system of teaching should be formed in which each methods will be closed connected with each other but at the same time will determine and modify one another.

One more characteristic features of our new methodology will be method of comparative analysis, which is formed by us on the basis of the results given from experimental method, although it will be fulfilled after finishing the new methodology. It will not be only teaching methods it will be searching teaching method, as it foresees research methodology. It will be the method of analysis of results, which will be given by comparing several objective realities. This method is deeper than a usual one, as it regards the dynamism of spoken-mental process. We can use this method while analyzing one and the same theme in the process of researching teaching done on both deep and surface structure levels.

The method of teaching with a simple sentence elaborated by use is also very interesting. This method includes using simple sentences on the earlier stage of teaching. This method was also created by analyzing the results of the experiments. It appeared that the simple sentences are closer to deep structure of a sentence by their confirmation and if we begin teaching foreign language by using this type of a sentence, we will help forming deep structure in foreign languages quickly, which on its turn will be useful for basis of complex sentence.

Another peculiar features of the new methodology will be dividing it into separate parts. We consider that division will help to isolate and locate the difficulties. Linguistic process should be divided into parts in order to reach language practically. As the particular elements phonetics, lexis, grammar, orthography should be separated or united depending on the arm or concrete method of teaching, but in our mind there is always an image of the language as one of the big unity, we can't create grammar without the text, pronunciation can't be improved by drills of meaningless sounds and syllables, it is more useful to practice the sounds in the words or phrases.

Any grammatical event should be learnt from the text at first and then it reflects in writing, at the end the students can do the exercises. the perception of a foreign word should be done in a live speech, only after that it can be discussed as a separated unit. So new methodology foresees working process based on permanent material. The material at the initial stage should be formed by simple sentence and suit to the level of students and the type of their psychological perception.

Depending the new methodology, Russian language teaching should be directed in two directions. On one hand, there are three types of language knowledge by which we can give a student determined system of knowledge: pronunciation, lexis, grammar and on the other hand there are three kinds of language skills: speaking, reading and writing.

Methods

While working on the project the following methods are used: psycholinguistic research, comparative analysis, contrasted analysis, experimental, theoretical, systematization, classification experimental method and etc.

Discussion

Task 1

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Experiments on universal researches of deep structures. 2. Experiments to point out the universals which act structures based on subject matter of Russian and Georgian languages, while learning Russian languages. 3. Experiments to expose what kind of operations are being held between the deep structures of the two languages (native and foreign).	1. To find the forms of deep structures. 2. To find the transformations in which a student should be mastered to make the operations between the structures. 3. To clear out more active and fruitful usage of linguistic universals.	Publications	1. Leading Institution

Task 2

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. The experiments on researching the transformation. 2. The experiments to show up different transformations. 3. The experiments on replacement and transcription.	1. Establishing existed transformation level. 2. The systematization of transformation. 3. The role of replacement and transposition of teaching the second language.	Publications	1. Leading Institution

Task 3

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Experiments on showing up the processes by which the surface structures turn into voiced expressions. 2. Experiments to point out what kind of difficulties can be met by a student in uttering of a sentence in a foreign languages. 3. Experiments on showing up the role of the context.	1. We think that the operations are connected with the equability of perceptual rules based on unity of syntactic, semantic and phonologic „keys”. 2. These difficulties should be overcome on deep structure level. 3. We think that surface form coincides the given context.	Publications	1. Leading Institution

Task 4

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Doing/holding an experiment by contrast analysis on psycholinguistic research. 2.	1. The corpus of discovered mistakes in teaching Russian language and their hierarchy.	Researches	1. Leading Institution

Task 5

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. To hold an experiment in order to discover and learn the corpus of linguistic facts and the corpus of non-normative facts of a language.	1. To show up linguistic universals, to find out weak points of Georgian students in learning Russian.	Researches	1. Leading Institution

Task 6

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. To notice the hierarchic corpus of mistakes based on the experiments.	1. To predict the teaching by analysis and systemizing the mistakes.	Experiments	1. Leading Institution

Task 7

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
To establish the interaction of two languages (native and foreign) by using experiments and reflections of this interaction on mistakes/	1. The results would show us that the main cause of mistakes in the process of teaching foreign languages may be interacting of two languages (native and foreign) with the more influence of a native one.	Experiments	1. Leading Institution

Task 8

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. To hold experimental researches in order to establish what kind of relationship exists between different types sentences and the situations of their usage in the process of teaching.	1. To create psycho-linguistic model of activeness.	Experiments	1. Leading Institution

Task 9

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. To show up what kind of factors play the important role in perception of a sentence in teaching foreign languages.	The results will prove the fact that the meaning of a sentence is modified by its deep structure and not by the elements of a surface structure.	Experiments	1. Leading Institution

Task 10

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Establishing the pace of perception of a Russian sentence, by a Georgian student, based on the factors experimental research.	1. Outcome of the research will probably show us that the pace and accuracy of a sentence perception depend on the syntactic difficulty, semantic and pragmatic factors, context.	Researches Publication	1. Leading Institution

Task 11

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Research based on establishing how much amount of members is needed to remember the sentence of different difficulties.	1. The sentence with different grammatical signs need larger amount of memory then the sentences without these grammatical signs but are identical with the other ones.	Researches publication	1. Leading Institution

Task 12

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Establishing experimentally the role of additional information about syntactic structure in remembering the sentence.	1. It may appear that different grammatical signs of a Russian sentence (negative and passive, transformation, etc) are laid in the memory separately or in other words a person hears and remembers sentences on the basis of his/her knowledge of grammar rules.	Researches Publication	1. Leading Institution

Task 13

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Experiments on semantic representation of „intention”/„thinking”. 2. Experiments on the relationships between	1. In our opinion, the level of semantic representation of „intention” is not separated, it should be thought in deep structural levels. 2. The students probably	Outcome of the experiments	1. Leading Institution coincides with the given context.

semantic representation of „intention:/,thinking” and deep structures. 3. An experiment to show up why a semantic „intention” is stimulated by a concrete context.	foresees the relationships between the semantic representation of „intention” and inner structure, because he/she can choose the right combinations of syntactical structures of his/her native languages and if these relationships are realizes, the student can manage it in foreign languages too. 3. Probably the student also takes into consideration the surface form which		
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Task 14

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Holding Experimental researches to study „language flair”	1. It will probably be proved that language flair is one of the means by helping of which it is possible to move from deep structure of native language to deep structure of foreign language and then to create surface structures based on transformations.	Researches Publication, the book	1. Leading Institution

Task 15

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. The review of methodological field of teaching Russian language.	1. Critical editing estimation.	Publications the book	1. Leading Institution

Task 16

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Researching of the students’ knowledge and establishing the psychological type before beginning the teaching.	1. Fulfilling the preparatory works of teaching.	Publications the book	1. Leading Institution

Task 17

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Forming new methodology of Russian language teaching principles.	1. Elaboration the new principle.	Publications the book	1. Leading Institution

Task 18

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
Underlining the new directions of teaching process for new methodology.	1. Teaching process of Russian language should be directed in two directions: one hand there are three types of language knowledge which help us to give a student determined system of knowledge: pronunciation, lexics, grammar. On the other hand there are three language skills: speaking, reading and writing.	Publication the book	1. Leading Institution

Task 19

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Dividing foreign language teaching process in separate parts.	1. The division of teaching process in separate parts will make it possible to isolate and locate the mistakes.	Publication, the book	1. Leading Institution

Task 20

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Establishing methodology of lexics and grammar.	Elaborating the recent methodology of Lexics and grammar.	Publications the book	1. Leading Institution

Task 21

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. To improve methodology of pronunciation	1. To create methodology of pronunciation which will be based on the experiments held in researching „lingual flair”.	Publications the book	1. Leading Institution

Task 22

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. the work for improvement oral, reading and written methods..	1. the fulfilling of these methods	Publications the book	1. Leading Institution

Task 23

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. To create the method of teaching by simple sentences.	1. We suppose that the method of teaching by simple sentences will help formation of deep structures quickly and that in its own way will be used to learn complex sentences.	Researches Publications, the book	1. Leading Institution

Task 24

Objective Title	Expected Result	Materials Reflecting Expected Results	Responsible Person/Institution (Leading/Co-participant)
1. Elaborate the method of comparative analysis.	1. The usage of this methods will be happened by the dates of two languages (native and foreign) in the period of analyzing, the process of researching teaching on one and the same topic on deep and surface structure levels.	Researches Publications, the book	1. Leading Institution

Result

Our project refers to applied researching. As a result after finishing project we will get the modern methodology for teaching foreign languages at the universalities, namely for teaching Russian language, though our methodology will be used for teaching any language, because on the deep structure levels the relations are universal for all languages.

This methodology will be helpful not only for language faculty student, but also for non-specialists. At the end of the project a book will be published with all the results of experimental researches and with methodology in its completed way.

The profit of the project is the following. The level of gradulators in foreign language knowledge will be noticeable increased, as they will be able to speak fluently, read and write in Russian. If the amount of money spent on a student didn't give the desirable results now without this money, we can manage desirable results.

As a product of the project we will have the latest methodology in foreign languages. It can be sold as a book.

The important thing is that teaching will be realized not only surface structure level of both native and foreign languages, (as it is happening now) but on surface and deep structure levels. The project is unique, because it is universal for teaching and language.

The potential user of our project results will be university staff and students.

Telavi State University is joined in business contact systems, so material-technical base will be remained there and also it will receive the part of the profit after selling a book.

Recent scientific ideas are included in our project, but we have already published the works where all these ideas are reflected. The result of the project – new methodology of teaching foreign language is necessary for us, because there is no modern methodology of teaching foreign languages, so as it has been mentioned the project needs to publish a book to give commercial image to the project.

One of the main variant of getting project from the results is selling the

Additional licenses are not necessary

Telavi State University and the bookshops (which agree to receive our books for selling) are included in business contact system.

Task 1:

Three tasks include holding experimental work for better researching the universals, which act in deep structure levels of native and foreign languages. It has an important value, because the analysis of deep structure known to us is unable to overcome the difference between languages by using semantic „thinking”. The universals, which act while learning foreign languages should be found and continued in the levels of deep structures, in order to create more effective methodology.

Task 2:

We must research those transformation in which Georgian students should be mastered, to be able to move from deep structures of Russian language to surface structure. The results will play an important role in transformation one structure of a sentence into another one in a right way. These operations are linguistically universal, so researching them is very important

Task 3:

It is very actual to find out how and what way the speaker choose the right combination of syntactic structure and at the same time foresees the relationship in deep structures, which are connected with „thinking” and also considers the surface form, which coincides with the given context. The solving of the task has a great importance, to create the new methodology.

Task 4:

This research has practical direction and its aim is to improve the learning process of foreign languages. it doesn't limit only in simple comparing of intergrading two languages systems' specifics in speech mechanisms of a student. Apart from the specifics of a language system, in this research, care will be taken on subjective factors, For example, how the person gets the information, how he/she uses native and foreign languages, to which physiological type he/she refers to what kind motivation he/she anamnesis, what teacher's characteristics is, teaching

methods, environments and etc., in order words general physiological factors accompanied the teaching process should be researched.

Task 5:

In this research the speech producing and perception process in different stages of learning language are being checked. The classification and systematization of the mistakes are being made here. The results will clear out the difficulties peculiar to Georgian students. The research itself is very important as it will show up language universals while learning Russian. These universals are needed to form the new methodology and to solve the problems of applied linguistics.

Task 6:

Paying attention to the analysis of mistakes is important, because it is a parameter which reflects the interaction of two languages in teaching process, when we investigate the process of learning foreign languages, we notice the conditions of its going forward, the mistakes are true factors, which help us to predict teaching the research is based on the data of three types linguistic factor corpus, non-normative linguistic factual corpus and the hierarchic system of the mistakes

Task 7:

To clear out the peculiar features of both native and foreign languages is the basis of this research. The attention is paid to producing the speech as well as to perception in both languages. Researching all these questions will give us an opportunity to establish in what way the information is kept in student's speech mechanisms and it is influenced by interacting of native and foreign languages. All these are very important for creating the new methodology.

Task 8:

Quarter The model which we would like to create will be very useful while working on new methodology, because in this model not only linguistic talent should be taken into considerations, but also the realization of this talent in teaching process in real communicative situation. We have already done some of the researches on that question and the results are very interesting from memorizing and sentence remarking on the role of context.

Task 9:

We have done some researches on this question partially. The results cleared out that in the teaching process while perception a Russian sentence by a Georgian student in the inner layers of memory, separation of deep structure and proper semantic interpretation is happening. Short-term memory only can remake the surface structure of this sentence quantitatively. The researches need to be continued.

The results will be important in forming the new methodology, as we should know the relations between the meaning of a sentence and long and short-term memories.

Task 10:

The researches done on this question were like this we gave the students several Russian sentences to repeat. The sentences were: 1) positive statements; 2) negative statements, 3) true affirmatives, 4) false affirmation, 5) true negative, 6) negative; 7) affirmatives in active voice; 8) affirmation in passive voice; 9) negatives in active voice; 10) negatives in passive voice. And the conclusion is that the perception speed and accuracy are not depended only on syntactic factors, a sentence is not only a syntactic unity. It is syntactic, semantic and pragmatic unity, which function cognitively, affectively and socially.

Task 11:

We have done some experiments on solving this question. We gave the students the sentences of varied differences, which were right syntactically and identical contextually. They had to read, remember and repeat these sentences. The research showed syntactic structure and meaning play an active role in remembering process. We came to a solution that deep structure of a sentence is kept in the student's mind better than surface structure. This fact bears a great importance for us, as our methodology foresees teaching on deep structure level.

Task 12:

We have already done some experiments on this question, though we have to do a lot still. We gave the students several kinds of sentences with the same deep ideas. Each sentence had special syntactic structure; it appeared that the sentence with simple structures (though with more words) were remembered better than others. So the determining factors were the structure of a sentence. The further research of this question is very important to form one of the methods of teaching namely-teaching with simple sentence.

Task 13:

The three above mentioned tasks deal with the researches of studying semantic „thinking”. It is important on its own way, because the „thinking” itself is the key, by using of which it is possible to move from deep structures of the native languages to deep structures of the foreign language and then it is possible to create outer surface structures by transformation. The solving of the I, II, III tasks will show the relationships between semantic representation of „thinking” and deep structure, and also the role of semantic representation of „thinking” in the relations of deep structures of two languages

Task 14:

We consider that elaborate of language flair will be possible by the methods of „reading simple sentences” created by us, in conditions which are closed to Russian speaking ones. It is useful for a student to be appeared in real spoken process. The further researches on this question should be done and their results will be used in new methodology.

Task 15:

Here will be discussed synthetic, analyzing, direct methods, also Berlitz’s, Aueni’s, Gogebashviuli’s Palmer’s, West’s, Slama Kazaku’s and other method

Task 16:

In this chapter the methodology of researching students knowledge by using the tests will be discussed. Also it will give use possibility to establish their psychological type, then forming the groups of students according to their level of knowledge and then make special curriculums and text for them. All of these should be done before starting teaching process, in order to prepare groups as equal levels as possible.

Task 17:

We suppose that the new methodology will be based on the following principles: teaching process should be trended on surface as well as on deep structure levels, from lingual unity to its elements, or from a sentence to a ward from a word to a sound, the movement should be from simple into difficult, from known into unknown, in the process of teaching we should pay attention to real facts of modern Russian language, teaching should carried out from semantic points of facts to their forms, from deep structure into surface structure. The line of teaching should be from speaking to writing from speaking to reading a text and its writing formation. A native language should be used as only helping mean, as the object of comparing (in both surface and deep levels) and during the teaching of the whole material as one of the form of exercising

Task 18:

It often happens that a person knows the grammatical system of a language, but in a live speech he/she can’t utter any sentence toxically correct, or maybe he/she is mustered in pronunciation of separate sounds, but can’t pronounce them correctly in connected speech or maybe a person knows the most part of the dictionary, but can’t manage to translate a very simple text. These resistances arise the problems themselves. We should try to find the rational ways of solving these problems. Linguistic process from methodological points of view should be divided into elements and for each elements should be created separate teaching methodology and the

whole lingual knowledge should be carried to a student by defending of unity of a language, by exact dosage of separate parts in it, by changeability of their relationships according to different teaching stages.

Task 19:

It often happens that a person knows the grammatical system of a language, but in a live speech he/she can't utter any sentence toxically correct, or maybe he/she is mustered in pronunciation of separate sounds, but can't pronounce them correctly in connected speech or maybe a person knows the most part of the dictionary, but can't manage to translate a very simple text. These resistances arise the problems themselves. We should try to find the rational ways of solving these problems. Linguistic process from methodological points of view should be divided into elements and for each elements should be created separate teaching methodology and the whole lingual knowledge should be carried to a student by defending of unity of a language, by exact dosage of separate parts in it, by changeability of their relationships according to different teaching stages.

Task 20:

This work includes working on words, rationalization of word storage, spreading the lexics according the years, the method of explaining and consolidate of the new words also methods of teaching grammar, grammatical minimum and methodology of teaching it, teaching sentences on deep structure levels by the methods which will be created by the results of our researches

Task 21:

This work foresees the principles of introductory course of orthoephical and elaborating them and improving pronunciation methodology.

Task 22:

In this chapter all existent field in teaching Russian language in Georgia will be discussed, the special attention will be paid to analyzing I. Gogebashvili unique mixed methodology.

Task 23:

The method of teaching by simple sentence is elaborated by us and has not been used in any methodology so after, though it needs the further improvement. The method claims usage simple sentences on the earlier stages of teaching. The results of experiments showed us that the simple sentences are closer to deep structure on the view point of their construction and teaching by them will help creating deep structure of teaching foreign languages quickly.

Task 24:

The method of comparative analysis is settled and elaborated by us as a result of experimental works and it has not been used in any existent methodology yet, though it will gain its complete form after having done the work on new methodology. Methodological view having been formed after analyzing of researches done on the deep and surface structure of a sentence serve as the basis of this method. It will be a researching or creative teaching method, accordingly this method is deeper than a usual one, as it foresees the dynamism of speech-mental processes in its functioning. in its functioning.

Conclusion

To our mind, the new methodology will be based on the following principles:

1. Teaching process should be directed on surface as well as deep structure level.
2. Teaching process should move from the whole to the elements from a sentence to a ward, from a word to a sound.
3. We should move from the simple thing to the difficult one, from the known thing to unknown one.
4. Teaching should be based on the reality of modern Russian language teaching facts.
5. Teaching should be directed from semantic facts of the language to their forms.
6. The direction of teaching should be realized from oral speech to writing, from conversation to reading a text and then to its writing formation.

7. The native language should be used as helping means of explanation, as the object of compare on deep and surface levels, as the special type of exercising during the whole process of teaching (translation from the foreign into the native language, and vice versa).

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