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BOOK OF ABSTRACTS

14TH INTERNATIONAL RESEARCH CONFERENCE ON EDUCATION, LANGUAGE AND LITERATURE

Why Young People Do Not Want to Teach any More?

by Natela Doghonadze | IBSU

Teaching once used to be a reputed profession, and there was a reason for it: the world will have no professionals if there are no teachers. However, it is no longer popular nowadays to think in these terms. Money rules the world, and teaching has never meant big money. Due to this, the popularity of the teaching profession is declining. According to statistics, for example, the level of teaching jobs' popularity in the USA has been the lowest during the recent decade since 1970. It has decreased in Georgia as well, but there is no statistical data officially confirming this personal observation. That is why I wanted to find out whether the situation in Georgia is as bad as in some Western countries. I also wanted to know what has caused the decrease of the prestige of teaching. I believe this is of crucial importance, as, if there are not enough teachers, especially good teachers, the morals, culture, and well-being will decline worldwide. Therefore, we need some recommendations of what to do to avoid it.

Is Harkness Pedagogy a Way to Break a Curse of Knowledge?
by Ekaterine Pipia | Maia Chkotua| IBSU

The article analyzes a burning issue in education – how are educators implementing the democratic student-centered approach in their real classrooms? How student-centeredness is measured and evaluated? The article introduces the concept of Harkness pedagogy as an antidote to the "curse of knowledge" and explores the ways how to democratize the learning process and facilitate deeper understanding among learners. The article examines the ways of designing a dialectical journal around a Harkness table and introduces a new digital tool facilitating students' discussions in the classroom. The implications of desktop research findings are provided as recommendations for educators tailoring their teaching preferences in the 21st-century classroom.

The Role of Emotional Intelligence and Job Stress on Teachers' Performance in Private Education Schools

by Nasser Alhamami | IBSU | Nino Kekelidze | Georgian National University |Natela Doghohadze | IBSU

The high or low quality of education is determined by teachers. Therefore, evaluating the process of learning activities is intrinsically tied to evaluating the performance of teachers. In this context, teachers' performance is influenced by two factors, one is emotional intelligence as an internal factor. The second is job stress as an external factor. This paper attempts to determine the role of emotional intelligence and job stress on teachers' performance. This type of research will utilize a quantitative approach using linear regression analysis techniques. This research will be conducted in private primary schools in Qatar and Georgia. The population of this study will be teachers at private primary schools in Qatar and Georgia. A random sampling technique will be utilized. The data collection technique will be a non-test psychological measurement scale. The purpose of this research will also be to review the role of emotional intelligence, and job stress among managers/leaders of private schools. The overall literature review supports the research paper by focusing on emotional intelligence and job performance. The findings of this study provide many benefits to all managers/leaders (male and female) on how emotional intelligence can lead to better performance for schools to be stronger and have long-term success. The study also equips leaders/managers (male and female) with the best ways to improve their emotional Intelligence, particularly in multicultural private schools.

Teacher Activism: Challenging the Telos of the University

by Jonathan E. Shaw | IBSU

Universities have long been the sites of political struggle and contestation of the social order in societies around the world. This role emerged in tension with a more explicit mission, namely the discovery, improvement, and dissemination of truth, knowledge, and beauty. Central to the cohesion of these two parts is the academic freedom and intellectual and moral autonomy of students and faculty. An apparent change in discourse on the integrity of these two parts, as evidenced by the emergence of so-called 'teacher-activists' on Canadian campuses in recent years, warrants closer scrutiny. This activism straddles the professor's classroom and the halls of administration, supported – indeed, encouraged – by third-space professionals whose work lies at the intersection of these two spaces. Using surveys and semi-structured interviews of six third space educators at a mid-sized Canadian university, this paper seeks to denude a nascent but increasingly obvious shift in attitudes toward the role of professors in the classroom and indeed the telos of the university itself.

Keywords: Epistemology, teacher activism, third space professionalism, social justice

3-Year Progress Reports at Georgian HEIs – The Case for Their Efficiency within the National QA System

by Tornike Bakakuri | IBSU and NCEQE

The National Center for Educational Quality Enhancement (NCEQE) introduced a mandatory 3-year progress reporting, both for institutional and program accreditations. This presentation explores the impact of these evaluations on both the NCEQE and Higher Education Institutions (HEIs). A qualitative study using document analysis and in-depth interviews with stakeholders (HEI representatives, NCEQE staff, and experts) was conducted. The evaluations showed a lack of focus on continuous quality improvement, moreover, the workload for both HEIs and NCEQE was significant, potentially leading to "Evaluation Fatigue" for HEIs. While stakeholders acknowledged the potential benefits, they found the evaluations to be an administrative burden. International experiences suggest a need for optimization and focus on internal quality assurance. Stakeholders suggest modifications that empower HEIs and focus on internal quality improvement. While reflecting on the efficiency of the current 3-year progress reports, the main questions that will need to be answered very soon are the following: How can the midway progress reports be redesigned to better serve their intended purpose for the QA of HE?

Keywords: HEI, QA, internal quality assurance, progress evaluation

A Collaborative Approach to Language Learning and Benefits for Learners of All Types

by Ekaterine Topuria | GIU

Throughout the different theories, the main focus on the learner is very important. The language learning process is aimed at reaching high proficiency among learners step by step to make a native language thinker and then speaker. Modern English Language teaching methodology offers many theories in search of bright ideas to encourage language learners of different backgrounds in ESL classes. There are a lot of theories helping to plan and develop the language teaching environment. One widely spread and time-tested approach is language teaching with a collaborative approach. The collaboration with different learner types with different interests and goals appears to be prosperous in the learning process. The article aims to show that collaborative activities encourage learners to actively engage with the language through meaningful interactions rather than passively receiving instructions. This active participation promotes deeper understanding and retention of language skills. The benefits of collaborative learning include the development of higher-level thinking, oral communication, self-management, and leadership skills. The cooperative learning theory by Piaget. He sees the individuals cooperating on the environment, to avoid the sociocognitive conflict and create cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development. (Piaget 1923) The outcomes of the research coincide with the goals we set and offer three main means for setting a cohabitated, collaborative language teaching-learning process in our ESL classes. Those are peer support and collaboration, individualized learning opportunities, and cultural and social integration in the English-speaking community. The practical value of the article highlights the ways to plan the ESL language classes of L2 learners in friendly and collaborative surroundings to upgrade and achieve higher language Mastery together with language learners of different interests and aims.

Keywords: collaborative approach, methodology, teaching outcomes

Achieving Language Fluency and Global Awareness: Empowering Students Through Board Game Dynamics

by Tatia Mardaleishvili | LEPL General Giorgi Kvinitadze Cadets Military Lyceum

The paper explores a novel approach to foreign language teaching through the implementation of an interactive board game. In our contemporary world, where globalization is increasingly prevalent, the importance of teaching students a foreign language cannot be overstated. Alongside language acquisition, developing critical thinking skills is paramount for navigating complex societal challenges. Thus, to achieve these objectives, we introduce board game activity. This game is designed to immerse students in a dynamic learning environment where they not only enhance their language proficiency but also develop a deep understanding of the Sustainable Development Goals (SDGs). By emphasizing various teaching methods, this activity aims to foster high levels of student engagement and involvement. The significance of this board game lies in its multifaceted benefits for language learners. Firstly, it serves as a tool to raise students' awareness about the global challenges addressed by the SDGs. Through gameplay, learners are exposed to real-world issues and encouraged to discuss them in the target language, thereby enhancing their speaking skills and vocabulary acquisition. Moreover, the game promotes creative thinking and problem-solving abilities as students collaborate in groups to navigate through the challenges presented by each goal. This collaborative aspect not only cultivates teamwork skills but also encourages peer learning and cooperation. The paper underscores the importance of utilizing innovative teaching methods to create dynamic and active language lessons. In conclusion, this paper advocates for the integration of interactive board games into foreign language teaching practices. Such activities not only enhance language proficiency but also promote global citizenship and critical thinking skills among learners.

Analysis of Specific Aspects of Educational Process and Internal and External Quality Assurance of Performing Arts Programs (Case Study of Georgian Higher Educational Institutions)

by Ana Jugeli | IBSU

The given study aims to identify the main challenges in relation to the quality assurance and academic process at performing arts education programs, focusing on internal and external quality assurance methods and academic approaches of art higher education institutions operating in Georgia. This article aims to research and identify the nature of the specific aspects of the field of performing arts programs, a topic frequently mentioned in the minutes and conclusions published by the National Center for Educational Quality Enhancement. Qualitative research methodology was applied to fulfill the outlined research objective. This involved conducting in-depth semi-structured interviews with personnel from the quality assurance and educational process management departments of various artistic higher educational institutions across Georgia. Additionally, academic directors associated with performing arts programs within these institutions were also interviewed. Furthermore, discussions were held with representatives from the Higher Education Quality Assurance Department and the Qualifications Development Department of the National Center for Educational Quality Enhancement in Georgia. Based on the results of the research, it was revealed that performing arts have specificities that were described by respondents and all of them agree that consideration of these specific aspects requires joint efforts to ensure consistent implementation and sustainable continuity of the educational process.

Applicable Discipline Strategies from the Point of View of Physical Education and Sports Teachers

by Mariam Papiashvili | Mariam Maisuradze | Georgian State University of Physical Education and Sport, Tbilisi Georgia | Ph.D. Student at the University of Naples "Parthenope", Naples, Italy

Discipline is one of the crucial factors for conducting a lesson. Many teachers think that the lack of discipline in the lesson process threatens the quality of teaching and learning during the lesson. Accordingly, the research aimed to determine which disciplinary strategies were used by sports teachers, considering the specifics of physical education and sports lessons. The research target group was teachers who graduated from the 60-credit physical education and sports program of the Georgian State University of Physical Education and Sport. The survey was conducted remotely. A total of 120 teachers participated in the research. From here, 40 women, 60 men. According to the results, the relationship between the teacher's reaction and punishment and encouragement strategies in the lesson process is balanced. In addition, teachers consider it essential to define a violation of discipline at the school level. They also believe that among the strategies, teachers' undirected reactions, setting incentives, and team strategies are often helpful; however, they consider discipline established by communication with parents and involvement in the learning process of the school environment to be highly effective.

Applications of Artificial Intelligence in 21st Century Education

by İbrahim Yaşar KAZU | Cemre KURTOĞLU YALÇIN | Fırat University | Ministry of Education

The modeling of human learning by computers is the definition of artificial intelligence studies that derive from the imitation of human intelligence. Artificial intelligence refers to computer programs or systems that mimic the functioning of the human brain, study how the brain learns and makes judgments while solving problems, and continuously reproduce themselves based on the data they gather. Applications of artificial intelligence are employed in education, just as they are widely used in other spheres of life. It is unclear how artificial intelligence will be applied in the field of education, despite the fact that its uses are steadily becoming more and more apparent in our concept of education in the 21st century. Because of this, the purpose of this study is to provide examples of artificial intelligence applications in education nationally as well as globally, explaining the historical development of this technology and demonstrating how education administrators, teachers, parents, and students can reap the greatest benefits from it. In order for education stakeholders to profit from applications of artificial intelligence, which are highly anticipated, it is believed to be crucial to clarify how they can be used in education, what roles they will assign to education stakeholders, and what advantages they will provide.

Keywords: artificial intelligence, education, education stakeholders, intelligence

Authentic Input in Foreign Language Teaching: Benefits and Challenges

by Nino Tsulaia | Associate Professor

Connecting students' learning to the real world and creating a real-life context for learners, especially language learners, is of utmost importance. Bringing the 'real world' of language
or real-life language in the classroom is achievable by integrating into teaching those written and oral materials that contain real language produced by a real speaker for a real audience and in a real situation. The prime goal of having authentic input in foreign language teaching is to help learners attain native-like use of the language. The article analyzes all the benefits that applying authentic materials in language teaching brings to learners. Some of these benefits are opportunities for creative ways of teaching, boosted motivation, increased self-confidence and enhanced communicative competence of learners, increased cultural awareness, and meeting the needs and expectations of learners in terms of being capable of transferring their knowledge and skills across different fields and work contexts. The article also discusses the challenges related to the use of authentic materials in language teaching. In particular, these difficulties are language complexity and cultural bias of authentic texts. Many scholars claim the superiority of advantages over disadvantages of authentic materials. The article introduces some suggestions scholars propose about addressing the challenges associated with authentic input in foreign language teaching.

Keywords: Language teaching, a real-life context, addressing the challenges, authentic materials, benefits, challenges

Beyond the "We": Individuality and the Immigrant Narrative in Yohanca Delgado's "The Little Widow from the Capital"

by Tamta Kalichava | Caucasus University

Yohanca Delgado's short story, "The Little Widow from the Capital," weaves a tale of a Dominican immigrant navigating the complexities of community and identity in contemporary New York City. This analysis explores how Delgado utilizes the concept of the collective "we" to depict the challenges faced by outsiders struggling to reconcile societal pressures with their own sense of individuality. The story centers on a recently widowed woman who finds herself ostracized by the tight-knit community of Dominican women residing in her apartment building. Their relentless scrutiny and rigid expectations expose the suffocating nature of conformity within immigrant communities. Delgado's masterful use of magical realism amplifies the psychological impact of this ostracization, as the widow's acts of defiance fueled by her cultural heritage are misinterpreted as acts of dark magic. The protagonist's tragic journey, "The Little Widow from the Capital" raises profound questions about the delicate balance between belonging and individuality within the immigrant experience in America. The narrative delves into the fear of the unknown that can fester within insular communities, leading to the rejection of those who don't conform. Ultimately, the story serves as a powerful reminder of the importance of embracing individuality and the destructive potential of unchecked gossip and societal pressure.

Keywords: Contemporary American Short Story

Bibliotherapy: Unveiling the Psyche and Treating Depression and Self-destruction through Sylvia Plath's Literary Works

by Mariam Merkviladze | International Black Sea University

Dying Is an art, like everything else. I do it exceptionally well.

Literary works have the power to vividly depict the human psyche. Due to the symbiotic relationship between psychology and literature, recent years have witnessed an upsurge in the therapeutic use of books. Bibliotherapy is deeply rooted in psychodynamic theory, emphasizing features of the relationship between the personality of a reader and the cognitive and affective experience offered through literature by reading, reflecting, and discussing literary works for further cognitive shift. The current paper focuses on one of the most impactful voices in 20th-century Anglo-American culture and literature Sylvia Plath who successfully encapsulated not only the traumas prevalent in her generation but also created literary works that served as a response to the prevailing ideology of her era. Her writings shed the light on the social stigma surrounding mental illness. Her works portray a world devoid of meaningful spiritual resources and rebellion against the "self" and the individual's struggle to liberate the self from the bondage of social conformity and depression. Plath's literary works depict strong drives to destruction as well as creation. The systematic literature review was applied to gather the data and provide a qualitative analysis of Plath's literary works and the prevalent themes of depression and self-destruction. The research also applied a systematic literature review to dive deep into the effective application of bibliotherapy for addressing mental illness. The results of the research indicate that Plath's mental health profoundly influenced how she approached creativity, notably in her introspective and confessional writing approaches. The results also indicate that bibliotherapy using Plath's literary works appears to be effective in the reduction of depressive symptoms by providing affordable prompt treatment.

Building Bridges: A Chronicle of Inclusive Education in Georgia

by Sopio Nadiradze | Sulkhan-Saba Orbeliani University

The paper explores the accessibility of education in Georgia through the lens of inclusivity, with a particular focus on integrating neurodiverse students within mainstream educational settings. The paper aims to elucidate the developmental milestones achieved in the realm of inclusive and special education in Georgia, with an emphasis on ensuring that neurodiverse students are not only included but actively engaged in the learning process. Beginning with an examination of the historical context and legislative frameworks that have shaped inclusive education in Georgia, the paper highlights key milestones in the journey toward educational inclusivity. From the formulation of inclusive policies to the enactment of laws safeguarding the rights of neurodiverse students, the narrative underscores the evolving landscape of educational equity in the country. Drawing upon empirical evidence and educational research, the paper analyzes the efficacy of various inclusive practices implemented in Georgian classrooms. Through case studies and successful initiatives, the paper emphasizes the importance of learner-centered approaches tailored to the individualized needs of neurodiverse students. Moreover, it explores the roles of educators, administrators, and policymakers in fostering a culture of inclusivity within educational institutions. Furthermore, the paper features insights and recommendations from specialists, educators, and stakeholders in the field of neurodiversity education. These recommendations encompass a spectrum of strategies, from instructional methodologies to curriculum adaptations, aimed at optimizing learning outcomes and promoting the holistic development of neurodiverse learners. By providing a comprehensive review of developmental milestones, best practices, and expert recommendations, this paper seeks to advance the discourse on inclusive education in Georgia. By embracing the term "neurodiverse students" and emphasizing the importance of fostering an inclusive learning environment, the paper contributes to the ongoing efforts toward educational equity and accessibility in the country.

Building Intercultural Bridges: The Role of Cultural Microteaching in Developing ICC Among English Language Teachers

by Eter Ozbetelashvili | PhD candidate in Education Sciences at International Black Sea University, Tbilisi, Georgia

This paper explores the affordances of microteaching -- a technique involving short peer teaching sessions to refine teaching skills in a supportive environment -- on teacher trainees' intercultural communicative competence (ICC). Fifty-two students in an international TESOL program in Canada participated in 15-minute micro-teaching sessions, during which they taught elements of their home cultures and languages to their peers, as part of a professional development course. Following the teaching sessions, students participated in focus group interviews exploring their experiences and take-aways from cultural microteaching. Interview questions were formulated based on Byram's ICC model. Preliminary results indicate that these activities significantly heightened participants' awareness of their cultural biases and enhanced their ability to convey complex cultural concepts in English. We suggest that incorporating a focus on culture within micro-teaching sessions can foster greater empathy and ICC among future

language teachers, while also enhancing their linguistic and pedagogical skills. This paper discusses how teachers and teacher trainers can adopt and adapt this approach in their own teaching practices.

Keywords: *Intercultural communicative competence (ICC), intercultural curriculum, teacher training, transformative education*

Challenges of Underachievers in EFL Classes at School and the Ways to Support Them

by Meri Iobidze | International Black Sea University

The article investigates challenges that underachievers face in the process of learning the English language at schools and the ways to support them. The paper presents findings and conclusions based on a literature review concerning the issue. The study aims to inquire how underachievement at school is identified and how it can be handled in order to help students become effective learners. Based on the research done, recommendations and conclusions will be drawn which can be helpful for teachers, parents, students as well as school administration in order to make the language learning process more productive for every student.

Keywords: *EFL class challenges, underachievement, underachievers*

ChatGPT: A Game-Changer in Foreign Language Teaching

by Irina Chikovani | International Black Sea University

In recent years, advancements in artificial intelligence (AI) have revolutionized various aspects of education, including foreign language teaching. Among these advancements, ChatGPT, a state-of-the-art language model developed by OpenAI, has emerged as a promising tool for facilitating language learning and instruction. Through a comprehensive analysis of its benefits, challenges, and implications for teachers and students, this article aims to explore the role and potential of ChatGPT in foreign language education. Drawing on recent research and practical examples, the paper examines how ChatGPT can benefit language teachers by providing personalized language practice opportunities, facilitating real-time feedback, and augmenting classroom instruction. It also explores the advantages for students, including enhanced language fluency, increased engagement and motivation, access to authentic language interactions, and expanded access to language learning resources. Additionally, it examines the challenges and opportunities associated with integrating ChatGPT into language teaching. Through a critical analysis of existing literature and emerging trends, this paper aims to shed light on the role of ChatGPT as a game-changer in foreign language teaching, offering insights into its implications for educators and learners.

Keywords: *AI, Artificial intelligence, ChatGPT, EFL., OpenAI*

Cheating in Higher Education - Causes, Results and Ways to Prevent

by Natela Doghonadze | Tamari Dolidze | Natia Vasadze | Marina Zoranyan | BSMA | IBSU

The paper aims to explore the issue of cheating by revealing major causes of cheating, which involve academic and personal pressure, time management skills, and low risk of detection. On the other hand, the paper identifies factors including irrelevant assessment strategies and methods contributing to cheating. With this purpose, a quantitative survey was conducted to evaluate the consequences of the destructive

effects of cheating on student's academic performance, code of ethics, and academic environment on the whole by acknowledging that the students engaged in academic dishonesty not only put their academic integrity at risk but also damage the image and credibility of the institution. To address the challenge of cheating, the survey questioning the students and teachers of higher education in Georgia offered a multilateral approach combining mitigation measures to be taken at the institutional level, i.e. promoting academic honesty and enhancing assessment methods and practices. 76 teachers from 9 Georgian universities and 89 students from 10 universities participated in the current study. A conclusion was made that too often cheating is provoked by the quality of teaching and assessment. The findings of the study will be used to foster open communication between students and teachers, developing academic support services and informing them about the negative consequences of cheating as an essential part of a comprehensive prevention framework. our abstract here.

Keywords: *Academic Integrity, Cheating, Higher Education, Prevention Strategies, Quantitative Survey, Student Perspectives, Teacher Perspectives*

Comparative Analysis of English, Georgian, and Italian Proverbs: Exploring Cultural Wisdom through Linguistic Expressions

by Meri Giorgadze | Nino Kemertelidze | Tbilisi State University | Independent researcher

The presented paper delves into the intricate issues of cultural wisdom through a comparative analysis of proverbs from three distinct linguistic and cultural backgrounds: English, Georgian, and Italian. Proverbs, as succinct reflections of cultural values, beliefs, societal norms, morality, manners, and ideas of people serve as invaluable sources of collective wisdom passed down through generations. The goal of our research is to explore the most widespread English proverbs and find the corresponding ones in those two languages (Georgian and Italian), establishing full and partial equivalents. Employing a classification system, the study distinguishes three primary classes. Within two of them, several subclasses emerge, illuminating the specific expressions within these linguistic units. By examining a diverse range of proverbs from the above-mentioned three languages, the research aims to uncover similarities, differences, and unique insights into the cultural layer of each society. In essence, the study contributes to the broader discourse on cultural diversity, linguistic richness, and the dynamic interplay between language and culture. It highlights how important it is to understand and appreciate different meanings hidden in proverbs. The comparative analysis of English, Georgian, and Italian proverbs reveals both similarities and differences in the expression of universal themes across languages. Through examining various proverbs, it becomes evident that while the core messages often remain consistent, linguistic and cultural nuances significantly shape the specific wording and imagery used in each language.

Keywords: *Proverb, classification. ease type or copy your abstract here., culture, similarities and differences*

Content and Language Integrated Approach (CLIL) – Origin, Peculiarities and Effectiveness

by Elizaveta Dalakishvili | PhD Candidate at International Black Sea University

Content and Language Integrated Learning (CLIL) is an educational approach that has gained prominence globally due to its unique fusion of subject matter instruction and language learning. This article explores

the origin, peculiarities, and effectiveness of CLIL. Tracing its roots back to Europe in the late 20th century, CLIL has evolved into a multifaceted pedagogical model employed in diverse educational settings. The peculiarities of CLIL lie in its interdisciplinary nature, where language acquisition occurs alongside the acquisition of subject-specific knowledge. Through a review of literature and empirical studies, this article analyzes the effectiveness of CLIL in promoting both language proficiency and content understanding. Furthermore, it discusses the factors influencing CLIL implementation, including teacher training, curriculum design, and contextual considerations. By delving into the origins, unique features, and outcomes of CLIL, this paper contributes to a comprehensive understanding of this innovative educational approach and its potential implications for language education worldwide.

Copilot as a Beneficial Instrument to Improve English Language Speaking and Listening Skills

by Eliza Kintsurashvili | Ph.D. Candidate at International Black Sea University

This article investigates the efficacy of Copilot, an artificial intelligence (AI) tool, in enhancing English language speaking and listening skills. Copilot stands out as a sophisticated language learning instrument offering personalized feedback and interactive practice sessions. The study aims to gauge educators' perspectives through a questionnaire focused on the use of AI tools, specifically Copilot, in language education. The research explores the perceived benefits and challenges associated with integrating such technology into language learning. The study assumes that Copilot's AI-driven features can contribute significantly to improving students' speaking and listening abilities by providing targeted feedback, facilitating real-time practice, and adapting to individual learning needs. By surveying teachers and lecturers, the research aims to identify practical insights into Copilot's implementation and its impact on language acquisition. The findings of this study are expected to shed light on the potential of AI tools like Copilot to transform language education, offering innovative solutions to longstanding challenges in teaching English as a foreign language. Additionally, the research seeks to highlight strategies for optimizing the integration of AI technologies into language learning environments, emphasizing collaborative approaches between educators and technology developers. Ultimately, this investigation contributes to the ongoing discourse on leveraging AI for language education, paving the way for informed decisions in adopting and utilizing innovative tools like Copilot to enhance language proficiency among students.

Education in Times of Turmoil: A Critical Examination

by Alexander Samsonidze | Caucasus University Student

In the last several years, our world has been struck by turmoil after turmoil non-stop. First, the pandemic. Then, the Russo-Ukrainian war moved into the active phase of a full-scale invasion by the Russian Federation, which in turn rekindled the risks of mass starvation in Africa. Now, the pause from the

Middle-Eastern crisis has been lifted. It's needless to say that every aspect of our lives has changed: politics, science, culture, and mentality, but most importantly, the fundamental principle that puts the word "civil" in civilization - education. The main tool is supposed to nurture new generations and assist them in the betterment of society, as well as provide them with opportunities that their predecessors never had. This will be the main topic of this paper: education and examples of how it is manipulated by various regimes in order to fuel absurd wars, how one can spread spurious and ostensible claims with impunity, and lastly, to show the potential catastrophe that awaits the Republic of Georgia based on current political steps taken by the government, the steps which suspiciously serve to expedite the same process that had happened in Russia. Through the control of sources of information, one always has a covert influence over education. While one might think that labeling NGOs has nothing to do with how the educational system works, we should keep in mind that education is not just a form of schooling based on the Prussian model of classrooms with 30 students. No, it is a very complex structure in the informational era that we live in.

Keywords: *Education, control., influence, mentality, politics, turmoils*

Effective Teaching Strategies to Support Students' Emotional Well-Being in a Changing World

by Lela Abdushelishvili | International Black Sea University

The growing prevalence and severity of mental health difficulties across student populations in higher education is an issue of significant concern for universities. Recent studies have identified high levels of psychological distress and other symptoms, such as anxiety and loss of purpose in life. A positive state of mental health –mental well-being, thriving or flourishing – requires more than the absence of mental health difficulties. Well-being is associated with experiences of personal growth, intrinsic motivation, positive relationships, autonomy, and competence. A person's state of mental health fluctuates over time, in response to many factors including physical health, life events, and environmental conditions that increase protective or risk factors. Protective factors can promote positive mental health and well-being, whereas risk factors can exacerbate mental health difficulties (especially in the absence of protective factors). Therefore, universities should devise tools and resources to develop students' mental health literacy and positive attitudes. In this process, academic educators and professors should create such teaching and learning environments that better support students' mental well-being. The presentation will offer research-based findings to understand why certain strategies and pedagogical approaches support the psychological needs and academic outcomes of university students. By fostering teaching and learning practices that support mental well-being, instructors will significantly assist students to become more self-confident and creative.

Keywords: *mental health; positive mind; wellbeing; teaching strategies; autonomy; competence*

Effectiveness Applied Behaviour Analysis in Special Education Needs (SEN)

by Zhana Goginashvili | International Black Sea University

Applied Behaviour Analysis (ABA) stands as a cornerstone in the realm of special education, celebrated for its systematic approach to fostering positive behavioral changes among learners with Special Educational Needs (SEN). Despite its widespread application in SEN education, discussions persist regarding its efficacy, ethical considerations, and inherent limitations. At its core, ABA draws upon the principles of behaviorism, utilizing techniques derived from experimental psychology to shape behaviors through

reinforcement, prompting, and modeling. Originating in the mid-20th century with B.F. Skinner's pioneering work, ABA has evolved into a versatile discipline embraced across various domains, including special education, healthcare, and interventions for Autism Spectrum Disorder (ASD). In the realm of SEN education, ABA plays a pivotal role in addressing the diverse needs of learners with ASD and other developmental disabilities. Proponents commend ABA for its effectiveness in enhancing communication skills, curbing challenging behaviors, and promoting social integration among students with SEN. Rigorous research efforts have underscored the positive outcomes of ABA interventions, showcasing improvements in adaptive functioning and the overall well-being of students with SEN and their families. Nevertheless, controversies persist within the SEN community regarding ABA's rigid structure, emphasis on compliance, and potential for inducing stress or trauma in vulnerable learners. The discourse surrounding ABA extends beyond ASD intervention, encompassing a wide spectrum of behavioral challenges encountered in educational settings. ABA techniques are employed to address issues ranging from attention deficits to conduct disorders among students with SEN. While proponents highlight ABA's systematic approach to promoting academic engagement and self-regulation, critics question its adaptability to the complexities of classroom dynamics and the diverse needs of learners. In this comprehensive exploration of ABA's efficacy in SEN education, we attempt to navigate the complexities, controversies, and advancements shaping behavioral interventions.

Evidence on The Benefits of Extending Compulsory Education in Georgia

by Christina Peebles | University College London Faculty of Education and Society

The benefits of extending compulsory education have been widely studied, and while the United Nations and numerous national governments are strong proponents of such an extension, research indicates mixed results according to country and student demographics: One year of additional schooling could yield increased literacy and numeracy levels, economic growth, reduced inequality, enhanced social cohesion, and improved health outcomes, among others–or it could produce little to no effects for these outcomes. Researchers have yet to contextualize and disaggregate these results. By addressing this gap in the literature, this paper aims to understand what effects and for whom compulsory education extension could have on Georgia's students. This paper considers research undertaken in countries economically similar to Georgia, namely those where the agricultural sector is the key employer. This research anticipates finding a significant positive net effect of extension with individual outcome effects varying by age, gender, residence (urban versus rural), and employment status. These findings intend to serve as evidence for Georgian policymakers to support their discussions on whether to extend compulsory education from the age of 15 to 16 as recommended by the Bureau of International Labor Affairs and other international agencies.

Fatality in Racine's Tragedy "Phèdre"

by Ia Khachapuridze | Ia Khachapuridze | Akaki Tseretely State University | Akaki Tseretely State University

In Racine's tragedies, mortality is represented by the interplay of his upbringing, temperament, and life experiences. Racine's tragedies highlight the lack of sympathy and compassion in their environment by showing humans battling internal forces that ultimately lead to catastrophe. Aeschylus and Sophocles' themes of fatality are echoed throughout Racine's works. Racine uses Greek tragedies as inspiration to depict strong emotions and connect individuals through love and jealousy. In "Phèdre," the theme of fatality permeates the narrative, driving the protagonists towards their inevitable tragic ends. At the center of the drama is Phèdre herself, a lady overwhelmed by a forbidden desire for her stepson Hippolytus. Her incapacity to resist her passions sets in motion a series of events that culminate in tragedy. Phèdre tries to control her emotions, to suppress her feelings, but she is ultimately unable to escape her destiny which brings about her collapse. Fate and destiny are major themes in the play, influencing the characters' decisions and behaviors, and shaping their actions. Characters like Theseus, Hippolytus, and Phèdre are all subject to the whims of fate; they are powerless to alter the path that destiny has planned for them. Furthermore, with people plagued by the transgressions haunted by the sins of their ancestors, "Phèdre" delves into the idea of a generational curse. This cyclical nature of tragedy underscores the inevitability of their fates, emphasizes how inevitable their fates are, and how destiny has an unbreakable hold over them. The characters' attempts at redemption or defiance are ultimately futile. In conclusion, Racine's "Phèdre" is a powerful exploration of the human condition. The characters' terrible ends and the play's tragic end serve as a reminder of the inevitable nature of death and the consequences of human actions, while also highlighting the beauty and complexity of human emotions and desires.

Keywords*: Fatality, Phèdre, Racine, Tragedy*

Gender as a Cultural Construct

by Diana Nemsitsveridze | Akaki Tsereteli State University

Gender is a complex component of culture, it includes a wide range of beliefs, norms, values, and behaviors and is related to gender identity, which is more than biological sex. Within the framework of culture, several main components of gender will be considered, for example, gender roles, which include expectations of society regarding people of different sex, and expectations determined by different cultures. In the perception of gender identity, cultural beliefs and norms also play a big role, it can be expressed in language by lexical-grammatical means, using metaphorical or artistic ways. The article discusses gender as a complex component of culture, gender identity and roles, and various stereotypes that shape views, expectations, gender expressions, and socialization norms in the English and Georgian linguistic reality. The presented analysis confirms that in different cultures there are diverse ways of gender expression, which are accompanied by views or assumptions about the characteristics, abilities, and behavior of individuals according to their gender stereotypes. The paper reviews stereotypes that are deeply embedded in cultural narratives, media representations, and everyday discourse. The article discusses gender stereotypes, which can have a profound impact on individuals' self-perception, social interaction, and opportunities, reinforce inequality, and limit the range of acceptable gender expression in society. The article affirms that these components of gender in culture are interconnected and mutually reinforcing, shaping individuals' experiences, identities, and interactions in society. Cultural beliefs and practices related to gender are dynamic and change over time in the context of social attitudes, power dynamics, and

cultural values.

Hittite Cult Texts

by Babür Mehmet AKARSU | Sinop University

The chronology of the Hittites, who founded a state that can be described as a superpower in the Ancient Period in Asia Minor, is examined in three stages with a general approach, these are Old Hittite State (1800 – 1400 BC), New Hittite State (1400 – 1200 BC) Late Hittite City States (1200 – 700 BC). The Hittite Kingdom, a civilization centered in Anatolia, dominated the Levant Region after the Battle of Kadesh against the Egyptian Kingdom. The Hittites call themselves the word "Neshians", which comes from "Nesha", the old name of Kültepe (Kanesh); they define themselves as those who speak "Neshian". In this study, we will examine the cult texts on Hittite clay tablets and Hittite inscriptions written in cuneiform and hieroglyphs. In Hittite texts that can be read since the beginning of the 20th century; issues such as myths, prayers, various fortunes, and prophecies constitute the cult texts we will examine.

How to Engage Students in Writing: The Ways to Get Your Students Excited About Writing through the Use of Interactive Writing Tools

by Guranda Khabeishvili | International Black Sea University

Choosing the appropriate medium for teaching writing is a crucial task. A growing number of studies on language instruction have begun to examine the role of embedding various educational tools to boost students' engagement in writing. Despite many efforts to get students excited about writing, it remains a daunting task for English as a Foreign Language (EFL) teachers. The modern educational challenge includes tasks of engaging students, stimulating their interests, retaining their attention, and promoting their skills. To enhance writing practices, it is crucial to introduce and incorporate ways to support struggling writers. There has long been controversy over using the traditional pedagogical method of teaching writing skills to students as opposed to boosting their engagement through implementing interactive writing tools. This paper sheds light on reimagining the teaching writing practices and modifying the existing teaching modes. Moreover, it overviews various digital tools and interactive strategies that could stimulate students' interest and involvement in the writing process. The present study aims to investigate the impact of applying Canva, Google Docs, Mentimeter, Mind Maps, Polleverywhere, Slido, Anchor Charts, Blogs, Padlet, Slido, and QR codes on enhancing students' engagement in writing activities. In light of this, the paper reveals the perceptions of English Philology students regarding taking advantage of some educational tools and strategies to create new ways of their writing experience. Consequently, the students' perception is positive, since they find the implementation of this kind of interactive tools and techniques engaging and motivating to get them to write more. Besides, the study shows the effects of integrating some practical teaching elements of a modern instructional mode to make the writing process exciting and interactive.

How to Work with Philosophical Text in Secondary Education Philosophy Class?

by Katarzyna Barbara Parys | Universidad Nebrija/ Universidad del Atlántico Medio

The paper's main topic is the relevance of text in Philosophy teaching in Secondary Education. Working with text is crucial for developing students' key competencies: linguistic, social, and as a tool for learning to learn. In the paper, several tools are proposed for teachers who introduce philosophical text in the classroom: guidelines to teach students how to differentiate between a philosophical text and a text of another nature (scientific, theological, religious, literary with a philosophical background), some keys to choose the texts to be worked while teaching Philosophy on a Secondary Education level with greater benefit for students. Also, a framework to perform an exercise of understanding and interpretation of the text is provided, to share tips that can be transmitted to students on approaching a philosophical text to facilitate their understanding and interpretation. The texts to be dealt with in the classroom should be short and contain the essence of the problem to be examined; they can be either philosophical or literary with a philosophical background. Teachers should support students in their work with the text to encourage reading habits and help students' intellectual development.

Keywords: comprehension, interpretation, philosophy, secondary education, text

Illuminating Pathways: The Role of Formal and Non-Formal Education in Nurturing Transferable Skills in School Settings

by Natali Amiranashvili | Invited lecturer at International Black Sea University, Georgia

The role of formal and non-formal education in nurturing transferable skills within school settings is an area of growing interest and importance. This article explores the ways in which these two educational approaches contribute to the development of transferable skills among students. The objectives of this research are to examine the impact of formal education on transferable skills, explore the benefits of non-formal education in fostering these skills, and identify effective strategies for integrating both approaches in school curricula. Through a comprehensive literature review, this study reveals that formal education plays a vital role in providing a strong foundation of knowledge and basic skills. However, it is non-formal education that offers unique opportunities for experiential learning and the application of skills in real-life contexts. By combining the strengths of both approaches, schools can create an enriched learning environment that better prepares students for the challenges of the future workforce. Key findings from the literature include the positive impact of project-based learning, internships, and community engagement programs on the development of transferable skills. Furthermore, this research highlights the importance of teacher training and support in effectively implementing these approaches within school settings. In conclusion, this article emphasizes the need for a balanced integration of formal and non-formal education to nurture transferable skills in students. By recognizing and embracing the complementary nature of these approaches, educators can empower students to navigate their future pathways with confidence and adaptability.

Keywords: *Formal education, Non-formal education, School settings, Skill development, Soft skills, Transferable skills*

Influence of French on English and its Impacts on Students' Beliefs and Motivation in

French Learning Process

by Inga Tkemaladze | Sabrina Fagé | IBSU-International Black Sea University | IBSU-International Black Sea University

Even though English is considered nowadays the most spoken and learned language in the world, it was not always the case. English has changed a lot through the centuries. Greek, German, and Arabic are among the languages that have had an impact on modern English. However, one of the biggest influences on the English we speak today has been French. French has influenced English not only in its vocabulary but also in its grammar, pronunciation, and writing. Moreover, French linguist Bernard Cerquiglini has been making waves with his boldly-titled book "English is not language-It's just badly spoken, French". The present work concerns all the factors related to the influence of the French language on English. This research aims to understand how a language can impact the development process of another language. Those connections will therefore leave us questioning the utility of using English as "a language bridge" in order to widen and facilitate the learning process of the French language. For this reason, we carried out a mini research among our students in order to answer this question. We will use questionnaires with diverse tasks: 1. Survey about the origin of French and English words; 2. Reading comprehension using "anglicism"; 3. Examples of "faux amis"/ false friends that will make the student question and understand the variation of the language. This research will lead us to the understanding that other languages can be used as a motivational and helpful tool for the first contact with the originally taught language.

Keywords: French and English languages, borrowed words, grammatical aspects, learning process, motivation

Integrating ChatGPT in Teaching: Practical Considerations

by Nato Pachuashvili | International Black Sea University

A significant increase in Artificial Intelligence (AI) in education has profoundly transformed teaching practices. AI tools like OpenAI's ChatGPT have introduced novel teaching approaches, highlighting the importance of creating personalized learning resources. The integration of ChatGPT into teaching also accelerated the process of digitalization and emphasized the significance of teaching in the age of AI, where technology shapes educational practices. Incorporating such technology has offered a number of advantages that align with contemporary pedagogical trends. The present paper aims to review the concept of using ChatGPT in teaching and appraise its functionalities. It outlines AI's usefulness in relation to material creation by offering more inclusive opportunities for students. The article draws on practical considerations on how to incorporate ChatGPT effectively in the teaching and learning process. It also discusses the potential limitations of using ChatGPT in education.

Keywords: AI, Artificial Intelligence, ChatGPT, Digital Era., Technology

Interference as Common Occurrence in Translating News Articles (on the material of Georgian Undergraduate Students' Translations)

by Ekaterine Archvadze | International Black Sea University

The article is aimed at analyzing the types of interference encountered in the writings of undergraduate students of English and explores possible reasons for these phenomena in the process of translation, which is nothing but an attempt to maintain effective communication between languages, involving the transfer of written text from a source language (SL) to a target language (TL) while preserving its meaning. This article focuses on the theoretical grounding of some factors that may cause L1 as well as L2 interference to find the explanation for this cause-and-effect relationship between the source and target languages that are visible in learners' translations. Hence, we try to investigate the most peculiar interference difficulties and their underlying causes resulting in syntactic, grammatical, lexical, semantic, or pragmatic irregularities in the target language. Based on the material of students' translations we try to analyze the instances of positive as well as negative transfers that are mostly caused by differences between two languages representing different language types according to their grammatical systems.

Keywords: interference, positive-negative transfer;, source language, target language

International School Partnerships

by Rusudan Lomtadze | Kutaisi LEPL Abkhazia Public School N5

Nothing enriches global education or invigorates the classroom environment for young learners more than the opportunity to engage, interact, and collaborate with peers from other countries. International school partnerships foster deeper learning experiences through collaborative activities exploring global and sustainable development themes with peers from around the world. These partnerships enhance students' global learning competencies, communication skills, and appreciation for cultural diversity, while also motivating them to apply their learning in meaningful ways, both within their communities and on a global scale. Additionally, such partnerships offer teachers valuable opportunities to exchange experiences and adopt innovative practices from colleagues across borders. For the past four years, I have been an active participant in an international project titled "Georgian and Polish Lessons in English." This project involves collaboration between students and teachers from Ukrainian and Polish schools. The primary aim of the project is to promote the English language among students while facilitating reciprocal language learning. Weekly meetings are held on the online platform Teams. The project's objectives include enhancing students' language, communication, and intercultural skills, as well as their proficiency in information and communication technologies. Students not only learn each other's languages but also share and explore the traditions, cultures, and customs of their respective countries. Throughout the project duration, various activities are conducted, such as presentations, photo collages, video productions, and songwriting. Each academic year, students of different age groups join the project, which spans one academic year, culminating in the issuance of certificates upon completion. Throughout these activities, students operate within a safe, collaborative, and tolerant environment, where they are well-informed about participation requirements and expectations.

Keywords: Teaching, images, links, paragraphs

Lorelei as a Symbol of Desired Death in Sylvia Plath's Eponymous Poem "Lorelei"

by Marina Zoranyan | International Black Sea University

Sylvia Plath is widely regarded as one of the most prominent and prolific American female poets of the 20th century. Her passionate, confessional writing style and exploration of themes such as mental illness, gender roles, and identity have made her a literary icon. Plath's works are in the genre of confessional poetry, which refers to personal issues and such themes as the inner self, personal suffering, taboo topics, sexuality, and suicide. Her poems can be regarded as her own confessions. Plath's dark mood and obsession with death can be observed in most of her poems. A true example of this is "Lorelei" which is considered to be one of her best confessional poems. "Lorelei" is based on the German myth of the Nixes (mermaids who may lure men into drowning). In the poem, the speaker, who is a young woman, presumably Plath herself tries to get rid of her depressed feelings. As the unbearable suffering makes her life impossible, she wants to stop it at any cost and get immediate relief. Eventually, she realizes that the only way to do this is through death. Lorelei, for Plath, symbolizes death. It is death that lures her, by assuring that all will be peaceful when her life ends. She pictures death as a peaceful and desired phenomenon and wishes that she could join the "great goddesses of peace" under the water. She is drawn to fall into the water like a heavy stone, hoping that she will finally find peace in death.

Keywords: Confessional poetry, Holocaust, Nixes, free verse, iambic trimeter, siren, stanza, taboo topics

Parenting Matters a Lot

by Ekaterine Vastadze | Kutaisi University

This paper offers a systematic review of existing research on parenting, aiming to create a culturally sensitive and evidence-based framework for understanding how parenting influences child development. It examines how changes in the 21st century have affected family dynamics. Overall, the findings highlight the importance of nurturing, age-appropriate autonomy, and structure in parenting for fostering healthy development in children and adolescents across different areas. The paper underscores that parenting styles and their effects can vary, influenced by factors such as culture, socioeconomic status, community and family support, as well as individual characteristics like gender, personality, and health conditions of both parents and children. It discusses how considering these factors systematically not only enhances our scientific understanding of parenting and its effects but also aids in improving family policies and support systems.

Keywords: happiness, parenting. strategy, self-esteem

Poetry and Life of Sylvia Plath

by Nana Gagua | TSU

Sylvia Plath was one of the most influential and charismatic poets of 20th-century America. Her poetry belongs to the Confessional poetry movement which is characterized by describing the poet's personal life stories and creating poetry from that. In her two main poetry collections The Colossus and Ariel she wrote about her relationships with her father, mother, and her husband, famous British poet Ted Hughes. The first collection The Colossus describes her hopeful stage of life and the other Ariel which she finished before her tragic suicide act, tells about her fears, depression, disappointment, and feeling betrayed. This article is trying to show the connection and art of Sylvia Plath's life and her works.

Problems and Perspectives of Georgian Preschool Educational Space

by Marina Ostrianska| IBSU

Education given to children around three up to their enrollment in the first grade of primary education daily gains popularity emphasizing its importance and necessity. Many researchers accentuate this phase as one of the most important in children's development. Georgian preschool educational institutions remain in an important phase of development and improvement. Georgia has started preparation for accomplishment with standards throughout the authorization process in preschool education. This research calls into the goal to investigate existing obstacles and possible perspectives of Georgian pre-educational institutions. This investigation is a mixed approach and is designed as a quantitative and qualitative study. It was conducted during December 2023 among both public and private pre-educational institutions in the Imereti region via online questionnaires using Google Forms. The forms included a survey with multiple choice questions and interviews with open-ended questions to gain deeper insights. The findings show that Georgian preschool educational institutions need reforming as exceeding number of obstacles exist, such as insufficient level of teachers' preparation for a career, lack of professional training, low level of parental involvement, low teachers' salaries, overcrowded classes, deficiency of inventory, infrastructure, and resources, lack of activities, absence of special teachers, and speech therapists, low level of finances and control from the state, nutrition, problems with control of sick children's admission to kindergarten, and insufficient standards of hygiene. Concerning identified perspectives including qualified teachers, using technology during classes, high level of children's fine and gross motor skills development, and supplying educational institutions with the necessary infrastructure, resources, and equipment - Georgian preschool educational institutions have good chances for the immediate future in case of overcoming these problems and improving the system. The findings deepen understanding of the existing problems and provide valuable insights about what should be improved and/or innovated in the classrooms.

Realization of Grice's Maxims in British and Georgian Talk Shows

by Tatia Leladze, Associate Professor | Caucasus International University, Georgia

The paper deals with the realization of Grice's maxims in British and Georgian Talk Shows. When we speak about a talk show as a part of discourse it is interesting how H. Grice's four (maxims of quantity, quality, relevance, and manner) maxims are realized in British and Georgian talk shows. Quantity maxim implies equal distribution of turn-taking signals and presents essential information for viewers. In talk shows of both cultures, we may find a word, a phrase, a sentence, or several sentences which may be used as turn-taking signals. But, in all cases, the maxim of quantity is presented because it carries essential information. Quality maxim is oriented on truth. When people appear in front of the audience they pay attention to their image; that's why they try to make sure the audience that the information they say is true. Each speaker's speech should be relevant, his or her speech should not be accidental but it should be connected to something which has been told before. Each participant of a talk show should say things clearly and avoid ambiguity in an utterance. He or she should be sequential and brief. Thus, the review of British and Georgian talk shows by Grice's maxims shows that participants of a talk show try to defend all

the maxims.

Reflection and Collegial Learning for Strengthening Professional Development of English Language Teachers in Georgia

by Tamta Demetradze | Akaki Tsereteli State University, Georgia

The growing need for high-quality knowledge of the English language among school students in Georgia has contributed to several changes in legislative documents and action plans that serve the aim of improving the teaching-learning environment, making it more inclusive, and making English teachers more student-oriented. To reach this goal, English language teachers' professional development as well as teachers' in general has been prioritized and supported by the government. Among the tools for professional development reflection has been recognized as a beneficial tool in education, its concept was introduced to the teachers and implemented through various activities that were either voluntary or strictly obligatory. The present paper is a continuation of the previous research on the study of conceptualization of reflection and its understanding by the teachers of the English language at public schools in the Imereti region based on an online survey. In this particular study, by conducting the focus group interview with a group of teachers of English two goals were set. The first was an attempt to study teachers' attitudes toward reflection and understanding its significance for their professional development in more depth to see the invisible part of teachers' beliefs in this respect. Second, it was possible to present and discuss an Estonian model of a Professional Learning Community (or Study Circles) existing at schools and implying regular collegial talks and reflection among other activities.

Shifting from Traditional to Multimodal ELT Classroom

by Kristine Tchokhonelidze | Maia Gabadadze | Associate Professor, Kutaisi University, Georgia | Assistant Professor, Kutaisi University, Georgia

Traditional ELT focuses on providing key skills of reading, listening, speaking, and writing, which appears not to be enough within the modern communicative paradigm. In today's multimodal world, it is important to be able to comprehend multimodal texts as well as convey meaning through them. So, there is an urgent need to redefine literacy in the new digital age and redesign ELT classrooms to ensure multimodal literacy. To traditionally keep pace with the ongoing process of development in the real-life world and thus, the urge for redefining literacy, the ELT classroom at ATSU has been redesigned to develop multimodal literacy learning and multimodal communication perspectives.

Skills for Life: How Lifelong Learning Shapes Career Pathways

by Elif Betul Erguvan | PhD Candidate at IBSU

Lifelong learning and career development have been central topics of research in higher education for many years. In today's rapidly changing global landscape, individuals must possess adaptable skills and competencies to keep up with the demands of society. As a result, it has become increasingly important to understand the role and impact of lifelong learning on career development. Lifelong learning encompasses informal, non-formal, and self-directed learning processes that extend beyond formal education. Similarly, career development requires individuals to continuously evolve and be aware of their personal capacities and societal needs, leading to developments in both the economy and society. Given the significance of higher education, both of these concepts must be equally established and promoted to better address the demands of the global world. This paper aims to review existing studies in this field and serve as a foundation for future research that examines the interconnections between these two concepts.

Keywords: *career development, higher education institutions, lifelong learning*

Studying with AI: Students' Use of ChatGPT in Higher Education

by Mariam Nebieridze | Nino Jojua | Tbilisi State University | Tbilisi State University

Please type or copy your abstract here. Today, the educational discourse is closely tied to the concept of technological advancement that the 21st century is commonly associated with. The application of different types of online resources, virtual campus, software, etc in the teaching-learning process by both educators and students has become an inseparable part of the global educational space that strives to maximally make the most of the technology to keep up with the fast-changing requirements of the modern labor market. As the most recent AI-generated technological phenomenon, ChatGPT has been rapidly gaining popularity among students of different Higher Educational institutions globally who report having utilized the tool for multiple purposes while studying (Appleby, 2023). It is vital to look deeper into the real-time context in Georgia too and investigate the students' perspectives and rationale for using it on the other side of the spectrum. Therefore, the paper reports and explores the study conducted among 74 undergraduate students of Ivane Javakhishvili Tbilisi State University, Georgia to investigate their practice of using ChatGPT in the educational process between 2022 and 2024 to customize their learning experiences. As the obtained results imply, the reasonable use of AI in education can contribute to promoting digital literacy in education while using it uncontrollably might potentially hinder the development of learner autonomy in an unfamiliar educational setting. Therefore, the research findings provide educators with useful food for thought at its initial stage to assist the compliance of the educational system with the newly emerged technological challenges such as ChatGPT and its adjustment to new teacher-learner needs.

Keywords: AI in higher education, ChatGPT, teacher-learner needs

Teachers' Perception of Causes and Resolution of Teacher-Student Conflict

by Mariam Kruashvili | PH.D student at IBSU

Conflict is an inevitable part of any organization arising from personal differences, values, and attitudes. Conflicts in schools can have a great impact on the quality of teacher-student relationships. Numerous

studies have found that conflicts are generally viewed negatively, but if managed well, they can contribute to the enhancement of better relationships, stability, and motivation. However, if conflict situations are not resolved quickly, they can cause more misunderstandings and friction among stakeholders. The study aims to identify the major causes of teacher-student conflicts, determine teachers' general perceptions of conflict situations, and develop some practical strategies for conflict management. The research examines the available literature and investigates the problem through quantitative research. The simple random selection method was used to choose the participants of the study. A survey was developed and involved 50 public school teachers. A 5-point Likert-scale and multiple-choice questionnaire was assessed for validity and reliability and then applied online. Findings reveal that various factors can cause teacher-student conflicts, including teachers' certain attitudes that can trigger conflict situations. The study also outlines practical strategies for consideration while dealing with conflict situations at schools.

Keywords: Teacher-student conflict, conflict management strategies, conflict resolution

Teaching the Present Continuous Tense through Multiple Intelligence Theory at Elementary Schools

by Gulnara Janova | Maka Murvanidze | Samtskhe-Javakheti State University

The article deals with Gardner's Multiple Intelligence Theory in the process of English language teaching, in particular, the teaching of present continuous tense in primary grades. Despite the 21st century, when the Internet gives us many opportunities to learn the language easily, it is still a challenge for the teacher to teach the tenses of the English language to the pupils, which will be productive and the pupils will not get confused. In particular, we focus on the present continuous tense, which remains a challenge for Georgian pupils, since both tenses in present continuous and present indefinite verbs are translated in the same tense in Georgian language. The article aims to show the role of the Multiple Intelligence Theory in teaching present continuous tense as a teaching tool, which helps teachers to teach easily and productively. The basic idea is that the teacher can use a different activity that will target the intelligence of the school students in the class. The innovation of this method is that we give teachers a guide on how to use different activities through all types of intelligence during the teaching of one tense. The activities given to the teacher will have some guidelines that can be made easier or more difficult to suit the level and age of the pupils. The use of the mentioned method in teaching will be quite productive. In this way, students develop language competencies such as fluency and accuracy, according to their abilities, such as musical, kinesthetic, linguistic, etc. This teaching method activities increase pupils' motivation and develop their ability to interact and be involved in different ones.

Keywords: *Multiple Intelligence Theory, Present continuous tense, Primary grades, activities, method, teacher*

Technical Text Translation and the Importance of Technological Advances

by Nino Bochorishvili | Nino Lomsadze | Mariam Katamadze | Irakli Bochorishvili | Georgian Technical University

Keeping up with technological advances has become essential in today's globalized work environment if you want to develop a successful career and obtain the skills and expertise that employers value. Technical

translation is becoming more and more important in international cooperation and information interchange owing to the demand for accurate and up-to-date information. By all accounts, translation is a vital component of our globalized world. It ensures that information is accurately communicated, enhances communication between people of various cultures and backgrounds, and assists in the elimination of obstacles associated with language. For this reason, there are plenty of discussions over what the future holds for computerized translation. The article highlights the important role of technical translation, the special features of technical writing, and the difficulties associated with translating original technical content into different languages using translation technology.

Keywords: *Computer-assisted translation (CAT) tools, Machine translation (MT) software, Translation Technology, and Translation management systems (TMS), terminology*

Technological Aspects of AntConc in the Linguistic Researches

by Mariam Zakariashvili | Nazi Gharibashvili | Assoc. Professor of Information Technology, Telavi State University | Master's student of Linguistics (English)

This article presents and describes AntConc, a freeware, multi-purpose corpus analysis tool, which was created by Laurence Anthony in 200 (https://www.laurenceanthony.net/). After explaining the usage and the program's abilities theoretically, this article demonstrates the program's practical usage while working on several corpora. An overview of the installation steps of the program and practical usage of each of the program's tools (Concordance; Collocates; Concordance Plot; Word List; Keyword List; Clusters/ N-Grams) can be used while proceeding with files and working on texts are also presented through this work. Finally, this research practically demonstrates the effectiveness of this program while working on 2 corpora ('Between Rounds' and ' The Last Leaf' written by Henry O.) from the English literature at the same time.

Keywords: *AntConc, Corpus Linguistic Software, Corpus Linguistics, Educational Technology, Linguistic research., Linguistics*

Text as a Multi-Dimensional Phenomenon

by Tamari Alpaidze | Akaki Tsereteli State University, Georgia
The development of Linguistics includes a lot of impressive and significant changes. In modern Linguistics Interdisciplinary approach is crucial and of utmost importance. The consequences of these changes led to actualizing the things related to human perceptions such as culture and civilization. In this case, the text as a linguistic dimension should be mentioned. Any discourse (any texts) belongs to a particular speaker, or discourse agent, which implies not only the addressee but also its addresser. The addressee can be generalized or given in the plural form, it can also exist in space and time, and it can be imaginary or addressed to themselves. Any kind of discourse is characterized by the elements relevant to fiction including the author, the text, and the listener. Discourse is considered to be the speech-actualization in verbal communication.

The text phenomenon has always been studied, but it became a term in the linguistic paradigm and acquired its communicative meaning only in the 20th century. It has expanded text understanding as the linguistic dimension of discourse. That's why anything that has a communicative purpose is regarded as a text. The paper deals with discourse analysis. Their functions and significance in the learning process.

The Analysis of the First Wave of Cluster Accreditation in Georgia: Experiences, Achievements, and Challenges

by Lasha Macharashvili | Nikoloz Parjanadze | Tornike Bakakuri | National Center for Educational Quality Enhancement

The cluster accreditation process was implemented in Georgia in 2022 after years of planning and discussions with the stakeholders. The current study aspired to analyze the implementation of the first wave of cluster accreditation in Georgia, namely the evaluation of academic programmes in the fields of Humanities and Personal Services (Tourism). All of the cluster accreditation reports, overall, 11, that involved the evaluation of the programmes of all three levels: Bachelor, Master, and Doctoral, were analyzed. Additionally, in-depth interviews were carried out with the key stakeholders: HEI representatives, Accreditation experts, council members, and the NCEQE representatives, overall, 14 interviews. The results of the document analysis indicated the wide applicability and efficiency of the cluster approach, alongside the still-existing prevalence of individual-level reviews regarding certain criteria. The interviews with the stakeholders outlined the substantial achievement of the initial goals of the cluster evaluation yet outscored the list of still-existing problems within the evaluation model. The recommendations were developed for the further development of the process.

The Attitude of School Students toward Healthy Lifestyle

by Sopo Vasadze | International Black Sea University

A healthy lifestyle is becoming more and more popular around the world including in Georgia. At the same time, many school students depend on gadgets and online games, smoke cigarettes, and take drugs. The research aims to explore the attitude of school students living in Georgia toward a healthy lifestyle which includes physical activity, eating healthy food, having healthy hobbies, etc. 75 school students aged 13 – 18 years participated in the research. A quantitative research method – a survey using as a tool a semi-structured questionnaire – was applied. As the study revealed, most of the respondents try to lead a healthy life, and having a healthy lifestyle is a priority for them. However, the study revealed that the respondents think that for many young people leading a healthy lifestyle is not a priority. The majority of the respondents are involved in physical activity and are aware that smoking, drinking alcohol, using drugs, being dependent on gadgets, and spending too much time playing online games are not good for their health. Most of the respondents have a negative attitude toward dependence on gadgets and online games, smoking, alcohol, and drugs. The respondents think that some school students lead an unhealthy life due to peer pressure and personal problems. According to them, those school students who lead a healthy life, just like to take care of their health.

The Function of Pragmatic Markers in the Text of American and Georgian Entertainment Talk Shows

by Nana Iobishvili | Akaki Tsereteli State University

The presented article deals with the functionality of pragmatic markers in the text of American and Georgian entertainment talk shows. The research is based on the comparative-descriptive method. Three American and three Georgian entertainment talk shows, which are similar to each other, are taken as empirical material. The mentioned topic is quite relevant, to the extent that, in today's political situation, readers of newspapers and other printed media have decreased quantitatively, and listeners have increased for such genres of mass media as entertainment or political talk shows. Pragmatic markers are used by speakers to fill gaps in speech. In entertainment talk show interviews, they dutifully perform various functions. Pragmatic markers have a defining feature; they can be creative entities. They index the context by modifying the existing context and creating a new linguistic or social context. By discussing these and other issues and based on their analysis, we would like to determine what kind of pragmatic markers are found in the texts of American and Georgian entertainment talk shows.

The Impact of ChatGPT on English as a Foreign Language Students' Writing Skills

by Ekaterine Pipia, Tamar Gurgenishvili | International Black Sea University

This study investigates the impact of ChatGPT, a cutting-edge language model developed by OpenAI, on the writing skills of English as a Foreign Language (EFL) students. With the increasing integration of Artificial Intelligence (AI) technologies into language education, understanding the influence of ChatGPT on writing proficiency becomes essential. This study explores the effects of ChatGPT on various aspects of writing, such as accuracy, fluency, coherence, and creativity using a quantitative research method. A structured questionnaire, validated by an expert, was administered to 69 EFL students from two private universities in Tbilisi, Georgia, via Google Forms. The questionnaire focused on ChatGPT as a language model and writing assistant, exploring its potential to encourage learners to improve their writing skills through personalized learning experiences, feedback, and interactive engagement. Findings reveal that ChatGPT provides valuable support and feedback to EFL students, facilitating essay writing, creative writing, error correction, vocabulary enhancement, and idea generation. Moreover, students perceive ChatGPT as a helpful writing companion, contributing to their motivation, confidence, and engagement in writing tasks. However, challenges related to academic integrity and plagiarism on ChatGPT and concerns about its long-term impact on writing skills are also identified. Overall, this study sheds light on the transformative potential of AI-driven technologies in language education and offers insights into optimizing the use of ChatGPT to enhance EFL students' writing proficiency.

The Importance of the Effectiveness of English Language Learning in Informal and Non-formal Environments (A Case of International Black Sea University)

by Sophio Talakhadze | International Black Sea University

Please type or copy since the 1970s, "informal learning" has emerged as a method for individual development through self-education. Coombs and Ahmed introduced a model of education and learning in 1974, which serves as a theoretical framework for understanding one dimension of the lifelong learning concept: the horizontal integration of education and learning. The article aims (1) to provide the differences between formal, non-formal, and informal learning and (2) to research English language acquisition in informal and non-formal environments by examining students' interaction through informal speaking activities on offer. The research is based on a preliminary study, which was done at CISV Seminar Camp, in Hanover, Germany. The results of the case study research showed the positive impact of informal and non-formal learning of languages since informal and non-formal learning can help students develop language competencies.

The Influence of Peers and Educators' Attitudes on Academic

Achievement of LGBTQ+ Students (A case of Georgian higher education Institutions)

by Affiliated Associate Professor Doctor Irma Mesiridze, | Natia Maghalashvili Ph. Dc | International Black Sea University

Inclusivity and diversity in educational institutions are essential for society. It guarantees that all learners will have equal opportunities as well as access to education. Equity and equality are crucial aspects of education and, at the same time, challenging parts. This study aims to explore the attitudes and perceptions of both students and educators towards LGBTQ+ students in Higher Education Institutions (HEI); to identify areas of strength and improvement in creating an inclusive and supportive atmosphere for LGBTQ+ students. The study used next methods: desk research and survey. The respondents of the study were students, lecturers, and administrators. Data was collected from two private HEIs using an online survey, consisting of 12 questions, incorporating seven multiple-choice, four 5-point Likert scale questions, and one open-ended question to have more qualitative analysis. The findings revealed that raising awareness of LGBTQ+ themes among peers and colleagues is important for inclusivity. The majority of the survey participants recognize that positive and negative attitudes from peers and educators affect LQBTQ+ student's academic achievements.

The Integration of Artificial Intelligence (AI) into University-Level English Language Instruction

by Ruzanna Arustamyan | Marine Mkrtchyan | Armenuhi Martirosyan | Yerevan State University | Yerevan State University | Yerevan State University

The integration of artificial intelligence (AI) into university-level English language instruction is revolutionizing language education by offering innovative tools and methodologies to enhance learning

outcomes. AI-powered platforms provide learning experiences personalized to individual student needs, enabling adaptive instruction and facilitating self-paced learning. AI systems utilize natural language processing to provide instantaneous feedback on grammar, pronunciation, and vocabulary usage, thereby enhancing the efficacy of language acquisition. Additionally, intelligent tutoring systems and chatbots engage students in interactive language practice, fostering communication skills in authentic contexts. However, the integration of AI presents challenges, including concerns about the role of educators in AI-mediated learning environments. Despite the challenges, the potential benefits of AI in university-level English language instruction are significant, offering opportunities to improve student engagement, autonomy, and language proficiency. As universities continue to explore and implement AI technologies in language education, it is essential to provide support for educators to maximize the benefits of AI while mitigating potential risks. AI can play a significant role in the language acquisition process, by presenting interactive learning tools that can help to improve and master the language effectively and efficiently for social, academic, and professional purposes.

Keywords: *Artificial intelligence, innovative tool, language acquisition, language education, student engagement*

The Issue of Universals in Relation to Phonetic or Phonological Changes

by Tamta Tsulaia | Akaki Tsereteli State University

The study presented below concerns the topic of universals about phonetic or phonological changes. It examines the early stages of sound change, related to extralinguistic factors such as climate, geographical location, or speaker's physiognomy. Scientists are generally reluctant to explain sound changes by extralinguistic factors. However, they are more widely accepted in The Substrate Theory. American linguist Leonard Bloomfield, and other followers of The Theory of Structuralism, believed that the attempt to explain the reasons for sound change was futile. The members of the Prague Linguistic Circle completely rejected extralinguistic factors and attempted to explain Lingual changes based on a linguistic system. Similarly to Neogrammarians, they didn't consider the Phonetic Laws blindly, nor as randomly as Saussure did. They saw it as something purposeful. This study reviews the concept of Chain Shifts as well as different viewpoints concerning the issue. It is noted that there is no consensus among scientists regarding the stimulating tendencies of sound changes, although the issue of universals concerning phonetic or phonological changes is interesting. This issue is discussed in linguistics both on the synchronic and diachronic levels. Universals can help explain sound change by reducing the number of possible sound changes to a finite number. We can consider tendencies such as making an asymmetric system symmetrical, simplifying pronunciation and articulation of words, and unification as Universals. Although the search for them has not yet solved the problem of explaining sound change, the crucial thing it has proved is that sound change doesn't happen at random.

Keywords: *Phonetic-Phonological changes, Structuralist Linguists., Universals*

The Role of Educational Initiatives on Promoting Reconciliation Between Temporarily Occupied Abkhazia and the Rest of Georgia

by Mariam Bagatelia | International Relations

The conflict between temporarily occupied Abkhazia and the rest of Georgia has been ongoing for decades, resulting in destitution and extensive displacement. In these years many diplomatic attempts were made, but unfortunately, tensions between divided nations remained high, therefore, raising the demand for new measures in the context of promoting reconciliation. The following article delves into the possibilities of educational activities to close (or even come close to closing) the gap between the two sides. Research on a similar topic has demonstrated that educational programs can help promote peace in different conflict zones, such as Northern Ireland and Israel-Palestine. However, there is a lack of academic resources and studies carried out to measure the success of educational initiatives in the Georgian-Abkhazian case. This study aims to assess the effectiveness of current educational programs and suggests future initiatives by doing a thorough analysis of existing literature. The article evaluates the impact of these programs by using participant surveys and focus group interviews. The hypothesis asserts that strategic educational initiatives play an immense role in contributing to regional stability.

Keywords: Educational initiatives, Georgia, Reconciliation strategies, Regional Stability, Temporarily occupied Abkhazia

The Role of Quizizz in Advancing EFL Students' Task-Based Language Learning at the University Level (A case of Georgia)

by Mari Makharashvili | Lela Abdushelishvili | PhD candidate

The introduction of online Game Applications in education presents numerous opportunities, particularly, in English language learning, to improve learning and teaching. Online game applications have attracted significant attention from educators globally. This study aims to investigate the role of Quizizz, a digital platform, in advancing EFL students' task-based language learning among university students. In response to the growing use of digital tools in education, the research focuses on understanding how Quizizz strives for students' engagement, motivation, and language proficiency at the university level. The researcher employed a mixed-method approach, the study combines quantitative and qualitative research designs. A quantitative survey is used to evaluate students' perception of Quizizz, including its effectiveness in enhancing motivation, facilitating language acquisition, and flourishing active learning. Concurrently, qualitative interviews are conducted with experienced language teachers to obtain information and more deeply understand the practical benefits and challenges of implementing Quizizz in EFL classrooms. Preliminary findings suggest a positive impact of Quizizz on students' learning experiences. Quantitative results reveal that students are interested in Quizizz for its interactive features, such as Leaderboard, Meme, Time restriction, test report, music background, and immediate feedback. Qualitative interviews highlight the adaptability of Quizizz in creating dynamic and student-centered learning environments, fostering collaborative learning, and provoking language practice in an authentic context. The study's findings contribute to the learning environment and help educators, and curriculum developers in developing in tailoring digital tools like Quizizz to better suit digital natives, thereby enhancing EFL pedagogy and improving student outcomes.

The Themes of Love and Adultery in Somerset Maugham's Novel "Painted Veil"

by Manana Aslanishvili, Nino Lomsadze | Georgian Technical University

William Somerset Maugham is a famous English novelist, playwright, and short-story writer whose work is characterized by a clear unornamented style, cosmopolitan settings, and a deep understanding of human nature. The article views the themes of love and adultery in Maugham's short novel "The Painted Veil" which was written in 1925 and considered to be his masterpiece. "The Painted Veil" is set in the 1920s in British colonial Hong Kong. The novel is centered on the beautiful but love-starved Kitty Fane, whose marriage is not successful. It is the story of her ill-fated marriage to a reticent and meek bacteriologist who is passionately in love with her. Kitty accepts his proposal because she hasn't received any better offers by the age of 25. This process is also accelerated by the engagement of her plain-looking and unattractive younger sister, Doris. Being married to Walter and not loving him, Kitty starts her love affair with Charles Townsend, assistant colonial secretary. When her husband learns about her betrayal he is infuriated and presents her with an ultimatum: either Charles must divorce his wife and marry Kitty or she has to come with Walter to Meitan-fu, where there is a cholera epidemic. Her husband's intention is to punish her for adultery and let her die of the epidemic. She is sure that he has given her a death sentence. Realizing that Charles is not going to provide her any assistance in this matter, she uncovers the veil of life from her eyes and embarks on the path of spiritual growth without regrets.

Understanding and Motivating Generation Alpha

by Diana Nemsitsveridze | LEPL Kutaisi St. Nino Public school N3

Nowadays, a lot has been studied about the generations of the twentieth century, which we already refer to by specific names: Millennials, Gen Z, and others. The first true generation of the twenty-first century -Generation Alpha is markedly different from its predecessors. "Gen-Alpha" is characterized as the most technically savvy, digitally empowered generation that was forced to adapt to new methods of distance learning during the pandemic. The changes contributed to further digitization of this generation, in some cases screen addiction, and distancing from peers. The research includes raising awareness about generations and their characteristics, special emphasis is placed on generation - Alpha, since in the process of successfully planning and implementing learning and teaching, it is necessary to take into account the above-mentioned factors, we must admit that the teacher's work with the generation Alpha requires different approaches, methodologies, techniques, resources, so that their interest is aroused and maintained, and the quality of the teaching-learning process is high. The article presents various methods and approaches, which we can confirm based on observation and research, that really nurture the motivation of the new generation, and make the learning process dynamic and enjoyable. The article discusses various activities and provides various methodical advice for colleagues.

Upton Sinclair & Chimamanda Ngozi Sailing in the Boat to the Same Direction

by Ezzeldin Mohamed Mahmoud Hussein | PhD American Literature

The article highlighted the features and similarities between Upton Sinclair and Chimamanda Ngozi. They share the subject matters and themes in their writings. They have the same concerns as regards their communities' agonies, pains, shortcomings, deficiencies, dreams, and hopes. Both were amazing as imaginative storytellers. They expressed thoroughly in their writings the ideas and thoughts aiming at achieving social reform and social justice as well. Undoubtedly, the processing and the way they handled each other were different, but the objective was the same. The difference was related to the environment and background of each of them. Upton Sinclar was one of the muckraking movements of the progressive era, while Chimamanda Ngozi was one of the cross-border cultures of the African background who came from Nigeria expressing the multi-cultures amalgamated with the local, regional, and international realty. Yes, they met in subjectivity and objectivity in addressing the crucial issues of their societies, discrimination, racism, inequality, and disrespect of human beings as humans regardless of race, color, and origin. Their critical novels were true advocates for recovery, salvation, and remedy as well for all social illnesses and agonies. Both; Sinclair's The Jungle and Chimamanda's Americanah are still inspiring manifestos for correction, peace, and human dignity.

Keywords: Chimamanda, Ngozi Sailing, Ngozi Sailing., Upton Sinclair

What is Involved in Good Writing?

by Mariam Matcharashvili | Innovative Language Academy

Writing is one of the four important skills in the English language acquisition process. Ever since I have been an English teacher, rarely do I come across students with strong writing skills and abilities. Most students struggle with spelling, as well as the structuring and wording of their thoughts. This is the skill that needs to be worked on daily, little by little, with constantly finding ways to improve the teaching strategies consistently. I always attend seminars, conferences, and workshops to either expand my knowledge or share my experience with other educators. During my background professional experience, I have been collecting engaging strategies on how to make the mundane teaching writing process into a more fun way of learning. During the conference presentation, I will share the main issues that need to be taken into consideration while teaching writing, as well as types of writing tasks. Educators will boost their knowledge and become much better EFL teachers.

Keywords: Writing, boost teaching practice, consistent approach, engaging strategies