

F

SoTa rusTavel is saxel mwifo universi teti
ganaTI ebisa da mecnierebaTa fakul teti
pedagogikur mecnierebaTa departamenti

m e d e a d i a s a m i z e

ოფიციალური საქმიანი წერის სწავლება უმაღლეს
სასწავლებელში
(ინგლისური ენის მაგალითზე)

**ganaTI ebis doqtoris akademiuri xarisxis mosapovebl ad
warmodgenil i disertacia**

special oba: ganaTI ebis didaqtika

samecniero xel mZRvanel i: pedagogiur mecnierebaTa doqtori, Savi
zRvis universi tetis profesori,
naTel a doRonaZe

baTumi _ 2012

შესავალი----- 3

თავი I. საკმიანი ღერის სწავლის ინგვოდიდაქტიკური ტავისებურებანი

1.1. საკმიანი ღერის სწავლის პედაგოგიკური (დიდაქტიკური) საფუძვლის ები	
1.1.1. საკმიანი ღერის სწავლის პრინციპები -----	11
1.1.2. უცხოური (ინგლისური) ენის კურიკულუმის/სისაბუთის საკმიანი ღერის სწავლის ადგილი -----	16
1.1.3. საკმიანი ღერის მეცადინეობების დაგეგმვა და ორგანიზება, ახალი მასალის აქსნისა და განმტყების ფორმები -----	19
1.1.4. საკმიანი ღერის სწავლის საგამოყენებელი მუშაობის ფორმები და დავალი ებები-----	23
1.1.5. საკმიანი ნაწერების სეფების სისტემა -----	32
1.2. საკმიანი ღერის სწავლის ებასი სტუდენტთა ასაკობრივი ტავისებურების გატვალისწინება-----	37
1.3. საკმიანი ღერის ინგვისტური ტავისებურებანი -----	43
1.3.1. საკმიანი სტილის ანალიზი -----	43
1.3.2. საკმიანი ღერის სახეობანი /ჯანრები -----	44
1.3.3. ინგლისურ და კართული ენებზე საკმიანი ღერის სედარებიტი ანალიზი -----	56

თავი II. საკმიანი ღერის ცენსმირ სემოტავაზებული სწავლის მეთოდიკა

2.1. სტუდენტთა მოტხოვნილებების სეწავლა -----	59
2.2. სასწავლო პროცესის დაგეგმვა და ორგანიზება-----	62
2.3. ინგლისურ ენაზე საკმიანი ღერის სწავლის საკართვლის ოსტვის მისარები სწავლის მეთოდიკის სემუსავების პრობლემა-----	68
2.4. სემოტავაზებული დავალი ებათა კომპლექსი-----	70
2.5. საკმიანი ღერა და ენობრივი უნარ-ცევების მენეჯმენტი-----	82

თავი III. პედაგოგიური ექსპერიმენტი ჰიპოთეზის სესამოწმებლად

3.1. ექსპერიმენტის არღერა-----	87
3.2. ექსპერიმენტის საიმედოობისა და სანდოობის უზრუნველყოფა-----	102
3.3. ექსპერიმენტის სედეგები, მათი ანალიზი, დასკვნები -----	107

დასკვნები და რეკომენდაციები ----- 121

ლიტერატურა----- 125

შესავალი

საკვლევი თემის აქტუალობა. საბაზრო ეკონომიკაზე გადასვლა ასთან დაკავშირებით, ყველა განსაკუთრებით, უმარესი განათლების მქონე სპეციალისტი, ზალაუნებურად ხდება საბაზრო ურთიერთობების მონაწილე. უნივერსიტეტის კურსდამთავრების შემთხვევაში, თანამდროვე საზოგადოებაში, გარდა მისი პროფესიული ცოდნისა და უნარ-წყვეების, დიდ არის დამოკიდებულება იმის მიხედვით, თუ არა მას ცერთს საკმარისი მიმწოდებელი თავის უცხოელ კოლეგებთან და პარტნიორებთან.

აქალაქში გაზრდა სპეციალისტის დასაყვება და მის მიერ სამსახურის შენარჩუნება დრეს დამოკიდებულება არა მხოლოდ მის პროფესიულ განათლებასა და გამოცდილებას, არამედ უნარზეც _ შეეძლოს საკმარისი ვერის, ავტობიოგრაფიის (CV), განცხადების, ოქმის, შემოთავაზების, პროექტის, ანგარიშის, მემორანდუმის, ინსტრუქციის, მოხსენების, პრეზენტაციის ტექსტისა და საკმარისი პროზის- სხვა ჯანრების ნაწარმოების- შედგენა როგორც გაფორმებისა და გრამატიკული შესწავლის, ისე ეტიკისა და ტაქტიკის ნორმების დაცვით.

რივერსის (1980) თანახმად, ინგლისური (როგორც მსოფლიოური) ენის როლი უმარესი განათლების სისტემაში საგრძნობლად იკლებს, თუმცა ინგლისური ენის კატეგორიული მათა საკმარისი ვერის კურსის პოპულარობამ. მიუხედავად იმისა, რომ კომერციული ფაქტორიკა თანამდროვეს თავის როლს იმაში, რომ ბევრი უნივერსიტეტი სთავაზობს თავის სტუდენტებს საკმარისი ვერის კურსებს, ამ კურსების შემთავაზების მთავარი მიზეზი არის, რომ მათზე არსებობს დიდ მოთხოვნა. ბიზნესმენები და უნივერსიტეტების კურსდამთავრებულები რეკომენდაციას უწევენ კოლეგებსა და უნივერსიტეტებს, განსაკუთრებით, ბიზნესის ფაკულტეტებს, რომ საკმარისი ვერის უნარ-წყვეების ფორმირებას შეუწყონ დაეხმონ.

გარკვეული გამოცდილების მიუხედავად, ცენი კვებისთვის საერთაშორისო შესწავლის დაცვით საკმარისი მიმწოდებელი, ჯერჯერობით, საკმაოდ აქალაქის სფეროა, რის გამოც მარალ კვალიფიკაციური სპეციალისტები ხშირად ვერ პოულობენ სამსახურს და, პირიქით, ნაკლებად კვალიფიკაციური სპეციალისტები, რომლებიც,

savaraudod, ver moutanen qveyanas did sargebl obas, ikaveben samuSao adgil ebs, raki saqmiani weris wesebi ician. rogorc barasi miuTitebs (1997), saqmiani weris unar-Cvevebi dabal donezea Camoyal ibebul i amerikaSi, rac, xSirad, damsagmebl ebis did ukmayofil ebas iwvevs. ra gasakviria, rom saqarTvel oSi, am sferoSi nakl ebi gamocdil ebis gamo, saqmiani weris unar-Cvevebi kidev ufro dabal doneze dgas. amitom, Cveni azriT, saqmiani weris swavl eba unda Sevides mSobl iuri da ucxouri (pirvel rigSi, ingl isuri) enis swavl ebis programaSi akademiuri weris gverdze, romel ic, aseve, weris swavl ebis siaxl es warmoadgens Cvens qveyanaSi. yovel ive amis gaTval iswinebiT, migvaCnia, rom Cveni kvl evis Tema **aqtual uria** da is dakavSi rebul ia Semdeg aspeqtebTan:

- weris roli umaRlesi ganaTlebis sferoSi da profesiul moRvaweobaSi;
- saqmiani (maT Soris, weril obiTi) urTierTobis adgili Tanamedrove sazogadoebaSi.

mTel i rigi kvl evebisa adasturebs, rom universitetSi studentebi modian mSobl iuri enis araadekvaturi unar-CvevebiT (raRa vTqvaT maT ucxoenovon unar-Cvevebze). smit is (Smith, 2004) kvl eva, magal iTad, exeba moswavl eebis gadasvl as skol idan univesitetSi da imas, ramdenad momzadebul ebi (universitetSi swavl istvis saWiro unar-CvevebiT aRWurvi- l ebi) modian isini umaRles saswavl ebel Si: aqvT Tu ara is zogadi unar-Cvevebi, roml ebsac efuzneba universitetSi swavl a. pirvel rigSi, misi azriT, es exeba maT unars, gaigon da daweron gancxadebebi, waikiTxon didi mocul obis samecniero literatura da daweron konspeqti, sakurso naSromi da a.S. smitma Caatara kvl eva didi britaneTis xuT erTmaneTi- sagan gansxvavebul universitetSi (pol iteqnikuri universiteti `anglia-, kembrij i, oqsfordi, baTis sauniversiteto kol eji, stafordSiris da ol steris universitetebi). gamokiTxul Ta raodenoba iyo 182. Cveni kvl evis aTvis saintereso daskvnebs Soris iyo:

- mesame kiTxva exeboda imas, Tu ramdenad momzadebul ebi arian studentebi, l eqciis mosmenisas gaakeTon sasargebl o Canawerebi. im Tval sazriss, rom xangrZlivi l eqcia aris yvel aze ucveul o

ram umaRI esi ganaTI ebis safexurze gadasul i axal beda studentebisTvis, adasturebs maiql marl andi (Marland, 2003, gv. 206), skol is gamocdil i maswavl ebel i da direqtori: I eqciis mosmenisas Canawerebis gakeTeba ar Sedis saskol o programaSi. amis gamo, miuTiTebis bel inj eri (Ballinger, 2003, gv. 101), axal beda studentebidil oben konspeqtis nacvl ad daweron karnaxi, magram es ar gamosdiT, radgan swrafi weris unar-Cvevebs isini aseve ar fl oben. nacvl ad imisa, rom maT eswavl aT sel eqciuri Cawera, bevrma axal beda studentma saerTod gaaneba Tavi Canawerebis gakeTebis mcdel obas. sirTul e imaSic iyo, rom, mas Semdeg, rac I eqtorma auxsna maT, rom Caweras saWiroebs mxol od mniSvel ovani informacia, studentebis gauWir daT mniSvel ovani/umniSvel o informaciis ierarqii Camoyal ibeba. am sirTul es daemata mecnierul i enisTvis damaxasiaTebel i terminol ogiisa da gramatikis arcodna (Clerehan, 1995). I ou da kukma (Lowe and Cook, 2003, gv. 63) daadastures, rom gamokiTxul pirvel kursel Tagan mxol od 34%-s miaCnia, rom kargadaa momzadebul i universitetSi swavl isTvis.

- gamokiTxul Ta 36%-ma upasuxa, rom momzadebul i iyo gancxadebebis, angariSebis, moxsenebebis da sxva tipis weril obiTi naSromebis Sesasrul ebl ad. I eqtorebis mier studentebis unar-Cvevebis Sefaseba kidev ufro dabal i aRmoCnda. bel inj eri adasturebs, rom studentebis uWirT (gancxadebaSi Tu eseiSi) azris Camoyal ibeba, I ogikuri Tanmimdevrobis dacva, mizezSedegobriobis gamoxatva da a.S. (Ballinger, 2003 gv. 106). es ara mxol od weris unar-Cvevebis probl ema, aramed azrovnebis da gamocdil ebis probl emacaa. studentebi xSirad adekvaturad ver aRiqvamen dasaweri sabuTis Janrobriw Taviseburebasa da miznebs, ris gamoc ver irCeven saWiro stil sa da argumentebis, da, sabol oo j amSi, ver aRweven dasaxul mizans.

anal ogiuri statistika saqarTvel os umaRI esi saswavl ebl ebisaTvis ar mogvepoveba, Tumca, ara gvaqvs safuZveli, vifiqroT, rom CvenSi am mimarTul ebiT situacia ukeTesia. Cveni piradi gamocdil eba, aseve,

kol egebTan saubari gvidasturebs im faqts, rom studentebi ar fl oben ara mxol od akademiuri weris zemoT moyvanil unar-Cvevebs, aramed el emental uri saqmiani weris unarsac. kerZod, maT warmodgena ara aqvT, Tu rogor unda daiweros (mSobl iur enazec ki) gancxadeba an ganmar-tebiTi weril i, rac aucil ebl ad dasWirdebaT swavl is periodSi.

კვლევის ობიექტი. Cveni kvl evis obieqts warmoadgens humanitarul i fakul tetis studentebisadmi inglisuri enis swavl ebis procesi, romel Sic integrirebul ia saqmiani weris swavl eba.

კვლევის მიზანი. kvl evis mizania, SemuSavdes saqarTvel os umaRI es saswavl ebl ebSi saqmiani weris swavl ebis meTodika da Semowmdes misi efeqturoba. amisaTvis visaxavT Semdeg amocanebs:

- SevarCioT sxvadasxva Janris nawerebis formatebi da Sesabamisi nimuSebi;
- Sevadginot rCvebi ara mxol od naweris formatis, aramed biznesetiketis dasacavad;
- gavaanal izoT saqmiani weris l eqsikur-gramatikul i Taviseburebebi da Janrebi;
- SevimuSaoT maTze muSaobisaTvis sasargebl o aqtivobebi da maTi daufl ebisaTvis gamosadegi strategiebi;
- davexmaroT studentebს, SeimuSaon efeqturi strategiebi saqmiani weris miznebis misaRwevad.

კვლევის მეთოდები. aRweril i miznisa da Sesabamisi amocanebis gadasawyvetad kvl evis procesSi gamoviyeneT Semdegi meTodebi:

- sakvl evi probl emis Sesaxeb arsebul i literaturis Seswavl anal izi;
- universitetis studentTaTvis saqmiani weris swavl ebis procesze dakvirveba;
- pedagogiuri eqსperimenti, erTi sakontrol o da ori eqსperimentul i j gufiT (sakontrol o j gufSi saqmiani weris swavl eba mxo-

l od arsebul i saxel mZRvanel os da saTanado meTodikis gamoyenebiT, pirvel eqsperimentul j gufSi am saxel mZRvanel oSi savar-
jiSoTa nawil is `rol uri TamaSebiT- Secvl a, xol o meore eqs-
perimentul j gufSi – real uri saqmiani weris gamoyenebiT);

- warmatebis Sesafasebl ad anketirebis, testirebisa da portfo-
lios gamoyeneba;
- miRebul i Sedegebis statistikuri meTodebiT damuSaveba.

კვლევის ჰიპოთეზა. saqmiani weris swavl eba efeqturi iqneba, Tu mis
procesSi:

- gamovienebT ara mxol od saTanado enobrivi masal isa da
Taviseburebebis da agreTve naweris formatis swavl ebas, aramed
biznesweris eTiketis elementebsa da warmatebis miRwevis
strategiebsac;
- gamovienebT real ur gamocdil ebas an sul cota `rol ur
gaTamaSebas- (studentTa j gufSi ramdenime `kompaniis- Seqmnas da
maT SigniT da maT Soris saqmiani sabuTebis gacvl as).

sabol oo j amSi, ingl isuri enis swavl eba saqmiani weris SeTavazebu-
li meTodikiT, savaraudod, gazrdis universitetis kursdamTavrebul Ta
mTli an kvalifikacias da konkurentunarianobas, Tumca amis Semowmeba
mxol od grZel vadiani (sul cota, ramdenime wl is) kvl evis safuZvel zea
SesaZl ebel i. amitom winamdebare naSromis fargl ebSi am debul ebis
safuZvl iani Semowmeba SeuZl ebl ad mi gvaCnia.

ნაშრომის მეცნიერული სიახლე. miuxedavad didi odenobis saswavl o
masal isa saqmiani weris swavl ebisaTvis (rogorc wignebsa da Jurnal -
gazeTebSi, ise internetze), mainc Zal ian mcire samecniero kvl evaa
warmoebul i am sakiTxis garSemo. Cvens mier Catarebul i Ziebis Sedegad,
ERIC (saganmanaTl ebl o resursebis sainformacio centri, romel ic
Seqmnil ia aSS-s ganaTl ebis saministros mier da romel Sic ganTavsebu-
l ia informacia ganaTl ebis sferoSi mil ionobiT samecniero publ ikacia-

ze) sistemaSi mxol od erTi sadoqtoro disertacia vipoveT, romel ic exeba saqmiani weris swavl ebas. es aris makgaris (McGarry, 1998 b) naSromi, romel ic ixil avs disertantis mier Sedgenil i saqmiani weris kursis efeqturobas.

1950-ian wl ebSi Sei qmna l ingvistikis (da SemdgomSi, enis swavl ebis meTodikis) axal i dargi – e. w. ESP, anu ingl isuri enis special uri (= profesiul i) miznebisatvis enis Seswavl a. biznesingl isuri da bizneskomunikacia ukve 60 wel ze metia kvl evis sagans warmoadgens. miuxedavad imisa, rom evropasa da aSS-Si garkveul wil ad Seswavl il ia saqmiani urTierTobis ena da damuSavebul ia saqmiani weris swavl ebis meTodika, romel sac eyrdnoba mTel i rigi saTanado saxel mZRvanel oebisa, maTSi meti yuradReba eTmoba weril ebisa da sabuTebis formatsa da enobriv Taviseburebebs. Cveni azriT, amis garda, Cveni studentebisTvis saqmiani weris swavl ebis aucil ebel ia dasavl uri biznesmental obis, misi eTikis ganxil vac. gvinda aseve aRvniSnoT, rom arsebul i l iteratura metad exeba saqmiani enis l ingvistur Taviseburebebs, xol o am probl emis pedagogiuri aspeqti (anu am enis swavl ebis kanonzomierebani) dRemde nakl ebadaa Seswavl il i. maSasadame, saqmiani weris swavl ebas Cveni qveynis pirobebsi sWirdeba original uri meTodika. es ki ganapirobebs Cveni kvl evis **siaxl es**.

bizneskomunikaciis da saqmiani weris kursebi dasavl eTis mraval universitetSi saswavl o programis nawil s warmoadgens. biznesadministrirebisa da mis monaTesave special obebze es saval debul o sagnebia, xol o sxva fakul tetebisTvis – arCeviTi. Tumca, am sagnebis arCeva uaR-resad sasurvel ia. CvenSi aseTi sagnebis gavl a miT ufro mniSvnel ovania, rom saqmian urTierTobebze Cvens studentebs bundovani warmodgena aqvT, miT umetes, maT ar ician saqmiani weris safuZvl ebic ki.

dirudis, vorl isa da j eimsonis (Dyrud, Worley and Jameson, 2006) azriT, aucil ebel ia studentebs vaswavl oT:

1. rogor gaaanal izon, Tu romel i teqnikuri termini, cnebebi da abreviaturebi Seesabameba mocemul i dokumentis mizans, Janrs, konteksts da mkiTxvel s, roml istvisac iwereba mocemul i dokumenti;

2. ideebis l ogikuri dal ageba da monakveTebS Soris kavSiris xazgasma mkiTxvel isaTvis;
3. Tanmimdevrul ad warmoadginon azri da misi ganviTareba/deta- l izacia;
4. ideebis l akoniurad gaformeba;
5. winadadebebsa da frazebSi paral el uri (anu erTnairi) konstuq- ciebis gamoyeneba, rac gansazRvrul ia faqtebis CamosaTvl el ad an Sesadarebl ad, da bol os _
6. nawerisaTvis iseTi struqturis an sxva el ementebis (magal iTad, xazgasmis, daxrili an sqeli Sriftis) gamoyeneba, roml ebic gasa- gebs gaxdis ideebis ierarqias.

aq moyvanili punqtebiT xel mZRvanel oba mniSvnel ovania saqmiani dokumentis Sedgenisas da maTi gaTval iswineba daexmareba studentebS saqmiani werisas profesiuli komunikaciis warmatebul ad warmarTvaSi.

garda imisa, rom saqmiani weris swavl eba Cveni qveynisTvis Tavis- Tavadi siaxles warmoadgens, Sesaswavl ia misi motivacia. quibl ma (Quible, 2006) Caatara kvl evebi, raTa ganesazRvra, Tu rogor gansxvavdebodnen bizneskomunikaciis kursis studentebi erTmaneTisagan motivaciit da swavl ebis im strategiebit, roml ebsac isini gamoiyenebdnen. saqmiani weris kursebeze motivirebuli swavlis strategiebis ganmsazRvrel i kiTxvari or nawil ad daurigda 44 students. Catarada maTi pasuxebis statistikuri analizi, roml is safuZvel zec Sesazl ebel i gaxda studentebis dajgufeba maTi motivaciuri orientaciis da maT mier gamoyenebuli swavlis strategiebis mixedvit. mniSvnel ovani gansxvaveba aRmoCnda sam jgufSi motivaciuri orientaciis Tval sazrisiT da or jgufSi - gamoyenebuli strategiebis Tval sazrisiT. swored motivaciisa da strategiebis gaTval iswineba aZl evs instruqtors saSual ebas _ ukeT ganviTaros sakuTari midgoma saswavlo procesisadmi da mi iRos zomebi studentTa miRwevebis gazrdaSi, rasac bizneskomunikacia iTval iswinebs. mniSvnel ovani gansxvavebebi iqna mopovebuli sxvadasxva saxis motivaciis mqone studentebS Soris. kerZod, Sinagani motivaciis mqone studentebi

უფრო მრავალფეროვან და ეფექტურ სტრატეგიებს იყენებდნენ საკმარისი
წილის, ვიდრე გარეგანი მოტივაციის მქონე სტუდენტები.

კვლევის პრაქტიკული მნიშვნელობა. კვლევითი პრაქტიკული მნიშვნელობა
იმას ნიშნავს, რომ კვლევითი მეთოდები და მათი საფუძველი შედეგები
და მათი საფუძველი შედეგები პრაქტიკული მნიშვნელობა იქნება ინგლისური
ენის მასწავლებლებს _ ეფექტურად ასწავლით საკმარისი წილის
წილის, ხოლო სტუდენტებს _ შეეძინონ უფრო მეტი უნარ-სწავლების
მნიშვნელოვანი ასპექტი, რომელიც ხელს უწყობს სწავლების-პროფესიული
უნარ-სწავლების ეფექტურ რეალიზაციას.

ნაშრომის სტრუქტურა. დისერტაცია შედგება შესავლის, სამი თავისა და
დამატებითი რეკომენდაციებისგან. მასთან ერთად დანართი და გამოყენებული
ლიტერატურის სია. დისერტაცია მოხსენიებულია 16 აპრილს.

თავი I

საქმიანი წერის სწავლების ლინგვოლიდაქტიკური თავისებურებანი

1.1. საკმიანი ვერის სვავლ ების პედაგოგიკური (დიდაქტიკური) საფუძვი ები

1.1.1. საკმიანი ვერის სვავლ ების პრინციპები

დიდაქტიკური პრინციპი განისაზრვება, როგორც `სახელ მზრვანელ ო დებუ-
ლი ებები, რომელი ებზეც იგება სასვავლი ო პროცესი, რომელი თა მაქსიმალური
გათვალისწინებები თაგან განისაზრვება სვავლი ების სინარსი, მეთოდები და
ორგანიზაცია- (მალი აზონია, 2001, გვ. 84). სანდერი (Sander, 2005) განსაზრვავს
დიდაქტიკური პრინციპებს, როგორც თეორიული ინსტრუმენტები, რომელი სადამარ-
ებები თაგან შესასვავლი თემების სიმრავლი ე სეიზი ება იყოს დიდაქტიკურად აგებული
და სტრუქტურირებული. მათი მიზანია, საგანი გაქდეს `სვავლი ებად-. ისინი
კრავენ დიდაქტიკური კოდნას კურსის დაგეგმვის მიზნით.

საკმიანი ვერის სვავლი ების დიდაქტიკური პრინციპების შესამოსაველი ად-
უნდა გავითვალისწინოთ:

- სტუდენტური ასაკის თავისებურებები;
- ზოგადი ვერის სვავლი ების თავისებურებები;
- საკმიანი ვერის თავისებურებები.

განტორი (Cantor, 2001) ასახელიებს შემდეგი პრინციპებს ზრდასრული შემსვავ-
ლი თაგან ეფექტური სვავლი ებისათვის:

1. მოიქეცი თ ისე, როგორც ლიდერი, დამხმარე, ხელი მზრვანელი, კოორდინა-
ტორი და ფასილიტატორი;
2. ხელი შეუწყეთ მოსვავლი თაგან აქტიური მონაწილეობას და სრული ყოფილი
კომუნიკაციას;
3. შექმენით თანამსრომლობითი ატმოსფერო;
4. პატივი ეცი თ შემსვავლი თაგან ინდივიდუალობას;
5. დაეხმარეთ შემსვავლი თაგან მიზნის დასახვას;
6. გამოიყენეთ ეფექტური კითხვები;
7. ხელი შეუწყეთ გამოცდილების შექმნას;
8. დაეხმარეთ სტუდენტებს პრობლემების გადაწყვეტას;

9. iyavi T j gufis wevri;

10. gaaZl iereT swavl a TviTsefasebis meSveobiT.

maSasadame, studenturi asakis Taviseburebebis gaTval iswinebiT, universitetSi saqmiani weris swavl ebisas, l eqtoris funqcia informaciis ubral o mimwodebl is, samuSaos organizatorisa da studentTa unar-Cvevebis Semfasebl is rol iT ki ar Semoifargl eba, aramed is saqmiani komunikaciis j gufis koordinatoria, da amave j gufis wevri (anu Tavadac monawil eobs bizneskomunikaciaSi).

TviTsefasebis unari yvel a asakSi mniSvnel ovania, magram studentisavis igi absoluturad aucil ebel ia, radgan Semswavl el is avtonomia am asakSi maqsimal ur dones arwevs, mis gareSe ki swavl is am safexurze winsvl is miRweva ukve SeuZl ebel ia. `enis xel ovneba- ("Language Arts", n.d.), gvTavazobs studentTa codnisa da unar-Cvevebis TviTsefasebis rubrikas, roml is modifitsirebac Cven movaxdineT Cveni sakvl evi Temis Sesabamisad:

cxril i 1.1

naweris TviTsefasebis rubrika

	Sefasebis parametrebi	kargi (10-9)	adekvaturi (8-7)	moiTxovs muSaobas (6-0)
1	marTl wera			
2	l eqsikonis gamoyeneba			
3	l eqsikis adekvaturi gamoyeneba			
4	gramatikul i formeblis adekvaturoba			
5	winadadeblis konstruqciis koreqtuloba			
6	punqtuacia			
7	azris mkafiod gamoxatva			
8	formati			
9	stilisturi Sesabamisoba			
10	eTiketis dacva			

weris, rogorc komunikaciuri aqtivobis, swavl ebisas, kol inzisa da TaTl is (Collins and Tuttle, 1979) azriT, aucil ebel ia gaviTval iswinoT

auditoria (wamkiTxvel i), naweris mizani da komunikaciis formati/Janri; aseve aucil ebel ia real isturi situaciebis gamoyeneba.

mail si (Myles, 2002), roj ersi da raimeri (Rogers & Rymer, 2001), al - perni da misi Tanaavtorebi (Alpern, Odett, & Pietila, 2004) aRni Snaven, rom saq- miani werisadmi komunikaciuri midgoma imas ni Snavs, rom Sesafasebel ia ara enobriv SecdomaTa raodenoba, aramed komunikaciuri miznis miRweva. Tu mkiTxvel ma gaugo damwers da maT Soris Sedga saqmiani urTierToba, naweri warmatebul ad unda CaiTval os.

teil ori da adel mani (Taylor & Adelman, 1999) ganasxvaveben indivi- dual izebul da personal izebul swavl ebas (orives ganixil aven, rogorc saqmiani weris swavl ebis principebs). individual izebul swavl ebaSi isi- ni gul isxmoben, rom studenti `a- da studenti `b- gamoiyeneben erTsa da imave saswavl o saxel mZRvanel os, magram Seswavl is sxvadasxva meTods. erT-erTma unda gaakeTos moxseneba imis Sesaxeb, rac man waikiTxa, xol o meore agebs statistikur cxrils wakiTxul masal ebze dayrdnobiT. personal izebul i swavl eba ki exeba studentebis Sesaxeb fonur infor- macias: maT interesebs, saWiroebebSa da SesaZl ebl obebs. swavl ebis per- sonal izaciis mizniT, sabazo saxel mZRvanel os garda, SeiZl eba gamoviye- noT satel evizio programebi (Tu isini moicaven sasargebl o da gamosade- gar informacias), samuSao gamocdil eba, hobic ki. amave ideas mxars uWers sasmani (Sussman, 1979).

Ceni (Chen, 2010), mahini da krugel i (Mahin & Kruggel, 2006) gvirCeven, gamoviynoT real uri cxovrebiSeul i gamocdil eba (droebiTi samuSao, profesiul i praqtika), raTa movaxdinoT studentTa saqmiani weris unar- Cvevebis Camoyal ibeba-srul yofa. radgan studentisaTvis rTul ia profe- siis Sesabamisi samuSaos Sovna da - Sovnis SemTxvevaSi - misi SeTavseba swavl asTan, isini xSirad mimarTaven xanmokle ufaso dasaqmebisTvis aramogebian organizaciebs. Cveni azriT, saqarTvel os pirobebSi kargi azria, TviT universitetma uzrunvel yos studentebi iseTi samuSao ad- gil ebiT, sadac studentebi (Tundac ufasod) SeiZenen saqmiani enis praqtikul ad gamoyenebis gamocdil ebas.

ocsaatiani msgavsi gamocdil ebis Semdeg studenti wers moxsenebas, romelic moicavs SeTanxmebis werils, proeqtis detal ur aRwers, is

awarmoebis Jurnal s, sadac semestris bol os wers xuTgverdian sakuTar Sexedul ebebsa da mosazrebebs. studentTa damokidebul eba amgvari daval ebebisadmi aris Zal zed pozitiuri.

kvl evebi (Bowdon & Scott, 2003; Eyler & Giles, 1999; Watters & Ford, 1994) adastureben studentebis pozitiur damokidebul ebas saqmiani weris swavl ebis amgvari gamocdil ebisadmi. eil eri da gail si (Eyler & Giles, 1999) gauZRvnen or erovnul (aSS-s masStabiT) kvl evis proeqts, sadac xaris-xobrivi da raodenobrivi monacemebiT aris gansazRvrul i studentebze aseTi praqtikis gavl ena. Ppirvel i kvl eva moicavda 1100 studentis mier saqmiani weris dauflebis Seswavl as 20 kol ejidan da, aseve, 66 studentis intervius, roml ebmac daasrul es aseTi swavl is erTi semestri. gamokiTxul Ta 80%-s miRebul i gamocdil eba miaCnda saukeTesod, xolo 20% Tvl ida, rom aseTi gamocdil eba mwiri da arasakmarisi iyo.

kimi him (Kimme Hea, 2005) SeimuSava kritikul ad ganwyobil daintere-sebul pirTa Teoria, rogorc im rTul i urTierTobebis ganxil vis erTerTi saSual eba, roml ebic arsebohs studentebis, maswavl ebl ebsa da biznesis sferos warmomadgenl ebs Soris. am Teoriis Sesabamisad, saqmiani wera ise unda iswavl ebodes, rom saswavl o procesi misawvdomi iyos rogorc maswavl ebl istvis, ise studentistvis, is saintereso da sasargeblo unda iyos momaval i special ististvis da Seesabamebodes sazogadoebis moTxovnil ebebs (studentebis saqmiani weris iseTi unar-Cvevebi unda Camouyal ibdes, roml ebic xel s Seuwyoben bizneskomunikaciis xarixis gazrdasa da, maSasadame, biznesis ganviTarebas).

vil iamsi da lavi (Williams and Love, 2005, gv. 27) miicneven, rom Sesazl ebel ia rogorc xel fasiანი, ise uxel faso praqtikis Catareba, rogorc `demokratiul i mgrZnobiarobis- kul tivaciis saSual ebisa.

deivissa da storers (Davis & Stohrer, 1989) miaCniaT, rom mkvl evrebi akeTeben aqcents eqsperimentul i Seswavl is mniSvnel obaze, rogorc saSual ebaze _ uzrunvel yos real uri samyaros konteqsti, sadac studentebis SeuZliaT ritorikul i unarebis ganviTareba. eyrdnobian ra didi amerikel i pedagogis, jon diuis, pragmatul ideebis, vil iamsi da lavi miicneven, rom aseTi (real ur gamocdil ebasTan Serwymul i) swavl eba xel s uwyobs studentebSi ritorikul i unar-Cvevebis ganviTarebas da,

amavdroul ad, akavSirebs saswavl o processa da sazogadoebas, mis moTxovnebs. aseTi tipis swavl eba mimarTul ia azrovnebis ganviTarebisa da ritorikul i anal izis unar-Cvevebis Camoyal ibebisken (naweris mkiTx-vel i, mizani da moTxovnil ebebi). ena Tavisi qmedunarianobiT amzadebs ritorikul da praqtikul niadags weris gamoyenebisa da sal aparako unar-CvevebisaTvis, raTa studentebma SeZl on cxovrebiseul i probl emebis gadawyveta da sazogadoebriv cvl il ebebze efeqtis moxdena.

vil iamsisa da l avis azrs iziareben bl eiqsl i (Blackeslee, 2001), fridmani da adami (Freedman & Adam, 1996), roml ebic miCneven, rom auditoriaSi muSaoba unda gaxdes xidi akademiur codnasa da praqtikul gamocdil ebas Soris, romel sac studentebi SeiZenen swavl is ganmavl obaSi sxvadasxva kompaniebSi xanmokl e praqtikis dros, roml is monitoringsac gana-xorciel ebs saqmiani weris maswavl ebel i.

rogorc aRniSnavs riversi (Rivers, 1980), saqmiani weris kurss seriozul i upiratesoba aqvs weris tradiciul (zogad) kursebTan SedarebiT: is aigeba real uri samyaros saqmian sabuTebisa da situaciebze, rac iwvevs studentTa motivacias. Ppraqtikul oba misi wamyvani principia.

wera komunikaciuri aqtivobaa. mi uxedavad amisa, skol ebSi da universitetebSi misi swavl eba arcTu ise komunikaciuria, radgan eseebs (Temebis) da weril ebs weren imisaTvis, rom maswavl ebel ma maTSi gaasworos enobrivi Secdomebi da Seafasos enobrivi koreqtul oba, nacvl ad imisa, rom nawerebi (rogorc es real ur cxovrebaSi xdeba) iwerebodes mkiTx-vel isTvis, romel ic pirvel rigSi naweris Sinaarsze moaxdens yuradRebis koncentracias.

amgvarad, roca vaswavl iT weras zogadad da miT umetes, saqmian weras, Cven, enobrivi sisworis garda, unda vifiqroT or rameze:

- _ ra gavakeToT, Tu vinmem ver gaigo Tqveni naweri;
- _ ra gavakeToT, Tu Tqven ver gaiget sxvisi naweri.

gaxsovdeT, rom arasworad/gaugebrad formul irebul ma azrma SeiZ-
l eba seriozul i l egal uri probl ema gamoiwvios. magal iTad, 2006 wel s
puntuaciis erT-erTma Secdomam ise Secval a naweris mniSvnel oba, rom
is kanadur firmas 2000000 dol ari dauj da (Eckhouse, 1999).

avTenturi (real uri, romel ic ar aris saswavl o mizniT Seqmnil i) masal ebis gamoyeneba saqmiani weris swavl ebis erT-erTi umniSvnel ovanesi principia. aseTi masal ebis magal iTs warmoadgens ABCA-s (amerikul i bizneskomunikaciebis asociaciis) publ ikaciebi. saswavl o masal ebis avTenturoba, erTi mxriv, karg misabaZ model ebs uzrunvel yofs, meore mxriv ki, zrdis studentTa interessa da motivacias. swored amitom Cveni disertaciis danarTSi SeTavazebul i saswavl o masal ebis umetesoba avTenturia, nawil i ki avTenturi masal is daval ebis Sesabamis modifikacias warmoadgens.

1.1.2. ucxouri (ingl isuri) enis kurikul umSi/sil abusSi saqmiani weris swavl ebis adgil i

rogorc miuTiTeben mel esi, mil ari, mortoni da fegani (Melles, Millar, Morton & Fegan, 2005, gv. 283-284), akademi uri (EAP – English for Academic Purposes) da profesiul i (ESP – English for Special/Specific Purposes) miznebi saTvis ingl isuri enis swavl eba mdebareobs xol me kurikul umis periferiaze an mis miRma. es imiT aris gamowveul i, rom swavl ebis ena unda gamoeyos swavl ebis Sinaarss. aqve gvinda aRvniSnoT, rom ingl isuri ena saqarTvel os universitetebSi umetesad ar aris swavl ebis ena, amitom saqmiani weris swavl ebam Tavisi adgil i unda hpovos sauniversiteto kurikul umSi (saswavl o programaSi) da mas unda mieniWos saTanado kreditebi. miT umetes, rom aseT tendenciaze dasavl eTis universitetebSi miuTiTeben mel esi da sxv.

rogorc nebismeri kurikul umisa da sil abusis Sedgeni sas, ucxouri enis swavl ebis kurikul umi/sil abusi unda iTval iswinebdes arsebul tradiciebs da inovaciebs, studentebis, kursdamTavrebul ebis, maswavl ebl ebis, administraciisa da potenciuri damsaqmebl ebis moTxovnil ebebs. samwuxarod, arsebul i programebis umetesoba, rogorc msofi ioSi, ise saqarTvel oSi, sakmaod tradiciul ia internetis TiTqmis ignorebis Tval sazrisiT saswavl o procesSi. miuxedavad imisa, rom saqarTvel o bol oniis procesis nawil i gaxda (2005 w.), `dainteresebul pirTa-

(stockholders/shareholders) azrebis gaTval iswineba kurikul umebis Sedgenisas CvenSi j erj erobiT mxol od qaRal dze (biurokratiul angariSebSi) arsebobs. kurikul umis Sedgenisas arasakmarisad iTval iswineben studentebis moTxovnil ebebs _ iswavl on is, rac maT konkurentunarianebs gaxdis Sromis bazarze. saqmiani ena, kerZod, saqmiani wera, rogorc cal ke kursi, iSviaTad iswavl eba ucxoETis umaRI es saswavl ebl ebSi da misi el ementebi praqtikul ad arasodes Sedis integrirebul programaSi komponentad. CvenSi saqmiani ena (da, Sesabamisad, wera) umaRI esi ganaTI ebis programaSi warmodgenil i ar aris, ekonomikisa da biznesis special obebze swavl ebis garda. amavdroul ad, misi swavl eba nebi smieri special obis kursdamTavrebul s daexmareboda dasaqmebaSi.

tradiciul ad, ucxouri enis kurikul umi/sil abusi Serwymul i, integrirebul i, an e. w. holistikuri saxisaa (anu is ar aris aspektebad dayofil i, Tumca sazRvravs, romel unar-CvevaSi ra done unda iqnas sabol ood miRweul i), an aspeqtobrivi (cal -cal ke sagnebadaa gamoyofil i warmoTqma, l eqsika, gramatika, audireba, saubari, kiTxva da wera). orive SemTxvevaSi, wera, samwuxarod, konkias rol Si gamodis. vus da jaos (Wu & Cao, 2007) statiaSi, magal iTad, aRniSnul ia, rom wera bol o wl ebis ganmavl obaSi ar yofil a prioriteti ucxouri enis programebis Sedgenisas. ukeTes SemTxvevaSi, mas ixil aven xol me, rogorc gramatiku- l ad swori winadadebebis qaral dze Caweras. amave dros, el eqtronul i fostis ganviTarebasTan dakavSirebiT, weris mniSvel oba sagrZnobl ad gazarada (American Management, 1998). gazarada avTentikuri (real uri, arasaswavl o) weris gamoyenebis saSual eba, ramac aamaRI a weris daufil ebis motivacia. gafarTovda nawerebis Janrebis diapazonic: i-meil i, sl aid-Sou (el eqtronul i prezentacia). aman ki asaxva unda hpovos enis swavl ebis programaSi. aucil ebel ia, zogadad weras meti adgil i daeTmos, gansakuTrebiT ki es exebeba saqmi an weras.

vu da jaos (Wu & Cao, 2007) aseve aRniSnaven, rom ingl isuri enis Tana- medrove kurikul umi aucil ebl ad unda asaxavdes kompiuteris saSual e- biT komunikaciis gazrdil rol s. Amasve aRniSnaven stepl toni da radia (Stapleton & Radia, 2010). amitom, magal iTad, weris swavl ebisas mniSvel ova- nia el eqtronul i weril is (e-mail) Taviseburebebis Setana programaSi.

arsebobs preskriptiul i (ena, rogoric is unda iyos) da deskriptiul i (enisa da teqstis saxeebi, rogorc isini arian real obaSi) enobrivi kurikul umebi. am or midgomas Soris sasurvel ia garkveul i kompromisis miRveva enobrivi kurikul umis Sedgenisas. aqedan gamomdinare, magal iTad, el eqtronul weril ebSi miRebul i Semokl ebebic unda gaxdes ganxil vis sagani (magal iTad, @home).

hiqsi (Hicks, 2010) gvTavazobs, rom ingl isuri enis swavl ebis kurikul umi/sil abusi iyos `gl okal uri- `gl obal uris- nacvl ad. amaSi is gul isxmobs ara mxol od Sesaswavl i enis, aramed mSobl iuri enis gaTval iswinebas ingl isuri enis swavl ebis procesSi. garda amisa, Sesaswavl i Tematika unda exebodes ara marto ingl isurenovan qveynebs, aramed adgil obriv kul turasac. aseTi midgoma ingl isuri enis kurikul umi/sil abusis Sedgenisas CvenTvis namdvil ad misaRebia. ufro meti, Cveni azriT, gasaTval iswinebel ia Cveni studentebis mSobl iuri Tu ucxouri enis bizneskomunikaciis mizniT gamoyenebis l okal uri gamocdi- l eba.

nebismeri kurikul umi moicavs ara marto sagnebs/kursebs, maT Tanmimdevrobasa da saatoBriv datvirTvas, aramed swavl ebis miznebs, amocanebs, swavl a/swavl ebisa da Sefasebis meTodebsa da Sedegebs. yovel ive amis gansazRvris mizniT, arsebobs saerTaSoriso da erovnul i dokumentebi, roml ebze dayrdnobiTac iswavl eba yvel a sagani, maT Soris, ucxouri ena. evropul sivrceSi aseT dokumentis warmoadgens `zogadevropul i sacnobaro CarCo enebisaTvis- (Common European, 2001). am dokumentSi detal urad arweril ia enobrivi unar-Cvevebis (maT Soris, weris) doneebi da swavl ebis Sesabamisi miznebi da Sedegebi. Tumca, ara marto B1 (`zRvrul i-) done, romel ic skol is kursdamTavrebul ebs moeTxovebaT da romel ic sakmarisia sabazo komunikaciisaTvis, aramed B2 (`upiratesobis mqone-) donec, romel ic moeTxovebaT aral ingvisturi special obebis universitetebis kursdamTavrebul ebs, ar moicavs saqmiani weris unar-Cvevebis qonas, rac ar migvaCnia l ogikurad. aRniSnul i dokumentis safuZvel ze, saqarTvel oSi SemuSavebul ia ingl isuri enis erovnul i standarte bi saSual o skol isaTvis, sadac detal uradaa asaxul i Tana-medrove moTxovnebi. anal ogiuri dokumenti umaRl esi ganaTl ebisaTvis,

samwuxarod, ar arsebobs, amitom swavl ebis amocanebSi saqmiani weris Setana mTI ianad universitetis iniciativazea damokidebul i. TumcaRa gvinda aRvniSnoT, rom, Tuki universiteti aseT iniciativas gamoiCens, es gazrdis ucxouri enis swavl is motivacias studentebSi da metad gaiTval iswinebs maT da maTi potenciuri damsaqmebl ebis moTxovnil ebebs. Tu ucxouri ena Sedis romel ime fakul tetis kurikulumSi, rogorc modul i, am modul is erT-erTi komponentad unda SeviyvanoT saqmiani enis/weris swavl eba. Tu ucxouri ena iswavl eba aspeqtebze dayofis gareSe, misi swavl ebis erT-erT amocanad unda daisaxos saqmiani weris swavl eba.

ucxouri enis, rogorc special obis, universitetSi swavl ebisas (misaRwevi done – C1 – `efeqturi fl oba-), msofi io praqtikaSi umetes SemTxvevaSi Sedis gacvl iTi an e.w. `sazRvris gadamkveTi~ kursebi (ucxo ena iswavl eba saTanado qveyanaSi). samwuxarod, saqarTvel oSi amis fufuneba j erj erobiT ar gvaqvs. Tumca amis nawil obriv kompensacias SevZl ebdiT, Tu weris swavl ebisas gamoviyenebdiT internetze arsebul sadiskusio j gufebsa da e. w. bl ogebs. am donis Sesabamis unar-CvevebSi Sedis saqmiani werac, Tumca Sesabamisi (am komponentis Semcveli) kurikulumi Cven internetze ver vipoveT. aseTi programebi arsebobs mxol od ingl isuri (rogorc mSobl iuri) enisaTvis da ZiriTadad, orientirebul ia biznesis momaval i da moqmedi special istebisaTvis.

1.1.3. saqmiani weris mecadineobebis dagegmva da organizeba, axali masalis axsnisa da ganmtkicebis formebi

saqmiani weris mecadineobebis dagegmva da organizeba nakl ebadaa Seswavl ili dasavl eTSi, xolo CvenTan saerTod ar aris damuSavebul i. amitom Cven sasargebl od miviCnieT am paragrafSi gagveanal izebina, erTi mxriv, biznesis swavl ebis kvl ebebi da praqtikul i rekomendaciebi, meore mxriv ki, zogadi ingl isuris (General English) swavl ebis debul ebebi weris swavl ebasTan dakavSirebiT.

kirzaki (Kirzak, 2008) samarTl ianad miuTiTebS, rom saqmiani ingl isuris swavl eba zogadi ingl isuris swavl ebis anal ogiurad SeiZl eba aigos da ar SeizRudos, rogorc es xSirad xdeba, saqmiani testebis kiTxva-TargmniT.

I uqi da Smiti (Look & Schmitt, 2000) Tavis naSromSi ixil aven biznesis swavl ebis standartebS. bevri maT mier SemoTavazebul i savarjiSo gamosadegia aseve biznesenis, kerZod ki _ saqmiani weris swavl ebisaTvis. yovel i savarjiSo unda asaxavdes swavl ebis Tanamedrove meTodebs da cnebebs, savarjiSoebi mimarTul i unda iyos saswavl o procesis asaC-qarebl ad.

saxel mZRvanel oSi Semaval i savarjiSoebi unda moicavdes Semdeg el ementebS: Sesrul ebis standartsa da instruqciebs, scenars (rol ebis ganawil eba), Sefasebis skal asa da rCevebs maswavl ebl ebisaTvis.

Cven SevimuSaveT saqmiani weris mecadineobis gegmis Sedgenis instruqcia:

1. mecadineobis gegma unda iyos martivi. ar Rirs bevri drois daTmoba detal uri gegmis SesamuSavebl ad. es dro umj obesia movaxmaroT saswavl o masal ebis SemuSavebas, studentebis nawerebis safuZvl ian Semowmebasa da a.S.

2. gegma unda asaxavdes muSaobis Tanmimdevrobas. masSi unda iyos asaxul i:

- mizani;
- saswavl o masal ebi;
- studentTa aqtivizaciisaTvis gamoyenebul i aqtivobebi (e.w. `warm-up activities-);
- saSual ebebi, roml ebi Tac vapi rebT, uzrunvel vyoT motivacia;
- axal i masal is axsna (Tu aqvs adgil i);
- savarjiSoebi;
- Sej ameba;
- naswavl i masal is praqtikul i gamoyeneba.

3. gegma unda asaxavdes SesaZl o sirTul eebS mocemul i masal is SeTvisebis as (magal iTad, tipur Secdomebs).

4. studentTa moTxovnil ebebi (students' needs) Sesaswavl TemasTan dakavSirebiT gasaTval iswinebel ia gegmis Sedgenisas. maswavl ebel s swirdeba icodes, Semsawl el Ta ra tipebs ganekuTvnebian misi studentebi (audial i-vizual i, sinTezuri-anal izuri Semsawl el i da a.S.), raTa SesTavazos maT maTTvis optimal uri daval ebebi. yovel i aqtivobisTvis saWi ro drois gamosaangariSebl ad maswavl ebel ma unda gaiTval iswinos, Tu ramdenad swrafi/nel i Semsawl el ebi hyavs.

5. miuxedavad imisa, rom saqmian weras aswavl iT, dro unda dauTmoT sxva aspeqtibus swavl ebasac (l eqsika, gansakuTrebiT, adekvaturi termi- nol ogia, saubari), wi naaRmdeg SemTxvevaSi, mecadineoba mosawyeni da araefecturi iqneba. Teorias (imis axsnas, Tu rogor iwereba esa Tu is saqmiani sabuTi) aucil ebl ad unda moyves praqtika, romel ic Seicavs ara mxol od meqanikur savarj iSoebs, aramed real obasTan maqsimal urad dakavSirebul komunikaciur daval ebebsac.

6. Tu mocemul i gegmis gamoyenebiT Catarebul i gakveTil i warmatebu- l i aRmoCnda, SesaZl ebel ia misi xel axl a gamoyeneba, saTanado modifika- ci iT (studentTa tipebis, maTi codnis donis gaTval iswinebiT).

kaufmani (Kaufmann, 1998, gv. 11, 13, 58), magal iTad, gvTavazobs Semdeg daval ebebs:

- videofragmentSi moyvanil informaci ze dayrdnobiT da Tqveni sakuTari azrebi s gamoyenebiT, dawereT, romel ia sakuTari mcire bizznesis gaxsnis dadebiTi da uaryofiTi mxareebi. ra gziT SeiZl eba xarvezebi gadaaqci oT upi ratesobebad?

- breinstormingi (gonebrivi ierisi): isaubreT da Semdeg CamowereT ideebi: gaqvT Tu ara rame idea bizznesis gaxsnis Taobaze? rogor mogi- vidaT es idea? daasabuTeT igi.

- rol ebi s gaTamaSeba real uri bl ankebis SevsebiT.

saqmiani weris kursis dasrul ebisas, studenteb s unda Camouyal ib- deT Semdegi kompetenciebi:

- gramatikul ad koreqtul i wera;
- oficial uri da naxevrad oficial uri saqmiani weris stil isturi Taviseburebebis gaTval iswineba;
- memorandumis dawera;

- saqmi ani weril is dawera;
- reziumes (CV) dawera;
- azrebis gasagebad da srul ad gadmocemis unari;
- saqmi ani Sexvedris, xel mZRvanel is instruqciebis Canawerebis gakeTeba;
- angariSis dawera.

(Workplace Basic, 1998, gv. 33)

maqgareli da verbimi (McGarrell & Verbeem, 2007) yuradRebas amaxvil eben TviTredaqtirebis safexurze, romelic teqtis Rma damuSavebas gul isxmobs. Mmaswavi ebel i am procesSi fasilitatoris rols asrul ebs. rol insonis (Rollinson, 2005) azrit, jgufur muSaobas am mimarTul ebit garkveuli SezRudvebi aqvs (zogjer moswavi eebi erTmaneTis Secdomebs swavi oben; kamaTis warmoSobis SemTxvevaSi, maT uWirt daadginon, visi azia swori). swored amitom redaqtirebis procesSi maswavi ebel mac unda miROS monawileoba.

saqmi ani weris, iseve, rogorc saertod weris, rogorc komunikaciis saxebis, swavi ebisas dasacavia Semdegi Tanmimdevroba:

_ weriswina etapi (gegms Sedgena, saWiro l eqsikis gaxseneba) – aucilebl ad tardeba mteli klasis an jgufis monawilebit;

_ `Savi- varinatis dawera – tardeba mcire jgufebSi an individual urad;

_ misi redaqtireba – tardeba mcire jgufebSi an individual urad;

_ saabolo variantis miReba;

_ maswavi ebl is mier gasworeba da Sefaseba;

_ sabolo optimaluri variantis Sedgena maswavi ebl is kritikis gaTvaliswinebit.

uarresad mnisvnelovania, Tu rogori iqneba maswavi ebel sada students Soris ukavSiri weris swavi ebisas. Mmas, rogorc miuTitebs elisi (Ellis, 2009), komunikaciuri datvirTva unda hqondes. Tu `miRebul ~ weril Si maswavi ebel i ubral od Secdomebs gaasworebs, amas saTanado efeqti ar eqneba, ufro metic, ar Sedgeba avTenturi komunikacia mas da students Soris. maswavi ebel ma Tavis sapaSuxo weril Si unda `Caaqsovos-

swori varianti, romel ic model is rol s Seasrul ebs da, amave dros, komunikaciis SenarCunebas uzrunvel yofs.

1.1.4. saqmiani weris swavl ebisas gamoyenebul i muSaobis formebi da daval ebebi

doRonaZe da fifia (2010, II nawil i, gv. 138) miuTiTeben, rom swavl ebis saorganizacio formebsi igul isxmeba, erTi mxriv, mecadineobis Catarebis adgili (saswavl ebel si _ sakl aso oTaxi/auditoria, lingafonuri kabineti, videodarbazi, kompiuteruli laboratoria _ damis fargl ebs gareT), meore mxriv ki – mecadineobaze muSaobis formebi (individual uri, wyvil ebSi, jgufuri, frontal uri).

ucxouri enebis swavl ebis Tanamedrove praqtika ZiriTadad auditoriaSi muSaobazea agebul i, Tumca weris swavl ebisas daval ebaTa umravlesoba Sin srul deba drois ekonomiiis mizniT. maSinac, rodesac studentebi weren l eqciaze, isini, tradiciul ad, muSaoben individual - rad. amis gamo, maswavl ebel i ar monawil eobs xol me weris procesSi da ver exmareba students weris strategiebis SemuSavebaSi. amitom, sasurve- lia, saqmiani werisaTvis momzadebis etapi ganxorciel des auditoriaSi. mTel i jgufi unda CaerTos, magal iTad, e. w. gonivrul ierisSi (brainstorming), romlis drosac gaixseneben sasargeblo l eqsikas da Seadgenen naweris gegmas. naweris gegmis Sesadgenad da pirveli `Savi- piri dasawerad studentebis SeuZliaT imuSaon wyvil ebSi an jgufebSi. maswavl ebel i rigrigobiT uaxl ovdeba jgufebis da exmareba maT. sabol oo, `TeTri- varianti ukve daiwereba Sin, individual urad. aseTi midgoma saSual ebas mogvcems, ara mxol od maswavl ebel ma warmarTos saqmiani weris swavl ebis procesi, aramed studentebic daexmaron erTmaneTs efeqturi strategiis SemuSavebaSi, naweris Sinaarsis gansazRvraSi da a.S.

kompiuteris gamoyenebiT saqmiani weris swavl eba aucil ebel ia, radgan, dResdReobiT, saqmiani wera swored ase xorciel deba. am gziT

Sesazl oa avTenturi swavl eba uzrunvel vyot da gavzardoT swavl is motivacia.

kompiteris gamoyenebiT saqmiani weris swavl eba Sesazl oa ganxor-ciel des:

- maswavl ebl is xel mZRvanel obiT, sauniversiteto kompiuterul l aboratoriaSi;
- damouki debl ad, sauniversiteto kompiuterul l aboratoriaSi;
- damouki debl ad, samsaxurSi (real uri saqmiani urTierTobebis real izaciisas), saxl Si an internetkafeSi.

maswavl ebl is xel mZRvanel obiT sauniversiteto kompiuterul l aboratoriaSi saqmiani weris swavl ebas aucil ebl ad unda daeTmos dro saTanado strategiebis SesamuSavebl ad.

maSasadame, saswavl o procesSi mecadineobis samive formas (saauditorio, l aboratoriul i da auditoriis gareT) gonivrul proporciaSi unda miymarToT, Tanac SevecadoT konkretul i formis gamoyenebisas misi upiratesoba maqsimal urad gamoviyenoT.

rogorc doRonaze da fifia miuTiteben (Il nawil i, 2010, gv. 138-143), igive SeiZl eba muSaobis individual ur, wyvil ur, j gufur da frontal ur formebez e iTqvas. individual uri muSaobisas uzrunvel yofil ia mocemul i Semsawl el is maqsimal uri pasuxismgebl oba, aqtivoba da yuradRebis koncentracia, misi damouki debl oba. auditoriaSi individual uri gamo-kiTxvis borotad gamoyeneba sxva Semsawl el ebs praqtikis saSual ebas amcirebs, xol o paral el uri (erTdroul i) individual uri muSaobis (magal iTad, savarj iSoebis weril obiT Sesrul eba) gamoyeneba droSi nakl ebad ekonomiuria (namdvil ad sj obs misi saxl Si Sesrul eba) da nakl ebad komunikaciuria (studentebi erTmaneTTan da maswavl ebel Tan ar urTierToben). wyvil ebSi muSaoba komunikaciuria, ufro Zl ieri Semsawl el i exmareba ufro susts (Tu adgil i ara aqvs iniciativis uzurpacias Zl ieri Semsawl el is mier an sustis parazitobas). misi organizeba `teqnukurad~ advil ia. amave dros, wyvil ebSi muSaobisas maswavl ebel s minimal uri saSual eba aqvs, gaakontrol os Semsawl el Ta sametyvel o aqtivobis siswore (da TviT ucxouri enis gamoyenebis faqtic ki) da daexmaros Semsawl el ebs. stabil uri wyvil is (merxis mezobl is) gamoye-

neba zRudavs Semsawl el Ta sametyvel o gamocdil ebas. wyvil ebSi moxerxebul ia erTmaneTis nawerebis redaqtireba: studentebi gacvl ian nawerebs, Semdeg msj el oben orive nawerze da adgenen orive naweris optimal ur sabol oo variantebs.

j gufebSi muSaobis organizeba xSirad adgil ebis Secvl asTan dakavSirebul drois dakargvas da discipl inis darRvevas iwvevs. Masawl ebel is mier kontrol isa da daxmarebis gawevis Sansi da komunikaciuroba j gufuri da frontal uri muSaobisas metia wyvil ebSi muSaobasTan SedarebiT, magram nakl ebia individual ur muSaobasTan SedarebiT. j gufuri da frontal uri muSaobisas, Znel ia imis uzrunvel yofa, rom yvel a Semsawl el i aqtiurad iyos Cabmul i savarj iSoSi Tu saubarSi. koreqciis ganxorciel ebac Zal ian rTul ia. aseve rTul ia iseTi Tematikisa da daval ebebis SerCeva, romel ic yvel as erTnairad dainteressebs.

studentebi, roml ebic gadian saqmiani weris kursebs dasavl ur qveynebSi, sxvadasxva fakul tetis/special obis studentebi arian, maT Soris, ekonomikis, menejmentis, buRal teriis, finansebis, masobrivi komunikaciebis, kompiuterul i mecnierebebis, biol ogiis, qimiisa da xel ovnebis sferodan. dResdReobiT, studentebis umravl esobas, special obis ganurCevl ad, gaaCniaT sakmaod maRal doneze ganviTarebul i kompiuterul i unarebi, rac gvaZl evs saSual ebas, saqmiani weris swavl ebisas gamoviyeoT kompiuteri da interneti. Estudentebi iyeneben nebismier unars, rasac isini miiCneven TavianTi saeqsperimento sasawl o proeqtis Sesatyvisad, Semdeg ki akeTeben moxsenebas da vrcel detal ur mosazrebebs gamoTqvamen sakuTari swavl is gamocdil ebaze. faqtobrivad, studentebi droebiTi dasaqmebisas saqmiani weris unar-Cvevebs xvewen. amavdroul ad, am procesSi maT exmarebaT maTi profesiul i (magal iTad, ekonomikis) codna da unar-Cvevebi.

rogorc ukve aRvniSneT, saqmiani weris efeqturi swavl eba SesaZl oa ara savarj iSoebis Sesrul ebiT, aramed real uri (an maSTan miaxl oebul i) weriTi komunikaciisas. amitom, Tu ar aris imis saSual eba, rom studentebma muSaobisas gamoiyenon saqmiani weriTi komunikacia, aucil ebel ia, rom maT, sul cota, miiRon monawil eoba e. w. saqmian TamaSSi. studentebi iyofian or an ramdenime `kompaniad- (saWi roa ganisazRvros, ra saqmi-

nobas eweva TiToeul i `kompania~, magal iTad, gadazidvas, remontsa da a.S.), inawil eben rol ebs am `kompaniebSi~ (menej eri, mdivani da a. S.) da Sedian erTmaneTTan `saqmi an~ weril obiT urTierTobaSi. am urTierTobis `produqts~ – mimoweras (da ara, rogorc es tradiciul i swavl ebisas xdeba, izol irebul weril ebs) _ afasebs maswavl ebel i. es Zal ian mniSvnelovania, radgan amis gareSe ver SevafasebT saqmi ani weril is mTavar parametr s – praqtikul i miznis miRwevis unars.

Tu aris saSual eba, studentebis saswavl o procesSi droebiT samsaxurSi real uri weriT i komunikacia unda ganxorciel des. es avTenturi gamocdil ebis SeZenis saSual ebaa, rac saswavl o procesis efeqturobas uzrunvel yofs. am SemTxvevaSic, raTa maswavl ebel s saSual eba mieces, moaxdinos am procesis koreqtireba da weris strategi ebis studentebis mier SemuSaveba, studentebma mza `produqti~ unda warudginon maswavl ebel s. aseve, sasurvel ia praqtikis xel mZRvanel is mier Sefaseba imisa, Tu ramdenad warmatebul ad asrul ebs studenti Tavis samsaxurebriv moval eobebs. praqtikis Sefaseba xdeba portfol ios saSual ebiT: studentebi aarCeven mimowemis im nawil s, romelic, maTi azriT, saukeTesod warmoaCens maT miRwevebs. rasakvirvel ia, studentma ar unda waradginos is naweri masal ebi, roml ebic komerciul saiduml oebas warmoadgenen (anu, portfol iosTvis masal ebis SerCevisas maT sWirdebaT kompaniis xel mZRvanel is Tanxmoba).

zogadad, weris swavl ebis Sinaarsi Semdeg komponentebad iyofa xol me: weris teqniki s (grafiki s, kal igrافيis, punqtuaci isa da ortografi is) swavl eba da sakuTriv komunikaci uri weris unar-Cvevebis SemuSaveba.

weris swavl eba ganxil eba, rogorc weris teqniki s formireba-srul - yofa da komunikaci uri weris swavl eba (al xaziSvili, 1997; giorgobiani, kaxiSvili, macxonaSvili, qvli viZe, 2004; kraveiSvili, 2002). saqmi an werasTan dakavSirebiT, saqme ZiriTadad gvaqvs komunikaci ur werasTan, Tumca, garkveul i yuradReba weris teqnika s (marTI weras, adekvaturi l eqsiki s, morfol ogi uri formevisa da sintaqsur i konstruqciebis Seswavl as) unda daeTmos.

axobaZe (2003, gv. 62) miuTitebs, rom marTI weris dasafl ebel i savarjiSoebi SeiZi eba davyoT sam j gufad. pirvel i, roml is mizanic

aris sityvebis amocnoba zogadi wesebis Sesabamisad _ am j gufSi Sedis sxvadasxva savarj iSo, magal iTad, cal keul i (wesismieri) sityvebis Cawera karnaxiT, teqstidan marTI weris garkveul i wesis mail ustriebel i sityvebis gadawera, iseTi gramatikul i formebis gamoyeneba, roml ebic orTografiul cvl il ebebTan aris dakavSirebul i (mag., Tanxmovnis gaormageba -ed sarTis damatebisas: stop-stopped). marTI weris unar-Cvevebis Camoyal ibebis mizniT, sasargebl oa omofonebisa da omografebis daj gufeba. kiTxvebze weril obiTi pasuxi `xids- warmoadgens formaze da Sinaarsze orientirebul savarj iSoebs Soris. amave mizniT, sasargebl oa sxvisi naweris redaqtirebis savarj iSo (romel ic, ZiriTadad, enobrivi Secdomebis gasworebas da naweris formatis dacvas exeba).

weril obiTi formiT azris gamoxatvis CvevaTa gansaviTarebl ad, aucil ebel ia weris swavl eba xdebodes winadadebis, abzacisa da gadabmul i teqstis doneze.

axobaZe (2003, gv. 62) miuTitebs, rom teqstis abzacebad I ogikuri dayofa special ur varj iSs saWiroebs. winadadebisa da abzacis doneze weris swavl ebisas (enobrivi fakul tetebeze - Sesaval -koreqtiul i kursis ganmavl obaSi) sasargebl oa Semdegi savarj iSoebis gamoyeneba:

_ wertil ebis gareSe warmodgenil i abzacis dayofa winadadebebad;

_ areul i mimdevrobiT SeTavazebul i winadadebebis I ogikuri dal ageba.

sasargebl o daval ebaa mocemul model ze dayrdnobiT sakuTari saqmiani dokumentis Seqmna.

teqstis doneze weris swavl ebisas gasaTval iswinebel ia teqstis Sinaarsobrivi (koherentul oba) da enobrivi-struqturul i (kohezia) gamarTul oba. Teoriul ad, gamarTul i teqstis Sedgenis unari Semswavl el ebma mSobl iuri enidan ucxour enaze unda gadaitanon. swavl ebis praqtika ki gviCvenebs, rom Semswavl el Ta nawil s es unari mSobl iuri enidan ucxourze avtomaturad ver gadaaqvs, bevri ki, samwuxarod, gamarTul teqsts mSobl iur enazec ver adgens. teqstis gamarTul ad daweris unar-Cvevebis Camoyal ibebis mizniT, sasargebl oa sakuTari teqstis redaqtirebis strategiebis aRwera, maTi ganxil va j gufSi, wyvil ebSi nawerebis gacvl a da urTierTredaqtireba.

`avTenturi- karnaxi iseTi savarjiSoa, rodesac xdeba rol ebis gaTamaSeba: `ufrosi- Tavis `mdivans- karnaxobs dokuments an mis gegmas, `mdivani- ki teqsts warmoadgens, roml is redaqtirebasac `ufrosi- ganaxorciel ebs. sxvaTa Soris, karg `mdivansac- aqvs ufl eba, garkveul i cvl il eba Seitanos `ufrosis- nakarnaxev weril Si, gansakuTrebiT, mis formaSi. Tu adgil i aqvs gegmis karnaxs, savarjiSo SemoqmedebiTia.

RonisZiebis oqmis Cawera (audio an videoCanaweris gamoyenebiT an RonisZiebis gaTamaSebiT) rol ebis gaTamaSebis ki dev erT saintereso variants warmoadgens. es aqtivoba aviTarebs mosmenisa da weris unar-Cvevebs.

aucil ebel ia, gaviTval iswinoT sxvadasxva savarjiSo-daval eba saqmiani werisaTvis gansxvavebul i Janrebis (saqmiani weril ebis sxvadasxva Janri, instruqcia, proeqti, angariSi, rekl ama, gancxadeba, oqmi da sxv.) dasaufl ebl ad (Myskow & Gordon, 2010).

savarjiSoebis nawil i mainc unda Sesrul des kompiuteris gamoyenebiT, radgan, erTi mxriv, studentebis unda Camouyal ibdeT saqmiani werisTvis (beWdvisTvis!) saWiro teqnika. garda amisa, studentebma unda SeimuSaon im kompiuterul i programebis efeqturad gamoyenebis strategiebi, roml ebic daexmareba maT efeqtur weraSi (maT Soris, marTI weris programebi). weris komponentebidan kompiuterul i saswavl o savarjiSoebis gamoyeneba SesaZl ebel ia orTografiisa da naweris gamarTul obis (koheziisa da koherentul obis) swavl ebisas, weris unar-Cvevebis l eqsikur da gramatikul aspekitze muSaobisas. kompiuteri, rogorc kavSirgabmul obis saSual eba, gamoiyeneba, rogorc nawerisaTvis Sinaarsobrivi resursebis mopovebis saukeTeso saSual eba da, aseve, rogorc avTenturi mimoweris teqniki i araRi. axobaZis (2003, gv. 94-95) disertaciaSi SemoTavazebul ia weris ganmaviTarebel i savarjiSoebi, roml ebic srul deba kompiuteris gamoyenebiT (isini saqmiani weris unar-Cvevebis gasaviTarebel adac gamosadegia): savarjiSoebis Sesrul ebisas wyvil is/j gufis wevrebi saerTo an individual ur kompiuterebTan sxedan.

I. individual urad Sesasrul ebel i savarjiSoebi:

- karnaxi (maswavl ebel i/programa karnaxobs, xol o studentebi krefen teqsts);

- sxvadasxva saxis l eqsikuri da gramatikul i savarj iSoebis weril obiT Sesrul eba Sin an mecadineobaze;
- bl ankebis Sevseba;
- Sin an mecadineobaze Sesrul ebul i weril obiTi Targmani mSobl iuri enidan Sesaswavl enaze;
- mocemul i daval ebis mixedviT weril is dawera, magal iTad: Write a letter to your friend. Imagine that you are a student of foreign languages and give some of your news;
- nivTebis, adami anebisa da procesebis weril obiTi aRwera
- Temis dawera, magal iTad, Think of someone in your family. Write something about them. Read it aloud to the rest of the class;
- SeTavazebul nawerebSi Secdomebis gasworeba;
- sakuTar naSromSi maswavl ebl is mier xazgasmul i Secdomebis gasworeba;
- instruqciebis (magal iTad, kerZis receptis) dawera, `proeqtis-, debul ebaTa CamonaTval is, rames (magal iTad, sayidl ebis) siis, anketis da a.S. Sedgena.

axobaZis (2003, gv. 84-85) naSromSi ganxil ul ia weris ganmaviTarebel i Semdegi savarj iSoebi, roml ebic gamosadegia saqmiani weris swavl ebisac:

I. weris unar-Cvevebis l eqsikuri aspeqtis ganmaviTarebel i savarj iSoebi:

- gamotovebul i si tyvis Sevseba;
- winadadebis l ogikuri dasrul eba;
- l eqsikuri transformacia.

II. weris unar-Cvevebis gramatikul i aspeqtis ganmaviTarebel i savarj iSoebi:

- si tyvebis Tanmimdevrobis aRdgena winadadebaSi;
- mocemul i si tyvebis gamoyenebiT (maTi formis Secvl iT Tu Seucv- l el ad) winadadebis Sedgena;
- gramatikul i transformacia;
- swori formebis Sevseba;

- winadadebis l ogikuri dasrul eba.

III. marTI weris unar-Cvevebis ganmavi Tarebel i savarj i Soebi:

- yvel a l-II tipis savarj i So;
- mTI iani Tu fragmentul i gadawera;
- karnaxi.

IV. teqstis struqturis, misi koheziis SesaTvi sebel i savarj i Soebi:

- Tanmi mdevrul ad daal ageT winadadebebi abzacSi, abzacebi - teqstSi;
- winadadebaSi (teqstSi) Casvi T makavSi rebel i si tyvebi;
- axseni T, ra igul isxmeba `Semcvl el si tyvebSi`.

V. ama Tu im doneze `Tavisufal i~, Semoqmedebi Ti xasiaTis weri Ti savarj i Soebi:

- dial ogis teqstSi gamotovebul i kiTxvebis an pasuxebis Sevseba;
- kiTxvebis dasma;
- kiTxvebze pasuxi;
- suraTebis gamoyenebi T moTxrobis an instruqciebis dawera;
- bl ankebis Sevseba;
- SeTavazebul i teqstis dasaTaureba;
- Txroba momxdaris Sesaxeb;
- biografiis dawera;
- sagnis, adgil is an procesis aRwera;
- mocemul Temaze kompozicia;
- aRweril i situaciis gaTval iswinebi T sapauxo weril is (gegmaze dayrdnobi T an damouki debl ad) dawera;
- sxvadasxva saxis sabuTebis (magal iTad, angariSis, gancxadebis, saCivris) dawera;
- wakiTxul is an mosmenil is Sinaarsis srul i an mokl e gadmocema weril obi T;
- gancxadebis an rekl amis Sedgena;
- SeTavazebul probl emaze sakuTari azris gamoxatva.

qul i (Cooley, 2006) gvTavazobs Semdeg daval ebas, romel ic daexmareba studentebs saqmiani weris sworad Sesrul ebaSi. mocemul i daval eba studentebisagan moiTxovs:

1. biznesgamocebis regul ar kvl eva-Ziebas da maT kritikul i anal izs;
2. mokl e mimoxil vis gakeTebas SerCeul nimuSebze dayrdnobiT, rac, erTi mxriv, gamoavl ens studentis profesiul i weris unarebs, meore mxriv ki, miaCvevs students dakvirvebul obas, kritikul anal izs, sakuTari azris l ogikurad Camoyal ibebasa da argumentirebas.

es daval eba studentebs aZl evs mimarTul ebas _ ufro efeqturad CaerTon saqmiani komunikaciis iseT formebsi, rogoricaa sajarogamosvl ebi, sadac, weris garda, prezentaciis unarebia mniSvnel ovani. saqmiani weris kursebi warmatebisaTvis morgebul i unda iyos interdisciplinarobasTan, maSin am kursebis saukeTeso praqtikis simtkice SesaZl ebl obas miscems studentebs, gaxdnen efeqturi komunikatorebi, maSasadame, warmatebul i saqmiani weris profesional ebi.

devetis (Devet, 2008) kvl evaSi naCvenebia, Tu rogor werdnen pirvel i kursis studentebi mokl e Txzul ebas saqmiani weril is Sesaxeb. aseTi daval eba, erTi mxriv, ajamebs studentis saqmiani weris gamocdil ebas, meore mxriv ki, srul yofs zogadi weris unar-Cvevebs. studentebi aramarto xedaven weris am or saxes Soris urTierTkavSirs, aramed swavl oben naweris iseT Tvissebs, rogoricaa mkiTxvel ze orientacia, argumentireba, adekvaturi stil is SerCeva, saTanado formatis gamoyeneba, rac weris orive saxes (zogad da saqmian weras) aertianebs. aseTi daval eba qmnis saganTaSoris kavSirebs da weris unar-Cvevebs ufro moqnil s xdis.

1.1.5. saqmiani nawerebis Sefasebis sistema

enobrivi koreqtul oba saqmiani werisas iseve mniSvnel ovania, rogorc zogadi enis swavl ebisas. magram, Tanamedrove tendenciebis gaTval iswinebiT, hefneri (Heffner, 1973, gv. 4) saubrobs mkiTxvel ze orientirebul i koreqtul obis cnebaze. anu, Semfasebel s, pirvel rigSi, aintereseb, mivida Tu ara informacia mkiTxvel amde. maSasadame, enobrivi koreqtul oba ar SeiZl eba meqanikurad gai zomos Secdomebis raodenobi T. misi maCvenebel ia is, Tu ramdenad kargad igებს mkiTxvel i nawerSi Cadebul informacias:

- **umaRlesi Sefaseba** enobrivi koreqtul obis kuTxiT: naweri ar Seicavs an TiTqmis ar Seicavs enobrivi Secdomebs – naweris gageba iol ia;
- **kargi naweri** – miuxedavad imisa, rom naweri Seicavs garkveul i raodenobis enobrivi Secdomebs, Secdomebis umetesoba meqanikuria, maTi raodenoba ar aris gamaRizianebel i da isini, praqtikul ad, ar iwvevs gaugebrobas;
- **damakmayofil ebel i** – Tumca SecdomaTa raodenoba didia da zogi Secdoma Sinaarsobrivia, es mcired uSli s xel s mkiTxvel s naweris Sinaarsis gagebisas;
- **aradamakmayofil ebel i** – Secdomebis raodenoba didia, maTi tipi iseTia, rom Sinaarsis gamotana praqtikul ad ver xorciel deba.

gvinda aRvniSnoT, rom aris SemTxvevebi, roca 1-2 Secdomac ki iwvevs igive Sedegs. ase rom, naweris Sefasebisas mTavari parametria Sinaarsis adekvaturi gamotana mkiTxvel is mier da ara Secdomebis raodenoba. garda amisa, saubaria ara mxol od enobrivi koreqtul obaze, aramed **formatis Sesabamisobaze**, rac saqmian qaRal debSi bevrad ufro mniSvnel ovania, vidre sxva saxis werisas. e. w. block style, romelic miRebul ia dasavl ur saqmian weraSi, TandaTanobiT vrcel deba saqarTvel oSic (qarTul ad ganxorciel ebul saqmian weraSic). misi erT-erTi Tavisebureba isaa, rom nawerSi ar gamoiyeneba e. w. wiTel i striqoni. imisaTvis, rom abzacebi vizual urad gamoirCeodes erTmaneTisagan, maT Soris manZilia gamotovebul i. aseTi formati aiol ebs informaciis mopovebas nawerSi.

formatTan mWidrod dakavSirebul i sakiTxia naweris struqtura (magal iTad, misal meba → imis aRniSvna, rom weril i aris sxva weril ze pasuxi → SeTavazebisaTvis madl obis gadaxda, misi miReba → daskvniTi dadebiTi winadadeba → xel ismowera aris erT-erTi tipis saqmiani weril isaTvis damaxasiaTebel i struqtura).

enobrivi koreqtul obis garda, mniSvnel ovania **enobrivi** (l eqsikuri, gramatikul i) **simdidre** da naweris **stil isturi Sesabamisoba**. paragraf 1.3-Si cven ufro detal urad davaxasiaTebT saqmiani weris stil istur Taviseburebebs, j erj erobiT ki ubral od aRvniSnavT, rom saqmian nawerSi yovel dRiuri enis gamoyeneba, marTal ia, xel s ar uSl is adresatis mier naweris gagebas, magram komikur efeqts ki izl eva zogj er.

rogorc nebismieri naweris, ise saqmiani naweris Sefasebisas didi mniSvnel oba eniWeba naweris **koherentul obas (l ogikuri Tanmimdevrobis uzrunvel yofas) da kohezias (enobrivi gamarTul obas)**.

zrdil obis/etiketis normebis dacvas saqmian weraSi gansakuTrebul i mniSvnel oba aqvs. Tu potenciur partnors eWvi Seepara Tqvens zrdil obaSi, miuxedavad imisa, rom Tqveni weril i enobrivad swori da gamarTul i iqneba, igi Tavsaaridebs TqvenTan urTierTobas – maSasadame, darRveul i iqneba weris komunikaciuri da pragmatul i funqcia. Zrdil obis normebi saqmiani komunikaciisas met-naklebad erTnairia yvel a qveyanaSi, Tumca komunikaciis kul turul aspeqts aq didi mniSvnel oba aqvs. magal iTad, ingl isurenovan saqmian weril Si uaris Tqmisas j er madl obas amboben SeTavazebisaTvis, dadebiTad axasiaTeben mas da mxol od Semdeg xsnian im mizezebs, ris gamoc amboben uars, Tanac uaris Tqmisas iyeneben Semarbil ebel l eqsikas: `I'm afraid, I cant-, `unfortunately, I will be busy~ da a.S. madl obis Tqma, principSi, erTxel ac sakmarisia, xol o bodiSiS moxda aucil ebel ia orj er (meored – weril is bol os).

internetiT, SesaZl oa, bevri rubrika vipovoT naweris, maT Soris, saqmiani naweris Sesafasebl ad (A complee guide, n.d.; Writing rubrics, n.d.). magal iTad:

cxril i 12. saCivris weril is Sefasebis rubrika

	friadi	kargi	damakmayofi- I ebel i	saWi roebs gaumj obesebas
el ementebi da formati	akmayofil ebs yvel a moTxovnas saCivris weril isadmi, Sinaarsi kargadaris organizebul i	akmayofil ebs yvel a moTxovnas saCivris weril isadmi, Sinaarsi aris organizebul i	akmayofil ebs moTxovnas saCivris weril isadmi, sasurvel ia, Sinaarsis organizeba ukeTesi iyos	ar moicavs bevr el ements, roml ebic aucil ebel ia saCivris weril isaTvis, Sinaarsi cudadaa organizebul i
stil i/ zrdil obis normebis dacva	probl ema da moTxovna konstruqciul maneraSia warmodgenil i; moTxovna real isturia	probl ema da moTxovna adekvatur maneraSia warmodgenil i; moTxovna real isturia	rogorc manera, ise moTxovnis Camoyal ibeba gaumj obesebas moiTxovs	manera muqaras Seicavs an arakonstruqci- iul ia, moTxovna gaugebari an miuRebel ia
winadadebebi da abzacebi	winadadebebi kargadaa organizebul i da gamoiyeneba mraavl gviri model i	winadadebebi met-nakl ebad kargadaa organizebul i da gamoiyeneba mraavl gviri model i	winadadebebis umraavl esoba srul ia, zogi erT winadadebas ukeTesi Camoyal ibeba sWirdeba	mraavl i winadadeba/ abzaci moiTxovs srul yofas
gramatika da marTI wera	ar moicavs gramatikul an marTI weris Secdomebs	moicavs 1-2 gramatikul an marTI weris Secdomas	moicavs 3-4 gramatikul an marTI weris Secdomas	moicavs 4-ze met gramatikul an marTI weris Secdomas
mTavrul i asoebis gamoyeneba da puntuacia	ar moicavs Secdomebs	moicavs 1-2 Secdomas	moicavs 3-4 Secdomas	moicavs 4-ze met Secdomas
gasarCevi xel i/nabeWdi	naweri/ nabeWdi advil ad	naweri/ nabeWdi moicavs 1-2	naweri/ nabeWdi moicavs 3-4	naweri/ nabeWdi moicavs 4-ze

	gasarCevia	gasworebas, rac ar abrkol ebs aRqmas	gasworebas, rac zomierad abrkol ebs aRqmas	met gasworebas, rac mniSvnel ovnad abrkol ebs aRqmas
akuratul oba	naweri sufTaa da ar aris daWmuWnuli	naweri sufTaa, magram cota daWmuWnulia	nawerze l aqebia	naweri miuRebl ad gamoiyureba

(National Council, n.d.)

am rubrikasTan dakavSirebiT, gvinda aRvniSnoT, rom Sefasebis kriteriუმები cota ucnauradaa dayofil i. ratom moxda, magal iTad, mTavrul i asoebis gamoyeneba punqtuaciasTan erTad da ara marTI weraSi (mxol od winadadebis dasawyisSi xom ar gamoiyeneba mTavrul i asoebi?!). garda amisa, rogorc ukve aRvniSneT, Secdomebis raodenobas didi mniSvnel oba ara aqvs, mTavaria maTi xasiaTi (ramdenad abrkol eben isini gagebas).

cxრილი 1.3. naweris Sefaseba, roml is mizanicaa mkiTxvel i daarwmunos raimes saWiroebaSi

Tvisebis gamoxatva:

1 - susti 2 - zomierad susti 3 - saSual o 4 - zomierad ZI iერი 5 - ZI iერი

1	studenti ixil avs Temas gasagebad, cocxl ad da sainteresod. 1 2 3 4 5
2	studenti akonkretebs azrs, iZl eva mi zezებს, roml ebmac am azramde miyvana. 1 2 3 4 5
3	studenti ayal ibebs kriteriუმებს an standartebs, roml ebsac eyrdnoba misi Tval sazrisi. 1 2 3 4 5
4	students mohyavs adekvaturi magal iTebi. 1 2 3 4 5
5	studenti iTval iswinebs mkiTxvel is Sexedul ebebs/kompetenturobas. 1 2 3 4 5

6	studenti ganixil avs misgan gansxvavebul Sexedul ebebsac. 1 2 3 4 5
7	Tu aris amis SesaZl ebl oba, studenti gvTavazobs gadawyvetil ebas. 1 2 3 4 5
8	raTa darwmundes, rom mkiTxvel ma mas gaugo, studenti axdens Tavisi azris parafrasz. 1 2 3 4 5
9	marTI wera, punqtuacia da gramatika sworia. 1 2 3 4 5
10	naweri advil ad ikiTxeba (mkveTri xel wera an kargi nabeWdi). 1 2 3 4 5

(Persuasive, n.d.)

es rubrika moicavs saqmiani weris mniSvnel ovan aspeqtibs, Tumca, igi sakmaod subieqturia.

cxril i 1.4. saqmiani weril is Sefasebis rubrika

damwyebi	sabazo	kargi	sani muSo
studentma ar icis saqmiani weril is formati. weril Si ar aris sakmarisi informacia. ideebi ar aris organizebul i. winadadebebis struqtura darRveul ia. saqmiani weril isTvis Seusabamo ena (stil i). didi odenobis Secdomebi.	students arasrul i warmodgena aqvs saqmiani weril is formatze. ideebi ar aris l ogikurad organizebul i da gasagebad Camoyal ibebul i. winadadebebis struqtura darRveul ia. saqmiani weril isTvis Seusabamo ena (stil i). didi odenobis Secdomebi.	saqmiani weril is formati dacul ia. saWiro informacia warmodgenil ia l ogikurad. moicavs gramatikul ad arasrul yofil winadadebas mcire odenobiT. adekvaturi saqmiani ena (stil i). moicavsMmcire odenobiT Secdomebs.	saqmiani weril is formati dacul ia. saWiro ideebi warmodgenil ia. ideebi cxadadaa formul irebul i da l ogikurad organizebul i. winadadebebis struqtura adevaturia. daxvewil i saqmiani ena (stil i). ar moicavs Secdomebs.

(Writing rubrics, n.d.)

es rubrika sakmaod kargia, Tumca, Cveni azriT, ufro detal uri unda iyos.

rogorc vxedavT, ganxil ul i rubrikebi auditoriis sxvadasxva dones da saqmiani weris sxvadasxva aspeqts exeba. zogi maTgani bol omde ar Seesabameba Tanamedroveobis moTxovnebs, zogi ki CvenTvis mniSvnel ovan komponentebs ar exeba. amitom, Cveni azriT, sasurvel ia, aseTi rubrikebis gacnobis Semdeg, studentebis enobrivi codnis donis, konkretul i naweris Janris gaTval iswinebiT, studentebTan erTad (raTa maT gaiTviT-cnobieron, Tu rogor unda Seadginon warmatebul i naweri) moxcdes maTi naSromis Sefasebis rubrikis Sedgena.

1.2. saqmiani weris swavl ebaSi studentTa asakobrivi Taviseburebebis gaTval iswineba

pedagogiuri fsiqol ogiisaTvis mniSvnel ovania asakobrivi wamonazardebis Seswavl a. aRniSnul wamonazardebs ganviTarebis Si da l ogika gaaC-niaT. j er ki dev vigotski (Выготский, 1996) aRniSnavda, rom aseT wamonazardebs ganviTarebis gansxvavebul i l ogika axasiaTebT, vidre saganma-naTI ebl o procesis msvl el obas.

studenturi asakis probl emis fsoqol ogiur-pedagogiuri Seswavl a, Semswavl el Ta asakobrivi, eTnokul turul i, individual uri da motiva-ciuri Taviseburebebis gaTval iswineba, Cveni azriT, umaRI es saswavl e-bel Si ucxouri enebis (kerZod, saqmiani weris) swavl ebis aucil ebel pi robas warmoadgens.

termini `studenturi asaki~ bol o ociode wl is ganmavl obaSi sul ufro da ufro popul arul i xdeba. igi Seqmnil ia termin `saskol o asakis~ anal ogiurad, Tumca mas, aRniSnul terminTan SedarebiT, seriozul i xarvezebi aqvs. Termini `saskol o asaki~ eyrdnoba, erTi mxriv, wmind a asakobrivi midgomas (qveynis mixedviT, 5-7 wl idan, daax-l oebiT, 16-17 wl amde), meore mxriv ki _ iseT fsiqol ogiur warmonaqmnebs, roml ebic aucil ebel ia saskol o ganaTI ebis misaRebad. radgan Tanamed-

rove sazogadoebaSi praqtikul ad 6-16 wl is asakis yvel a bavSvi CarTu-
l ia saganmanaTI ebl o procesSi, aseTi fsiqofiziol ogiuri da pedago-
giuri midgomis gaerTianeba eWvs ar iwvevs. amave dros, termini
`studenturi asaki~ samarTI iani kritikis sagani xdeba:

- Tumca tipuri studenturi asakia 17-23 wel i, studentebS Soris
araerTi sagrZnobl ad ufrosi adamiანი gv xvdeba (gansakuTrebiT, mas
Semdeg, rac Cvens qveyanaSi moixsna asakobrivi zRvari - 35 wel i,
roml is Semdegac adamiანS ar SeeZI o umaRI es saswavl ebel Si
Cabareba).
- yvel a adamiანი ar xdeba studentი.

amave dros, asakobrivi cneba `siymawvile~, romel ic bavSvobasa da
mozrdil obas Soris gardamaval periods Seesabameba, ufro farTo
cnebaa, vidre `studenturi asaki~. Tumca, msgavsad `studenturi asakisa~,
aqac asakobrivi zRvari bundovania, eTnokul turul i da individual uri
faqtoris gaTval iswinebiT, am asakis yvel a adamiანS garkveul i biol o-
giur-fsiqol ogiuri Taviseburebebi axasiaTebS.Bbunebrivia, am terminsa da
`studentur asaks~Bbevri ram aerTianebs. miuxedavad amisa, termini `stu-
denturi asaki~ moxerxebul ia im adamiანTaTvis aucil ebel fsiqol ogiur
TaviseburebaTa aRsani Snavad, vinc swavl obs umaRI es saswavl ebel Si.

siymawvile yvel a mkvl evris mier xasiaTdeba, rogorc fizikuri,
sqesobrivi da social uri simwifis dasrul ebis etapi. es simwifis
SeiZI eba iyos iuridiul ad dadasturebul i (simwifis atestati, samoqal a-
qo ufl ebebSi Sesvl a, rac sxvadasxva qveyanaSi gansxvavebul ia) da
faqtobrivi (daqorwinebis, ekonomikuri damoukidebl obis miRwevis saSua-
l o asaki). eriqsonma (ix. Woolfolk, 2005) Semoitana termini `fsiqol ogiuri
moratoriumi~, romel Sic igul isxmeba Tanamedrove axial gazrdis cxovre-
bis is periodi, rodesac igi sxvadasxva social ur da profesiul rol s
`isinj avS~, sanam ipovnis Tavis TavS. sakuTari Tavis Ziebis periodi
xSirad emTxveva studentur asaks, radgan studentis roli nakl eb
pasuxisgebl obasTan aris dakavSirebul i, vidre momuSave adamiანis roli.

siymawvile, rogorc asakobrivi kategoria, Seswavl il ia bl onskis,
el koninis, piaJesa da mraval i sxva mkvl evris mier. isini cdil obdnen
gamoeyoT am asakis wamyvani niSani. piaJes mixedviT (Woolfolk, 2005), inte-

Intellectualური განვითარების უკანასკნელი სტადია – ფორმალური ოპერაციების მიწვევის სტადია – ზრდილობა სრულდება 15 წლის ასაკში, თუმცა შეიძლება 20 წლამდე გასტანოს (რომ არაფერი ეტყობა იმ შემთხვევაში, როცა განვითარების ეს დონე პრინციპში არ მიწვევა). ფორმალური ოპერაციების განვითარების მარალი დონე დამოკიდებულია სოციალურ პირობებზე, კერძოდ, სწავლების ხარისხზე. უმთავრესი ფაქტორები ასაკი, პირობები, აქსიატები უნარტა სპეციალიზაცია (ე.წ. უნარტა დიფერენციალი), რომლის საფუძველზეც ხდება ცხოვრებისეული უკუნიშნები.

ბოლო წლებში მუდმივად უწყობდა განვითარების კონცეფცია (ანანოვი, ანდეროვა, კონი და სხვ. – იხ. Дзугоеვა, 1999), რომლის მიხედვითაც, ადამიანის განვითარება უწყობდა ევოლუციური-ინვოლუციური უწყობით მოზრობას, რომელიც ცხოვრების ბოლომდე არ უწყობდა. ეს სასაუბროებს გვაძლევს ვივარაუდოთ, რომ, თუ ფსიქიკური განვითარება მთელი ცხოვრების განმავლობაში უწყობდა და ამის მშენებელი ებიან სესატივისი უმთავრესი, მაშინ სტუდენტურ ასაკში, როგორც სოციალურ-ფსიქოლოგიურ ასაკობრივ კატეგორიას, აქსიატები უწყობდა მთელი სტრუქტურის უწყობით განვითარება. სტუდენტურ ასაკში ადამიანის უწყობით ინტელექტუალური განვითარება, მისი სასწავლო-პროფესიული მოწვევა, სტუდენტის სოციალური როლის მიწვევა უწყობდა სტუდენტური ასაკის უმთავრესი. სტუდენტის ინტელექტუალური განვითარების შესაბამისად უნდა აიგებდეს უწყობითი (მატარებელი, საკმარისი) სწავლება, რომელიც სინაისობრივად უწყობდა მარალი ინტელექტუალურ მოწვევებს უნდა უწყობდეს სასწავლო მასალას. **მასალის შექმნისას, აგრეთვე, უწყობდა უნდა დავყრდნობთ ინტელექტს, და არა მექანიკურ უწყობებს.**

სტუდენტების, როგორც სოციალურ-ფსიქოლოგიური და ასაკობრივი კატეგორიის, პრობლემა უწყობდა და სწავლილია ანანოვის, დმითრის, ლისოვსკისა და სხვა მექანიკების ნაშრომები. სათანადო კვლევები მიმდინარეობს 1960-იანი წლებიდან. ინტელექტუალური განვითარება სტუდენტურ ასაკში ადამიანის განვითარების მთავარი მიმართული უწყობდა. იგი, პირველ რიგში, დამოკიდებულია სასწავლო აქტივობაზე. მას აქსიატები პრობლემისადმი უწყობდა, პრობლემური სიტუაციის სტრუქტურის უწყობით, პრობლემის დამოკიდებულება და გადაწყვეტილების უწყობით (Дзугоеვა, 1999). უწყობითი აზრით, **უწყობდა მიწვევა ოვანია პრობლემური სწავლების**

gaTval iswineba ara mxol od iseTi intel eqtual uri profesiebis miRebisas, rogoricaa teqniki da sabunebismetyvel o special obebi, aramed humanitarul sferoSic, kerZod, ucxouri enis swavl ebisas. dRes-dReobiT, ucxouri enis fl oba profesional s mTel i Tavisi moRvaveobis procesSi sWirdeba, Sesabamisad, man unda miRos misi damoukidebl ad Seswavl a-ganmtkicebis iseTi unar-Cvevebi, roml ebic saSual ebas miscems uwyvetad gaagrZel os muSaoba ucxoenoBrivi unar-Cvevebis formirebasrul yofaze. es ki mxol od probl emuri midgomis gamoyenebisas aris SesaZl ebel i.

amJamad studentis statusiT saqarTvel os umaRI es saswavl ebl ebSi swavl a 18 wl is asakidan aris SesaZl ebel i. Aam asakSi Wabukis SemecnebiTi unarebi da fsiqofizikuri ganviTareba im kondiciamdeamisu li, rom mas Tavisufl ad SeuZl ia axal cxovrebas Seudges aqturad. umaRI esi skol is specifika imdenad gansxvavebul ia zogadi saskol o ganaTl ebis pirobebisgan, rom guSindel i abiturientisTvis studentoba marTl ac axal i cxovrebis dasawyisia. Tumca studentobis yvel a safexuri erTnairi rodia. pirveli da damamTavrebel i kursis studentebic didad gansxvavdebian erTmaneTisgan, rac am probl emis pedagogiur-fsiqol ogiuri Seswavl is aucil ebl obas usvams xazs (asaTiani, 2000, gv. 315).

studentobis asakSi xdeba adamianis yvel a fsiqikuri Zal ebis konsolidacia. amave dros, **es asaki xasiaTdeba ganviTarebis uTanabrobiT.** mnemoniuri (damaxsovrebis) unari, magal iTad, 18-20 wl is asakSi garkveul i stabil izaciis Semdeg, xasiaTdeba `pikebisa- da dacemis periodebis monacvl eobiT. studentis yuradRebis koncentraciis unari sakmaod maRal ia, Tumca aqac garkveul arastabil urobas aqvs adgil i. radgan ucxouri enis Seswavl isas enobrivi masal is damaxsovreba-gaxsenebas, yuradRebis koncentracias didi mniSvel oba aqvs, **aucil ebel ia ucxouri enis (kerZod, saqmiani weris) swavl ebisas uzrunvel yofil iqnas masal is sakmarisi gameoreba da swavl is maRal i motivacia.**

studenturi asakis fsiqofiziol ogiur Tavisbur ebeps miekuTvneba **abstraqtul i da anal itikuri azrovneba, msjel obisadmi da ganzogadebisadmi midreki l eba, aRqmul i informaciis sistemizaciis moTxovni-**

I eba, Sida (Sinagani) metyvel ebis Rrma, mraVal mxrivi gamomJRavneba. am asakSi SeimCneva kargi mexsiereba, fiziol ogiurad organizmi aRwevs optimal ur maCvenebl ebs.

zimnaia (Зимняя, 1989) miuTiTebS, rom studenturi asaki adamiანis pirovnebis mTI ianobaSi, misi mraVal feroVani interesebis Camoyal ibebis **periodia**. umaRI esi ganaTI ebis miRebisas xdeba momaval i profesiul moRvaveobis safuZvl is Seqmna, es aris intel eqtis urTul esi struqturirebis xana. am asakis adamiანis intel eqtis `mnemoniuri birTvi~ xasiaTdeba `pikēbis~, anu `optimუმebis~ mudmivi monacvl eobiT, am birTvSi Semaval i sxvadasxva funqciis wina pl anze wamoweviT. es imas niSnavs, rom **saswavl o daval ebebi unda iyos mimarTul i erTdroul ad gagebaze, gaazrebaze, damaxsovrebaze, studentis mexsierebaSi SesaTvisebel i masal is struqturirebaze, mis Senaxvasa da mizanmimarTul aqtual izaciaze.** studentTa SemecnebiTi procesis aqtivizacia ჯმუდამ მიმდინარეობს სასწავლო ინფორმაციის დამახსოვრება-რეპროდუქციის ორგანიზაციის ტანხლებით.

Zugkoeva (Дзугкоева, 1999) aRniSnavs, rom studentur asaks, rogorc social ur-fsiqol ogiur kategorias, axasiaTebS iseTi konkretul i warmodgenebis SeZena, roml ebic dakavSirebul ia momaval profesiul moRvaveobasTan, pirovnul da profesiul TviTgansazRvrasTan. studentis Sedis `farTo sociუმSi~, iZens axal social ur rol ebs, Sedis mozrdil - Ta samyaroSi. **rol ebis gaTamaSeba - ucxouri enis swavl ebis efeqturi saSual eba - gansakuTrebul mniSvnel obas iZens studentur asakSi,** radgan masSi unda `gaTamaSdes~ mraVal i axal i roli.

studenti iZens unar-Cvevebs, roml ebic aucil ebel ia swavl is axal i etapisaTvis: es aris sacnobaro literaturასTan muSaobis, damouki debeli i kvl evis Catarebis unari. ucxouri enis Seswavl ასTan dakavSireბით, es niSnavs didi mocul obiT სასწაო კიტხვას (kerZod, saqmiani mimowერis), I eqsikoniT muSaobas, kompiuterze muSaobისას ucxouri enis gamoyenebas da sxv. studentur asakSi adamiანს uyal ibdeba Rirebul ebaTa sistema (romel Sic profesiul warmatebas sakmaod didi adgili eTmoba) და eTikuri cnობიერება (მაT Soris, profesiul i da saqmiani eTika). **ucxouri enis (kerZod, saqmiani weris) Seswavl a maqsimal urad unda iyos dakav-**

Sirebul i studentis momaval profesiasTan, mis momaval profesial moRvaveobasTan.

azrovneba studentur asakSi gansakuTrebul moqnil obas izens, rac students saSual ebas aZl evs ara mar to gadaWras standartul i amocanebi standartul i strategiabis gamoyenebiT, aramed mimarTos **evristikul strategiებსac**, dainaxos probl emaq, sadac sxva mas ver amCnevda. TviT saswavl o aqtivoba moiTxovs studentisagan kvl eviT-probl emuri meTodebis gamoyenebas. **ucxouri enis Seswavl a am etapze ar unda warmoadgendes mxol od teqstebze muSaobisa da enobrivi masal is dagrovebis process, igi unda iyos CarTul i studentis saswavl o-kvl eviT da praqtikul - samsaxurebriv aqtivobaSi.**

studentTa fsiqol ogiuri Taviseburebani didwil ad damokidebul ia aseve maT mier SerCeul special obaze. ase, magal iTad, emel ianova (Емельянова, 2000) miuTitebs, rom ekonomikuri special obis studentebisTvis damaxasiaTebel TaviseburebaTa Soris aris **seriozul oba da msjel obis damoukidebl oba**. amave dros, misi dakvirvebiT, maT, samwuxarod, axasiaTebT **komunikabel urobis dabal i done, xal xTan urTierTobis** nakl ebad ganvitarebul i **unari, cxovrebis kul turul i aspektebisadmi dabal i interesi**. saqmiani weris swavl ebisas es faqtorebi aucil ebl ad gasatval iswinebel ia.

asl aniSvil i (2010) miuTitebs, rom studentebis swavl ebisas gansakuTrebiT mniSvel ovania saswavl o masal ebis sainteresod wardgena. rogorc qadagiZe miuTitebs (Kadagidze, 2010), swored aseTi swavl ebis magal iTs warmoadgens rol ebis gaTamaSeba ESP-s, kerZod, saqmiani weris swavl ebisas. RaribaSvil i da gigauri (Garibashvili & Gigauri, 2010) yuradRebas amaxvil eben studentebisa da maswavl ebel s Soris urTierTobebze ESP-s swavl ebisas. imisaTvis, rom es procesi komunikaciuri da mimzidveli iyos, maswavl ebel i am komunikaciis monawile unda iyos. Aaqedan Cven SegviZl ia davaskvnaT, rom saqmiani weris swavl ebisas maswavl ebel i ar SeiZl eba iyos mxol od Semfasebel i, man monawileoba unda miRos saqmiani mimoweris procesSi.

1.3. saqmiani weris l ingvisturi Taviseburebani

weriT i metyvel ebis ZiriTadi l ingvisturi Taviseburebebi, v.a.vinogradovis, l .v.Serbasi da sxva mkvl evarebis (Виноградов, 1983; Солдатова, 1997; Щерба, 1974; Мильруд, 1997; Cumming, 1998, l ebani Ze, 1997) azriT, Semdegi a:

_ misi, zepir metyvel ebasTan SedarebiT, `formal uri~ xasiaTi;

_ sakmaod grZel i, gavrcobil i da rTul i winadadebebi;

_ l eqsikuri da gramatikul i simdidre da sirTul e;

_ mkveTri struqtura (Sesaval i, ramdenime abzacisagan Semdgari ZiriTadi nawil i, daskvna), romel ic ganpirobebul ia naweris SinaarsiT, informaciis saxiT da misi daniSnul ebiT;

_ enobrivi da Sinaarsobrivi gamarTul oba (kohezia da koherentu- l oba);

_ garkveul i kl iSebis gamoyeneba.

bunebrivia, es Taviseburebebi axasiaTebis weris yvel a saxeobas, maT Soris, saqmi an weras. Aamas emateba saqmi ani stil is Taviseburebebi.

1.3.1. saqmiani stil is anal izi

devid kristal i (Crystal, 1971) miuTiTebis, rom stil isturi adekvaturoba ganisazRvreba am enaze rogorc mSobl iurze ganaTl ebul i mol aparakeebis gamokiTxviT. Semdeg statistikurad gamoiyofa ama Tu im stil isaTvis damaxasiaTebel i Tvissebebi. gamonaTqvami/naweri im SemTxvevaSi aRiqmeba maT mier, rogorc `stil isturad adekvaturi~, Tu igi ara mar to icavs saTanado stil is arsebul normebs, aramed warmatebas aRwevs. amitom, magal iTad, sarekl amo gancxadeba Sedgenil ia adekvatur stil Si, Tu igi iwvevs myidvel is survil s _ SeiZinos nivTi. gamonaTqvami unda iTval iswinebdes situacias da iyos msmenel ze/mkiTx- vel ze orientirebul i.

arnol di (Arnold, 1973, gv. 221) miuTiTebis, rom funqciuri stil i SeiZl eba ganisazRvros, rogorc eqspresiul i saSual ebebis sistema, romel ic damaxasiaTebel ia komunikaciis ama Tu im sferosaTvis. Oficia- l ur funqciur qvestil ebs Soris igi asaxel ebs saqmi an enas (aseve,

mecnierul da masmediis qvestil ebs). misi azriT, oficial ur stil s axasiaTebS:

- e. w. `ganaTI ebul i~ l eqsikis gamoyeneba (`commense~ da ara `begin~, `feasible~ da ara `possible~ da a.S.);
- arqaul i kavSi rebi s gamoyeneba (hereby, hereafter);
- kl i Seebi s gamoyeneba (as early as, in terms of).

dasavl ur terminol ogiaSi ufro miRebul ia `formal uri~, `naxevar-formal uri~ da `araformal uri~ stil ebi s gamoyofa. saqmiani wera ufro xSirad real izdeba formal ur, xol o zogj er naxevarformal ur stil Si.

saqmiani werisaTvis damaxasiaTebel Tvis ebbs Soris, kol inzi da TaTI i (Collins & Tuttle, 1979, gv. 8-10) asaxel eben:

- seriozul obas
- erTaderTi interpretaciis SesaZl ebl obas
- miRebul i formatis dacvis aucil ebl obas
- spesifikuri terminol ogiis gamoyenebas
- mkiTxvel ze orientacias
- gamokveTil i sakomunikacio da pragmatul i miznis qonas

Language Arts (n.d.) saitis avtorebi miuTiTeben, rom saqmiani weris mniSvnel ovani Tvis ebaa zrdil obis wesebis dacva. misi `intonacia~ ar SeiZl eba gamoxatavdes risxvas an sxva uaryofiT emocias.

1.3.2. saqmiani weris saxeobani/Janrebi

haiaTi (Hayati, 2008) ambobs, rom saqmiani wera warmoadgens ESP-s (ingl isuri ena special uri miznebisatvis) nawil s. is iziarebs sueilis (Swales, 1990) azrs, rom special uri miznebiT enis swavl eba unda eyrdnobodes saTanado dargebSi gamoyenebul i Janrebi s anal izs.

boforti (Beaufort, 1992) miicnevs, rom wera (maT Soris, saqmiani wera), komunikaciur doneze swavl ebis as, aucil ebl ad unda iswavl ebodes naweris Janridan gamomdinare. enis swavl ebis maRal doneze (kerZod, universitetSi) ar arsebobs abstraqtul i weris unar-cvevebis formireba,

aucil ebel ia ganisazRvros, romel i Janris nawerebis Sedgena unda SeeZl os students.

Canoki (Chanock, 2003) miuTiTebS, rom saskol o saswavl o programa ingl isurenovan qveynebSi ar iTval iswinebs weris swavl ebis as profesiu- l i moRvaweobisaTvis saWi ro sxvadasxva Janris daufI ebas. ufro metic, iSviaTia amis gaTval iswineba umaRI es saswavl ebel Sic ingl isuris (maT Soris, biznesingl isuris) swavl ebis as. ZiriTadad, iswavl eba `Teme- bis-/eseebis wera, rac aranairad ar amzadebs moswavl eebS cxovrebaSi saWi ro weriT i komunikaci isaTvis.

biSopi (Bishop, 1992) miuTiTebS, rom amerikaSi kol eJ ebis didi nawil i da ingl isuri enis ganyofil ebebi/fakul tetebi weris kursebis dayofas axorciel ebs Janrebis mixedviT. swored amis gamo, weris instruqtaji, rogorc sfero, warmoadgens swavl ebis interesebs, rac Sedegs iZl eva mraVal feroVan weril obiT samuSaoebSi. aseTi midgoma sakmarisia imisTvis, rom fakul tetebma daiqiraon weris special isteBi, roml ebsac aqvT Sesatyvisi codna iseT saqmian mimoweraSi, rogoric aa teqniki wera, kreatiul i wera da biznesmimowera. aseTi tipis specia- l izaciis Sedegi xSirad probl emuria. swavl ebis mimdinare kursis aRwera krZal avs mraVal feroVani weris kval ifikacias, romel ic viwrod ama Tu im JanriT ganisazRvreba. xSirad studentebi ver xvdebian saqmian mimoweris kursebze, radgan ar aqvT Sesabamisi unarebi, sadac mniSvnel o- vania ritorikul i Cvevebi da weris procesi. Mmaswavl ebl ebi am Janris kursebSi uaRresad unda daspecial izdnen, raTa gansazRvron sakiTxis specifika. maSin, roca weris kursebis Janrobrivi dayofa misaRebi da praqtikul ia, Janrobrivi fokusireba mal avs weris procesis sazogado bunebas, rac swavl ebis strategiebis xel axal gadaxedvas gvTavazobs. biSopis azriT, mcdaria midgoma, roml is mixedviTac, studentebis warmateba mxol od ama Tu im sferosTan dakavSirebul i JanriT gani- sazRvreba. mokl ed rom vTqvaT, weris kursebis mizani unda iyos werisadmi zogadi moTxovnebis xazgasma, procesis marTva da weris sxvadasxva JanrSi gamocdil ebis SeZena.

Cveni azriT, saqmian weris cal ke kursad an modul is cal ke nawi- l ad gamoyofa Zal ian mniSvnel ovania iseT qveyanaSi, rogoric aa saqarTve-

ლო, სადაც, ერთი მხრივ, საკმარი ურთიერთობის არსებობის გამოცდილება გვაქვს, მეორე მხრივ კი, მისი მნიშვნელობა უარესად დიდია. რაც შეეხება საკმარი ღირსეულობას, ჯერ, რასაკვირველია, ზოგად ღირსეულობა და საკმარი ღირსეულობა (მაგალითად, საკმარი სტილის შესაბამისი სიტყვის შეცვლა, ნაღირსეულობა-კოჰერენტობა და ა.შ.) უნდა ვასწავლოთ სტუდენტებს და მერე, ტანადობით, ეს თავისებობა განვმტკიცებინოთ სწავლასთან ერთად. საკმარი ნაღირსეულობის ღირსეულობის საკმაოდ განსხვავდება ერთმანეთისაგან და ამიტომ სადავოდ მიგვაჩნია აზრი, რომ ცალკეული ღირსეულობის სწავლა ეხებოდეს მნიშვნელოვანი საკმარი.

ტომას კენტი (Kent, 1987) გვთავაზობს, რომ საკმარი ღირსეულობა უნდა ატარებდეს დიალღორას ხასიათს და იტვლის შეზღუდვებს საკმარი ღირსეულობის დამახასიათებელი ღირსეულობის თავისებობებს.

საკმარი ღირსეულობის გამოყენების ღირსეულობა: CV (ავტობიოგრაფია), ბიოგრაფია/ფორმა, განცხადება, მოხსენებითი ბარათი, მემორანდუმი, ინსტრუქცია, სწავლასთან დაკავშირებული საკმარი ღირსეულობის და ელექტრონული ღირსეულობის, სწავლასთან დაკავშირებული პროექტები და ანგარიშები და ა.შ.

ბიოგრაფია/ფორმა

ბიოგრაფია და შესაბამისი ფორმები ანალიზის უზრუნველყოფის თავისებობები ახასიათებს, რაც რეზიუმეს. უმეტეს შემთხვევაში, ბიოგრაფია ნომინალური ფორმით იწოდება (არ შეიცავს ზმნებს/ვინაობებს), ტოპიკა, შესაზღვრებულია, იგი მოიცავს ვინაობებს კითხვით ფორმას. საკმარი ღირსეულობა სტუდენტებში უნდა დაივით სწავლასთან (სავიზო განცხადება, ფორმა, რომელიც იწოდება უნივერსიტეტის რეგისტრაციის, სამიგრაციო ბიოგრაფია და ა.შ.) ბიოგრაფიის შესახებ, ხოლო შემდეგ შევიზღვრებთ მათ შეადგინონ ფორმები სწავლასთან დაკავშირებით. ეს შესაზღვრებულია როგორც (დამსაჯობების – კანდიდატების ტანადობების დასაკავებლად) გატანის შესახებ დავალებების ნაღირსეულობა.

რეზიუმე/ავტობიოგრაფია/CV

კარგი აზრია, ეს ღირსეულობა ვასწავლოთ საკმარი ღირსეულობის დაუფლების საწყის ეტაპზე, რადგან მისი ფორმა და მასში შესაზღვრებულია უზრუნველყოფის საკმარი. აკრძალულია უნივერსიტეტის ნაღირსეულობის საღირსეულობის (ვინაობებს არ ვერთ და ამიტომ თავს ვარიდებთ სამუდამო პრობლემის ინგლისურ ენაში – ზმნის დრო-

aspeqts, artikl is gamoyenebasa da sityvaTa wyobas), amitom gvaqvs saSual eba gavamaxvil oT yuradReba marTI weraze. amave dros, kargi reziumes dawera uaRresad mniSvnel ovania samsaxuris mosapovebl ad.

reziumes dawerisas studentebi yuradRebas gaamaxvil eben sakuTar miRwevebze, amitom reziumes weras sakuTar TavSi darwmunebul obisaTvis didi mniSvnel oba aqvs. rogorc procesi, ise produqti (naweri) uRviveben students dadebiT emociabs da zrdian mis motivacias. saerTod, enobrivi simartivis miuxedavad, am JanrSi wera motivirebul ia pragmatul ad: students mZad eqneba avtobiografia samsaxurebriv an saswavl o konkursebze dasagzavnad.

reziumes mkiTxveli aris misi damweris potenciuri damsaqmebel i. amitom, mniSvnel ovania, vaswavl oT studentebis ara mxol od reziumes formati da mistvis saWirol eqsika (ganaTI ebasTan da profesiebTan dakavSirebul i terminologia), aramed is, Tu rogor warmoadginon sakuTari Tavi kargi kuTxiT, magram obieqturad. studentma unda icodes, rom reziumeSi motanili informacia SesaZl oa gadamowmdes, amitom ar Rirs masSi iseTi raRacebis dawera, roml ebic sinamdvil es ar Seesabameba.

reziumes Sesatyvisi l eqsikis saswavl ebl ad maswavl ebel s SeuZl ia winaswar Caataros studentebis anketireba (Tundac, mSobl iur enaze), raTa daadginos saWirol eqsika. rasakvirvel ia, am gziT Cven j gufis mxol od dRevandel moTxovnil ebabs davakmayofil ebT. es sityvaTa is minimumia, romelic unda vaswavl oT. profesiaTa/TanamdebobaTa gavrcelebul i siac unda miwawodoT imis miuxedavad, studentTa mocemul j gufSi aris Tu ara am profesiebi/Tanamdebobebis warmomadgeneli.

yuradReba gavamaxvil oT, rom reziumeSi informacia svetebad aris warmodgenili, mas winadadebis forma ara aqvs da nawilebs Soris striqonia gamosatovebel i.

reziumes weris swavl ebisas asaxsnel ia misi komponentebi da maTi Tanmi mdevroba:

piradi informacia (dabadebis TariRi da adgili, oj axuri mdgomareoba, misamarTi, tel efonis nomeri, el eqtronuli fosta)

ganaTi eba (iwyeba axl andel i droiT da TandaTanobiT ukan mi di s),
magal iTad:

2006 – dRemde

baTumis saxel mwifo universi tetis
fil ol ogiis fakul tetis studenti
(bakal avriati)

1995-2006

baTumis saj aro skol a #1

samsaxuri (aseve iwyeba axl andel i droiT da TandaTanobiT ukan mi di s):

treningebSi da konferenci ebSi monawil eoba:

gavl il i kursebi (universi tetis gareT):

publ ikaciebi:

sazogadoebrivi aqtivobebi:

ucxouri enebis codna (TavisufI ad, kargad, damakmayofil ebl ad):

kompiuterul i unar-Cvevebi (CamOTval eT programebi):

sxva unar-Cvevebi:

interesebi/hobi:

gancxadeba/moxsenebi Ti baraTi

Tu studentebi weren gancxadebas samsaxurSi mosawyobad, maT, gar da reziumes dasawerad gamoyenebul i l eqsikisa, dasWirdebaT gancxadebis formatis gacnoba da winadadebebis sworad ageba. iseve, rogorc avtobiografia, gancxadebac enobrivad martivia. mas axasiaTebS mkveTri formati:

vis...saxel ze (adresatis Tanamdeboba, saxeli-gvari) iwereba gancxadeba da visgan (gancxadebis Sinaarsis mixedviT, ganmcxadeblis Tanamdebobis an misamarTis miTiTebiT) iwereba is – es informacia unda ganTavsdes marjvniv, Semdeg, striqonis SuaSi, si tyva `gancxadeba-. Ggancxadebis teqsti unda iyos dayofil i abzacebad, Tu masSi ramdenime faqti/azri aris moyvanili. am faqtebze/azrebze dayrdnobiT, gancxadebis bol oSi yal ibdeba Txovna. Semdeg ganmcxadebeli xel sawers mas dawers TariRs. enobrivi da Sinaarsobrivi simartivis miuxedavad, argumentebisa da Txovnis mokl ed da gasagebad Camoyal ibeba studentebis xSirad mSobl iur enazec ki uWirT. amitom saqmiani weris am Janris swavl ebas periodul ad unda davubrundeT, raTa studentebma sakmarisi praqtika mi iRon.

samsaxurebriv aplikacias (konkursSi monawileobis Taobaze an adgilis dasakaveblad) aseve eZaxian `cover letter~ (TandarTuli werili), radgan igi igzavneba sxva sabuTebTan erTad. masSi Tanamdebobis maZiebel ma unda daasabuTos, Tu ratom Tvlis sakuTar Tavs karg kandidatat saZiebel Tanamdebobaze. SesaZiebel ia, es dasabuTebacal ke, e. w. samotivacio werilSi iyos gamotanili, gansakuTrebiT, Tu aseTia kompaniis moTxovna.

memorandumi/cirkularuli werili/instrukcia

memorandumi (memo/memorandum)/cirkularuli werili, romelic igzavneba kompaniis SigniT, iwereba kompaniis yvela muSakisaTvis an muSakTa garkveuli kategoriisaTvis. cirkularuli werili zemdgomi an partnori organizaciidan igzavneba yvela daiinteresebul organizaciaSi. is SeiZieba iyos wminda sainformacio werili, magaliTad:

To: whom it may concern

From: Director

From Monday, April 27th working hours at our office will shift from 9.00-17.30 to 9.30-18.00.

cirkularuli werili, aseve, SeiZieba instrukciis xasiaTs atarebdes. Am SemTxvevaSi masSi gamoiyeneba brZanebiTi kil o an modaluri

zmnebi. misi teqsti, iseve, rogorc **brZanebis** teqsti, yuradRebiT unda daiweros. imis mixedviT, Tu romel zmnas gamoviyenebT (must/has to, should, will an can/may/might), instruqcia warmoadgens saval debul od Sesasrul ebel brZanebas (must/has to, should, will) an rekomendacias (can/may/might). saqmi an werasTan Serwymul i gramatikis gameoreba an swavl eba aris impl icituri, anu farul i, amdenad, iseT uaryofiT reaqcias ar iwvevs xol me, rogorc wmindam gramatikul i savarj iSoebi.

saqmiani weril ebi sxvadasxva saxe

verkaros (Verqaro, 2004) Tanaxmad, saqmiani weril is, rogorc Janris, ganxil visas, SesaZl ebel ia gamovyoT qveJanrebi (dafinansebis moZiebis mizniT daweril i weril i, TxovniT mimarTva, sakuTari produqciis rekl amis gaweva da sxv.). verkaros mier SeTavazebul masal ebSi weril ebi dayofil ia am qveJanrebis mixedviT, maTTvis damaxasiaTebel i diskursis Tvisebebze dayrdnobiT. saqmiani weris aseT kl asifikaciaSi gaTval isw- nebul ia social uri aspeqtic, anu, im tipis organizacia, roml isTvisac iwereba es weril ebi. makroteqstur doneze saWiroa gaanal izdes weril is struqtura, xol o mikroteqstur doneze anal izi keTdeba kil os pragmatul gamoyenebaze, modal urobasa da metadiskursze.

Tu weril i, romel sac Tqven adgenT, pirvel i (sainiciativo) saqmiani weril ia, roml iTac adami ani mimarTavs pirovnebas/kompanias, misi pir- vel i komponentia sakuTari Tavis/kompaniis wardgena. es unar-Cveva studentebis ukve unda hqondeT Camoyal ibebul i, Tu maT iswavl es CV-s da ganxadebis wera. saqmiani weril i unda iyos mokl e (maqsimum 2 gverdi), konkretul i da gasagebi. naweris kohezia-koherentul obas aqvs didi mniSvnel oba. (SesaZl o wardgenis Semdeg) pirvel abzacSi misaTiTebel ia misi Tema. momdevno abzacebi xsnian detal ebs, xol o bol o abzaci aj amebs weril is Sinaarss.

Tu weril i sainiciativo ki ar aris, aramed warmoadgens pasuxs mire- bul weril ze, es weril i unda movixsenioT erT-erTi miRebul i formiT, rogoricaa:

- In answer to your letter of (date)... dealing with ... I would like to ... an
- Concerning your letter of ... about ...
- Thank you very much for your letter of ... (Date and/or reference number) dealing with/concerning...

Cvens studentebis ara aqvT xol me gamocdil eba ara mar to saqmiani weril ebis Sedgenisa, aramed saqmiani urTierTobebisac, amitom sasurve- l ia sakmarisi odenobiT nimuSebis miwodeba, saTanado kinofil mebis Cvene- ba da wignebidan im fragmentebis/moTxrobebis wakiTxva, roml ebic moicavs saqmian weril ebs (magal iTad, o. henris `wiTel kania- Ta bel adi-, romel ic, marTal ia, saqmian weril ze parodias moicavs, magram iZl eva mis stil ze karg warmodgenas).

avTenturi saqmiani werisas mniSvnel ovania, damwerma daainteresos weril is mkiTxveli. amisaTvis saqmiani werilis dasawyisSive unda iyos erTgvari mimzidveli Txovna/SeTavazeba/informacia. saqmiani weris swav- l ebisas es fsiqol ogiuri momentic gasaTval iswinebel ia.

saqmian weril ebs Soris asaxel eben weril ebs, romel Ta mizanicaa:

- informaciis mopoveba/miwodeba
- madloba/mobodiSeba
- mosawvevi/masze pasuxi
- saCivari/masze pasuxi
- azris gamoTqma
- SemoTavazeba, misi miReba an masze uaris Tqma
- sarekomendacio weril i

weril i, roml is mizanicaa **informaciis mopoveba**, saTanado kiTxvas moicavs pirvelive abzacSi. aucil ebl ad misaTitebel ia, ra mizniT gWirdeba informacia. AaseTi weril is intonacia gansakuTrebiT `gal antu- ri- unda iyos. Tu ramdenime sakiTxze gWirdeba pasuxi, isini unda dainomros. Tu bevri sakiTxi gvaqvs da real urad gvinda pasuxis miReba, umj obesia, gadavdoT ramdenime kiTxva sxva weril isTvis. Tu weril i moicavs 3-4 kiTxvaze mets, nu gagikvirdebaT, Tu adresati ar gipasuxebT yvel a kiTxvaze an saerTod ar gagcemT pasuxs.

სამადლობის წერილი დამახასიათებელია მადლობის ერთხელ გამოხატვა, ხოლო **მობილიზაციის წერილი** – ორჯერ: წერილის დაწყების, რომელსაც მოყვება მიზეზის ახსნა, და წერილის ბოლოს.

საცხრობის წერილი არ უნდა იყოს ემოციური. ის უნდა წარმოადგენს ფაქტებს, სათანადო დასაბუთებულ/დოკუმენტურ დასაბუთებულ ემოციურ წერილს პრაქტიკულ შედეგს წარმოადგენს.

ოფიციალური **მოწვევის წერილი** ხასიათდება გარკვეული ფორმითა და ელემენტებით, მაგალითად:

- I'm pleased to invite you to become a member of the (company name) Business Advisory Board for 2010-2011.

- Mr. ... has the honour/pleasure to invite Mr. ... to an official dinner.

დამწერილის მიზანმიმართული მიწვევის გვარი/სახელი, ვის სახელზეც უნდა დაეროს განცხადება/წერილი და იცის მხოლოდ კომპანიის სახელი უნდა. ამიტომ სტუდენტებს უნდა გავაცნოთ მისთვის მიმართული ფორმის `to whom it may concern`, რომელიც გარკვეულად არ უნდა იყოს მინდობილი, მაგრამ ინგლისურ ენაში წარმოადგენს გამოყენებულ. გარდა ამისა, გამოყენება უნდა იყოს `Dear Sir/Madam`.

მართალია, **სარეკომენდაციო წერილი** სტუდენტს არ უნდა, მაგრამ მომავალში მას რეკომენდაციის ფორმის ცოდნა აუცილებლად დასურვდება, ამიტომ მისი ტიპური სტრუქტურის ცოდნა აუცილებელია. სარეკომენდაციო წერილებში პირველი რიგში მითითებული, საიდან (რა ურთიერთობის დამოკიდებულებით) და რამდენი ხანია იცნობს რეკომენდატორი იმ პირს, ვისაც უწევს რეკომენდაცია. მაგალითად:

I have known Petre Imnadze as my student in the course of Linguistics for one semester.

ინგლისურად ამ ფრაზის მნიშვნელობა Present Perfect დრო-აქტის ფორმის გამოყენება. შემდეგ მიწვევის დამახასიათებელი იქნება. უმჯობესია, ინტერნეტის ნაგებობაში ზღვიან მარალ ფარდობაში ფრაზებს ავარიდოთ თავი. მთავარია, იმ ცოდნის, გამოცდილების და პირადი მიზეზების გასვას ხაზი, რომლებიც დაკავშირებულია წერილის მიზანთან (სამსახურის მოწყობა, სვლის გაგრძელება, ბანკის სესხის აღება და ა.შ.).

ელექტრონული წერილები, პირდაპირ, ტრადიციული წერილების მსგავსად იქნება, `კუდის` გარდა, რომლის შემთხვევაშიც ადვილია, რადგან მას კომპიუტერი

gTavazobT. zogadi tendenciaa, rom el eqtronul i weril ebi nakl ebad oficial uria. Aaseve isini SedarebiT mokl ea xol me.

proeqti

proeqtis mizania, daarwmunos mkiTxveli (fondis an romel ime sxva organizaciis muSakebi, zogjer _ individual uri mewarme), rom Tqvens mier SeTavazebul i idea saintereso da real izebadi, rom mas mogebis an sxva, social uri sargeblis motana SeuZlia. Eekhausi (Eckhouse, 1999) wers, rom jer kidev aristotel es mier rekomendebul i ritorikul i saSual ebebi daexmareba damwers, saqmiani weris damarwmunebel i funqcia ganaxorciel os. Tumca, didi taqtia saWiro, rom ar vaqciot saqmiani naweri mxatvrul ad.

proeqtebis dawera saqmiani weris erT-erTi urTul esi formaa. is moiTxovs mkiTxvel is dayol iebas imaSi, rom Tqveni SeTavazeba namdvil ad kargia. proeqtsi misaTitebel ia, Tu ra vitareba arsebobs aRsawersferoSi, Semdeg ki saWiroa imis mititeba, Tu ra siaxl is/gaumj obesebis SeTavazeba SegiZliaT Tqven arsebul organizaciebTan/RonisZiebebTan SedarebiT. rasakvirvel ia, warsadgenia daaxloebiTi detalizebul i biujetic, roml idanac gamoCndeba, rom Tqveni SeTavazeba mogebiani a. isic unda aixsnas, ris xarj ze miRweva ekonomia/mogeba. CamosaTvl el ia, ra adamanuri da material uri resursebi arsebobs proeqtis realizaciisatvis. xarisxis uzrunvel yofis meqanizmebic aris misaTitebel i. proeqti an SeTavazeba real isturad unda gamoiyurebodes da ara rogorc zogadi, bundovani idea.

angariSi

angariSi arsebobs sxvadasxva saxis: dakvirvebis angariSi (aRwers process, izl eva mis Sefasebas), organizaciis/miserTeulis muSaobis periodul i (yovel Tviuri/wliuri) angariSi, proeqtis realizaciis angariSi, kveliTi angariSi.

iongi (Yeung, 2007) aRwers saqmiani weris erT-erT Janrs _ **biznesangariSs**. analizi gviCvenebs, rom arsebobs rigi maxasiaTebl ebisa, rac biznesangariSs ganasxvavebs masTan dakavSirebul i sxva Janrebi sagan

(rogoricaa, magal iTad, samecniro angariSi). arsebobs sxva maxasiaTeb-
l ebic, roml ebic gv xvdeba, magal iTad, akademiuri werisas da profesi-
l i werisas, rac gaerTianebul ia saerTo saxel iT `anal itikuri eqspozi-
cia-. Janris Teoriis Tanaxmad, biznesangariSs, rogorc social uri
urTierTobis gansakuTrebul formas, gansakuTrebul i komunikaciuri
funqcia gaaCnia. mis lingvistur TvisebebSi Sedis: `konikuri forma-
(zogadidan kerZosken), Tematuri organizacia, meTodis aRweraze nakl ebi
yuradRebis gamaxvil eba da, samagierod, Zl ieri xazgasma rekomendaciebze.
pragmatul i mizani aisaxeba iseTi l eqsikuri da gramatikul i erTeul ebis
arCevaSi, rogoricaa modal uri zmnebi, nominal izacia, SefasebiTi
l eqsika.

maiersis (Myers, 1994) Tanaxmad, weris sxvadasxva Janri (magal iTad,
yovel wl iuri korporaciul i moxsenebebi), xSirad ar iZl eva saSual ebas,
srul ad mivaRwiOT mizans, roml isTvisac isini daiwera. Profesional e-
bisa da studentebis nawerebis istoriul i mimoxil va aCvenebs, rom
wl iuri angariSi TandaTanobiT viTardeboda Tavmdabal i sawyisebidan da
TandaTanobiT iqca daxvewil da mizanmi marTul dokumentad. ekonomi kur
da l egal ur cvl il ebebTan erTad, misi formatic icvl eboda, raTa mas
savsebiT epasuxa axal i wesebisa da mTavrobis mier miRebul i normebisaT-
vis. pirvel i yovel wl iuri moxseneba aSS-Si gamoica 1873 wel s, bal ti-
morisa da ohaios rkinigzis administraciis mier. me-19 saukuneSi
korporaciis xel mZRvanel oba ufro metad gadavida xal xis xel Si, anu
erTi pirovnebidan _ sazogadoebaSi. wl iuri angariSis funqcia 1920-ian
wl ebSi imis mcdel oba ufro iyo, rom real uri informacia daemal aT,
vidre informacia mi ewodebinaT aqcionerebisTvis. TandaTanobiT, es
damokidebul eba Seicval a, tendencia wavida imisken, rom kompaniebma
daiwyes informaciis gavrcel eba da gamoaSkaraveba, mas Semdeg, rac 1934
wel s gamoqveynda saTanado sakanonmdebl o aqti Sesabamisi moTxovniT.
1962 wl isaTvis, miuTiTebis maiersi, wl iuri angariSis saxiT mi vi ReT
`gayidvis meqanizmi warmosaxvis unarIT da SemoqmedebiTi energiIT-. 1978
wel s gaizarda xal xis moTxovna informaciisadmi aseTi tipis
moxsenebebSi. 1980 wl idan federal urma mTavrobam daiwyo moxsenebebis
standartizacia. es procesi dResac grZel deba.

saqarTvel oSi am mimarTul ebiT didi gzis gavla mogviwevs. SedarebiT iolia wliuri angariSis standartuli dasavluri formatis gadmoReba, Tavisi cxrili ebiT. amis special urad swavleba enis swavlebis aucilebeli ar aris, radgan yvela organizacia mainc Tavis formats iTxovs xolme wliuri angariSis Sedgenisas. aq ufro imazea yuradReba gasamaxvilebeli, Tu rogor SeuZliaT studentebis mocemulini muSis mixedviti axali dokumentis Seqmna.

sxdomis dRis wesrigi

efeqturi dRis wesrigi iseTi dokumentia, romelic warmatebuli Sexvedris/sxdomis Catarebas, probl emebis gadaWras Seuwyobs xel s. TugindaT efeqturi dRis wesrigi daweroT, gansaxil veli sakiTxis ubralo miTitebis nacvlad (an mis garda), dawereT is Sedegebi, romlebsac gindaT miarwioT, magal iTad:

konferenciisaTvis mzadeba:

1. seqciebis Tematikis SeerCeva da raodenobis dadgena;
2. stumarTasiis damtkiceba;
3. teqnukur momzadebaSi pirveli nabijebis gansazRvra;
4. morigi sxdomisaTvis TariRis daniSvna da momzadebis im Sedegebis gansazRvra, romlebic iqneba Sefasebuli.

gartner-j onstoni (Gaertner-Johnston, 2010) miuTitebs, rom termini `ganxil va- warumatebel sxdomamde migviyvans, roca `Sedgena-, `damtkiceba-, `dadastureba- da a.S. – warmatebuli sxdomis sawindaria, radganisini moqmedebisken mogviwodebs.

marTalia, saqmiani weris zogierT Janrs ver davisaxavT am sagnis kursis miznad, saTanado daval ebeba-aqtivobebis gamoyeneba mainc sasargebl oa. aseT Janrebs Sorisaa **sarekl amo gancxadeba, sagazeTo da saJurnal o statiebi** (axali amebi, mimoxil va) da **samecniero statiebi**.

morou (Morrow, 1989), magal iTad, gvTavazobs kavSirebis gamoyenebis raodenobrivanal izs ingl isur enaze saqmiani weris or JanrSi: axal amebSi da akademiur statiebSi, da wers, rom mimoxil vebsa da akademiur

statiebSi kavSirebis gamoyenebis sixSire ufro maRal ia, vidre axal ambebSi, roml ebic `tel egraful ~ stil Sia daweril i.

ansari da babaii (Ansary & Babaii, 2009) ixil aven sagazeTo statiebs, rogorc arakademiur saj aro Janrs da aRniSnaven, rom saredaqcio da mimoxil viTi statiebis mTavari mizania statiis avtoris Tval sazrisis damtkiceba, da mkiTxvel is gadabireba am Tval sazrisze. amitom am Janrs axasiaTebis argumentireba da emociuroba, garkveul i stil isturi saSual ebis gamoyeneba. axal i amebis funqciaa informireba, amitom isini ufro `mSral ia- da nakl ebad eqvemdebareba emociur l eqsikas da stil istur saSual ebis.

maSasadame, Cveni azrit, sagazeTo da saJurnal o statiebze muSaoba (anotireba, referireba, komentari) SeiZl eba daviwyoT axal i amebiT, rogorc ufro martivi formiT, da amis Semdegaris mizanSewonil i gadavideT saredaqcio statiebsa da mimoxil vebze. saqmiani weris swavl ebis kohezia-koherentul oba SeiZl eba Seswavl il iqnas biznesmimoxil vebis da anal itikuri statiebis masal aze.

1.3.3. ingl isur da qarTul enebze saqmiani weris SedarebiTi anal izi

saqmiani (ufro zustad, oficial uri) weris garkveul i, Tumca SedarebiT xanmokle tradiciebi saqarTvel oSic arsebobs. es tradiciebi sakmaod gansxvavebul ia ingl isurenovani saqmiani weris tradiciebisgan. kerZod, CvenSi miRebul ia bundovani, `CaxuWuWebul i- eniT daweril i, vrcel i da, sabWouri gamocdil ebis gaTval iswinebiT, demagogiuri Sesavali nawilis dawera, rac dasavl ur saqmian weraSi srul iad miuRebul ia. miuRebul ia, aseve, CvenSi gavrcel ebul i Zal ian grZel i winadadebebis gamoyeneba. amitom, Tu qarTul enaze daweril i saqmiani dokumentaciis ingl isurad Targmnisas gv xvdeba grZel i winadadebebi, isini unda daiyos 2-3 winadadebad, rasakvirvel ia, Sinaarsis SenarCunebi T.

imisaTvis, rom Tanamedrove sazogadoebaSi saqmiani naweri nebis mier enaze, Janris miuxedavad, warmatebul i iyos, igi unda iyos kargad

organizebul i, l ogikuri, sakmaod mokl e, konkretul i da a.S. yvel a axal i da mniSvnel ovani informacia cal ke abzaciT unda iyos warmod- genil i da vizual urad gamoyofil i: muqi an daxril i, msxvil i an gansxva- vebul i SriftiT, CarCoSi ganTavsebiT.

aucil ebel ia im enisTvis miRebul i saqmiani kl iSeebis codna, roml ebic gamoiyeneba saqmiani werisas. ingl isurad werisas Cven xSirad vcdil obT qarTul i enisTvis damaxasiaTebel i kl iSeebis Targmnas, rac dauSvebel ia. magal iTad, qarTul ad vwerT a.w. + TariRi; ingl isurad es forma miuRebel ia da saWi roa wl is miTiTeba. Tu weril Si wl evandel i TariRia aRniSnul i, saerTod ar aris saWi ro vaxsenoT wel i. yovel ive amis gaTval iswinebiT, gavrcel ebul i saqmiani kl iSeebis swavl eba saqmiani weris mniSvnel ovani nawil i unda iyos.

ingl isuri enis britanul variantSi, iseve, rogorc CvenSi, TariRis dawerisas j er ricxvi iwereba da Semdeg _ Tve, xol o ingl isuri enis amerikul variantSi _ j er Tve da mere TariRi. 03.05 britanul variantSi sami maisia, amerikul Si ki xuTi marti. gaugebrobis Tavidan asacil eb- l ad, ukeTesia, vurCioT studentebis cifrebis nacvl ad Tvis saxel wode- bis sam asomde Semokl ebul i varianti gamoiyenon, magal iTad: 07 Aug.

weril is dawyebisa da dasrul ebis formebic gansxvavdeba ingl isur da qarTul enaSi: `dear...~ → `pativcemul o...~, `Mr/Ms. + gvaris~ gamoiye- neba ingl isur miarTvaSi (oficial ur weril Si; naxebrad oficial urSi ki _ mxol od saxel is), xol o `batono/qal batono + saxel is~ gamoiyeneba qarTul enaSi rogorc oficial ur, ise naxebrad oficial ur weril Si, Tu pirovneba Cvenze ufrosia asakobrivad an Tanamdebobrivad. ingl isurSi weril is bol os gamoiyeneba `Sincerely yours~/`Yours, sincerely~, roca qarTul ad vwerT `pativiscemiT~. Aaq Targmani dauSvebel ia.

wiTel i striqonis gamoyeneba, romel ic miRebul ia CvenSi, ingl isur saqmian weraSi ar aris miRebul i, samagierod, yvel a axal i abzaci iwereba striqonis gamotovebiT.

rasakvirvel ia, zogierTi sxva gansxvavebac arsebobs saqmiani naweris formatSi, romel ic miRebul ia CvenTan da sxva qveynebSi. aq zogadad gasaTval iswinebel ia, ra formats iyenebs Cveni partniori, da am formatis sworad gamoyeneba.

enobrivi da formatis gansxvavebebis garda, zogadad, gasaTval iswi-
nebel ia saqmis warmarTvis tradiciebi. magal iTad, saqonl is/momsaxurebis
fasze SevaWreba Cveul ebrivi da misasal mebel ic ki aris aRmosavl el
partniorebTan urTierTobisas. SevaWreba nakl ebad misaRebia dasavl el
partniorebTan _ aq urTierTobis es forma dasaSvebia mxol od sabiTumo
momsaxurebis an momsaxurebis damatebiTi pirobebis SemTxvevaSi. erTxel
Tu miViReT aseT Txovnaze uari, ganmeorebiT aseTi TxovniT mimarTva
dasavl ur samyarosi aRiqmeba, rogorc zewol a.

rogorc ukve aRvniSneT, SeTavazebaze pasuxis gacemisas Cven meti
pirdapiroba (straightforwardness) gvaxasiaTebis. Tu uars vambobT, pirdapir
vverT amis Sesaxeb. ingl isurad werisas es aRiqmeba, rogorc siuxeSe,
uzrdel obac ki. dasavl uri saqmiani weris etiketis Tanaxmad, j er
madl oba unda gadavuxadoT SeTavazebisTvis da aRvniSnoT, rom is
sainteresoa. Semdeg unda dasabutoT, Tu ratom ver viRebT mas.
SeiZl eba, magal iTad, imis miTiteba, rom SeTavazebul i RonisZieba ar
Seesabameba Tqveni/Tqveni kompaniis muSaobis sferos, magram ar SeiZl eba
imis dawera, rom RonisZieba ar aris (TqvenTvis) saintereso. aseve,
magal iTad, dasaSvebia imis miTiteba, rom Tqven ukve gyavT mocemul i
saqonl is mommaragebel i, an rom Tqven gWirdebaT (CamoTval eT!)
garkveul i teqniki parametrebis/Rirebul ebis saqonel i, xol o imis
dawera, rom Tqven ara xarT dainteresebul i SemoTavazebul i produq-
ciiT/momsaxurebiT _ miuRebel ia. aseTi momentebis swavl eba ar Sedis
uSual od enis kursSi, magram, Tu gvsurT vaswavl oT studentebis warmate-
bul i (da ara ubral od enobrivad swori) saqmiani wera, yovel ive amis
gaTval iswineba aucil ebel ia.

თავი II

საქმიანი წერის ჩვენ მიერ შემოთავაზებული სწავლების მეთოდოლოგია

2.1. studentTa moTxovniI ebebis Seswavi a

sakvl evi probl emis gadaWris gzebis SesamuSavebl ad, am probl emaze arsebul i literaturis Seswavi is garda, aucil ebel i iyo studentTa moTxovniI ebebis anal izis Catareba. am mizniT SevadgineT Semdegi kiTxvari:

1. SeafaseT 5-bal iani sistemis gamoyenebiT Tqveni damokidebul eba werisadmi, rogorc enis swavl ebis komponentisadmi:
 - 5 – Zal ian miyvars
 - 4 _ miyvars
 - 3 _ met-nakl ebad momwons
 - 2 – didad ar momwons
 - 1 _ mej avreba
2. SeafaseT 5-bal iani sistemis gamoyenebiT ingl isur enaze weris unar-Cvevebis done, romel ic Tqven gagaCniaT:
 - 5 _ maRal i
 - 4 _ saSual oze maRal i
 - 3 _ saSual o
 - 2 _ saSual oze dabal i
 - 1 _ aradamakmayofil ebel i
3. dagWirvebiaT Tu ara ingl isurad weris gamoyeneba cxovrebi seuli amocanebis gadasawrel ad?
Ddi ax/ara
4. Tu Tqveni pasuxi wina kiTxvaze iyo `di ax~, mi uTi TeT, risTvis.
 - a) savi zo anketis Sesavsebad;
 - b) ucxoeTSi saswavi od wasasvl el ad konkursSi monawil eobis mi saRebad;
 - g) ucxoeTSi samuSaod wasasvl el ad an saerTaSoriso kompaniaSi saqarTvel oSi samuSaod mosawyobad;
 - d) samuSao adgil ze raime dokumentaciis dasawerad;

- e) internetze CeTis gamoyenebis sas;
 - v) sxva (gTxovT, miuTiTeT).
5. ramdenad akmayofil ebs cxovrebi seul i/praqtikul i amocanebis realizebas weris unar-Cvevebi, romel ic Tqven gaganiat?
- a) sruliad ar akmayofil ebs
 - b) TiTqmis ar akmayofil ebs
 - g) met-nakl ebad akmayofil ebs
 - d) ZiriTadad akmayofil ebs
 - e) savsebiT akmayofil ebs
6. Tu Tqveni pasuxi wina kiTxvaze aris `sruliad/TiTqmis ar akmayofil ebs-, miuTiTeT, ra SeiZl eba gakeTdes imisaTvis, rom es situacia gaumj obesdes? (reitingul ad SevafasoT pasuxebi: 0 - umniSvnel o, 1, 2, 3, 4, 5, 6 - met-nakl ebad mniSvnel ovani, 7 - yvel aze mniSvnel ovani)
- a) ingl isel ma an amerikel ma l eqtorma maswavl os wera;
 - b) Cemma l eqtorma kval ifikacia aimarI os weris unar-Cvevebis donesTan dakavSirebiT an/da weris swavl ebis meTodikaSi;
 - g) ufro meti savarj iso unda Sevasrul oT;
 - d) ufro saintereso saswavl o masal ebi iyos gamoyenebul i;
 - e) ufro cxovrebi seul i daval ebebi iyos gamoyenebul i (Temebis weris nacvl ad, gancxadebis, CV-s, saqmiani weril ebis wera gvaswavl on);
 - v) weris swavl eba iyos ufro SemoqmedebiTi (magal iTad, l eqsebis, moTxrobebis, pi esebis, sagazeTo da samecniero statiebis wera gvaswavl on);
 - z) weris strategiebi Camogvial ibon (gvaswavl on, rogor davgeg-moT naweri, rogor movaxdinoT TviTredaqtireba);
 - T) sxva (gTxovT, daasaxel eT).
7. SeafaseT reitingul ad daval ebaTa saxeebi, roml ebi c sasargebl oa weris unar-Cvevebis Camosayal ibebl ad (0 _ usargebl o, 1, 2, 3, 4, 5 - met-nakl ebad sasargebl o, 6 _ yvel aze sasargebl o):

- a) cal keul i winadadebebis wera Sesaswavl i l eqsikis an gramatikis SesaTvisel ad;
- b) wakiTxul is an mosmenil is Sinaarsis gadmocema;
- g) esei (Tema);
- d) internetze ucxoel ebTan mimowera;
- e) rol ebis gaTamaSeba (j gufSi ori an meti `kompaniis- Seqmna, romel Ta SigniTac daiwereba brZanebebi, instruqciebi, angariSebi da a.S. da romel Ta Sorisac ganxorciel deba saqmi ani mimowera);
- v) saswavl o praqtikis gavl a kompaniebSi, sadac mogiwevT saqmi ani wera;
- z) sxva (gTxovT, daasaxel oT).

es anketa Cven davurigeT baTumis saxel mwifo universitetis ganaT- l ebis, humanitarul mecnierebaTa da social ur mecnierebaTa fakul - tetebis I-IV kursis 120 students. anketis Sevseba iyo nebayofl obiTi, amitom miviReT 100 Sevsebul i anketa. Sedegebi warmodgenil ia Semdeg cxril Si. Sedegebis anal izisas miaqcieT yuradReba, rom me-3 da me-5 kiTxvebSi moyvanil i procenti aris ara mTl ianad gamokiTxul Ta procenti, aramed maTi, vinc wina kiTxvas uaryofiTi pasuxi gasca.

cxril i 2.1. studentTa moTxovnil ebebis Seswavl is Sedegebi

kiTxva	studentebis raodenoba (%), roml ebmac gasces Sesabamisi pasuxi						
1	1-0	2-0	3-34	4-28	5-38	saSual od: 4,04 qul a - mi yvars	
2	1-0	2-0	3-75	4-25	5-0	saSual od: 3,25 - saSual o	
3	di ax-55	Aara-45					
4	a-0	b-0	g-4	d-25	e-26	v-0	
5	a-0	b-20	g-49	d-31	e-0		
saSual o reitingi							

6	a-4	b-5	g-6	d-7	e-1	v-2	z-3	T-0
7	a-1	b-2	g-3	d-4	e-5	v-6	z-0	

მიზნობრივი პასუხებიდან განსაკუთრებით უნდა აღინიშნოს, რომ სტუდენტების უმეტესობა (45%) არ დაინტერესდება ინგლისურად სწავლის გამოყენებით (არასწავლობის) სიტუაციებით, რაც იმას ნიშნავს, რომ მათ ავტენტური კომუნიკაციის უნარი უნდა შეინარჩუნოს სწავლობის პროცესში, მიუხედავად იმისა, რომ მხოლოდ 25%-ს აქვს საკმარისი ინგლისური სწავლის გამოყენების გამოცდილება. სტუდენტების 49% თვლის, რომ სწავლება მეთოდობით აკმაყოფილებს სწავლების რეალიზებას, ხოლო 31% მიიჩნევს, რომ ის ტექნიკურად აკმაყოფილებს ამ მოთხოვნილებებს. მხოლოდ 20% თვლის, რომ სწავლება ტექნიკურად არ აკმაყოფილებს სწავლების მოთხოვნილებებს (ამ სტუდენტთა პროცენტი, ალბათ, უფრო მაღალი იქნებოდა, მათ ინგლისურად სწავლას ავტენტურად ანუ რეალურ სიტუაციებში გამოყენების გამოცდილება რომ ჰქონოდათ). საბოლოოდ, მათ სწავლების პროცესის დასრულების მიუხედავად, მისი ოპტიმიზაციის გზებზე სტუდენტები უფრო მაღალი რეიტინგის ანიმაციებს მნიშვნელოვანად აფასებენ (5), უფრო მეტი სარჯისთვის სწავლება (6) და უფრო დაინტერესდებიან მასწავლებლის გამოყენებით, რაც იმის დასტურია, რომ სიტუაცია სინამდვილეში არცთუ ისე საარსებოა. ყველაზე საინტერესო დასკვნა სტუდენტების მიერ არის ის, რომ რეალურ სიტუაციებში სტუდენტების მიერ დასრულებული გატარების და რეალურ სიტუაციებში სწავლების პრაქტიკის შესახებ დასკვნები დასაბუთებულია.

2.2. სწავლობის პროცესის დაგეგმვა და ორგანიზება

სწავლობის პროცესის დაგეგმვისას გასათვალისწინებელია: სტუდენტთა სპეციალური მოთხოვნები (რამდენად გაცნობიერებულია მათ საკმარისი სწავლის პროფესიული კოდები), სტუდენტების რაოდენობა, სტუდენტების უნარ-სიძლიერების დონე, სწავლების დონე, სტუდენტების უნარ-სიძლიერების დონე, საკმარისი ხარისხის (საკონტაქტო და დამოუკიდებელი) საათების რაოდენობა,

roml ebic daeTmoba saqmiani weris swavl ebas, saswavl o procesSi kompiuterebis/internetis xel mi sawvdomoba, imis SesaZl ebl oba, rom yvel a studentma gaiaros praqtika, roml is drosac gamoyenebuli iqneba inglisur enaze saqmiani wera.

Tu studentebis special oba dakavSirebul ia ekonomikasa da biznesTan, ar aris aucil ebel i maswavl ebel i Rmad erkveodes saqman sferoSi, radgan mas ar mouwevs saTanado sakiTxebis axсна studentebisTvis. Tu studentebi sxva dargis momaval i special istebia, aucil ebel ia, maswavl ebel s hqondes sakmarisi momzadeba, raTa auxsnas studentebis saqmiani urTierTobebis zogierTi (araenobrivi) aspeqti.

Tu jgufi pataraa (15 studentamde), SeiZl eba gamovienoT individual uri da wyvil ebSi muSaoba, rasakvirvel ia, jgufuri muSaobac iqneba gamoyenebuli. Tu jgufi didia (16 studentze meti), samuSao ZiriTadad jgufuri unda iyos.

Tu studentebi ukve swavl obdnen weras da igi cal ke fasdeboda, weris unar-Cvevebis done SeiZl eba ganisazRvros miRebuli qul ebis mixedvit. winaarmddeg SemTxvevaSi, aucil ebel ia, studentebis CautardeT testireba, roml is daval ebaTa nawilic `daxurul ~ kiTxvebs moicavs (marti weris, l eqsikuri da gramatikuli unar-Cvevebis donis Sesamowmeblad), nawil i ki - `Ria- kiTxvebs (weris, rogorc komunikaciis formis unar-Cvevebis donis Sesamowmeblad). Ddaxurul kiTxvaze erTaderTi swori pasuxi arsebobs, xol o Ria kiTxvaze sxvadasxva pasuxi an formulirebaa SesaZl ebel i. Amis Semdeg ganisazRvreba, ramdeni dro unda daeTmos weris teqnikas da ramdeni - sakuTriv weras. garda amisa, studentTa weris unar-Cvevebis done gansazRvras, Tu ra saswavl o masal ebs gamovienebT Cven (adaptirebul s Tu avTenturs) swavl ebis dasawyisSi (bol o etapze masal ebi aucil ebl ad unda iyos avTenturi).

aseve, saswavl o procesis dawyebamde unda vTxovoT studentebis, qarTul ad daweron gancxadeba (application) da saqmiani weris kidev romeli ime Janris naSromi. rogorc gamocdil eba aCvenebs, Cvens studentebis qarTul ad saqmiani weris unar-Cvevebic dabal doneze aqvT. yovel SemTxvevaSi, maswavl ebel ma unda icodes, Tu ra donidan daiwyos saqmiani weris swavl eba da ramdeni dro dauTmos naweris TiToeul Janrs.

dRes, bol oni is procesis gaTval iswinebiT, standartul i moTxovnaa, sagnisTvis gamoyofil i kreditebis gaTval iswinebiT, saswavl o drois daaxl oebiT 1/3 daeTmos sakontaqto saaTebis, xol o 2/3 – damoukidebel muSaobas. magram Tu jgufi, romel sac Cven vaswavl iT, didia an/da saqmiani weris swavl ebaze cota kreditia gamoyofil i, erTaderTi gzaa – gavzardoT damoukidebel i muSaobisTvis gamoyofil i dro.

rasakvirvel ia, kargia, Tu arsebobs saSual eba, sakontaqto saaTebis garkveul i nawil i Catardes universitetis kompiuterul l laboratoria-Si/darbazSi. Tu es SeuZl ebel ia, maswavl ebel i unda darwmundes, rom studentebis aqvT saSual eba, saxl Si, internetkafeSi an sxvagan Seasru- l on is daval ebebi, roml ebic kompiuteris/internetis gamoyenebiT unda Sesrul des. Tu kompiuteri/interneti Znel ad misawvdomia, aseTi daval e- bebis raodenoba SeiZl eba Semcirdes, magram maTi srul i gamouyenebl oba dauSvebel ia, radgan dRes saqmiani wera TiTqmis mTI ianad kompiuretisa da internetis meSveobiT xorciel deba.

Tu ar aris imis SesaZl ebl oba, rom yvel a studentma gaiaros saqmian weraSi praqtika, roml is drosac gamoyenebul i iqneba ingl isur enaze saqmiani wera, rogorc ukve aRvniSneT, unda gamoviyenoT rol ebis gaTamaSeba, real uri situaciis imitacia. studentTa im nawil s, romel sac aseTi saSual eba aqvs, maswavl ebel ma konsul tacia unda Cautaros, Tumca swavl a-swavl ebis Sesafasebl ad am moments ver gamoviyenebT, radgan es studentebis uTanabro mdgomareobaSi Caayenebs.

sil abusis Sedgenisas saqmiani weris swavl ebisTvis 5 kreditis gamoyofis SemTxvevaSi, Cveni rCevaa studentebis Cautardes 3 sakontaqto saaTi kviraSi (kviraSi orjer: 1+2 an 2+1), roml is drosac maswavl ebel i auxsnis masal as da Caatarebs mcireoden (2-3) enobriv (marTI weris, l eqsikuri da gramatikul i unar-Cvevebis maformirebel) savarjisos, xol o danarCen dros dauTmobs zemoT ukve aRweril rol ebis gaTamaSe- bas. es Seadgens semestris ganmavl obaSi 19 kvira x 3 sT = 57 sakontaqto saaTs. damoukidebel i muSaobis dro (sul 68 sT) unda gaiyos enobriv (jgufis enobrivi unar-Cvevebis donis mixedviT, 1-2 sT kviraSi) da komunikaciur (kviraSi, sul cota, 2 sT) savarjiSoTa Soris. Tu aris saqmiani weris praqtikis gavl is saSual eba, misi dro (minimum 10-15 sT)

გამოაკლდება კომუნიკაციური სავარჯიშოების დროს ან მტილიანად სევილს მას.

კურსის მიზნები გაიწესებება: საკმარისი უნარების, მისთვის საურო კლიენტების, საკმარისი უნარების ეტიკეტის საბაზო ცოდნა, ინგლისურ ენაზე საკმარისი უნარ-წვევების საბაზო/მარალ დონეზე ფორმირება¹, საკმარისი უნარების პროფესიული ეტიკეტის დაცვა.

კურსის ფორმატი მასწავლებელი განსაზღვრავს, როგორც პრაქტიკულ მეცადინეობას, ისე თეორიულ მონაწილეობას. თუ არის პრაქტიკის ცატარების სასუა-ლიება, ამაზე უნდა მიეტიტოს ამ სეკციაში.

სეფაზების გამოყენების უნდა იყოს რუბრიკები, რომლებზეც უნდა გეგმონ საუბარი და რომლებსაც პრაქტიკული მიზნის მიწვევას (მაგალიტად, სამსახურში მისარებად გასაუბრებზე მოწვევას კარგი CV-ს უარდგენის) უფრო მეტი უარდრება მიეყევა, ვიდრე ფორმალური ენობრივი სისწორე. სტუდენტის პორტფოლიოები (მატერი სეცულური საუკეთესო ნაწარები) აუცილებლად უნდა იყოს გამოყენების სეფაზების ერთ-ერთ კომპონენტად.

გამოყენების ლიტერატურა იყნება საკმარისი უნარების უნდა ანარის ნიმუ-სები (სევილიება ინტერნეტიდან სეირცეს სტუდენტებთან ერთად), თეგსები ბიზნესეტიკეტის სეხებ და მასწავლებლის მერი სეგენილი სავარჯიშო-დავალეები.

სწავლის სედეგები უნდა სეესაბამებოდეს დასახული მიზნებს. იმ სტუდენტებს, რომელთაც უარდა და არ მოსუნდა უცხო ენაზე უნდა და სათანადო მეცადინეობა, უნდა სეეცვალოს მისადმი დამოკიდებულება. მათ უნდა არიარონ, რომ საკმარისი უნარები, საინტერესო თუ არა, უარრესად საურო უნარ-წვევა არის.

კალენდარილი გეგმის სეგენისას მაქსიმალური უნდა გავითვალისწინოთ საკმარისი ნაწარების უნდა ანარი. მასში უნდა სევიდეს იმ ენობრივი უნარ-წვევების კანონიკული, რომელიც უგადად იწვევს პრობლემებს და ის სირთულეები, რომელსაც არმოვაცენტ სტუდენტის უნასვარი თესტებისას. ასევე აუცილებელია დაეტმოს დრო უნარის სტრატეგიების სხვადასხვა კომპონენტების კანონიკულიებას (მაგალიტად, უნარის არიდების სტრატეგიის გამოყენებას საურო სიტუაციის ან მისი მარტივი უნარის, გრამატიკული ფორმის ან სტრუქტურის არცოდნის სემტხვევაში). ბიზნესეტიკეტის საკითხები, რომლებიც სეასწავლია უნართან დაკავშირებით, ასევე უნდა სევიტანოთ კალენდარილი გეგმაში. უნდა

¹ უნდა გეგმოს საუროსი დონიდან გამომდინარე

aRniSnul i komponenti proporciul ad unda Caidos kal endarul gegmaSi ise, rom ar moxdes erTi kviris masal is gadatvirTva an piriqiT, uqmad dakargva.

saTanado saxel mZRvanel oebis ararsebobis pirobepSi (dasavl eTSi SemuSavebul i saswavi o masal ebi ZiriTadad internetiTaa misawvdomi da sakmaod fragmentul ia, Tanac isini Cveni studentebis moTxovnil ebebs srul ad ar asaxaven), maswavl ebel s swirdeba seriozul i mosamzadebel i samuSao Caataros yovel i gakveTil is win: moizios masal a, Seadginos masze dayrdnobiT daval ebebi, daweros mecadineobis gegma.

qvemot moviyvaneT saqmiani weris **mecadineobis gegmis** SesaZl o nimuSi:

cxრილი 2.2. saqmiani weris mecadineobis gegmis nimuSi

gakveTil is amocanebi

saqmiani weris unar-Cvevebis ganviTareba: reziumes daweris unar-Cvevis Camoyal i beba

Tema: avtobiografia

enobrivi masal a: profesiebis da Tanamdebobebis aRmni Svel i si tyvebi

gamoyenebul i Tval saCinoeba: pl akati saTanado l eqsiki T, avtobiografi is ramdenime nimuSi

mecadineobis etapebi da Sesabamisi aqtivobebi	dro
mosamzadebel i: saubari studentebis biografi ebis Sesaxeb, imis garkveva, Tu dauweriaT CV-s formatiT avtobiografia	5 wT
axal i masal is prezentacia: maswavl ebel i arigebs amobeWdil masal as an kompiuterisa da proeqtoris saSual ebiT aCvenebs CV-s ramdenime nimuSs, xsnis, ra informacia da rogori formatiT unda daiweros avtobiografiaSi	10 wT

<p>masali ganmticeba:</p> <p>a) I eqsikis SesaTvisebel i savarj iSoebis Sesrul eba: ori svetidan profesiis/Tanamdebobis aRmniSvnel i sityvebisa da maTi gansazRvrebebis Sewyvil eba, gamotovebul i adgil ebis Sevseba;</p> <p>b) CV-s formatis SesaTvisebel i savarj iSoebis Sesrul eba: mocemul i teqstebisa da ilustraciebis (magal iTad, dipl omis asl i, piradobis asl i da a.S.) gamoyenebiT CV-s Sedgena; sakuTari CV-s Sedgena</p>	<p>10 wT</p> <p>15 wT</p>
<p>masali komunikaciurad gamoyeneba: rolebis gaTamaSeba: `damsaqmebel i- - Tanamdebobis maZiebl ebi</p>	<p>10 wT</p>
<p>saSinao daval eba: ipoveT internetze Tqveni momaval i kol egebis reziimeebi da moemzadeT, am reziimeebis gamoyenebiT gaiTamaSoT roleb</p>	

gegma Sedgenil ia Semdeg wyaroSi rekomendebul formatze dayrdnobiT:

Planning a lesson – from NCLRC – The essentials of language teaching. Retrieved from <http://www.nclrc.org/essentials/planning/plindex.htm>

saqmiani weris procesis organizebis mizniT, aucil ebel ia saswavl o masali moZieba. Tumca arsebobs saTanado saxel mZRvanel oebi, rogorc wignis, ise el eqtronul i formiT (magal iTad, Gaertner-Johnston, L. (2008). Help Employees Write Better: A Guide for Managers, Trainers, and Others Who Care About Business Writing. Syntax Training. 2008; Teaching Business Writing, Retrieved July 15, 2010 from <http://www.moneyinstructor.com/businesswriting.asp>), maTi gamoyeneba Cvens real obaSi sakmaod rTul ia, radgan isini dawerilia ingl isuri enis matarebl ebisTvis, miT umetes, rom maTi umravl esoba dawerilia bizensis gamocdil i special istebisaTvis, visac surs gaiumj obesos saqmiani weris unar-Cvevebi.

bremeri (Bremmer, 2008) miuTitebs, rom didi odenobiT sanimuSo teqstebis miwodeba saqmiani weris Semswavl el ebisTvis aris saukeTeso gza, gavaumj obesot studentTa weris unar-Cvevebi. Aamitom maswavl ebl is

saqmea, internetiT SeTavazebul i zRva masal idan SearCios misi studentebis enobrivi da zogadi codnis donis maqsimal urad Sesabamisi masal a, romel ze dayrdnobiTac studentebi ivarjiSeben sakuTari nawerebis SedgenaSi.

2.3. ingl isur enaze saqmiani weris swavl ebis saqarTvel osTvis misaRebi swavl ebis meTodikis SemuSavebis probl ema

rogorc disertaciis Sesaval nawil Si aRvniSneT, ucxoETSi mraval universitets aqvs saqmiani weris kursi, romel sac irCeven sxvadasxva fakul tetisa da special obis studentebi. aseTi kursi iswavl eba ingl isur (an romel ime sxva), rogorc mSobl iur, enaze saqmiani weris unar-Cvevebis gasaviTarebl ad.

rac Seexeba ucxour enaze weris swavl ebas, baCa da bahausi (Bacha & Bahouse, 2008) ixil aven l ibanis amerikul universitetSi Catarebul kvl evas ingl isuri enis swavl ebasTan dakavSirebiT. isini miuTiteben, rom aRniSnul i universitetis rogorc l eqtorebi, ise studentebi mniSvel ovnad Tvl ian ingl isuri enis weris swavl ebas, radgan swavl ebis Tanamedrove meTodika uzrunvel yofs met-nakl ebad spontanuri zepirmetyvel ebis unar-Cvevebis Camoyal ibebas, xol o weris unar-Cvevebis done studentebSi mniSvel ovnad CamorCeba. am mimarTul ebiT, maTi azriT, ufro maRal i motivacia miirweva weris swavl ebisa da saqmiani ingl isuris, ufro farTodac, saqmiani komunikaciis swavl ebis gaerTianebiT. ingl isuri enis swavl ebisadmi aseTi mul tidisciplinarul i midgoma, maTi azriT, efeqturia. Aamis dasadasturebl ad maT Caatares l ibanis amerikul i universitetis studentebis moTxovnil ebaTa) anal izi (daigzavna 500 anketa, mkvl evrebma mi iRes 320 Sevsebul i anketa, saidanac 159 Seavses biznesTan dakavSirebul i special obebis studentebma; kiTxvari aseve Sevso 50 l eqtorma) da darwmundnen sakuTari azris sisworeSi. pasuxebidan, kerZod, gamoCnda, rom saqmiani weris dauflebis **instrumentul i motivacia** aSkaraa – studentebi xedaven am unar-Cvevebis gamoyebnebis sferos.

saqarTvel os pirobebSi, al baT, sasargebl o iqneboda aseTi kursis SemoReba qarTul enasTan dakavSirebiT (iseve, rogorc ukve gadmoviReT dasavl eTis gamocdil eba da SemoviReT qarTul ad akademiuri weris kursebi da magistraturaSi Casabarebel i erTiani samagistro gamocda aseTi saxis weraSi). Cveni disertaciis fargl ebSi SevexebiT mxol od ingl isur enaze saqmiani weris swavl ebas, roml is probl ema, Cveni azriT, ufro mwvaved dgas CvenSi, radgan samsaxuris mosapovebl ad erT-erTi umniSvnel ovanesi moTxovna swored saqmiani ingl isuris codnaa.

aqedan gamomdinare, saqmiani weris swavl ebis meTodika saqarTvel oSi (an nebismier araingl isurenovan qveyanaSi) unda gansxvavdebodes misi swavl ebisagan ingl isurenovan qveynebSi. masSi unda gaerTiandes, erTi mxriv, ucxour enaze weris swavl eba da, meore mxriv, saqmiani weris swavl eba. es unda aisaxos sil abusis, saswavl o masal ebisa da savarjiSo-daval ebaTa Sedgenisas. sil abusis Sedgenisas unda gaviTval iswinoT rogorc enobrivi masal a (l eqsikuri, gramatikul i, marTI weris informa-cia da savarjiSo-daval ebebi, didi odenobiT sanimuSo teqstebi), rac ar aris xol me gaTval iswinebul i ingl issa da amerikaSi saqmiani weris swavl ebisas, ise saqmiani etiketis aRwera, nawerebis formati da struqtura da a.S., rac iqac gamoiyeneba da amitom am nawil Si SeiZl eba maTi gamocdil ebisa da saswavl o masal ebis gamoyeneba.

rogorc miuTiteben bargiel a-Ciapini da sxv. (Bargiela-Chiappini, Bulow-Moller, Nickerson, Poncini & Zhu, 2003), bizneskomunikaciis swavl eba unda ganxorciel des interkul turul i faqtoris gaTval iswinebiT. ase, magal iTad, gasaTval iswinebel ia bizneskomunikaciis gansxvavebul i stil i sxvadasxva qveyanaSi. Tumca, buznesis internacional izaciis gamo, saqmian weras sxvadasxva qveyanaSi meti saerTo axasiaTebs, vidre ganmasxvavebel i. amave dros, zogadad mainc unda gavacnoT studentebis, rom aRmosavl uri qveynebis biznesmenebi, magal iTad, saqmian weril Sic (Tu gicnoben pira-dad) j er Tqveni oj axis wevrebis j anmrTel obas moikiTxaven da Semdeg Seudgebian saqmes, xol o dasavl el i biznesmenebi pirdapir saqmeze gada-dian da anal ogiur weras el ian Tqvegan. imisaTvis, rom ar gamoCndnen uzrdel i an sasacil o, Tqvenma studentebma maqsimal urad unda mibaZon im korespondencias, romel sac iReben kl ientisgan an partniorisgan.

2.4. SemoTavazebul daval ebaTa kompl eqsi

saqmiani weris savarjiSoebis mniSvnel ovani Tvisebaa, rom studentebi maT Sesrul ebaSi aqtiurad unda iyvnen CarTul ebi. bearis (Beare, n.d.) azriT, es moiTxovs specifikur pragmatul midgomas. maswavl ebel s kargad unda esmodes, romeli konkretul i unar-Cvevis Tu strategiis ganvitarebas emsaxureba savarjiSo. mxol od am pirobiT Tu miaRwevs maswavl ebel i studentTa enTuziazmsa da efeqtur swavl ebas. Savarji-Sos miznis SerCeva damokidebul ia studentTa enobrivi unar-Cvevebis doneze, swavl is motivebze, studentTa moTxovnil ebebze (magal iTad, saapl ikacio weril ebis wera). mniSvnel ovania, gvesmodes, Tu risi gakeTeba unda SeeZl os students mocemul i savarjiSos Sesrul ebis Sedegad (magal iTad, daweros saCivris efeqturi weril i). praqtikul i amocanis garda, savarjiSoebis umravl esoba rame enobrivi amocanis (magal iTad, dro-aspeqtis swori gamoyeneba) gadawyvetasac unda emsaxurebodes. mosafiqrebel ia isic, Tu ra formiT (magal iTad, wyvil ebSi an jgufuri muSaoba, rol ebis gaTamaSeba) Catardes savarjiSo-daval eba, rom gamoiwvi os studentTa motivacia.

ucxo enis swavl ebis meTodika ganasxvavebs `savarjiSoebs- (drills, exercises) da `daval ebebs-`aqtivobeb- (tasks, activities) Soris. savarjiSoebad iTvl eba enobrivi xasiaTis samuSao, romel Sic ena mowvyvetil ia real ur sakomunikacio situacias (magal iTad, Casvit sityva/forma gamotovebul adgil as, Seawyvil eT sityva da misi gansazRvrebada a.S.). daval ebad miCneul ia samuSao, romelic imitacias axdens real uri komunikaciisa an real ur komunikacias wamoadgens. dRes arsebobs tendencia _ enis swavl ebaSi Ziritadad gamoviyenoT daval ebebze dafuznebul i swavl eba (TBL – task-based learning), raTa ukeTesad movamzadoT moswavl eebi enis komunikaciuri gamoyenebisatvis, Tumca `savarjiSoebis- garkveul i raodenoba xel s uwyobs myari unar-Cvevebis Camoyal ibebas da amdenad, aucil ebel ia. LinCi da maklini (Lynch & Maclean, 2000) miCneven, rom gameorebul i daval ebac imave mizans emsaxureba da sasargebl oa enis swavl ebas. Cveni rCevaa, gaiTval iswinoT, rom am SemTxvevaSi savarjiSo ar unda

Sesrul des moswavl is wignSi, sadac, rveul iviT, daval eba iwereba, radgan swori pasuxebi students ukve uweria.

saqmiani weris daval ebebi, Cveni azriT, unda SemuSavdes ori mi marTul ebiT:

1) zogadad weris da, kerZod, saqmiani weris unar-Cvevebis SemuSavveba (naweris formatisa da struqturis dacva, kohezia-koherentul obis dacva, koreqtul i marTI wera da gramatikul i gaformebeba, adekvaturi stil is SerCeva; dagegmva, TviTredaqtireba);

2) naweris Janris specifiki s gaTval iswinebi T.

savarjiSo-daval ebebis am or jgufad dayofa sakmaod pirobiTia, aseTi kl asifikaciisas yuradReba maxvil deba mTavar amocanaze, Tumca zogadad weris unar-Cvevebis ganmaviTarebel i savarjiSoebi SeiZl eba Catardes romel ime Janris naweris masal aze, iseve, rogorc konkretul i Janris naweris Sesrul ebis daval eba SeiZl eba moicavdes romel ime zogadi unar-Cvevis an strategiis ganviTarebas.

rasakvirvel ia, saqmiani weris swavl ebisas gamoviyenebT savarjiSo-daval ebebs, roml ebic ara mar to weras, aramed saubars, mosmenas da kiTxvas moiTxovs, radgan sametyvel o komunikaciis es formebi ganuyofel ia avTentur situaciaSi da radgan saswavl o procesi ar unda iyos erTferovani da mosawyeni. kol inzi da TaTI i (Collins & Tuttle, 1979), magal iTad, srul iad samarTI ianad miuTiteben, rom umj obesia ar dawa-werinoT yvel a students erT da igive situaciaze/daval ebaze weril i, aramed yvel as individual uri daval eba/situacia mieces erTi Janris fargl ebSi (magal iTad, yvel a wers saCivris weril s, magram ris Sesaxeb – unda gansxvavdebodes). am SemTxvevaSi motivaciasac gavzrdiT da erTmaneTisgan meqanikur gadawerasac avaridebT TavS.

saqmiani weril is dawerisas, saWi roa, raRaciT davainteresoT, davaintrigoT mkiTxvel i. Mami tom, moicavs Tu ara studentis mier daweril i weril i raime saintereso/axal /inovaciur informacias/SeTavazebas, unda iyos misi Sefasebis erT-erTi kriteriumi.

aqtivobebi saqmiani weris unar-Cvevebis sxvadasxva aspektis Camosoyal ibebl ad:

a) naweris formatisa da struqturis dacva:

- `mdivanma~ mogitanaT Tqveni daval ebiT Sesrul ebul i saqmiani naweri. SeamowmeT misi siswore formatisa da struqturis Tval sazrisiT;
- miwodebul i teqstis mixedviT, romel ic gawvdiT saWiro informacias, SeadgineT ama Tu im Janris naweri misi formatis, struqturis da stil is dacviT;
- imuSaveT wyvil ebSi. mas Semdeg, rac SeadgenT ama Tu im Janris nawers, gacval eT nawerebi da SeumowmeT erTmaneTs formati da struqtura.

b) kohezia-koherentul obis dacva:

kohezia, anu teqstis enobrivi gabmul oba uzrunvel yofil ia nacval - saxel ebisa da sinonimebis/paronimebis/meronimebis/parafrazebis swori/efeqturi gamoyenebiT. mniSvnel ovania, Tavi avaridoT orazrovnebas: udavod unda iyos gasagebi, konteqstSi moyvanil i romel i sityva igul isxmeba nacval saxel is adgil as. Cveni azriT, sasargebl oa iseTi savarj iSoebi, rogoricaa:

- SeTavazebul teqstSi axseniT, Tu ra sityva igul isxmeba xazgasmul pris/kuTvnil ebiTi nacval saxel Si;
- SeTavazebul teqstSi meordeba erTi da igive sityva. Adekvaturad Secval eT is nacval saxel iT an/da sinonimiT/paronimi T/meronimi T/parafrazi T.

koherentul obis, anu teqstis l ogikuri agebis swavl ebis SesaZl ebl obas xSirad eWvis qveS ayeneben, radgan teqstis l ogikuri ageba azrovnebis l ogikurobasTan aris dakavSirebul i, romel ic, Tavis mxriv, xSirad miCneul ia genetikur/menkvi dreobiT/intuiciur Tvi sebad. miuxedavad amisa, enis mraval i maswavl ebl is gamocdil eba aCvenebs, rom koherentul i teqstis Sedgenis swavl eba SesaZl ebel ia. vil iamsma (Williams, 2000, p.107), magal iTad, Camooyal iba koherentul obis 2 principi:

- 1) damwerebma unda ganTavson winadadebis Tema (misi gamomxatveli sityva/sityvebi) winadadebis dasawyisSi. is gansazRvavs Temas (Tema/remas opoziciaSi), rogorc informaciis erTeuls, romel sac avrcobs winadadebis danarCeni nawili. gramatikul ad Tema ufro xSirad qvemdebarea, rema ki (anu is informacia, romelic moyvanilia Temis Sesaxeb) – Semasmeneli. Tumca, es ar aris yovel Tvis ase, magaliTad:

China will eventually become a major industrial nation. In regard to China, it will eventually become democratic. I believe that China will eventually become democratic. There is wide agreement as to China's becoming a world power. (Williams, 2000, p. 284-85).

- 2) damwerebma unda gamoiyenon Tematuri (Temis gamomxatveli) sityvebi, rogorc urTierTdakavSirebuli sistema/qseli. magaliTad, Cveni kompania awarmoebis kompiuterebs. informaciuli teqnologi Tanamedrove sazogadoebaSi uarresad mniSvelovania.

amitom, vimedovnebt, rom Cveni produqcia iol ad gaiyideba~.

radgan viliamsis rekomendacia sakmaod ioli Sesasrul ebelia, mas weris mravali maswaveli iyenebs da kmayofilibas gamoxatavs. rojersma (Rogers, 2004), magaliTad, gadawyvita, Seemowmebina, Turandenad adekvaturia es rCeva. man ganaxorciel ainglisuri enis 15 Semswavelis nawerebis lingvistური ანალიზი. ამისათვის მან დაყოფა ნაწილებად, რომლებიც მასწავლებლის მიერ სეფაზებული იყო, როგორც კარგი/საშუალო/ცუდი ნაწილი და შემდეგ შემოვლა, არსებობს თუ არა კორელაცია მარალნიშანსა და ტემატური სიტყვის winadadebis dasawyisSi ganTavsebas შორის. მან არმოაჩინა, რომ ეს კორელაცია უარყოფითია (ანუ მარალნიშანის ნაწილები იმსახურებდა, რომელიც ეს უფრო არ არის გამოყენებული და პირიქით, ნაწილები, რომელიც ეს უფრო გამოყენებულია, xSirad dabal i niSniTaa სეფაზებული. რაც შეეხება მეორე პრინციპს, იგი როჯერსის კვლევის დადასტურდა. როჯერსის აზრით, შესაძლებელია, მასწავლებლები იმით მათ აღიქვან და სეფაზებენ იმ ნაწილებს, რომლებიც ტემატური სიტყვა winadadebis dasawyisSi ganTavsebuli, რომ ასეთი ნაწილები gramatikul ad erTferovania (ანუ სტილისტურად ასეთი ნაწილი არ არის მნიშვნელოვანი კარგი). ამავდროს, საკმიანი ვერისა, სადაც მთავარია არა ნაწილის სტილისტური სრულიყოფა, არამედ პრაგმატული ამოცანა – მთავარი აზრის

mitana mkiTxvel amde, vil iamsis rCeva urigod ar migvaCnia. rasakvirvel ia, SeuZl ebel ia am principiT Seikras yvel a winadadeba teqstSi, magram sakvanZo winadadebebi namdvil ad ase unda aigos.

maSasadame, Cven SegviZl ia gamoviyenoT Semdegi savarj iSoebi:

- wai kiTxeT abzaci da ipoveT masSi Tematuri sityva. Tu es sityva ar aris winadadebis dasawyisSi, gadawereT winadadebebi ise, rom aSkara iyos, razea abzacSi l aparaki.
- wai ki kiTxeT abzaci. SeamowmeT, moicavs Tu ara yvel a winadadeba Tematur sityvas. Tu ara, maSin moaxdineT teqstis redaqtireba.

g) koreqtul i marTI wera da gramatikul i gaformeba:

- moaxdineT sakuTari naweris redaqtireba marTI werisa da gramatikul i koreqtul obis Tval sazrisiT.
- moaxdineT SeTavazebul i naweris redaqtireba marTI werisa da gramatikul i koreqtul obis Tval sazrisiT.
- imuSaveT wyvil ebSi. gacval eT erTmaneTSi nawerebi da moaxdineT maTi redaqtireba marTI werisas da gramatikul i koreqtul obis Tval sazrisiT. iTanamSroml eT naweris avtorTan redaqtirebis procesSi.

d) adekvaturi stil is SerCeva:

- mocemul teqstSi CasviT is sityvebi SeTavazebul idan, roml ebic Seesabameba mocemul Janrs (miSTvis damaxasiaTebel stil s).
- gaecaniT nawers da daadgineT misi stil isturi adekvaturoba.
- moaxdineT sakuTari naweris stil isturi redaqtireba an gacval eT erTmaneTSi nawerebi da SeasworeT isini stil isturad.

e) dagegmva, TviTredaqtireba

- SeafaseT SeTavazebul i gegma da moaxdineT misi gaumj obeseba, warmoadgineT is argumentebi, ris gamoc moaxdineT gegmaSi cvl il ebebi.

- იმუშავებთ ყველაზე უფროს, დაგეგმეთ საკმარისი ნაწილი, შემდეგ ინდივიდუალურად შეადგინეთ სათანადო ჯანრის ნაწილი. გაცვალეთ ნაწილები ერთმანეთს და მოაქდინეთ მათი რედაქტირება ავტორებთან ერთად.

v) ტვირთრედაქტირების უნარ-ცნობების გამოყენების მიზნით, ცენი აზრით, სასარგებლო იქნება სექციების გაშვებზე შემდეგი სავარჯიშოების გამოყენება:

- მოცემულია გასაშვებელი ტექსტი. სექციები მასში ხაზგასმულია და სექციის ტიპი მითითებულია. სტუდენტმა უნდა გააშვოს სექცია.
- მოცემულია გასაშვებელი ტექსტი. ხაზგასმულია უნდადებო, რომელიც შეიცავს სექციას და მითითებულია სექციის ტიპი. სტუდენტმა უნდა იპოვოს და გააშვოს სექცია.
- მოცემულია გასაშვებელი ტექსტი. ხაზგასმულია უნდადებო, რომელიც შეიცავს სექციას. სტუდენტმა უნდა იპოვოს და გააშვოს სექცია.
- `ტავისუფალი` კორექცია (სეზილია, მითითებული იყოს სექციების რაოდენობა).

აქტივობები დასაუფლებელი ჯანრების მიხედვით:

a) რეზიუმე დასაწერად:

- სიტყვების სიაში მონიშნეთ ის სიტყვები, რომლებიც შეიძლება გამოგადგეთ რეზიუმე დასაწერად (პროფესიების/მოვალეობების არმნიშვნელობისა).
- დაიკითხეთ შეტავაზებული რეზიუმე და, საუბრობის შემთხვევაში, შეასწავლეთ მისი ფორმატი.
- აწერეთ პოტენციური მკითხველი (საზაფხულო ბანკის/სკოლის დირექტორი, კომპანიის/ოფისის მენეჯერი და ა.შ.). ვერის-ვინა ეტაპზე ყველაზე უფროსი იმსჯელებთ ამ ადამიანებისათვის მნიშვნელოვან ტვირთზე. ამის შემდეგ სტუდენტები ინდივიდუალურად უნდა დაწერონ რეზიუმეები და/ან (დაკითხული/მოსმენილი) მასალაზე დაყრდნობით.

nobi T) sxva adamianis reziumes. naweris Sefasebias, maswavl ebeli yuradRebas amaxvil ebs imaze, ramdenad mosawonia naweri mocemul i wamkiTxvel istvis.

- wyvil ebSi muSaoba: daweril i reziimeebis enobrivi srul yofa (studentebi asworeben erTmaneTis nawerebs).
- reziimeebis konkursi (vin warmoadgens sakuTar Tavsa saukeTesoda `moipovebs`- samsaxurs).
- rolebis gaTamaSeba (damsaqmebeli - samsaxuris maZiebeli): miuxedavad imisa, rom es ar aris weris unar-Cvevebis ganmavitarrebeli savarjiso, misi mizania reziumes dasawerad saWiro l eqsikis Setviseba. Ggarda amisa, rolebis gaTamaSeba weril obitac SeiZl eba ganxorciel des.
- rolebis gaTamaSeba: ufro gamocdil i an im kompaniaSi momuSave megobari, sadac maZiebeli cdil obs moewyos, aZl evs rCevas nakl ebad gamocdil s, Tu rogor gaaumj obesos Tavisi reziume, raTa warmatebuli iyos dasaqmebaSi.

b) bl anki/formebis Sesavsebad/Sesadgenad:

- Seavset mocemul i bl anki (am daval ebistvis bl ankebis mopoveba Sesazl ebel ia internetze).
- SeadgineT bl anki (mizania mititebuli, magalitad, kompaniaSi `stumris`- saSvis misaRebad, ingl isuri enis kursebze Casawerad da a.S.)

g) gancxadebis (application), samotivacio werilis, ganmartebiti baraTis dasawerad:

- daweret gancxadeba samsaxurSi mosawyobad, ufaso riggareSe svebul ebis Taobaze, gacdenil i samuSao dReebis sapatiod CaTvl aze, programaSi monawil ebis samotivacio werili da a. S. mxolod is gancxadebeli iqneba dakmayofil ebuli (miiRebs dadebit Sefasebas), romelic daicavs Ziritad normebs.

- rol ebis gaTamaSeba: moismineT probl emuri situacia. daexmareT konfl iqtis monawil es, Camoayal ibos Tavisi azrebi weril obiT.

d)Memorandumis/instruqciis/cirkul arul i weril is dasawerad:

- waikiTxeT SeTavazebul i memorandumi da moaxdineT misi redaqtireba.
- rol ebis gaTamaSeba: `ufrosis- intruqciebis Sesabamisad dawereT instruqcia.
- rol ebis gaTamaSeba: Tqveni `firmis- `TanamSroml ebs- daugzavneT el eqtronul i fostiT Tqven mier Sedgenil i cirkul arul i weril i (SeamowmeT, mi iRes Tu ara maT Tqveni weril i; amisaTvis A maT unda an moitanon igi amobeWdili, an _ ukeTesia - Seasrul on, rasac sTxovT weril Si).

e) saqmiani weril is dasawerad:

- dawereT pasuxi `miRebul ~ weril ze.
- imuSaveT wyvil ebSi. miwereT erTmaneTs informaciis moTxovnis, mosawvevi, madl ierebis gamoxatvisa da mobodiSebis weril ebi da maTi pasuxebi.
- rol ebis gaTamaSeba: vawvdiT studentebis situacias, romel Sic aRmoCnda maTi `kompania- (magal iTad, mas swirdeba Tavisi saqonl istvis axal i bazrebis moZieba). studentebi inawil eben `Tanamdebobebis- (rol ebs) am kompaniaSi. Semdeg, Tanamdebobis Sesabamisad, isini marTaven weril obiT mimoweras (kompaniis SigniT da gareT) internetis saSual ebiT, am situaciidan gamomdinare. sabol ood, maswavl ebel s srul i portfol io unda warmoudginon, romel ic yvel a weril is amonabeWds Seicavs.

v) sxdomis dRis wesrigis dasawerad:

- Tqvenma moadgil em dawera dRis wersigi momdevno sxdomistvis, romel ic unda mieZRvnas SromiT discipl inas. waikiTxeT is da

gaasworeT ise, rom, Tqveni azriT, is iyos ufro efeqturi. daasabuTeT gasworeba.

- Tqveni kompania apirebs gamofenaSi monawil eobas. SeadgineT dRis wesrigi, raTa moemzadoT miSTvis.

z) pl akatis/posteris/katal ogis mosamzadebl ad:

pl akatis da katal ogis momzadebaSi igul isxmeba ara mxol od teqsti, aramed vizual uri Tval saCinoeba. rasakvirvel ia, Cveni studentebi ar arian xatvis an mxatvrul i fotografiis special istebi, ufro metic, aseTi `produqciis~ Sefasebisas, Cven, pirvel rigSi, mis enobriv mxares da formats SevafasebT, Tumca vizual ur mxaresac eniWeba mniSvnel oba.

amasTan dakavSirebiT, linci da maklini (Lynch & Maclean, 2000) gvTavazoben `posterebis karusel s~, romel sac isini samedicino kongresebisTvis ingl isuri enis swavl ebisTvis iyeneben. Cven movaxdineT daval ebis mcire modifikacia.

1. studentebs eZl evaT daval eba, moizion romel ime kompaniis Sesa-xeb statia/statiebi. maT unda moamzadon posteri am statiebze dayrdnobiT;
2. tardeba posterebis gamofena. konferenciis `stumrebi~ (magal iTad, paral el uri jgufis studentebi an jgufis meore naxevari) aTval iereben gamofenas, afaseben yovel posters special uri rubrikis gamoyenebiT, kiTxvebs usvamen posteris avtorebs;
3. rol ebi icvl eba, amJamad posters waradgenen `stumrebi~, maspinZl ebi ki maT usvamen kiTxvebs.
4. amis Semdeg xdeba posterebis Sefaseba da maTi redaqtireba. `stumrebi~ da `maspinZl ebi~ erTobl ivi Zal ebiT adgenen sabol oo optimal ur teqsts.

T) biznesproeqtebis dasawerad:

kresi (Kreth, 2005) ikvl evda **biznesproeqtebis** gancxadebis formebis gamoyenebas saqmiani weris swavl ebisTvis. Estudentebs moeTxovebaT, Seadginon biznesproeqti `real uri~ klientebis moTxovnebis Sesabamisad.

cxaddeba `konkursi- grantis mosapovebl ad. aRweril ia proeqtisadmi moTxovnebi. studentebma unda waradginon proeqtebi da moigebs (`grants-, anu qul as miRebs) mxol od ramdenime saukeTeso naweri. marTalia, `sakonkurso komisia- (ZiriTadad, saqmiani weris maswavl ebel i, Tumca, mas SeuZl ia romel ime real ur biznesmensac sTxovos, daexmaros mas proeqtebis SefasebaSi) enobriv momentzec maxvil s gaakeTebS Sefasebisas, magram es daval eba maqsimal urad uaxl ovdeba real ur pirobebs.

es daval eba asaxavs momxmarebel ze orientirebul pedagogikas, romelic xSirad gamoiyeneba teqniki da profesiuli komunikaciis kursebze. samsaxurTan erTdroul ad swavl is (in-service learning) pedagogiki- sagan gansxvavebiT, romelic aqcents akeTebS social ur aqtivobaze, momxmarebel ze orientirebul i pedagogika mimarTul ia, studentebS gauwios daxmareba sakiTxis gagebaSi, raTa maT SeZl on, efqturad upasuxon `real ur- kl ientebS da maT organizaciul konteqsts. gansxvavebiT raime konkretul i SemTxvevis Seswavl isgan (case study), romelic studentebisagan moiTxovS rol ur TamaSebs garkveul i scenarebis mixedviT, biznesproeqtis Sedgena ki - `kl ientis- mier SemoTavazebul i samuSao proeqtis dasrul ebas, rac saSual ebas gvaZl evs, metad Sevinar- CunoT da gaviTval iswinoT samuSao adgil is kul tura, rac gamoixateba imaSi, rom studentebS eZl evaT saSual eba, mimarTon sxvadasxvagvar publ ikas (mkiTxvel s). maSasadame, biznesproeqtis dawera, rogorc saqmi an weraSi savarj iSo-daval eba, SeiZl eba CaiTval os sasargebl o gardamaval gamocdil ebad, romelic aertianebs erTmaneTTan samuSao adgil sa da auditorias. Akresi ganxil avs xuTkvirian samuSao saxel mZRvanel os damoukidebl ad muSaobisTvis, romelic erTgvari gamocdil ebaa saqmi an weris kursebze momuSave studentebisaTvis, radgan igi:

- 1) exmareba studentebS gaaanal izon, Tu ra sWirdeba maT kl ients;
- 2) sxvadasxva wyaroze dayrdnobiT exmareba studentebS, moipovon Sesatyvisi informacia, raTa mkiTxvel isTvis iyos sasargebl o;
- 3) moiTxovS studentebisagan, weron faqtebis Sesaxeb da vizual urad warmoadginon informacia ise, rom is iyos gasagebi, misawvdomi, gamosadegi da kargad ikiTxebodes;

- 4) iTxovs studentebisgan, gamoikvl ion maTi `proeqtisTvis- fonu- ri/dargobrivi informacia;
- 5) exmareba studentebS TviTon gaxdnen informirebul i momxmarebl e- bi.

i) angariSis dasawerad:

- dawereT universitetSi/fakul tetze Catarebul i RonisZiebis anga- riSi.
- dawereT saqmiani ingl isuri enis kursebze Tqveni swavl is anga- riSi.
- daakvirdiT ... (magal iTad, bibl ioTekis funqcionirebas Tqvens universitetSi). dawereT dakvirvebis angariSi.
- CaatareT raime kvl eva Tqveni jgufis masStabiT (magal iTad, ramdenad xSirad dadian studentebi kinoSi) da dawereT misi angariSi.

rencis, arduseris, mel onkonisa da debsis (Rentz, Arduser, Meloncon & Debs, 2009) kvl evis Tanaxmad, saqmiani weris swavl ebisas jgufuri muSaoba da Semdeg am namuSevris angariSis wardgena uaRresad efeqturia, radgan aseTi muSaobisas studentebi iziareben strategiebsa da gamocdil ebas. amave dros, isini gvafrTxil eben, rom am savarj iSos sirTul is done unda iyos adekvaturi. Tu aseTi savarj iSoebi cudadaa dagegmil i, studentTaSorisi damokidebul eba jgufSi SesaZl oa gamwvavdes. maswavl ebel ma unda kargad gansazRvros proeqtis mocul oba da misdami moTxovnebi (Sefasebis kriteriumebi), uzrunvel yos gasagebi instruqciebi da im formatis kargi nimuSebi, romel sac is iTxovs.

kompiuteri da, gansakuTrebiT, interneti SeiZl eba iyos gamoyenebul i saqmiani weris unar-Cvevebis gasaviTarebl ad. damoukidebel i muSaobis dros studentebS SeuZl iaT daeswron e. w. vebinars (anu seminars, romel ic vebqsel Si mimdinareobs) (Business, n./d.). am seminarebs atareben saqmiani weris ingl isel i da amerikel i gamocdil i special istebi konkretul sakiTxebze (magal iTad, saqmiani weril ebis formatis Sesaxeb). samwuxarod, es seminarebi ar aris ufaso. maswavl ebel sac SeuZl ia

anal ogiuri vebinari ufasod Cautaros Tavis studentebis. es mecadineobis original uri da axl eburi forma iqneba, romel ic, imedia, daaintereseb studentebis.

saqmiani weris axal i Janri - Power Point prezentaciebis (sl aid-Sous) momzadeba Tqveni gamosvl isaTvis mniSvnel ovania saqmiani angariSebisa da proeqtebisTvis. uaRresad l akoniuri da amave dros, amomwuravi teqstis, eqspresiul i suraTis, gasagebi grafikis, iumoristul i el ementis gamoyeneba - yvel aferi es unda emsaxurebodes moxsenebis mTavari informaciis efeqtur wardgenas. aswavl eT studentebis, rogor moamzadon efeqturi sl aid-Sou da Semdeg CaatareT maTi konkursi. garwmunebT, rom amaze efeqturi daval ebis Catareba SeuZl ebel ia.

zemoT arweril i savarjiSo-daval ebebis gamoyenebisas ara marto maswavl ebel i, aramed studentebi moipoveben sxvadasxva sasargebl o masal as. aseTi TanamSroml oba imis safuZvel ic ki SeiZl eba gaxdes, rom SemuSavdes damxmare saxel mZRvanel o saqmian weraSi. aseT warmatebul SemTxvevas ixil avs, magal iTad, makgari (McGarry, 1998a).

riversi (Rivers, 1980) miuTitebs, rom saqmiani weris swavl eba, zogier-Ti kritikosis azriT, sul ac ar aris amaRel vebel i da humanisturi. marTal ia, naweris formats saqmian weraSi aranakl ebi yuradReba eqceva, vidre Sinaarss, magram bevria damokidebul i maswavl ebel ze da mis ostatebaze. Tu werisas mkiTxvel i gveyol eba yuradRebis centrSi, Tu efeqturad vimuSavebT j gufebSi da gamoviyenebT rol ebis gaTamaSebas, swavl is procesi ara marto ar iqneba dehumanizebul i, aramed SemoqmedebiTi da humanuri/humanisturi iqneba.

qarTvel i fsiqol ogebis (uznaZe, 1961; xojava, 1950) naSromebSi naCvene-bia, ramdenad mniSvnel ovania ganwyoba ucxo enis swavl a-swavl ebis. ganwyoba mzaobaa qcevisadmi da Sedgeba subieqturi faqtorisagan - moTxovnil ebisagan da obieqturi faqtorisagan - subieqtSi asaxul i konkretul i situaciisagan. dadebiTi ganwyobisas izrdeba masal is SeT-visebis efeqturoba da piriqiT, uaryofiTi ganwyobisas masal is SeTvi seba kl ebul obs.Aamitom, Tu maswavl ebel i SeZl ebs, uzrunvel yos dadebiTi ganwyoba saqmiani weris swavl is procesisadmi saintereso da

praqtikul ad sasargebl o daval eba-savarji Soebis gamoyenebiT, real uri praqtikis gziT, saqmiani weris swavl eba iqneba warmatebuli.

2.5. saqmiani wera da enobrivi unar-Cvevebis menejmenti

geStal t fsiqologiis (Encyclopedia Britannica, n.d.) mTavari idea isaa, rom mTI iani codnar udris misi el ementebis codnis meqanikur jams. igive SeiZl eba iTqvas saqmian werasTan dakavSirebiT. enis Semsawl el s Sesazl oa hqondes mSobl iur da ucxour enaze weris mtkice unar-Cvevebi, man SeiZl eba kargad icodes biznesingl isuri, magram ar SeeZl os kargad ganaxorciel os saqmiani wera. saqmiani weris warmatebuli real izebisaTvis enobrivi unar-Cvevebze metia saWiro. garda amisa, saqmiani weris swavl ebisaTvis ar aris sakmarisi, iyo ingl isuri enis kargi maswavl ebeli. saqmiani weris maswavl ebel s unda hqondes real uri saqmiani weris gamocdil eba. Zal ian rTulia, aswavl o saqmiani weris strategiebi, magal iTad, Tu Sen TviTon ar gamogicdia warmateba da zogjer warumatebl obac saqmian weraSi. SemTxveviTi ar aris, rom aSS-Si saqmiani weris maswavl ebel Ta umetesoba aris biznesis special isti da ara enis. Cvens pirobebSi, radgan Cven vaswavl iT saqmian weras ucxo enaze, amis saSual eba ara gvaqvs, magram garkveuli gamocdil eba saqmian weraSi enis maswavl eblis kvalifikaciis aucil ebeli nawilia.

rehis (Reh, 2010) azriT, saqmiani weris mizania, mivitanot an miviRoT informacia (potenciuri) partniorisagan. imisaTvis, rom iyo efeqturi saqmian weraSi, unda srulad/amomwuravad SegeZl os azris Camoyal ibeba, amave dros, iyo zusti da, SeZl ebisdagvarad, l akoniuri. teqsti ise unda iyos dawerili, rom mkiTxvel ma advilad gaigos Setyobinebis an SekiTxvis Sinaarsi.

dResdReobiT, didi yuradReba eTmoba swavlis strategiების განვითარება. saqmiani weris swavlebis warmateba damokidebulia ara mxolod unarze _ cxadad da enobrivad koreqtulad gamoxato Seni azrebi, `~aramed, aseve, biznesetiketis codnaze. magal iTad, Tu daeswariT raime RonisZiebas, biznesetiketi moiTxovs Tqვენგან სამადლი ბელი ვერ იქნება (e.w.

bread-and-butter letter~) daweras. warmateba aseve damokidebul ia weril is swor struqturaze. magal iTad, Tu ver Seasrul eT rame val debul eba, j er bodiSi unda moixadoT, Semdeg mizezi axснаT, Semdeg _ kidev erTxel moixadoT bodiSi da bol os gamoxatoT imedi, rom, miuxedavad momxdarisa, Tqveni xangrZl ivi nayofieri TanamSroml oba mainc gagrZel deba. aseT sakiTxebSi adamiანი (rogorc ucxour, ise mSobl iur enazec) xSirad arReven zrdil obis wesebs, amitom saqmiani weris warmatebul i strategiebis swavl eba moiTxovs bevr axsnas, real ur magal iTebsa da varj iSs.

enobrivi unar-Cvevebis marTva uaRresad mniSvnel ovania enis swavl ebis. zogadi ingl isuris (General English), iseve, rogorc saqmiani ingl isuris, swavl ebisas Cven gvWirdeba vicodeT, Tu ras miarwies studentebma am momentisaTvis, imisaTvis, rom gavagrZel oT swavl eba. saqmiani wera, romel ic cxovrebi seul ad mniSvnel ovan unar-Cvevas warmoadgens, efeqturi saSual ebaa amis Sesafasebl ad.

kargi saqmiani weril i an sxva naweri niSnavs, rom ara mar to enobrivi siswore, aramed komunikaciuri miznebi iqna miRweul i. maSasadame, saqmiani naweris Sefaseba unda emsaxurebodes studentis probl emebis diagnostirebas rogorc enobrivi, ise komunikaciuri strategiebis Tval sazrisiT. imisaTvis, rom saqmian weril s hqondes es funqcia, igi unda iyos real uri saqmiani komunikaciis an, sul cota, misi gaTamaSebis nawil i.

Tu aris imis saSual eba, rom studentebi CavrToT real ur saqmian urTierTobaSi, magal iTad, mokl e vadiT, Tundac ufasod, imuSaon romel ime arasamTavrobo organizaciaSi, romel ic uzrunvel yofs amgvar samuSaos moxal isebebsaTvis, _ es saukeTeso gza iqneboda saqmiani weris swavl ebis efeqturi organizebsaTvis.

maswavl ebel i sTxovs studentebს, garkveul i periodul obiT (vTqvaT, TveSi orjer) moitanon weril ebi, roml ebic maT samsaxurSi miRes da Semdeg maT sapsuxod Seadgines sakuTari nawerebi (rasakvirvel ia, I aparakia `Ria~ mimoweraze, romel ic ar warmoadgens samsaxurebriv saiduml oebas). Tu warmodgenil i iqneba ara mxol od studentis naweri, aramed `j aWvi~ miwer-mowerisa, maswavl ebl i sTvis SesaZl ebel i gaxdeba

imis gansja, Tu ramdenad warmatebul ia studentis naweri ara mxol od enobrivad, aramed, pirvel rigSi, pragmatul i Tval sazrisiT. weril ebi jaWvidan aSkara iqneba, Tu hqonda partniors rame sirTul eebi weril is gagebisas da sabol oo jamSi maT Tu miaRwies sasurvel Sedegs (vTqvaT, garigebas). maswavl ebl is Sefasebac, Sesabamisad, pirvel rigSi, warmatebis miRwevas gaamaxvil ebs.Ggarda amisa, rasakvirvel ia, maswavl ebel i naweris enobriv mxaresac Seexeba da students urCevs, Tu rogor SeiZl eba naweris srul yofa.

Tu ar aris saSual eba, uzrunvel yofil i iyos amgvari praqtika, SeiZl eba Catardes saqmiani situaciis gaTamaSeba. nawerebis Sefaseba aqac anal ogiurad Sesrul deba.

saqmiani weris bl ogSi l in gartner-j onsoni (Gaertner-Johnston, 2010), magal iTad, gvircEvs, gamoviyenoT Semdegi scenari.

pasuxi yvel as

(waikiTxeT scenari da gainawil eT rol ebi)

6 adami ani emzadeba gamofeniSTvis, maT unda SeimuSaon stendi, romelic maT kompanias warmoadgens. maT ukve miweres yvel a ganyofil ebas, ra informacia sWirdebaT ganyofil ebebsgan.

paul a da braiani pasuxs ageben l ogos SemuSavebaze. paul am Seiswavl a, Tu ra fasi daj deba pl akati da miswera braians amis Sesaxeb, magram ar daugzavna es informacia jgufis sxva wevrebs. braianma sTxova mas, daukavSirdes jgufis yvel a wevrs, magram paul am uari uTxra amaze, ramac gaaRiziana braiani. paul a ki Tvl is, rom maSin isini CaiZirebian el eqtronul mimoweraSi. misi azriT, jgufis CarTva mxol od maSin aris saWiros, roca isini stendis proeqts SeimuSaveben.

dawereT weril ebi paul as da braianis saxel iT.

gartner-j onsoni (Gaertner-Johnston, 2010) aseve gvTavazobs Sexvedris dRis wesrigis daweras da ixil avs amasTan dakavSirebiT rol ebis Semdeg gaTamaSebas:

maswavl ebel i studentebis aRuwers situaciones: kompaniam gadawyvita aiyvanos espanuri enis axali maswavl ebel i da amasTan dakavSirebiT

iwevs krebas. rogor unda daiweros dRis wesrigis Sesabamisi sakiTxi, Tu gvinda, rom kreba iyos warmatebul i? studentebi sTavazoben sxvadasxva Canawers (tardeba `gonebrivi ierisi- - breinstormingi). bol os maswavl ebel i arwmunebs studenteb, rom saukeTeso formul ireba iqneba **`SeTanxmebis miRweva** intervius kiTxvebze" da ara `intervius kiTxvebis **ganxil va**~.

imisaTvis, rom efeqturad vmarToT saswavl o procesi, saWiroa, SevimuSaoT Sefasebis rubrika, romel Sic miznis miRwevas meti qul a mieniWebi, vidre enobric siswores, Tumca Sefasebis yvel a mniSvel ovan komponents mieqceva yuradReba.

rehi (Reh,2010) urCevs saqmiani weris Semswavl el ebs, dai cvan Semdegi safexurebi:

1. moawesrigeT masal ebi (gaecaniT nimuSebs, SearCieT sasargebl o l eqsika);
2. gaiTval iswineT, viSvis adgenT weril san sxva dokuments;
3. dawereT `Savi- varianti;
4. yuradRebiT da kritikul iTval iT gadaikiTxeT;
5. moaxdineT `Savi- naweris redaqtireba;
6. dawereT sabol oo varianti.

is, agreTve, gvircEvs: Tqven romans ki ar werT, Tqven werT saqmi an dokuments. maSasadame, Tqveni naweri imden da iseTi sigrZis aRweras unda moicavdes, ramdenic saWiroa, rom Tqveni partniori/kl ienti daaintere- soT Tqveni SeTavazebiT, magram srul iad zedmetia sityebis raxaruxi da mxatvrul i saSual ebebis gamoyeneba. Tu aSenebT l urji feris Senobebs (blue houses), nu dawerT, rom aSenebT `wyal wyal a feris nagebobeb- (vitreous domiciles).

zogadad weris da, kerZod, saqmiani weris swavl ebasTan dakavSi- rebiT, qarTvel i studentebis erT-erTi didi probl ema aris is, rom isini an saerTod ar axdenen sakuTari nawerebis redaqtirebas, an ar fl oben amisaTvis efeqtur strategiებს. isini ubral od weren daval ebas da waukiTxavad abareben maswavl ebel s. saukeTeso SemTxvevaSi, isini gadaikiTxaven xol me nawers marTI weris da gramatikul i Secdomebis gamosasworebl ad. aucil ebel ia, saqmiani weris Semswavl el ebma Seignon,

rom, SesaZI oa, aseTi midgomiT maT es kursi ase Tu ise daasrul on, magram ver miaRweven saqmian urTierTobebSi warmatebas, Tu ar SeimuSaveben TviTkoreqciis strategias.

aucil ebel ia, avuxsnaT studentebS TviTkoreqciis SesaZI o strategiebi da Sevasrul ebinoT maT saTanado daval ebebi.

ramdenime rCeva studentebisTvis:

1. mas Semdeg, rac maswavl ebel i gaasworebs Tqvens nawerebs, mi aqcieT yuradReba, ra tipis Secdomebi meordeba maTSi. SemdgomSi, pirvel rigSi, SeamowmeT Tqveni naweri am Secdomebis kuTxiT.
2. jer naweris Sinaarsi gaasworeT, Semdeg ki enobriv mxares mixedeT.
3. kompiuterze teqstis Sedgenisas nu datovebT uyuradRebod kompiuteris `spell ckeck--is komentars. Mmaqanikuradac nu mi iRebT kompiuteris `rCevas~ – mis mexsierebaSi SeiZI eba ar iyos is termini, romel sac Tqven iyenebT. gadaamowmeT yvel a saeWvo SemTxveva. Mmeore mxriv, Tu kompiuterma araferi gagiwiTI aT, es ar aris imis garantia, rom marTI weris Secdomebi teqstSi ar aris. kompiuteri ar aanal izebs konteqsts. misTvis sul erTia, romel i (TiTqmis) omofoni (magal iTad, personal Tu personnel, staff Tu stuff) gamoiyeneT, Tqveni mkiTxvel isTvis ki – ara.
4. TiTo wakiTxvaze SeamowmeT erTi tipis Secdomebi – gramatikul i, l eqsikuri, stil isturi Tu marTI weris.

თავი III

პედაგოგიური ექსპერიმენტი ჰიპოთეზის შესამოწმებლად

3.1. ექსპერიმენტის აზრება

კვლევების მიზანი - ექსპერიმენტი მოხდება 52 სტუდენტმა და სამაშველი ები მა ბათუმი სხელ მუიფო უნივერსიტეტიდან და ააღარის განაღი ები ფონდიდან (მეორე ექსპერიმენტი იგუფი). ისინი, ასევე, შემფასებელი როლი შეგამოდიონენ, ხოლო ობიექტურობის მიზნით, სტუდენტთა ნაწილებს აწარმოებენ მასწავლებლები, რომლებიც მათ არასწავლიდნენ (ანუ ტიტო იგუფის წევრთა ნაწილებს ორი-ორი მასწავლებელი ასწავლებდა). კვლევასი მოხდება სამი იგუფი:

- საკონტროლო, სადაც ზოგადი წერა იწავლება;

- პირველი ექსპერიმენტი, სადაც აუდიტორიასი და სინამოვიცის დებელი წავლება მიმდინარეობდა მეორე წერის აწერის მიტობით;

- მეორე ექსპერიმენტი, სადაც აუდიტორიასი და სინამოვიცის მიტობით მუშაობის გარდა, სტუდენტმა რეალური საკმისი წერის პრაქტიკა არასამწარმოო ორგანიზაციებში მოხალი შეხება გარდა.

საკონტროლო იგუფისი იყო 20 სტუდენტი, პირველი ექსპერიმენტი იგუფისი - 22 და მეორე ექსპერიმენტი იგუფისი - 13 სტუდენტი. მეორე ექსპერიმენტი იგუფი იმიტომ იყო მცირეცხვანი, რომ ცოტა სტუდენტმა შეიღო პრაქტიკის გავლით არასამწარმოო ორგანიზაციებში. ნაწილები ისინებოდა კობით და არა გვარებით, ისე, რომ მასწავლებელი მა არ იცოდა, ვის ნაწილებს ასწავლებდა. შემფასებლის მივეციტ შემფასების რუბრიკა, ავუსენით მისი გამოყენების წესი და ტრენინგიც წავტარებ.

სტუდენტების მოხდება ექსპერიმენტი იყო ნებაოფლი ობიექტი. ისინი 19-21 წლის გოგონები იყვნენ და წავლი ობდნენ ბათუმი სხელ მუიფო უნივერსიტეტის ჰუმანტარული მეცნიერებათა ფაკულტეტის მესამე კურსზე, მეორე საკონტროლო იგუფის სტუდენტები კი - ააღარის განაღი ები ფონდის.

სამივე იგუფისი ინგლისურ ენაზე წერის უნარ-წვევები დააღი ობიექტიერტ დონეზეა (ე. წ. Intermediate). ეს გარკვა შემდეგი პრე-ტესტით:

1. **Fill in the gaps with the correct word/form** (10 points):

The at your company are highly qualified and hardworking.

- a) staff
- b) stuff
- c) employees

Believe me, he never this report.

- a) have ... read
- b) has ... read
- c) had ... read

Where do you purchase office?

- a) stationery
- b) stationary
- c) papers

Honey, I you such a beautiful ring!

- a) buy
- b) bought
- c) purchased

He literature at Oxford for two years but then transferred to languages.

- a) was studying
- b) was studing
- c) has studied.

Peter and his friend often parents.

- a) visit
- b) visits
- c) visiting

How many answers is positive?

- a) percent of
- b) percents of
- c) percent

I you were asking for help.

- a) thorough
- b) thought

c) though

I would have never come if I he was also coming.

a) knew

b) had known

c) have known

She repeated that she never a penny from him.

a) - ... took

b) had ... taken

c) was ... taking

2. **Fill in adequate pronouns, synonyms, conjunctions, words showing order (e.g., first of all, thus, at last) or attitude (e.g., unfortunately), other words providing cohesion/coherence (10 points):**

Clinton juggles diplomacy, planning daughter's wedding

Hillary Rodham Clinton says she's not letting the demands of global diplomacy stop her from planning her daughter Chelsea's wedding. A Polish TV interviewer asked on Saturday she manages juggling being Secretary of State and mother of the bride.

Clinton agreed that are "serious, important and stressful."

"..... we have e-mail now. ... I can communicate and people can send me pictures of flower arrangements or other kinds of decisions," she told the Polish current affairs program Tomasz Lis Live.

"It's a very happy time for my family, ... it truly is the most important thing in my life right now," Clinton said about her daughter's upcoming wedding.

The Associated Press has reported that Chelsea Clinton's wedding to Marc Mezvinsky will take place July 31 in Rhinebeck, N.Y., about two hours north of New York City.

Chelsea Clinton, 30, is a graduate student at Columbia University's School of Public Health, while her, 32, is an investment banker.

3. Divide the suggested text into 5 paragraphs (5 points).

Former Met Opera singer Cesare Siepi dies at 87

ATLANTA – Cesare Siepi, an operatic bass who fled Fascist Italy and later rose to fame both as a staple of the Metropolitan Opera and one of the most celebrated singers to play the title role in "Don Giovanni," has died at age 87. Siepi, a native of Milan, Italy, died at Piedmont Hospital in Atlanta on Monday after suffering a stroke more than a week earlier, his family said Tuesday. Siepi's distinctive bass helped make him a favorite in such roles as Mephistopheles in "Faust"

and as the title character in Mozart's opera "Don Giovanni." His sword on his hip, Siepi captured audiences as the raping, pillaging scoundrel alongside other operatic legends such as soprano Leontyne Price. Offstage he was a family oriented man whose favorite role was that of dad, daughter Luisa Siepi said Tuesday. "Family was extremely important to him — he absolutely adored his wife and us," she told The Associated Press Tuesday evening. "We were probably the most important thing for him." Born in 1923, the young Siepi was part of a madrigal choir, family members said. His love for music landed him at the Milan Conservatory. Among his early roles was that of Sparafucile, a professional assassin, in a production of "Rigoletto" in Schio, Italy, said his son, Marco Siepi. War, however, forced him to leave Italy. He returned to Italy at the end of World War II and later came to the U.S. when general manager Rudolf Bing tapped him to perform in "Don Carlo." Siepi would later go on to make a name for himself as Don Giovanni. His Met career began in 1950 and ran until the early 1970s. Siepi was also one in an elite group of Met basses and baritones who starred on Broadway, performing in "Bravo Giovanni" and "Carmelina." His last public appearance was in 1989, according to his son.

4. Arrange the given paragraphs in order which will make a normal text (5 points).

- a) As of January, 2010, Yahoo held the world's largest market share in online display advertising. JP Morgan put the company's US market share for display ads at 17%, well ahead of No. 2 Microsoft at 11% and AOL at 7%.
- b) Yahoo! was founded by Jerry Yang and David Filo in January 1994 and was incorporated on March 1, 1995.
- c) However, from time to time the corporation meets with difficulties on its way. For example, in 2000, Yahoo! was taken to court in France by parties seeking to prevent French citizens from purchasing memorabilia relating to the Nazi Party. Yahoo! France had already instituted policies preventing the sale of Nazi memorabilia on its site, and prohibiting Nazi-based discussions on its message boards, but the parties sought to have Yahoo! introduce censorship technology to block French citizens from accessing similar material on Yahoo! websites in countries where local laws permitted Nazi related auctions/discussions.
- d) Yahoo! Inc. is an American public corporation headquartered in Sunnyvale, California, (in Silicon Valley), that provides Internet services worldwide. The company is perhaps best known for its web portal, search engine (Yahoo! Search), Yahoo! Directory, Yahoo! Mail, Yahoo! News, advertising, online mapping (Yahoo! Maps), video sharing (Yahoo! Video), and social media websites and services.
- e) Basically, development of Yahoo!Inc. is a success story. According to Web traffic analysis companies (including Compete.com, comScore, Alexa Internet, Netcraft, and Nielsen ratings), the domain *yahoo.com* attracted at least 1.575 billion visitors annually by 2008. The global network of Yahoo! websites receives 3.4 billion page views per day on average as of October 2007.

5. **Find at least three stylistically inappropriate forms/words/punctuation in the text, underline them and explain your choice** (10 points).

It has come to my attention that your sport utility vehicles are not as technologically advanced as they could be! Microprocessors are more than just a booming technological buzzword; they are something that can be seamlessly implemented into existing vehicles and will add countless dimensions to their capabilities...These are of course tiny examples in a grander scheme of things that can be accomplished with microprocessors. There are much more useful and innovative things that could be done to improve both the mechanical and ergonomic aspects, which would put you light-years ahead of your closest competitors, all the while fattening your pockets...I enthusiastically look forward to meeting with you!

(recommended version: exaggeratedly loaded words, hyperboles, exclamation mark)

It has come to my attention that your sport utility vehicles are not as technologically advanced as they could **be!** Microprocessors are more than just a **booming technological buzzword;** they are something that can be **seamlessly implemented** into existing vehicles and will add **countless dimensions** to their capabilities...These are **of course tiny examples in a grander scheme** of things that can be accomplished with microprocessors. There are much more useful and innovative things that could be done to improve both the mechanical and ergonomic aspects, which would put you **light-years ahead of your closest competitors, all the while fattening your pockets...I enthusiastically look forward to meeting with you!**

6. **Write an application based on the presented situation** (20 points).

Your university has strict regulations concerning attendance. You are going to get married, so request your absence during honeymoon to be counted as an excuse for absence.

7. **Write a 300-word essay on one of the offered topics** (20 points).

- a) What will you do if your parents dislike your best friend?
- b) Should people keep large dogs in town apartments?
- c) Is hobby a waste of time or something necessary?

8. **Write an answer to the received e-mail** (20 points).

Dear freshman

Our University announces admission to the below-listed clubs:

- photography
- theatre
- travelling
- poetry/journalistic
- do-it-yourself (handicrafts)
- singing
- dancing

If you would like to participate in any, deadline for a motivation letter is September, 30.

Contact person is Mr. Paul Johnson, Vice Chancellor
Rector's Office

pirvel i xuTi daval eba obieqturi testirebis magal iTs warmoadgens,
maTSi fasdeba:

- 1) marTI weris, l eqsikuri da gramatikul i unar-Cvevebi;
- 2) koheziis uzrunvel yofis unari;
- 3-4) koherentul obis uzrunvel yofis unari;
- 5) stil isturi Sesabamisobis uzrunvel yofis unari.

am daval ebebis gamoyenebis mizania obieqturi Sefaseba, Tumca unda gvaxsovdes, rom isini receptul /reproduqtul xasiaTs atareben da ver Seafaseben real ur/cxovrebiSeul situaciaSi weris unar-Cvevebis dones. bol o sami daval eba Sesafasebl ad sakmaod subieqturia, amitom Sevimu-SaveT saTanado rubrikebi da treningi CavutareT Semfasebl ebs, raTa maT mier daweril i qul ebi erTsa da imave kriteriumebs eyrdnobodes da SeZl ebisdagvarad obieqturi iyos. meeqyse daval eba, marTal ia, saqmiani weris unar-Cvevebs moiTxovs, magram Zal ian martivia, amitom SesaZl ebl ad CavTval eT misi gamoyeneba. Mne-7 daval eba tradiciul ia, amitom am saxis daval ebas yvel a studenti unda iyos miCveul i, Tumca misi praqtikul oba/avTenturoba Zal ian dabal ia. bol o daval eba periodul ad gamoiyeneba saxel mZRvanel oebSi, studentebi mas met-nakl ebad miCveul ni arian. Mmisi pragmatul oba/avTenturoba maRal ia.

amdenad, Cveni azriT, aseTi Semowmeba afasebs weris unar-Cvevis sxvadasxva aspekts, sakmaod obieqturia da cxovrebiSeul situaciebSi weris unar-Cvevebsac asaxavs. detal urad am Sefasebis `ideol ogias-cxril i 3.3-is Semdeg agixsni T.

**cxril i 3.1. pre-testSi gamoyenebul i subieqturad Sesafasebel i dava-
I ebebis Sefasebis rubrika**

Sefasebis kriteriumi/done	friadi	kargi	damakmayofil ebel i
marTI wera, l eqsikuri da gramatikul i koreqtul oba, punqtuacia	3	2	1
kohezia/koherentul oba, struqtura da formati, stil isturi/Janrobrivi Sesabamisoba	3	2	1
mkiTxvel ze orientacia	3	2	1
pragmatul i/komunikaciuri amocanis mi Rweva	4	3	2
zrdil obis/etiketis normebis dacva	3	2	1
weris strategiabis gamoyeneba	4	3	2

am rubrikis gamoyenebiT Sefasebis Sedegebi warmodgenilia 3.2. cxril Si (pirvel adi Sedegebi, sadac individual uri studentis mier miRebul i qul a Cans, moyvanilia danarT #2-Si. disertaciaSi ki miTiTebul ia saSual o Sedegebi).

cxril i 3.2. eqsperimentis-wina testirebis Sedegebi

Ddaval ebis nomeri, maqsimal uri qul a	saSual o qul a sakontrol oj gufSi	standartul i gadaxra	saSual o qul a pirvel eqsperimentul j gufSi	standartul i gadaxra	saSual o qul a meore eqsperimentul j gufSi	standartul i gadaxra
1 (10)	7,15	0,9333	6,7727	1,10978	4,3077	0,75107
2 (10)	5,20	1,98945	4,8182	2,46183	2,6923	0,48038
3 (5)	3,85	1,03999	3,5455	0,91168	2,5385	0,51887

4 (5)	4,40	0,82078	4,0	0,87287	2,7692	0,59914
5 (10)	6,55	1,90498	3,7727	2,91027	4,7692	0,72501
6 (20)	8,25	2,5105	8,7273	3,81952	11,2308	1,48064
7 (20)	11,20	2,64	9,5	2,61406	12,3077	1,65250
8 (20)	10,95	2,56443	9,3182	2,85167	11,7692	1,69085
sul (100dan)	52.55		50,4546		53,3646	

(aq da SemdgomSi saSual o ariTmetikul i da standartul i gadaxra gaangariSebul ia SPSS programis gamoyenebiT)

eqsperimentis am etapze Ppirvel i saeqsperimento j gufi odnav sustia sakontrol oze, rac Cans cal keul i daval ebebis saSual o Sedegebidan da saSual o SedegTa j amidan. meore eqsperimentul i j gufi ki, priqiT, cota ufro Zl ieria, gansakuTrebiT, rac Seexeba komunikaciuri weris daval ebebs (bol o sami).

kvl evis xangrZl ivoba. kvl eva mimdinareobda 2010/2011 sasawavl o wl is erTi semestris ganmavl obaSi. universitetSi, sadac kvl eva mimdinareobda, wera, rogorc cal ke sagani, ar iswavl eba, is saqmiani ingl isuri enis swavl ebis nawil s warmoadgens, saqmian ingl isur enas ki 30 saaTi eTmoba semestrSi. sakontrol o da eqsperimentul j gufebSi weris swavl ebas erTnairi dro eTmoboda.

sasawavl o masal ebi da daval ebebi. saqmiani ingl isuri iswavl eba r. enuqiZis saxel mZRvanel os `Business English- mixedviT xdeba, xol o zogadi ingl isuri iswavl eba `Cutting Edge--is mixedviT (pre-intermediate). Sakontrol o j gufSi weris swavl ebisaTvis saxel mZRvanel oSi SeTavazebul i daval ebebi gamoiyeneboda, xol o eqsperimentul j gufebSi – Cven mier SerCeul i masal a da Sedgenil i daval ebebi.

meTodi. j onsisa da tibetis (Jones & Tibetts, 1993) azriT, weris swavl ebis meTodikis Sesaswavl ad SeiZl eba gamoviyoT kvl evis Semdegi meTodebi: studentebis videogadaReba werisaTvis momzadebis da weris procesSi, studentebis azrebi gamokiTxva da studentTa nawerebis

analizi. Cveni azrit, studentTa videogadaReba efeqturia, Tu vikl evT saubris swavl ebi process: aq bevri ram cans vizual urad: ramdenad Sedian mol aparakeebi Tval iT kontaktsi erTmaneTTan, ramdenad efeqturad da adekvaturad iyeneben JestebSa da mimikas, ramdenad arian isini emociurad CarTul ebi komunikaciis procesSi, ramdenad arian Tavdaj erebul ebi da a. S. weris procesSi mTel i intel eqtual uri procesi dafarul ia damkvirvebl is Tval ebisTvis, amitom ar migvaCnia racional urad am meTodis gamoyeneba. aseve, uSual od eqsperimentis procesSi, studentebis moTxovnil ebebis Sesaswavl ad da imis Sesafaseb- l ad, Tu ramdenad efeqturia swavl ebi SeTavazebul i meTodika, miymar- TeT maTi azrebiS gamokitxvas. am TavSi adgils davuTmobT studentebis nawerebiS anal izs, tipobrivi Secdomebs, damaxasiaTebel sirtul eebS. Tumca, kvl evis mTavari meTodi CvenTvis iyo pedagogiuri eqsperimenti, roml is drosac Sefasebul iqna SeTavazebul i meTodikis efeqturoba (pre-testis, testis, romel ic eqsperimentis Sua periodSi Catarda, da post-testis gziT studentTa weris unar-CvevebiS SefasebiT).

cvl adebi. radgan Cveni kvl evis hipoTezad vacxadebT, rom saqmiani weris swavl eba efeqturi iqneba, Tu mis procesSi gamoviyenebT ara mxol od saTanado enobrivi masalisa da TaviseburebebiS, agreTve, naweris formatis swavl ebas, _ aramed biznesweris etiketis el ementebsa da warmatebiS miRwevis strategiებსac, da Tu gamoviyenebT real ur gamocdil ebas, an sul cota `rol ur gaTamaSebas~ (studentTa jgufis SigniT ramdenime `kompaniis~ Seqmnas da maT SigniT da Soris saqmiani sabuTebiS gacvl as), gasazomi cvl adebia: weris unar-CvevebiS formirebiS done da swavl is motivacia.

damouki debel i cvl adi is sididea, romel sac Cven vsazRvravT, **damoki debul** cvl ads ki ver vsazRvravT: Cven varaudobT, rom igi damouki debel cvl adze aris damoki debul i (Tuckman, 1988, gv. 78). **Damouki- debel i cvl adi** Cvens kvl evaSi aris weris swavl ebisadmi mi dgoma:

- a) tradiciuli (zogadi weris swavl eba, mkitxvel ze orientaciis ararseboba, naweris JanrebiS TiTqmis sruli ignoreba, ukmarisi praqtikul oba da avTenturoba)

b) Cven mier SemoTavazebul i midgoma (saqmiani weris swavl eba, studentTa moTxovnil ebebis gaTval iswineba, mkiTxvel ze orientacia, saqmiani weris Janrobrivi mraVal ferovnebis gaTval iswineba, praqtikul oba da avTenturoba). weriT i savarj iSoebis raodenoba, maTTvis daTmobili dro eqsperimentul da sakontrol o jgufSi erTnairia, amitom, Cveni varaudiT, eqsperimentul jgufSi warmatebas unda miVaRwioT swavl ebis Sinaarsis da meTodis xarj ze. **damokidebul i cvl adi** aris weris unar-Cvevebis formirebis done.

cvl adis operaciul i definicia aris gansazRvreba, romel ic eyrdnoba parametrebs, romel Ta dakvirveba da gazomva SesaZl ebel ia (Tuckman, 1988, gv. 104). Cvens eqsperimentSi swored aseTi definicia miveciT damokidebul cvl ads (anu weris unar-Cvevebis dones vsazRvravT im komponentebis mixedviT, roml ebic mas Seadgenen).

konceptual uri definicia iseTi gansazRvrebaa, romel ic iyenebs ufro abstraqtul i xasiaTis Tvisebebs, roml ebze dakvirvebac rTul i an SeuZl ebel ia. miuxedavad amisa, aseTi definicia mniSvel ovania kvl evis l ogikis dasadgenad, raTa gaugebrobas ar davutovoT adgili (Tuckman, 1988, gv. 104). weris unar-Cvevebis, Sefasebisa da motivaciis sal eqsikono gansazRvreba, amavdroul ad, aris Cveni cvl adebis konceptual uri definicia.

- `enobriv i unar-Cvevebi aris manera, romel Sic gamoiyeneba ena mosmenas, saubars, kiTxvasa da weras uwodeben enobriv 4 unar-Cvevas. xSirad unar-Cvevebs yofen qveCvevebad, magal iTad, winadadebaSi si tyebis urTierTobebis gageba~ (Richards, 2002, gv. 293)
- `Sefaseba aris enis Semswavl el is unaris Sesaxeb informaciis Segrovebis da daskvnis gakeTebisadmi sistemuri midgoma. Sefaseba xorciel deba testiT, interviuirebiT, anketirebiT, dakvirvebiTa da a.S.- ((Richards, 2002, gv. 35)
- `motivacia aris, zogadad, mamozravebel i Zal a nebi mier situa-ciaSi, romel ic iwvevs moqmedebas~ (Richards, 2002, gv. 343).

es gansazRvrebepi asaxul ia hipotezaSi da gaTval iswinebul ia rogorc l iteraturis anal izisas, ise eqsperimentis real izaciis procesSi.

weris unar-Ňvevebis formirebis donis gasazomad, rogorc Ňvens disertaciaSi (literaturis analizSi) aris naŇvenebi, mniSvnel ovania Semdegi aspeqtobi:

- marTI wera;
- l eqsikuri koreqtul oba;
- gramatikul i koreqtul oba da punqtuacia;
- kohezia/koherentul oba;
- naweris struqtura da (saWi roebis SemTxvevaSi) formati;
- nawerisa da amocanis stil isturi/Janrobrivi Sesabamisoba;
- ramdenad aris naweri mkiTxvel ze orientirebul i (ramdenad gasagebi da sainteresoa wamkiTxvel istvis);
- ramdenad aRwevs naweri im pragmatul /komunikaciur amocanas, romelic damweris winaSe idga;
- zrdil obis/etiketis normebis dacva;
- weris strategiebis gamoyeneba (rogor axerxebes damweri mkiTxvel is darwmunebas, iyenebs Tu ara karg argumentebsa da magaliTebis).

Sesabamisad, SevimuSaveT Semdegi rubrika.

cxrili 3.3. eqsperimentis msvl el obisas gamoyenebul i weris unar-Ňvevebis Sefasebis rubrika

Sefasebis kriteriumi/done	friadi	kargi	damakmayofil ebeli
marTI wera	8-7	6-5	4-3
l eqsikuri koreqtul oba	8-7	6-5	4-3
gramatikul i koreqtul oba da punqtuacia	8-7	6-5	4-3
kohezia/koherentul oba	10-9	8-7	6-5
struqtura da formati	8-7	6-5	4-3
stil isturi/Janrobrivi Sesabamisoba	10-9	8-7	6-5
mkiTxvel ze orientacia	12-11	10-9	8-7
pragmatul i/komunikaciuri amocanis miRweva	12-11	10-9	8-7
zrdil obis/etiketis	12-11	10-9	8-7

normebis dacva			
weris strategi ebis gamoyeneba	12-11	10-9	8-7

marti weras vTvl idiT damakmayofil ebl ad, Tu, marti weris Secdomebis miuxedavad, sityvebis cnoba iyo SesaZl ebel i. I eqsikurad da gramatikul ad damakmayofil ebl ad iTvl eboda naweri, romel ic, Secdomebis miuxedavad, gasagebia. kohezia-koherentul oba damakmayofil ebel ia, Tu naweri ar aRiqmeba, rogorc qaoturi da amis gamo Znel ad gasagebi. uxeSi stil isturi Secdomebi (magal iTad, saqmian weril Si sl engis gamoyeneba) da zrdil obis normebis darRveva (partniorze/kl ientze aSkara zewol a, uaryofiti informaciis Serbil ebis gareSe Setana) iwvevs aradamakmayofil ebel Sefasebas. Tu mTI ianobaSi mkiTxvel ma gaigo weril is Sinaarsi da damwerma SeZl o sainteresod an/da damaj erebl ad azris/Txovnis gamoxatva, naweri fasdeba, rogorc pragmatul ad damakmayofil ebel i. Tu studenti `gaiWeda- sityvis an gramatikul i formis arcodnis gamo, Tu man ver moyvana kargi magal iTebi da argumentebi, strategiul ad es naweri aradamakmayofil ebel ia.

sabol oo j amSi, ingl isuri enis swavl eba saqmiani weris SeTavazebuli iTmeTodikiT, savaraudod, gazrdis universitetis kursdamTavrebul TamTI ian kval ifikacias da konkurentunarianobas, Tumca amis Semowmebamxol od grZel vadiani (sul cota, ramdenime wl is) kvl evis saSual ebiTaa SesaZl ebel i. amitom am naSromis fargl ebSi am debul ebis safuZvl iani Semowmeba, samwuxarod, SeuZl ebl ad migvaCnia.

moderatori cvl adi aris damatebiTi/meorexarixovani damouki debel i cvl adi, romel sac eqsperimentis procesze SeuZl ia gavlena moaxdinos (Tuckman, 1988, gv. 82). Cvens eqsperimentSi es aris studentebis damoki debul eba werisadmi. eqsperimentis dasawyisSi am faqtorze Cven gavlenas ver movaxdenT, magram SegviZl ia vecadoT, uzrunvel vyoT samive j gufSi daaxl oebiT erTnairi pirobebi. amisaTvis Cven gamovkiTxeT studentebi da davadgineT, rom weris swavl isadmi arc Tu ise dadebiTi damoki debul eba arsebobs samive j gufSi (cxrili 3.4).

kiTxvari:

miuTiTeT Tqveni sqesi: mamr./mdedr.

1. SeafaseT 5-bal iani sistemis gamoyenebiT Tqveni damokidebul eba werisadmi, rogorc enis swavl ebis komponentisadmi:
 - 5 – Zal ian miyvars
 - 4 - miyvars
 - 3 - met-nakl ebad momwons
 - 2 – didad ar momwons
 - 1 - mej avreba
2. Tu Tqveni pasuxia `didad ar momwons~ an `mej avreba~, ratom?
 - a) cxovrebaSi (TiTqmis) gamousadegaria
 - b) Znel ia
 - g) mosawyenad iswavl eba
 - d) sxva (miuTiTeT)
3. Tu Tqveni pasuxia `Zal ian miyvars~ an `miyvars~, ratom?
 - a) zepirad ver gamovxatav azrebs ise kargad, rogorc weril obiT
 - b) Tu mrcxvenia/merideba ramis Tqma, weril obiT nakl ebad miWirsi
 - g) weris procesi momwons
 - d) kargad iswavl eba
 - e) sxva (miuTiTeT)
4. reitingul ad daal ageT, weris ra Janrebi/saxeoba ufro mogwonT (1-yvel aze nakl ebad, 5-yvel aze metad):
 - a) piradi weril i
 - b) saqmiანი weril i
 - g) esei (Tema)
 - d) moTxroba/l eqsi (SemoqmedebiTi wera)
 - e) samecni ero/profesi ul i moxseneba
5. (xazi gausviT) ra girCevniaT, xel iT wera Tu kompiuterze beWdva?

cxrili 34. studentebis damokidebul eba werisadmi

kiTxva	moswavl eTa %, romel mac saTanado pasuxi airCia					saS. qul a
1	1 -10%	2 -10%	3 -37%	4 -28%	5 -15%	3,38
2	aA-0	b -0	g – 20%	Dd -0	-0	-

3	aA-10%	b - 2	g- 17%	Dd -14%	e -0	-
4	aA-4	b - 5	g - 3	Dd - 1	e -2	-
5	xel iT wera - 45%	kompiuterze beWdva - 55%	-	-	-	-

gamokiTxul Ta raodenoba iyo 57. xuTqul iani sistemiT, saSual od, studentebma Seafases Tavisi damokidebul eba werisadmi, rogorc 3,38 (metnaki ebad miyvars). maT Soris, vinc upasuxa `didad ar momwons- da `mej avreba-, yvel am erTi mizezi daasaxel a: swavl eba mosawyenia. maT Soris, vinc upasuxa, rom weris swavl a `uyvars- an `Zal ian uyvars-, amis mizezad umetesoba asaxel ebs iseT mizezs (`weris procesi momwons-), romelic ar aris damokidebul i swavl ebis xarisxe. swavl ebis maRal i xarisxis gamo weris mecadineoba moswons gamokiTxul studentTa mxol od 14%-s. weris Janrebs Soris gamokiTxul Ta umravl esobam yvel aze maRal i reitingi miანიWa saqmian weril s. naxevarze metma (55%) kompiuterze beWdva arCia xel iT weras weris swavl ebis procesSi.

werisadmi damokidebul eba nawil obriv damokidebul ia moswavl eTa sqesze (biWebs igi gansakuTrebiT ar uyvarT). magram Cvens SemTxvevaSi samive jgufis studentebi gogonebi iyvnen, ase rom, jgufebi erTnairi iyo sqesobrivi Tval sazrisiT da jgufis sqesobrivi Semadgenl obas gavlena ar SeeZl o moexdina eqsperimentis Sedegebze.

rac Seexeba swavl is motivacias, is gavzomeT gamokiTxvis gziT (ix. cxrili 3.5. da studentTa l eqciebze daswrebis aRricxviT - cxrili 3.6.).

kiTxvari:

1. SeafaseT, ramdenad motivirebul i xarT, daeufl oT weris unar-Cvevebs? 1 2 3 4 5

Tu Tqveni pasuxia 3-5, gaeciT pasuxi meore kiTxvas, xol o Tu Tqveni pasuxia 1-2, maSin _ mesame kiTxvas.

2. riTia gamowveul i Tqveni motivacia:
 - a) wera momwons/mexal i seba
 - b) wera mexerxeba
 - g) weris kargi maswavl ebel i gvyavs, ar minda vawyeni no

- d) momwons, Tu rogor gvaswavl ian weras
 - e) wera didad ar momwons, magram mesmis, rom profesiul ad aucil ebel i unar-Cvevaa
 - v) wera didad ar momwons, magram minda dipl omSi maRal i saSual o qul a mi vi Ro
 - z) sxva (mi uTi TeT)
3. riTia gamowveul i aseTi dabal i motivacia?
- a) wera ar momwons/ar mexal isebea
 - b) wera ar mexerxeba
 - g) Secdomebis SiSi maqvs
 - d) weris swavl ebis meTodebi/procesi mosawyenia
 - e) ara mgonia, ingl isurad wera cxovrebaSi gamomadges
 - v) sxva (mi uTi TeT)

cxril i 3.5. weris swavl is motivacia (eqsperimentis-wina)

kiTxva	moswavl eTa %, romel mac saTanado pasuxi airCia							saSual o qul a
1	1-12%	2-12%	3-35	4-25%	5-15%	-	-	3,16
2	a- 25%	b- 20%	g-14%	d-0	e-36%	v-0	z-0	-
3	a-5%	b-2%	g-3%	d-	e-	v-	-	-

TavianT motivacias 5-qul iani sistemiT studentebi 3,16 qul aze afaseben (saSual o). gamokiTxul Ta 76% dadebiT damokidebul ebas gamoxatavs werisadmi, magram amis mizezad mecadi neobisgan damouki debel faqtorebs asaxel eben: is saWiroa (35%), is zogadad uyvarT (25%) da exerxebaT (20%). saintereso, rom is studentebic, visac wera ar uyvarT, swavl ebisgan damouki debel faqtorebs asaxel eben mizezad: wera zogadad ar uyvarT (5%), ar exerxebaT (2%) da ar siamovnebT (3%).

anal ogiuri gamokiTxva eqsperimentis bol osac CavatareT, raTa Segvedarebina motivaciis cvl il ebis dinamika da Segvefasebina, Tu ramdenad axdens gavl enas Cvens mier SemoTavazebul i swavl ebis meTodika studentTa motivaciaze.

motivaciis Sesafasebl ad aseve ganvixil eT mecadi neobaze daswrebis maCvenebl ebi (ix. cxril i 3.6).

cxril i 3.6. cdispirta l eqciebze daswrebis procenti

	sakontrol o j gufi	pirvel i eqsperimentul i j gufi	meore eqsperimentul i j gufi
eqsperimentis pirvel Tves	69 %	70%	75 %
eqsperimentis meore Tves	71%	82%	83%
eqsperimentis dasasrul etapze	70%	83%	96%

cxril idan Cans, rom sakontrol o j gufis daswreba ar icvl eboda mTel i eqsperimentis msvl el obisas, xol o orive eqsperimentul j gufSi (gansakuTrebiT, meore eqsperimentul Si) is TandaTan umj obesdeba, rac motivaciis zrdis erT-erTi maCvenebel ia.

3.2. eqsperimentis saimedoobisa da sandoobis uzrunvel yofa

saimedoobaSi (reliability) igul isxmeba eqsperimentis/testis iseTi Tvi-seba, rom anal ogiur pirobebSi xel axl a Catarebisas maTi Sedegebi daaxl oebiT igive iqneba. saimedoobis uzrunvel yofa gul isxmobs eqsperimentis/testis Catarebis normal ur pirobebs: kargad dabelWdil an mkveTri xel naweriT Sesrul ebul teqsts, audioCanaweris karg xarisxs, mokl ed formul irebul da gasageb daval ebobs, kiTxva-pasuxis nimuSis uzrunvel yofas, auditoriaSi karg ganaTebas, normal ur temperaturul pirobebs da a.S. saimedoobis uzrunvel yofis mizniT, sakontrol o da eqsperimentul j gufebSi erTsa da imave saxel mZRvanel os viyenebdiT ingl isuri enis swavl ebisas; im maswavl ebel Ta kval ifikacia, roml ebic am j gufebSi aswavl idnen, daaxl oebiT erTnairi iyo. enis (kerZod ki, weris) swavl ebas erTi da igive dro eTmoboda. studentTa nawerebi

fasdeboda erTsa da imave parametrebze dayrdnobiT Semfasebl ebis mier, roml ebic dawvrTneT am parametrebis (rubrikebis) gamoyenebaSi.

testirebis procesis saimedobis uzrunvel yofis mizniT, testis Semsrul ebl ebi aucil ebl ad winaswar unda gaecnon mTl iani testis struqturas da konkretul i daval ebebis formatsac. amitom samive jgu-
fis studentebS gavaCaniT testis formati da rubrika, roml is gamoyenebiTac vafasebdiT maT codnas.

testis arwera unda Seicavdes daval ebaTa tipebs da nimuSebs, maTT-
vis gankuTvnil dros da Sefasebis kriteriუმებს; igi testis Sinaarssa da enis fl obis dones unda gansazRvravdes an Sesamowmebel i masal is CamonaTval s Seicavdes. enobrivi testebis Sefasebis kriteriუმები SeiZl eba iyos ara mxol od enobrivi siswore, aramed stilisturi da funqciuri Sesatyvisoba, spontanuroba, iniciaturoba, gamonaTqvamis an naweris moculoba da maTi enobrivi `simdidrec-. yvel a es piroba, rogorc naCveneblia zemoT, Cvens SemTxvevaSi iyo uzrunvel yofil i.

mkvl evars Semdegnairad SeuZl ia gazardos testis saimedooba:

- gamoiyenos daval ebebis sakmarisi raodenoba, daval ebis SigniT ki -sakiTxebis sakmarisi raodenoba;
- gasagebi gaxados instruqciebi, raTa moswavl eebma zustad gaigon, ras sTxoven maT;
- yovel Tvis Caataros testi identur pirobebSi.

aseve, maqsimal urad SevecadeT, Segvesrul ebina es pirobebi.

imis gamo, rom testis Sestrul ebisas, SesaZl oa, Semswavl el ma SemTxveviT gamoicnos swori pasuxi, pasuxis arCevanTa raodenoba orze meti unda iyos: mxol od ori pasuxis arsebobisas, swori pasuxis SemTxveviT mixvedris al baToba Zal ian maRal ia (50%). testis saimedooba moiTxovs sami-oTxi asarCevi pasuxis arsebobas (mixvedris Sansi 33-25%). principSi, rac meti arCevania, miT ufro saimedo iqneboda testi. magram, garda imisa, rom bevri pasuxis Sedgena rTul ia da yovel Tvis ar aris SesaZl ebel i, bevri pasuxis SemTxvevaSi testi droSi nakl ebad ekonomiuri da rTul i xdeba. amitom testuri daval ebebis umetesoba 3-4 arCevans gvTavazobs. CvenC minimum sami arCevani gamovieneT daval ebebsi.

radgan yvel a testSi rCeba swori pasuxis mixvedris Sansi, sakmaod zust Sefasebas mxol od daval ebaTa saxeebis mraval feroVnebiT da maTi sakmaod didi saerto raodenobis uzrunvel yofis gziT SeiZl eba mivaRwiOT. Tumca, testi imdenad didic ar unda gavxadoT, rom igi fizikur gamZl eobaSi Sejibrs daemsgavsos. Cveni testi 8 daval ebas moicavs da mis Sesasrul ebl ad gamoyofil i dro aris 2 saaTi, rac sakmaod mraval feroVania da zomierad damRI eli.

val idobaSi (validity - **sandooba**) igul isxmeba kvlevis miznisa da Semowmebis xerxis (Cvens SemTxvevaSi, testirebis) Sesatyisoba.

cnobil ia, rom kvlevis **val idoba** (anu sandooba) ganixil eba or mniSvel ovan aspeqtSi. kvlevas axasiaTebS **Sinagani (Sida) val idoba** (internal validity), Tu kvlevis Sedegi warmoadgens mocemul i programis funqcias.

garegani (gare) val idoba (external validity) gul isxmobs, rom miRebul i Sedegebi asaxavs sacdel i pirebis mdgomareobas ara mxol od mocemul konkretul situaciaSi, aramed `real ur samyaroSi~, anu enis swavl ebis anal ogiur situaciebSi. eqsperimentis gare/garegani val idobis uzrunvel yofis mizniT, aucil ebel ia, rom SerCeul i jgufi namdvil ad warmomadgenl obiTi iyos mosaxl eobis saTanado jgufisaTvis.

val idobis es ori saxe konfliqtSi a erTmaneTTan, amitom SeuZl ebel ia orives Zal ian maRal doneze uzrunvel yofa. sadisertacio naSromSi ufro mniSvel oVania garegani val idobis uzrunvel yofa, radgan misi mizania praqtikosi maswavl ebl ebisTvis iseTi rCeebis SemuSaveba, romelic sxvadasxva universitetSi swavl ebisTvis gamosadegi iqneba. am mizniT:

- a) cdis pirebis SerCeva iyo, erTi mxriv, nebayofl obiTi, meore mxriv ki _ SemTxveviTi (ara saukeTeso studentebi, aramed universitetSi arsebul i jgufebi mTliani Semadgenl obiT monawil eobden eqsperimentSi), xol o jgufebis saSual o done axl os iyo erTmaneTTan. vaJebisa da gogonebis, weris moyvarul ebisa da im studentebis raodenoba, visac wera arc exerxeba da arc uyvarT, samive jgufSi daaxl oebiT erTnairi iyo, rogorc naCvenebia zemoT.

b) **`simwi fe- / `damwi feba-** aris termini, romel ic exeba cvl il ebebs enis Semswavl el Ta gonebriv ganviTarebaSi. unar-Cvevebis Camoyal ibeba dros moiTxovs da zogjer maCvenebl ebis zrda aris ubral od imis Sedegi, rom droTa ganmavl obaSi Semswavl el Ta unar-Cvevebi `damwifda- da es Sedegi aranairad ar aris dakavSirebul i swavl ebis romel ime xerxTan. Cveni studentebis asaki da maT mier enis Seswavl is xangrZl ivoba daaxl oebiT emTxvevoda samive j gufSi (yvel a j gufSi eria 2-3 studenti, romel ic ingl isur enas swavl obda meore kl asidan, danarCenebi mas swavl obden mexuTe kl asidan).

xangrZl ivi eqsperimentebis SemTxvevaSi, unar-Cvevebis donis cvl adi SeiZl eba izrdebodes ara specifikuri zemoqmedebis, aramed drois faqtoris Sedegad (anu adgil i hqondes `damwi-febas- - maturity). Tu saxezea unar-CvevaTa donis zrda rogorc sakontrol o, ise eqsperimentul j gufSi, es, savaraudod, swored amaze migviTitebs. Tumca, Tu sakontrol o j gufSi adgil i aqvs unar-Cvevebis donis umniSvnel o zrdas, xol o eqsperimentul Si ki _ mniSvnel ovans, es sakmarisia, rom dadasturdes Cveni hipoteza. swored aseTi suraTi (anu eqsperimentul j gufebSi weris unar-Cvevebis donis bevrad ufro seriozul i zrda, vidre sakontrol o j gufSi) miRebul iqna Cvens kvl evaSi.

g) rogorc ukve aRvniSneT, rogorc testebis, ise kiTxvarebis standartizacia movaxdineT, anu isini jer gamoviyleneT sxva, imave enobrivi donis mqone, j gufSi (12 studenti) da amoviReT is daval ebebi, sadac iyo Secdomebi an roml ebmac ar mogvca saSual eba gamogvercia susti moswavl e Zl ierisagan (ix. qvemoT, sirTul isa da madiferenci rebel i indeqsis Sesaxeb).

sirTul is indeqsi ganisazRvreba, rogorc Zl ieri da susti qve- j gufebidan im moswavl eebis raodenoba, roml ebmac arasworad upasuxes mocemul kiTxvas, gayofil i am or qvej gufSi moswavl eebis raodenobaze.

madiferenci rebel i indeqsi imis maCvenebel ia, Tu ramdenad gvaZl evs testi saSual ebas gamovarCioT susti moswavl e Zl ierisagan. amis gamosaangariSebl ad, im Zl ier moswavl eTa raodenobas, roml ebmac warma-

tebiT Seasrul es daval eba, yofen orive qvej gufSi moswavl eebis raodenobaze, roml ebmac sworad upasuxes mocemul kiTxvas.

sirTul is misaReb doned iTvl eba 0,37-0,67-is donis mqone daval ebebi. Emadi ferencirebis unaris AmisaReb doned ki iTvl eba 0,67-ze maRal i done.

mas Semdeg, rac SevadgineT Cveni testebi, SevamowmeT isini orive parametrze sakvl evi pirebis anal ogiur j gufze (12 studenti). Sedegebi warmodgenil ia cxril 3.7-Si. cxril idan Cans, rom yvel a gamoyenebul i daval ebis rogorc sirTul is, ise madiferencirebel i indeqsi, praqtiku- l ad, normis fargl ebSia. 6-8 (komunikaciuri weris) daval ebis `swor- pasuxad mi iReboda 10 an meti qul a 20 Sesazl ebel idan.

cxril i 3.7. sirTul isa da madiferencirebel i indeqsi

sakiTxi	warmatebul i moswavl eebis (4 studenti) qvej gufSi swori pasuxebis raodenoba	dabal i Sedegebis mqone qvej gufSi (4 studenti) swori pasuxebis raodenoba	sirTul is indeqsi	madi ferencirebel i indeqsi
1	3	1	4:8=0,5 OK	3:4=0,75 OK
2	3	1	4:8=0,5 OK	3:4=0,75 OK
3	2	1	5:8=0,62 OK	2:3=0,67 OK
4	3	1	5:8=0,5 OK	3:5=0,75 OK
5	4	1	3:8=0,38 OK	4:5=0,8 OK
6	2	1	5:8=0,62 OK	2:3=0,67 OK
7	2	1	5:8=0,62 OK	2:3=0,67 OK
8	2	0	6:8=0,75 cota rTul i	2:2=1 OK

enobrivi testebi **val iduria**, Tu isini enis (da ara samyaros) Sesaxeb codnas amowmeben, Tumca zogjer maT Soris zRvaris gavleba Znel ia, radgan enobrivi testSi viyenebT perfrazirebas (wvima - nal eqebi). am moTxovnas mkacrad vicavdiT.

testis val idoba ramdenime saxisaa. asaxel eben, magal iTad, testis **prognozi rebis val idobas** - testis unars, gansazRvros, ramdenad Seesabameba erTmaneTs misi Sedegi da adamiანis unari, ganaxorciel os verbal- l uri komunikacia. Cvens SemTxvevaSi, daval ebaTa umetesoba cxovrebi seul

amocanebs uaxl ovdeba, amdenad, am tests prognozirebis maRal i val idoba gaaCnia.

Sinaarsobrivi val idoba asaxavs testis Sesabamisobas imisadmi, rasac Tqven zomavT, anu, magal iTad, l eqsikuri testi miT ufro val iduria, rac ufro kargad icis mkvl evarma l eqsikuri unar-Cvevis komponentebi. Cveni testebi avageT weris unar-Cvevis cal keul komponentTa Sesamowmebel daval ebebze da mTl ianobaSi weris Sesafasebel daval ebebze, amdenad, misi Sinaarsobrivi val idobac maRal ia.

3.3. eqsperimentis Sedegebi, maTi anal izi, daskvnebi

imisaTvis, raTa dagvenaxa ara marto sabol oo Sedegebi, aramed cvl il ebebis dinamikac, testireba CavatareT eqsperimentis dawyebidan Tve-naxevarSi, Semdeg ki _ eqsperimentis dasrul ebisas. Sedegebi naCve-nebia cxril 3.8 da 3.9-Si, xol o motivaciis cvl il ebis Sesafasebl ad, eqsperimentis bol os CavatareT iseTive gamokiTxva, rogoric eqsperimentis dawyebamde.

eqsperimentis msvl el obisas gamoyenebul i testi:

1. Fill in the gaps with the correct word/form (10 points):

The at your company is highly qualified and hardworking.

- d) staff
- e) stuff
- f) employees

I never a more talented actor than him.

- d) have ... meet
- e) have ... met
- f) had ... met

Where do you purchase office?

- d) stationery
- e) stationary

f) papers

Where did you this ring?

d) buy

e) bought

f) purchased

He business at Harvard for two years but then transferred to social sciences.

d) was studying

e) was studied

f) has studied.

John with his classmate Nick often in the library.

d) studies

e) study

f) studying

How many students failed the exam?

d) percent of

e) percents of

f) percent

I from the kidnappers through the window.

d) except

e) escaped

f) accepted

If only I English as well as you, I would do to work abroad.

d) knew

e) had known

f) have known

How much office do you buy monthly?

d) stationery

e) stationary

f) papers

2. Fill in adequate conjunctions, words showing order and attitude, other words providing cohesion/coherence (10 points):

then, first of all, in this case, on the one hand, but also, unfortunately, thus, on the other hand, which, due to the fact

There is much debate about whether an implicit or explicit approach is better for teaching vocabulary. it seems undeniable that extensive reading or substantial contact with the target language will improve vocabulary, but both of these approaches require unrealistic amounts of time for most language learners. What do we suggest,?

....., to achieve the kind of outcomes, the learner needs not only to learn a lot of words, to remember them. Learning vocabulary is remembering. Unlike the learning of grammar, is essentially a rule-based system, vocabulary knowledge is largely a question of accumulating individual items.

Let us see,, how memory works and what the implications for teaching vocabulary are. Why can't people memorize new words?, too many people are scared by their earlier learning experiences in English classrooms. This is that many teachers forget that it is very important to develop their students' self-esteem and self-confidence as language learners and users., it is imperative for EFL teachers to make the learning experience both enjoyable and educational.

3. Divide the suggested text into 5 paragraphs (5 points).

What is Culture?

Sociologists define culture as the *beliefs, values, behavior, and material objects* that define a people's way of life. Culture includes what we think, how we act, and what we own. But culture is also a bridge linking the past, the present, and the future. In short, culture is nothing less than an ongoing social heritage. Social patterns are shaped by culture, which can be defined as all of the ideas and material objects created and/or modified by human beings in carrying out their collective lives. Cultural ideas include beliefs (ideas about what we think is real and true); values (ideas about what we think is important, right, and good); and norms (expectations for behavior). Since we use culture every day, we seldom question our cultural beliefs, values, and norms. Why do men in our society wear pants instead of skirts? Why do we turn and face the door when

riding an elevator? Why do we shake hands with someone when we first meet? Why are competition, success, and material possession viewed as "good"? We tend to take these cultural practices, beliefs, and values for granted until we are confronted with differences. To understand the impact culture has on all aspects of our lives, it is helpful to pretend that we are a stranger in our own society. Taken together, cultural patterns form a broad plan for living: The way we dress, when and what we eat, where we work, and how we spend our free time are all grounded in culture. Chemists tell us that only ninety-two elements occur naturally on the earth, but sociologists know that the world is home to countless variations of human culture. Our own culture leads us to sleep in houses of wood or brick, but people of other cultures live in huts fashioned from brush, igloos of ice, or tepees made of animal skins. Culture also provides us with standards of success, beauty, and goodness, as well as reverence for a superhuman power, be it a deity, the forces of nature, or long-dead ancestors. As we have noted, culture implies more than beliefs, values, and norms. Culture also refers to the material aspects of our lives. Indeed, sociologists distinguish between *material culture* and *nonmaterial culture*. *The tangible artifacts or physical objects that human beings create or modify—machines, clothing, works of art, buildings, and so on—are called material culture.* Simply look around you; the things that you see are part of your society's material culture. *Nonmaterial culture* refers to *cultural ideas such as beliefs, values, and norms and the vehicle for creating these ideas, that is, the symbols and language of a culture.*

- 4. Arrange the given paragraphs in order which will make a normal text (5 points).**
- a) There are now many similar institutions around the world, often with the name **Open University** (in English or in the local language). More than a dozen of them have grown to become 'mega-universities', a term coined to denote institutions with more than 100,000 students. Currently, with 3,000,000 students, Indira Gandhi National Open University is the largest in the world.
 - b) In addition, there are many private and public, non-profit and for-profit institutions offering courses and degree programs through distance education. The most successful example during this period was Coastline Community College, launched by Bernard Luskin having no campus and offering distance education telecourses through KOCE TV in Orange County, California.
 - c) Distance education dates to at least as early as 1728, when "an advertisement in the Boston Gazette...[named] 'Caleb Phillips, Teacher of the new method of Short Hand'"

was seeking students for lessons to be sent weekly. Modern distance education has been practiced at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s. The development of the postal service in the 19th century led to the growth of commercial correspondence colleges with nationwide reach.

- d) We can see, thus, that Distance Education has traversed four to five 'generations' of technology in its history. These are print, audio/video broadcasting, audio/video teleconferencing, computer aided instruction, e-learning/ online-learning, computer broadcasting/webcasting etc. In the twentieth century, radio, television, and the Internet have all been used to further distance education. Computers and the Internet have made distance-learning distribution easier and faster.
- e) The first university to offer distance-learning degrees was the University of London, establishing its External Programme in 1858. Another pioneering institution was the University of South Africa (originally the University of the Cape of Good Hope), which has been offering Correspondence Education courses since 1873.

5. Find at least three stylistically inappropriate words in the text, underline them and explain your choice (10 points).

A letter of recommendation

Mariam Machabeli is a senior student at Law Faculty of Batumi State University. She is one of the toughest in her group. During the almost two years I have known her, I taught her three courses. In all these courses her grades were high (93-100 points out of 100 possible).

Mariam is an intelligent, hard-working, responsible and motivated student, whatever she does she tries to do her best. Her English is cool, and she is a good communicator. Mariam is a very organized student who uses her time efficiently.

I bet Mariam Machabeli can both contribute to the job she does and get valuable experience from such a job.

I support Mariam's candidature to the job of international lawyer's assistant at a private or state company.

Regards,

Prof. Irina Mchedlishvili

6. Write an application based on the presented situation (20 points).

There is a position of library assistant at your university. You worked for a year part-time in the library when you were preparing to be admitted to university. Apply for this job.

7. Write a 300-word essay on one of the offered topics (20 points).

- d) What will you do, if your friend asks to lend him/her some money, but you are almost sure he/she can't return it?
- e) Are women really crazy about shopping?
- f) Should higher education be free-of charge?

8. Write an answer to the received e-mail (20 points).

Dear customer

As you are our regular client, our company would like to inform you that we are going to have a 10% discount for educational resources at our e-mail shop. No such discount is offered to random clients. You can see the exact priced on our web catalogue.

If you would like to benefit from this offer, deadline is May, 1.

Sales Manager,
John Smith

cxril i 3.8. eqsperimentis Sua periodSi Catarebul i testirebis Sedegebi

Ddaval ebi s nomeri	saSual o qul a sakontrol o j gufSi	standartul i gadaxra	saSual o qul a pirvel eqsperimentul j gufSi	standartul i gadaxra	saSual o qul a meore eqsperimentul j gufSi	standartul i gadaxra
1	7,5	0,68825	8,3182	0,95548	6,3077	1,03155
2	5,65	1,38697	6,3636	1,76056	3,3846	0,50637
3	4,2	0,69595	4,5455	0,50965	3,3077	0,48038
4	4,5	0,68825	4,4091	0,6613	3,3077	0,75101
5	6,5	1,73205	5,8182	1,99132	6,1538	0,9871
6	8,55	2,28208	10,7727	3,46316	13,6154	2,02231
7	11,35	2,49789	11,5	2,36543	13,8462	1,90815
8	11,3	2,20287	11,4091	2,59412	13,6923	1,31559
sul	59,55		63,1364		65,6145	

rogorc vxedavT, sakontrol o j gufSi adgil i aqvs unar-Cvevebis donis momatebas (52,55 → 59,55). pirvel eqsperimentul j gufSi unar-Cvevebis donem aseve imata (50,4546 → 63,1364), oRond ufro sagrZnobl ad. meore eqsperimentul j gufSi zrda (53,3646 → 65,6145) daaxl oebiT iseve swrafia.

eqsperimentis dasrul ebis as Semdegi testi Sevasrul ebineT studentebis:

Test 3

1. **Fill in the gaps with the correct word/form** (10 points):

I whether he will come or not.

- a) am interesting
- b) am interested
- c) interested

He asked the maid when visitors

- a) had left
- b) left
- c) were left

I had a strange feeling that I in this room before.

- a) was
- b) had been
- c) were

They advised her drink strong tea in the evening.

- a) don't
- b) not
- c) not to

Please, explain to me the last sentence, as I it.

- a) haven't understood
- b) didn't understand
- c) hadn't understood

How many do you eat for breakfast?

- a) pieces of bread
- b) bread
- c) amount of bread

I eat all vegetables tomatoes.

- a) beside
- b) besides
- c) except

What time is for you to come?

- a) available
- b) comfortable
- c) convenient

I wish you and your familythe best.

- a) all
- b) everything
- c) anything

The book was exciting that I forgot about everything.

- a) so
- b) such
- c) such an

2. Fill in adequate conjunctions, words showing order and attitude, other words providing cohesion/coherence (10 points):

just like, that is why, consequently, well, thus, in fact, naturally, to sum up the above, concerning, it means that

Today, in the era of globalization, the English language as the means of international communication, the language of business, education, science, diplomacy,, plays a significant role in the world community., it is clearly understood that a good command of English is really important for a person to become successful in his/her professional activities and to have contacts with people who come from many different countries and exchange a broad spectrum of legal, social, cultural and political viewpoints. It all greatly enriches the knowledge and widens the perspectives of everyone., English is really worth not simply knowing, but it is worth really knowing.

The communicative approach developed out of the necessity to have students communicating for real. they should be encouraged to practise in such situations which resemble real life communication, as language is learnt most effectively by using it in realistic situations. In modern English language teaching methodology a well-established goal is the ability to form and develop skills of the fluent, spontaneous and effective communication in spoken and written forms. more and more language teachers have committed themselves to the objective of bringing students to a point where they can effectively communicate in the target language. Effective communication requires skills— mastering a sport, playing an instrument, dancing, cooking, or woodcarving.

..... the role and place of grammar in modern ELT methodology, when W. Rivers is asked in one of her interviews, if she would say that grammar is making comeback, Rivers points out:”....., in Canada, for example, many specialists have been saying that we don’t need to teach grammar. But grammar is there. It is the framework within which the language is operating. It is like saying that you can have a chicken walking around without bones. When you say you don’t teach grammar, you mean you don’t stand there and give didactic explanations of grammatical rules. But teaching grammar doesn’t have to be like this. The classroom has to be very active, very interactive, with people learning through performing tasks or performing group activities or whatever, so that they are using the language as much as possible. Without it there would be no communication, because there would be no agreement about the accepted forms to convey meanings., D. Wilkins highlights the importance of grammar this way :” The notion that an individual can develop anything other than a rudimentary communication ability without an extensive mastery of the grammatical system is absurd.”

3. Divide the suggested text into 5 paragraphs (5 points).

School in the Middle Ages, Renaissance period and today

In the middle ages teaching was done not in schools but in families. Children from wealthy families were taught at home by their governess, or sent to "Public Schools" (which were actually more like our private schools today), children who lived in the country, or poorer children, were quite often taught at home by a parent, or occasionally at a neighbor’s home, or they were not taught at all-especially during the harvesting months when they were needed to help work the farms. Very early schoolhouses were built simply as one room with a roof- hence, the term "one-room school". Most teachers of the time were men, and they were referred to as "schoolmasters". Female teachers had to be single, and once they married, they could no longer

teach. Early teachers did not have training as today's teachers do. To become a teacher, a man or woman simple had to know how to read, write, and handle children. Most male teachers were retired soldiers who, after leaving the army, needed a job. The Renaissance period brought great changes and a great desire to learn. In the 17th century John Amos Comenius introduced several innovations to the educational process. These were an academic year (started in September and ended in July), grades was important innovation, a lesson was limited in time (about 45 minutes), timetable. John Amos Comenius is considered the father of modern education. And his system of education process has been in use in most countries of the world. Schools of the 19th century were strict, and they demanded much hard work and participation from the students, however, just the same, children of the time loved going to school. Most children felt that it was a privilege to attend school, and they especially enjoyed the time it gave them to be with, and socialize with, other children.

4. Arrange the given paragraphs in order which will make a normal text (5 points).

Does memory decrease with age?

- a) Recent studies on aging, however, have proved that learning ability does not decline with age, especially if people keep learning continuously (what most professionals do today). If older people remain healthy, their intellectual abilities and skills do not necessarily decline. More than that, memory of people of intellectual work continually develops and increase.
- b) Recent research in neurology has shown that children have a good mechanical memory (based on rote or subconscious memorization, while adults learn in a more conscious way, transferring existing language skills (including native language skills), analyzing contexts, creating associations, using mnemonic techniques, such as keyword, first letter, chunking, verbal mediators, superimposed meaningful structures. Language learning is different in childhood and adulthood because of developmental differences in the brain. Adult learners have a rich experience and wide and deep background knowledge which help them understand while reading and listening, they have a more developed system of concepts, cognitive / learning strategies, etc. All these help them learn a second/foreign language successfully.
- c) Ordinary people as well as scientists who say it does, rely on myths about second language learning. Till the age 20 memory is believed to be maturing, at the age 25-35 it is “conserved”, though worse than at 20, at the age of 35-40 decline begins. Old studies of memory showed that working memory declined with ageing. Long-term memory also showed some decline, especially in retrieval.

- d) Besides, no age-related differences in learning ability have been demonstrated for adults of different ages (young adults, middle-aged adults and senior adults), so teaching methods for adults may be the same, independent of age group.
- e) Even if we admit that adults' memory is different from children's, it doesn't necessarily mean that different is worse. For example, adult learners easily and quickly learn to read in a second language, as they already have reading skills and strategies in the native language.

5. Find at least three stylistically inappropriate words in the text, underline them and explain your choice (10 points).

Dear All,

We are writing to you with the following request. Currently we are working on a grant project and we are hunting for partners. The project's wider objective is to push the development of small business.

The rationale behind this endeavour is that we have a lot of connections with banks which are ready to decrease the loan interest rate if they believe the projects offered are really innovative. We offer to create a network of banks, on the one hand, and innovative small businesses, on the other, so that they can easily find each other. What do you think? Would your company be in?

If you do think that you would love to be part of it, I will gladly send to you the text of agreement. But as the proposal is already written, all we have to do is to include your perspectives into it and then it will be ready to be submitted.

Thank you so very much, I do hope we can create more prospects for collaboration.

We look forward to hearing from you ASAP,

Warmest, Susanna

6. Write an application based on the presented situation (20 points).

You read in a newspaper that there is a vacancy for a summer job at a scouts' camp. You are sporty and full of energy. Offer your candidature for this job.

7. Write a 300-word essay on one of the offered topics (20 points).

- a) You've done two years at university, but you realize you've chosen a wrong profession. What would you do?
- b) You are offered a good salary, but a very responsible job. Will you agree or not? Give your arguments.
- c) Your boss gave you a task which is beyond your qualification. Will you silently accept it or explain the reasons of your refusal? Give your arguments.

8. Write an answer to the received e-mail (20 points).

Dear Sir/madam

We are organizing in the neighbourhood an ecological committee whose task will be to protect the environment in our district and in case of necessity to represent it in court on environmental issues.

In connection with this a meeting will be held in which all interested organizations as well as private persons can participate. As the number of seats is limited, please inform us, whether you are interested in participation in the event.

Sincerely,
Peter Smith
Organizing committee

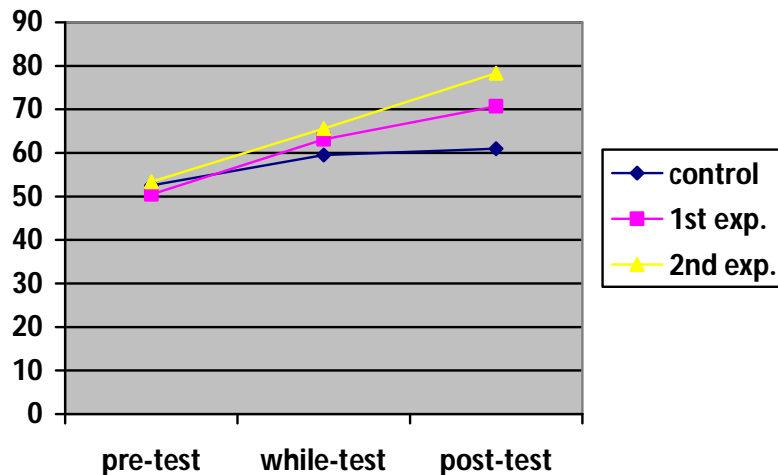
cxril i 39. eqsperimentis dasrul ebisas Catarebul i testirebis Sedegebi

Ddaval ebis nomeri	saSual o qul a sakontrol o j gufSi	standartul i gadaxra	saSual o qul a pirvel eqsperimentul j gufSi	standartul i gadaxra	saSual o qul a meore eqsperimentul j gufSi	standartul i gadaxra
1	7,55	0,75915	9,4091	0,50324	7,8462	1,06819
2	5,9	1,33377	7,5909	1,14056	4,0769	0,75955
3	4,25	0,63867	4,7727	0,42893	3,9231	0,75955
4	4,45	0,75915	4,7273	0,45584	6,2308	0,59914
5	7,15	1,26803	7,5909	1,40269	7,3846	1,26085
6	8,7	2,29645	13,3636	2,80383	16,3077	1,70219
7	11,45	2,23548	13,9545	2,01133	16,5385	1,39137
8	11,5	2,32832	14,2727	2,16425	16,0	1,5470
sul	60,95		70,6817		78,3255	

advil i dasanaxia, rom sakontrol o j gufSi SeimCneva weris unar-Cvevebis donis garkveul i zrda rogorc mTI iani testis Sedegebis (52,55 → 59,55 → 60,95), ise cal keul i daval ebebis mixedviT, Tumca eqsperimentis bol osken zrda Senel ebul ia. Ppirvel eqsperimentul j gufSi (50,4546 → 63,1364 → 70,6817) unar-Cvevebis zrdis tempi isev sagraZnobia. meore eqsperimentul j gufSi (53,3646 → 65,6145 → 78,3255) yvel aze maRal i Sedegia miRebul i da zrdis tempic yvel aze swraflia. Ees ki imis maCvenebel ia, rom meore eqsperimentul j gufSi gamoyenebul i swavl ebis meTodi yvel aze efeqturia.

eqsperimentis SedegebisUufro Tval saCinod warmodgenisaTvis ixil eT grafiki #1.

grafiki #1: eqsperimentis Sej amebul i Sedegebi



eqsperimentis dasrul ebisas studentebis isev miveciT motivaciis Sesafasebel i anketa. Sedegebi moyvanil ia cxril Si 3.10.

cxril i 3.10. weris swavl is motivacia eqsperimentis dasrul ebisas

a) sakontrol o j gufi

kiTxva	moswavl eTa %, romel mac saTanado pasuxi aircia							saSual o qul a
1	1-12%	2-12%	3-35%	4-25%	5-15%	-	-	3,16

2	a- 25%	b- 20%	g-14%	d-0	e-36%	v-0	z-0	-
3	a-5%	b-2%	g-3%	d-	e-	v-	-	-

b) pirvel i eqsperimentul i j gufi

kiTxva	moswavl eTa %, romel mac saTanado pasuxi aircia							saSual o qul a
1		2-15%	3-35%	4-30%	5-20%	-	-	3,45
2	a- 30%	b- 20%	g-15%	d- 15%	e-36%	v-0	z-0	-
3	a-5%	b-2%	g-	d-	e-	v-	-	-

g)Pmeore eqsperimentul i j gufi

kiTxva	moswavl eTa %, romel mac saTanado pasuxi aircia							saSual o qul a
1		2-10%	3-25%	4-25%	5-40%	-	-	3,95
2	a- 25%	b-20%	g-14%	d-0	e-36%	v-0	z-0	-
3	a-5%	b-	g-	d-	e-	v-	-	-

anu sakontrol o j gufs Tavisi Sexedul eba motivaciaze ar Seucvl ia (3,16), pirvel i eqsperimentul i j gufis motivacia momatebul ia (3,45), xol o meore eqsperimentul i j gufis motivacia sagrZnobl ad momatebul ia (3,95). Sesabamisad, werisadmi dadebiTi damokidebul eba aqvT sakontrol o j gufis 76%, pirvel i eqsperimentul i j gufis 85% da meore eqsperimentul i j gufis 90%-s. amave dros, motivaciis struqtura gansxvavdeba sakontrol o da eqsperimentul j gufebSi:

a) sakontrol o j gufSi: is saWiroa (35%), is zogadad uyvarT (25%) da exerxebaT (20%);

b) pirvel eqsperimentul j gufSi: is saWiroa (30%), is zogadad uyvarT (20%) da exerxebaT (15%), moswonT, Tu rogor aswavl ian weras (15%);

g) pirvel eqsperimentul j gufSi: is saWiroa (30%), is zogadad uyvarT (20%) da exerxebaT (15%), moswonT, Tu rogor aswavl ian weras (20%).

ის სტუდენტები, ვისაც ვერა არ უყვართ, ასახელ ებენ მიზეზად:

a) საკონტროლო ჯგუფში: ვერა ზოგადად არ უყვართ (5%), არ ეხერხებათ (2%) და არ სიამოვნებთ (3%);

b) პირველ ექსპერიმენტულ ჯგუფში: ვერა ზოგადად არ უყვართ (5%), არ ეხერხებათ (2%);

g) მეორე ექსპერიმენტულ ჯგუფში: ვერა ზოგადად არ უყვართ (5%).

ადვილი შესამჩნევია, თუ როგორ არის მოტივაცია გაზრდილი ორივე ექსპერიმენტულ ჯგუფში, განსაკუთრებით კი მეორეში.

მაშასადამე, ექსპერიმენტისა და გამოკითხვის შედეგები გვარწმუნებენ ცენი ჰიპოთეზის სისწორეში.

დასკვნები და რეკომენდაციები

საკვლევ თემაზე არსებული ლიტერატურის ანალიზი და ცენტრების მათგან ექსპერიმენტის შემდეგ დასკვნებამდე მიგვიყვანა:

1. საკმარისი ვერის კურსის სერიოზული უპირატესობა აკვს ვერის ტრადიციულ (ზოგად) კურსებთან შედარებით: ის აიგება რეალური სამყაროს საკმარისი საბუთებისა და სიტუაციებზე, რაც იწვევს სტუდენტთა მოტივაციის მომატებას. პრაქტიკული ობიექტების გამოყენების პრინციპი. შესაბამისად, უარესად სასურველია, საკმარისი ვერის ტავის ადგილი დაიმკვიდროს უნივერსიტეტის სხვადასხვა ფაკულტეტის კურსის შემთხვევაში, პირველ რიგში კი – ბიზნის სპეციალური ობიექტების სწავლის შემთხვევაში.
2. სტუდენტური ასაკის ტავისებურების გათვალისწინებით, ლექტორის როლი უნივერსიტეტში საკმარისი ვერის სწავლებისას არის არამხოლოდ ინფორმაციის მიწოდების, სამუშაოს ორგანიზების, სტუდენტთა უნარ-ჩვევების შემთხვევითი როლი, არამედ, ასევე, საკმარისი კომუნიკაციის ჯგუფის კოორდინატორის, რომელიც, ამავდროულად, ამ ჯგუფის წევრია (ანუ ასევე მონაწილეობს ბიზნის კომუნიკაციაში).
3. საკმარისი ვერის ეფექტური სწავლებისათვის აუცილებელია, შემოსავლური სეფებისა და ტვიტსეფების ეფექტური რუბრიკა, რადგან სტუდენტებმა იცოდნენ, რა ხარვეზების გამოსასწავლებლად სწავლებათ მუ-

Saoba, iyvnen motivirebul ebi da sjerodeT, rom, erTi mxriv, samarTlianad iqnebian Sefasebul ebi, meore mxriv ki, rom maT gamoumuSavdebaT praqtikul ad gamosadegi unar-Cvevebi. SefasebaSi gasaTval iswinebel ia enobrivi koreqtul oba da simdidre, naweris stil isa da formatis Sesabamisoba mis JanrTan, kohezia-koherentul obisa da zrdil obis/etiketis normebis dacva, mkiTxvel ze orientacia, pragmatul i amocanis miRweva, am mizniT efeqturi strategiabis gamoyeneba...

4. saqmani weris, rogorc komunikaciuri aqtivobis, swavl ebis aucil ebel ia gaviTval iswinoT auditoria (wamkiTxvel i), naweris mizani da komunikaciis formati/Janri; aseve aucil ebel ia real isturi situaciebis gamoyeneba.
5. saqmani weris swavl eba maqsimal urad efeqturia, Tu gamoviyenebT real ur cxovrebiseul gamocdil ebas (droebiT samuSaos, profesiul praqtikas), Tu amis saSual eba ar aris, rol ebis gaTamaSeba, romelic real ur situaciasTan maqsimal urad miaxloebul i iqneba, auditoriaSi Seqmnis weris unar-Cvevebis optimal ur pirobobs. rol ebis gaTamaSeba unda gamoviyenoT iqac, sadac arsebobs saSual eba, studentebis saswavo procesis paral el urad, miwaRebinoT profesiul i gamocdil eba.
6. saqmani weris, iseve, rogorc saerTod weris, rogorc komunikaciis saxeobis, swavl ebis dasacavia Semdegi Tanmimdevroba:
 - weris-wina etapi (gegmis Sedgena, saWiro l eqsikis gaxseneba), romelic aucil ebl ad tardeba mTel i j gufis monawil eobiT;
 - `Savi- varinatis dawera, romelic tardeba mcire j gufebSi an individual urad;
 - misi redaqtireba, romelic mimdinareobs mcire j gufebSi an individual urad;
 - saabol oo variantis miReba, romelic iwereba individual urad;
 - maswavl ebl is mier individual uri nawrebis gasworeba da Sefaseba;
 - optimal uri variantis individual uri Sedgena maswavl ebl is kritikis gaTval iswinebiT.

7. imisaTvis, rom gaviTval iswinoT, erTi mxriv, weris buneba, meore mxriv ki, studentebis individual uri Taviseburebebi, saqmiანი weris swavl ebisas unda mivmarToT individual ur, jgufur da wyvil ebSi muSaobas. sasurvel ia, saqmiანი werisaTvis momzadebis etapi ganxorciel des auditoriaSi. mTel i jgufi unda CaerTos, magal iTad, e. w. gonivrul ierISSi (brainstorming), roml is drosac gaiseneben sasargebl o l eqsikas da Seadgenen naweris gegmas. pirvel i `Savi-variantis SemuSavebis Semdeg efeqturia wyvil ebSi muSaoba: TviTredaqtirebisa da urTierTredaqtirebis unar-Cvevebisa da strategiebis SesamuSavebl ad. daskvniTi etapi – sabol oo naweris Sedgena – umj obesia individual urad ganxorciel des, raTa yvel a studenti namdvil ad Caebas am procesSi.
8. saqmiანი weris swavl ebisas gamoyenebul i daval ebebi unda iyos mimarTul i erTdroul ad gagebaze, gaazrebaze, damaxsovrebaze, SesaTvisebel i masal is studentis mexsierebaSi struqturirebaze, mis Senaxvasa da mi zanmimarTul aqtual izaciaze.
9. Aucil ebel ia, gamoviyeoT kompiuteris gamoyenebiT saqmiანი weris swavl eba, radgan, dResdReobiT, saqmiანი wera swored ase xorciel deba. am gziT SesaZl oa uzrunvel vyoT avTenturi swavl eba da gavzardoT swavl is motivacia.
10. saqmiანი weris swavl ebisas gamoyenebul i savarjiSo-aqtivobebi ori donisaa: mosamzadebel i (formaze orientirebul i) da komunikaciuri (Sinaarsze orientirebul i).
11. saqmiანი weris swavl ebisas gamoyenebul i Janrebi mraVal feroVani unda iyos: CV (avtobiografia), bl anki/forma, gancxadeba, moxsenebiTi baraTi, memorandumi, instruqcia, sxvadasxva daniSnul ebis saqmiანი weril i da el eqtronul i weril i, sxvadasxva saxis proeqti da angariSebi da a.S.
12. saqmiანი weris daval ebebi, Cveni azriT, unda SemuSavdes ori mimarTul ebiT:
 - _ zogadad weris da, kerZod, saqmiანი weris unar-Cvevebis Semu-Saveba (naweris formatisa da struqturis dacva, kohezia-koherentul obis dacva, koreqtul i marTI wera da gramatikul i

gaformeba, adekvaturi stil is SerCeva; dagegmva, TviTredaq-tireba);

_ naweris Janris specifikis gaTval iswinebiT.

garda amisa, SesaZI ebel ia Semdegi praqtikul i rekomendaciebis mi cema:

1. imis gaTval iswinebiT, rom saqarTvel os pirobebSi, erTi mxriv, saqmiani weris didi aucil ebl oba arsebobs, meore mxriv ki, misi gamocdil eba gacil ebiT nakl ebia, vidre dasavl eTis qveynebSi, sasargebl o iqneboda ara marto ucxouri, aramed qarTul i saqmiani weris kursis SemoReba.
2. saqmiani weris swavl ebis meTodika saqarTvel oSi (an nebis mier araingl isurenovan qveyanaSi) unda gansxvavdebodes misi swavl ebisagan ingl isurenovan qveynebSi. masSi unda gaerTiandes, erTi mxriv, ucxour enaze weris swavl eba da, meore mxriv, saqmiani weris swavl eba. es unda aisaxos sil abusis, saswavl o masal ebisa da savarjiSo-daval ebaTa Sedgenisas. sil abusis Sedgenisas unda gaviTval iswinoT rogorc enobrivi masal a (l eqsikuri, gramatikul i, marTI weris informacia da savarjiSo-daval ebebi, didi odenobiT sanimuSo teqstebi), rac ar aris xol me gaTval iswinebul i ingl issa da amerikaSi saqmiani weris swavl ebisas, ise saqmiani etiketis arwera, nawerebis formati da struqtura da a.S., rac iqac gamoiyeneba da amitom am nawil Si SeiZI eba maT gamocdil ebaze dayrdnoba da maTi saswavl o masal ebis gamoyeneba.
3. saqmiani weris swavl ebisas unda gaviTval iswinoT interkul turul i faqtori. saqmiani ingl isuri enis swavl ebisas aucil ebel ia im gansxvavebul i kl iSeebisa da formatis, mental obisa da tradiciebis gaTval iswineba, rac gansxvavebs qarTul da ingl isur enaze saqmi an weril obiT komunikacias.

ამოყენებული ლიტერატურა

1. al xaziSvil i 1997: al xaziSvil i a., ucxouri enebis swavl eba fsiqol ogiis monacemTa safuZvel ze. `ena da kul tura~. Tb.
2. asaTiani 2008: asaTiani a., umaRI esi skol is pedagogika. teqnikuri universiteti. Tb.
3. asl aniSvil i 2010: asl aniSvil i, T. studenturi asakis fsiqol ogiuri Taviseburebebi zepirmetyvel ebis dauflebis procesSi. *intel eqti*, Tb., gv. 118-120
4. axobaZe 2003: axobaZe, n., kompiuteris saSual ebiT Uucxour enaze weris interaqtiuri swavl eba enobrivi fakul tetebeze (inglisuri enis masal aze). sakandidato disertacia. Tb.
5. giorgobiani 2004: giorgobiani I., kaxiSvil i I., macxonaSvil i g., qviviZe r. ucxouri enebis swavl ebis Teoria da meTodika. `ena da kul tura~. Tb.
6. doRonaZe 2010: doRonaZe, n. da fifia, e. damxmare saxel mZRvanel o maswavl ebel Ta profesiuli ganvitarebisTvis. Nnawili 1, 2. `meridiani~, Tb.
7. kraveiSvil i 2002: kraveiSvil i m., inglisuri enis swavl ebis meTodika. `ena da kul tura~. Tb.
8. I ebaniZe 1997: I ebaniZe g., komunikaciuri lingvistika. `ena da kul tura~. Tb.
9. mal azonia 2001: mal azonia, S., pedagogika. gamomc. `qronografi~. Tb.
10. uznaZe 1961: uznaZe d., ganwyobis Teoriis ZiriTadi debul ebebi. Tsu Sromebi.
11. xojava 1950: xojava z., Cvevis aRzrdis fsiqol ogiuri safuZveli. krebuli: pedagogiuri fsiqol ogiis sakiTxebi. Tb.
12. Виноградов, В.А. (1983). Стратификация нормы, интерференция и обучение языку. - в сб. Лингвистические основы преподавания языка. М. Изд-во МГУ, с. 44-65.
13. Выготский Л.С. (1996). Мышление и речь. М. "Наука".

14. Дзукоева, М.Г. (1999). Психические новообразования студенческого возраста. - Автореферат дисс. на соиск. уч.степ. к.психол.н. М.
15. Емельянова, З.В. (2000). Формирование интерактивной компетенции языковой личности при обучении иностранным языкам в неязыковом вузе. Автореферат дисс. на соиск. уч.степ. к.п.н. Якутск.
16. Зимняя И.А. (1989). Психология обучения неродному языку. М. "Наука"
17. Мильруд, Р.П. (1997). Методика обучения письменной речи. – *Иностранные языки в школе*, № 2, с. 5-11.
18. Солдатова, Н.В. (1997). Лингвистические основы тестирования письменной речи (на материале экзаменационных сочинений). Автореферат дисс. на соиск. уч. ст. канд. фил.н. М.
19. Щерба, Л.В. (1974). Языковая система и речевая деятельность. Л."Просвещение".
20. A complete guide for educational rubrics and assessment. (n.d.). Retrieved June 11, 2010 from <http://www.rubrics4teachers.com/writing.php>
21. Alpern, B., Odett, D., & Pietila, R. (2004). Improving MBA students' communication proficiency: An orientation pilot study that incorporates technology and plagiarism issues. *In Proceedings of the 2004 Association for Business Communication annual convention*, p. 269-280. Association for Business Communication.
22. American Management Association International. (1998). E-mail tops telephone, say HR execs at 69th Annual Human Resources Conference. Retrieved May, 3, 2010 from <http://www.amanet.org/survey/hrc98.html>
23. Ansary, H. and Babaii, E. (2009). A Cross-cultural Analysis of English Newspaper Editorials: A Systemic-Functional View of Text for Contrastive Rhetoric Research. *RELC Journal*, #40 (2), p. 211-249
24. Arnold, I. (1973). *The English Word*. Moscow. Vysshaya Shkola.
25. Bacha, N.N. and Bahous, R. (2008). Contrasting views of business students' writing needs in an EFL environment. *English for Specific Purposes. Elsevier*. #27, p. 74-93
26. BA English Language and Literature. (n.d.). Open University. Retrieved May 3, 2010 from <http://www.open.ac.uk/Arts/english/b39/curriculum.htm>
27. Ballinger, G.J. (2003). Bridging the gap between A level and degree: Some observations on managing the transitional stage in the study of English Literature. *Arts and Humanities in Higher Education*, 2(1), p. 99–109.

28. Bargiela-Chiappini, F., Bulow-Moller, A.M., Nickerson, C., Poncini, G. & Zhu, Y. (2003). Five perspectives on intercultural business communication. *Business Communication Quarterly*. # 66(3), p. 75-96
29. Barasi 1977: Barasi Robert, `wera samsaxurSi: ukeTesad weris saxel mZRvanel o administrirebaSi, biznessa da marTvaSi ~, gamomc. teil ori da fransisi. I ondoni
barasi 1977 Barrass, Robert (1997). *Writing at Work: A Guide to Better Writing in Administration, Business and Management* . Taylor & Francis, London
30. Beare, K. (n.d.). Teaching Writing Skills. Retrieved May 14, 2009 from http://esl.about.com/cs/teachingtechnique/a/a_twrite.htm
31. Beaufort, A. (1992). Where is genre in writing instruction? *43rd Annual meeting on the conference on college composition and communication. March 19-21*. Cincinnati. 11 p.
32. Bishop, W. (1992). Genre as "Field Coverage" - Divisions in Writing Instruction Erase Our Common Ground. Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd), Louisville, KY, November 18-23
33. Blakeslee, A.M. (2001). Bridging the Workplace and the Academy: Teaching Professional Genres through Classroom-Workplace Collaborations. *Technical Communication Quarterly*, v.10, #2, Spr., p.169-192
34. Bowdon, M., and Scott, J. B. (2003). *Service learning in technical and professional communication*. Boston: Allyn and Bacon.
35. Bremmer, S. (2008). Intertextuality and business communication textbooks: Why students need more textual support. *English for Specific Purposes*, v.27, #3, p. 306-321
36. Business Writing Webinars Focusing on Crisp, Clear Communications. (n./d.) Retrieved May 14, 2009 from http://www.businesswritingthatcounts.com/index.asp?pageID=page_112.htm
37. Cantor, J.A. (2001). *Delivering Instruction to Adult Learners*. Revised Edition. Wall & Emerson, Inc., Six O'Connor Drive, Toronto, Ontario, Canada
38. Chanock, K. (2003). A framework for analyzing varieties of writing in a discipline. *Writing Across the Curriculum*, 14, p. 49-65
39. Chen, Y-C. (2010). Content-based business English course for EFL. *The Internet TESL Journal*, Vol. XVI, No. 1, retrieved from <http://iteslj.org/Lessons/Chien-BusinessEnglish.html>
40. Clerehan, R. (2003). Transition to tertiary education in the Arts and Humanities:

- Some academic initiatives from Australia. *Arts and Humanities in Higher Education*, 2(1), p.72–89.
41. Collins, S.H., Tuttle, F.B. (1979). *Technical and Scientific Writing*. National Education association. Washington, D.C.
 42. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. (2001). Cambridge University Press. Council of Europe.
 43. Cooley, A.H. (2006). "Piggybacking" on Business Communication through Interdisciplinarity: Developing Student Communication Skills in Legal Environment of Business Courses. *Business Communication Quarterly*, v.72 #4, p. 431-438
 44. Crystal, D. (1971). Stylistics, fluency and language teaching. In *Interdisciplinary approaches to language* (London: CILT), Occasional Paper, 6, p.34-53
 45. Cumming, A. (1998) Theoretical perspectives on writing. – *Annual Review of Applied Linguistics* (N.Y., USA). # 18, p. 61-78
 46. Davis, C.L. & Stohrer, F. (1989). On the job writing: Quality and Quantity in selected department of defense professionals. *Fortieth meeting of the Conference on College Composition and Communication*, March 16-18
 47. Devet, B. (2008). Linking Composition and Literature through Metagenres: Using Business Sales Letters in First-Year English. *Teaching English in the Two-Year College*, v.36 #2, Dec. p.177-185
 48. Dyrud, M.A., Worley, R.B. and Jameson, D. (2006). Teaching Graduate Business Students to Write Clearly about Technical Topics. *Business Communication Quarterly*, v.69, #1, p.76-81
 49. Eckhouse, B. (1999). *Competitive Communication: a Rhetoric for modern business*. New York/Oxford. Oxford University Press
 50. Ellis, R. (2009). A typology of written corrective feedback types. *English language teaching Journal*, # 63 (2), p. 97-107
 51. Encyclopedia Britannica. (n.d.) Gestalt Psychology. Retrieved April,24, 2010 from <http://www.britannica.com/EBchecked/topic/232098/Gestalt-psychology>
 52. Eyler, J., & Giles, D.E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass
 53. Freedman & Adam, (1996). Learning to Write Professionally: "Situated Learning" and the Transition from University to Professional Discourse. *Journal of Business and Technical Communication*, v.10, #4, Oct. p395-427

54. Gaertner-Johnston, L. (2010). Business Writing. Retrieved April,24, 2010 from <http://www.businesswritingblog.com/>
55. Garibashvili, M. & Gigauri, A. (2010). Teacher-student interaction in ESP (English for Specific Purposes) classes. *Eena da kul tura, quTaisi*. #4, gv. 191-196
56. Hiati, A.M. (2008). Teaching English for Special Purposes in Iran: Problems and suggestions. *Arts and Humanities in Higher Education*, #7, p. 149-164
57. Hicks, D. (2010). Towards a glocal language curriculum: 2000 and beyond. Retrieved May 3, 2010 from <http://www.cambridge.org.br/site/articles/articles.php?id=317>
58. Jones, E.A. and Tibbetts, S. (1993). Writing skills for college students. National center on Postsecondary Teaching, Learning, and Assessment, University Park, Pennsylvania, USA
59. Kadagidze, L. (2010). Communicative approaches in Teaching English for Specific Purposes. *intel eqti, Tbil isi*, # 3 (38), gv. 159-160
60. Kaufmann, J. (1998). Bridging into Small Business: A Program for Aboriginal People. Adult Education Resource and Information Service, Australia, Melbourne.
61. Kent, T. (1987). Genre Theory in the Area of Business Writing. *Technical Writing Teacher*, v.14 #2 Spr., p. 323-342
62. Kimme Hea, A.C. (2005). "Developing Stakeholder Relationships: What's at Stake?" *A Journal of Writing, Service-Learning, and Community Literacy*. # 4.2 (Winter 2005), p. 54-76
63. Kirzak, M. (2008). Teaching Business English: A workshop on teaching marketing. *Deep into ELT. Fatih University 1st International ELT Conference proceedings*. Istanbul, Turkey. p. 191-200
64. Kreth, M.L. (2005). A Small-Scale Client Project for Business Writing. Students: Developing a Guide for First-Time Home Buyers. *Business Communication Quarterly*, v.68, #1, p.52-59
65. Language Arts. Writing assessment and rubrics. (n.d.). McGraw Hill. Retrieved January 10, 2010 from http://www.glencoe.com/sites/california/teacher/languageart/assets/asses_rubrics.html
66. Look, J.W., Schmitt, B. (2000). Wisconsin's Model Academic Standards for Business. Activities Guide. Bulletin No. 00190. Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI
67. Lowe, H. and Cook, A. (2003). Mind the gap: are the students prepared for higher education?' *Journal of Further and Higher Education* #27(1), p. 53-76

68. Lynch, T. and Maclean, J. (2000). Exploring the benefits of task repetition and recycling for classroom language learning. *Language Teaching Research*, #4, p. 221-250
69. Mahin, L. and Kruggel, T.G. (2006). Facilitation and assessment of student learning in business communication. *Business Communication Quarterly*, # 69 (3), p. 323-327
70. Marland, M. (2003). The transition from school to university: who prepares whom, when, and how? *Arts and Humanities in Higher Education*, # 2(2), p. 201–11.
71. McGarrell, H. & Verbeem, J. (2007). Motivating revision of drafts through formative feedback. *English Language Teaching Journal*, # 61 (3), p. 228-236
72. McGarry, R.G. (1998 a). Professional writing for business administration: An adjunct, content-based course. *TESOL Journal*, v. 7, # 6 (Win.), p. 28-31
73. McGarry, R.G. (1998 b). “Professional Writing for Business Administration: An Adjunct, Content-Based Course”. Dissertation.
74. Melles, G., Millar, G., Morton, J. and Fegan, S. (2005). Credit-Based Discipline Specific English for Academic Purposes Programmes in Higher Education: Revitalizing the profession. *Arts and Humanities in Higher Education*, # 4, p. 283-303
75. Meyers, M. (1994). Rhetoric Hewn by Audience and History: The Evolution of the Annual Report as a Business Document. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19).
76. Morrow, P.R. (1989). Conjunct Use in Business News Stories and Academic Journal Articles: A Comparative Study. *English for Specific Purposes*, v.8 #3, p.239-54
77. Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ*, 6 (2), A-1. Retrieved March 10, 2010 from [www-weiting.berkeley.edu/test-ej/ej22/al.html](http://www.weiting.berkeley.edu/test-ej/ej22/al.html).
78. Myskow, G. & Gordon, K. (2010). A focus on purpose: Using a genre approach in an EFL writing class. *ELT Journal*, # 64 (3), p. 283-292
79. National Council on Economic Education. (n.d.). A complete guide for educational rubrics and assessment. Retrieved June 11, 2010 from http://www.econedlink.org/lessons/docs_lessons/630_rubric1.pdf
80. Persuasive letter rubric. (n.d.). Retrieved June 11, 2010 from http://www.sites4teachers.com/links/redirect.php?url=http://go.hrw.com/resources/go_ss/teacher99/rubrics/RUBRIC43.pdf
81. Planning a lesson – from NCLRC – The essentials of language teaching. Retrieved June 2009 from <http://www.nclrc.org/essentials/planning/plindex.htm>

82. Quible, Z. (2006). Analysis of the Motivational Orientation of and Learning Strategies Used by Students in a Written Business Communication Course. *Delta Pi Epsilon Journal*, v.48, #3, Fall, p.168-190
83. Reh, F.J. (2010). Writing for business. Retrieved April,24, 2010 from <http://management.about.com/od/communication/a/businesswriting.htm>
84. Rentz, K., Arduser, L., Meloncon, L., and Debs, M.B. (2009). Designing a successful group-report experience. *Business Communication Quarterly*, v. 72, #1, p. 79-84
85. Richards, J.C. and Schmidt, R. (2002). Dictionary of Language Teaching & Applied Linguistics. (3rd ed.). Longman/Pearson. Harlow, England
86. riversi 1980: riversi uil ga, `saqmiani weeris adgili i ingl isuri enis special obaze: gamarTI eba-, *ade biul eteni*, 1980 w. seqtemberi, 27-31.
- riversi 1980: Rivers, Wilga.E. (1980). The Place of Business Writing in English Departments: A Justification. *ADE Bulletin*, September 1980: 27-31
87. Rogers, P. & Rymer, J. (2001). Analytical tools to facilitate transitions into new writing contexts: A communicative perspective. *The Journal of Business Communication*, 38 (2), 112. Retrieved from Ingenta Expanded Academic ASAP Plus November 15, 2005.
88. Rogers, S.H. (2004). Writing by Efl and Native English-Speaking Students in New Zealand. Evaluating Textual Coherence: A Case Study of University Business. *RELC Journal*, v. 35 (2), p. 135-147
89. Rollinson, P. (2005). Using peer feedback in the ESL writing class. *English Language Teaching Journal*, # 59 (1), p. 23-30
90. Sander, W. (2005). "Theorie der politischen Bildung: Geschichte - didaktische Konzeptionen - aktuelle Tendenzen und Probleme" (Theory of Political Education - Didactic Conceptions - Current Tendencies and Problems); in: the latest issue of. (Ed.), *"Handbuch politische Bildung" (Manual of Political Education)*, series of publications from the "Bundeszentrale für politische Bildung" (Federal Centre for Political Education), Bonn. v. 476, p. 29
91. Smith, K. (2004). School to University: An investigation into the experience of first-year students of English at British Universities. *Arts and humanities in higher Education*, #3(1), p. 81-93
92. Stapleton, P. & Radia, P. (2010). Tech-era ELT writing: Towards a new kind of process. *English Language Teaching Journal*, 64(2), p. 175-183

93. Sussman, J. (1979). The adult learner and performance in introductory economics, a personalized system of instruction. *Innovative Higher Education*, vol. 3, #4, June, p. 222-229
94. Swales, J.M. (1990) *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
95. Taylor, L. & Adelman, H.S. (1999). Personalizing classroom instruction to account for motivational and developmental differences. *Reading & Writing Quarterly*, # 15, p. 255-276
96. Tuckman, B.W. (1988). *Conducting educational research*. 3rd ed. Harcourt Brace Jovanovich Publishers. San Diego, New York.
97. Verqaro, C. (2004). Discourse Strategies of Italian and English Sales Promotion Letters. *English for Specific Purposes*, v.23 #2, p.181-207
98. Watters, A. and Ford, M. (1994). *A guide for change: Resources for implementing community service writing*. New York. McGraw-Hill.
99. Williams, J.M. (2000). *Style: Ten lessons in Clarity and Grace*. New York: Longman, 6th edn.
100. Williams, S., & Love, C. R. (2005). Cultivating democratic sensibility by working with for-profit organizations: An alternative to traditional service-learning. *Reflections: Writing, Service-Learning, and Community Literacy*, # 4(2), p. 123-145
101. Woolfolk, A. *Educational psychology*. (2005). 9th ed. Pearson (Allyn & Bacon). Boston.
102. *Workplace Basic Skills Curriculum for the Financial Services Industry*. (1999). Center - Resources for Education, Des Plaines, IL.; First Chicago Corp., IL.
103. *Writing Rubrics and Checklists*. (n.d.) Retrieved June 11, 2010 from <http://www.nald.ca/CLR/Btg/ed/evaluation/writing.htm#businessletter>
104. Wu, L. and Cao, T. (2007). English language teaching in non-English countries: The curriculum impact of globalization and computer-mediated communication. *Transnational Curriculum Inquiry. The Journal of the International Association for the Advancement of Curriculum Studies*. # 4 (1). Retrieved May 3, 2010 from <http://ojs.library.ubc.ca/index.php/tci/article/viewFile/43/75>
105. Yeung, L. (2007). In Search of Commonalities: Some Linguistic and Rhetorical Features of Business Reports as a Genre. *English for Specific Purposes*, v.26 n2 p.156-179.

dDa n a r T i #1

zogierTi saswavi o masal a, roml ebic gamoiyeneboda eqsperimentis
msvl el obisas:

1. Sample

CV

	<p>Joseph A. Dietrich 1253 West Oak Road San Francisco, CA 94901 dietrich@ca.com www.joadic.com</p> <p>FAX: 602 234-4556 Phone: 602 333-1235</p>
Profile	<p><i>Young, dynamic MBA candidate seeking career on international trade. Resourceful and knowledgeable about business relationships between U.S. and Japan. Culturally sensitive and internationally traveled. Excellent common sense, and decision-making abilities. Able to conduct business in Japanese and understand Japanese culture. Self-motivated, hard-working individual. In-depth understanding of emerging technologies and their commercial applications. Proficient user of word processing, web page design, and Internet programs.</i></p>
Education	<p>1999 University of Miami, Florida Master of Business Administration Financial Analysis. GPA: 3.9 Out of 4.0.</p> <p>1995 University of Miami, Florida Bachelor of Arts Degree, Asian Studies. GPA: 3.8 Out of 4.0. Major GPA: 3.8 Out of 4.0.</p> <p>1995 Osaka Foreign Language University Osaka, Japan Japanese Language & Business Studies Certificate one semester</p>
Skills	<p>Japanese Proficient and French Proficient. MS Office Proficient and Html and webpage design Proficient.</p>
Selected Achievements	<ul style="list-style-type: none"> Outstanding performance led to an offer of permanent employment. Created sales school manuals and other materials.
Related Experience	<p>INTERNATIONAL MARKETING</p> <p>1999 - Present Japanese Club, Miami, Florida</p> <p>Assisted in organizing trade meetings on behalf of the Japanese business community Served as a Japanese-English interpreter Performed marketing planning and analysis.</p>
	<p>1997 - 1998 SALES University of Miami, Florida</p> <p>Participated in sales school classes and lectures.</p>
Honors & Activities	<ul style="list-style-type: none"> Japan. Lived with Japanese family for one year. Instrumental in organizing the External Marketing Committee of the Miami Chamber of Commerce. Extensive traveling in Europe. "Certificate of Merit" for outstanding service to the Japanese Club.

Retreived June 30, 2010 from <http://www.easyjob.net/cvs/cv-examples.htm#noExp>

2. Recommendations for writing a student CV

CV for Student

As a student, it can be a challenge to stand your CV out from the crowd as you will have had fewer opportunities to gain the same experience as older job seekers. That is why there are CV's structures specifically designed for a **student CV** and EasyJob CV Builder gets them all.

Download EasyJob Demo and check it out NOW for FREE.

How to Write a Student CV

Students need to focus more than others on cv layout, grammar, attention to detail, and addressing the selection criteria. Do not try to claim significant experience on your student CV unless you truly have it, because at this stage you are **selling yourself on promising** rather than past events. Nobody will expect a school leaver to have had years of job-relevant experience, and unless such claims are supported by convincing evidence, you run the risk of recruiters dismissing you as a liar, deluded, or hopelessly out of touch with what experience really means.

Students should highlight **key competences** that clearly address the selection criteria mentioned in the job advertisement. The student CV must emphasise achievements all the way through. Jobs and schooling must be clearly explained, highlighting what was done well. You may want also to emphasize your adaptive skills that would tend to overcome a lack of experience.

Remember that most students have far more valuable skills and experience than they realize, and usually fail to include those 'employability assets' in their student CV.

EasyJob CV Builder's features a functional CV that you can simply choose from the resume maker, which constitutes the right solution to create a really **good student CV**.

EasyJob CV Builder program lists hundreds of CV skills arranged under broader subjects, and provides you with several "skill-finding" examples to help you translate duties into CV skill headings and allow you to more effectively present the short work experience you have and the skills you gained. **Free Download EasyJob CV Builder Demo here.**

Students CV Checklist

The following checklist will provide you with a quick reminder of all the key things you need for your student CV:

- Include name, full address, telephone numbers, up-to-date email address that reflect the professional image you want to portray.

- Remember to mention full details of all paid jobs you have had and also any voluntary work you have done.

- Add your full education qualifications.

- Create a CV profile section that transmit to prospective employers your young state of mind, together with your excellent qualifications, skills for a starting position.

- Include details of any interests or hobbies.

- Emphasize your achievements and results.

- Show believable competency statements back up with clear evidences.

- Include referees who you have already approached.

- Print your student CV on high quality white paper.

Retrieved June 30, 2010 from <http://www.easyjob.net/download/>


3. Immigration blank sample


Retrieved June 30, 2010 from sampleimmigrationforms.com/Sample_Forms.html

4. Sample of Travel Insurance

Coverage is for a:

Amount of Coverage:

Do you want coverage for a pre-existing medical condition? 

What province will you be staying in? 

Please select the type of coverage:

When should coverage begin?

When should coverage end?

When are you arriving in Canada?

Age of Applicant:

Please have a licensed agent contact me to follow up with my quotes.

Retrieved June 30, 2010 from <http://www.bluecross.ca/travelinsurance.html>

5. Sample of order blanks

KEY IN THIS FORM, PRINT IT, THEN MAIL, FAX OR PHONE IN YOUR ORDER

All orders require a phone number.

Orders without phone numbers cannot be processed and will be returned.

Do not email this order back. It will not be accepted as it will not be secure. Use secure online ordering instead.

Qty.	Item No.	Description	Price Ea.	Amount
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Subtotal:				<input type="text"/>

Louisiana residents add 4% sales tax:

Shipping charges for all customers, see chart:

International customers see chart for shipping,

Total:

Retrieved June 30, 2010 from www.docstoc.com/docs/802346/Sample-Order-Form

6. Sample of application

When writing an application letter you should include:

- **First Paragraph:** Why you are writing - mention the job you are applying for and where you found the listing.
- **Middle Paragraph(s):** What you have to offer the employer - mention why your skills and experience are a good fit for the job.
- **Last Paragraph:** Say thank you to the hiring manager for considering you and note how you will follow up.

- Contact Name
Title
Company Name
Address
City, State, Zip Code
- Dear (Contact Person's name or position):
- I'm writing to express my interest in the Web Content Specialist position listed on Monster.com. I have experience building large, consumer-focused health-based content sites. While much of my experience has been in the business world, I understand the social value of the non-profit sector and my business experience will be an asset to your organization.
- My responsibilities included the development and management of the site's editorial voice and style, the editorial calendar, and the daily content programming and production of the web site. I worked closely with health care professionals and medical editors to help them provide the best possible information to a consumer audience of patients. In addition, I helped physicians learn to utilize their medical content to write user-friendly, readily comprehensible text.
- Experience has taught me how to build strong relationships with all departments at an organization. I have the ability to work within a team as well as cross-team. I can work with web engineers to resolve technical issues and implement technical enhancements, work with the development department to implement design and functional enhancements, and monitor site statistics and conduct search engine optimization.
- Thank you for your consideration.
- Signature

FirstName LastName

Retrieved June 30, 2010 from

<http://jobsearch.about.com/od/jobapplications/a/jobapplication.htm>

Sample Employment Application Form

PLEASE PRINT ALL
INFORMATION REQUESTED
EXCEPT SIGNATURE

APPLICATION FOR EMPLOYMENT

APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS

PLEASE COMPLETE PAGES 1-4. DATE _____

Name _____
Last First Middle Maiden

Present address _____
Number Street City State Zip

How long _____ Social Security No. _____ - _____ - _____

Telephone () _____

If under 18, please list age _____

Position applied for (1) _____ Days/hours available to work
 and salary desired (2) _____
 (Be specific) No Pref _____ Thur _____
Mon _____ Fri _____
Tue _____ Sat _____
Wed _____ Sun _____

How many hours can you work weekly? _____ Can you work nights? _____

Employment desired FULL-TIME ONLY PART-TIME ONLY FULL- OR PART-TIME

When available for work? _____

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION (Complete mailing address)	NUMBER OF YEARS COMPLETED	MAJOR & DEGREE
High School				
College				
Bus. or Trade School				
Professional School				

HAVE YOU EVER BEEN CONVICTED OF A CRIME? No Yes

If yes, explain number of conviction(s), nature of offense(s) leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation. _____

Retrieved June 30, 2010 from http://www.quintcareers.com/employment_application.pdf

7. Recommendations for writing an invitation letter

How to write an invitation letter:

1. **The tone of an invitation should be always positive**, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly.
2. **Extend the invitation**, naming the event and including the date, time, and place. If the event has a special purpose, such as honoring someone or celebrating an anniversary, state this.
3. **Indicate if a gift is not expected** if the event is a retirement, an anniversary, or a reception. If a gift is welcome, it is usually best to say nothing, except in the case of bridal or baby showers.
4. **Indicate the appropriate dress**, if there is any reason for question.
5. **Express anticipation.**
6. **Ask for a response by a specific date.**
7. **Try to send your invitation letter two weeks or more in advance.**

Be sure your invitation letter includes:

- The name of the person sponsoring the event (who is the host/hostess?)
- Exactly who is invited (can someone bring a guest, spouse, child?)
- What type of social event is being held
- The date, address, and time of the event
- Directions or a simple map if the location may be difficult to find
- What type of dress is appropriate or preferred
- The phone number and deadline to reply; precede these facts with “RSVP” (French abbreviation for “please reply”).

If you must decline to accept an offer, invitation, or gift, you should:

- Be gracious, whatever the reason is that you must decline.
 - Thank the person for the invitation, offer, gift, suggestion, etc.
 - State clearly that you are unable to accept.
 - Briefly state the reason that you are unable to accept, if desired.
 - In closing, restate your appreciation for the person’s consideration.
- Retrieved June 30, 2010 from <http://www.writeexpress.com/invitation.htm>

8. Sample invitation letter

Always answer a formal invitation promptly with a very brief (one or two sentences) written response which pays careful attention to detail. Keep in mind that the format of the acceptance should mirror that of the invitation. For example, if the invitation is

centered on the page, the acceptance should be also. Begin the acceptance by using the third person, unless you are using personal stationery that contains your full name in the letterhead. Then you may begin by using the first person "I."

Sample Invitation Letter

Invitation letters can be used to invite people to any kind of event, such as a birthday party, a cook-out, a slumber party, a campaign kick-off dinner, etc.

Invitation letters are sometimes used to attract customers (i.e., a sales invitation letter) or to control and restrict the number of attendees. The following sample demonstrates how to write an invitation to a sales event.

Name _____ of _____ business
Street _____
City, _____ state, _____ zip
phone number _____

August 15th, 20--

Dear valued customer:

Our records show that you have been our customer since our grand opening last year. We would like to thank you for your patronage by inviting you to our preferred customer Back-to-School Extravaganza, which will be held this Saturday.

Saturday's sales event is invitation-only. All of our stock, including electronics, will be marked down 20% - 50%. Our doors will open for our preferred customers at 8:00 a.m. Complimentary coffee and donuts will be served. Public admission will begin at noon.

Please accept the enclosed \$5 gift certificate to use with your purchase of \$30 or more and the \$10 gift certificate to use with a purchase of more than \$100.

We look forward to seeing you on Saturday. Please bring this invitation with you; it is necessary for admittance.

Sincerely,

Your _____ Signature

Your _____ Typed _____ name

Your Title

Retrieved June 30, 2010 from <http://www.letter-samples.com/invitation.html>

9. Sample memorandum

MEMORANDUM

To: Belinda Gibson, Training Coordinator

From: Freda Smith, General Manager

Subject: Portable Computers

Date: January 29 2003

To make the most of the technologies we discussed the other day to provide a quality service to our customers, it is essential that our training staff be equipped with portable computers which can be used at client sites.

Over the next couple of weeks, please investigate the portable computers which would be most appropriate for our staff, and present your findings in the form of a formal management report. The selected machine needs to be compatible with the Windows software we are currently using. Other factors which should be considered when comparing the brands and models include:

- Initial cost;
- Weight and size;
- Screen size;
- Clarity of the screen image;
- RAM and hard disk size;
- Speed of the CPU;
- Battery capability; and
- The availability of on-going service agreements and warranties.

With our training staff so often out at client sites, it would be useful if the machines also had modern facilities to enable staff to access their email.

Please pass the report to me by the end of the month so I can read it over before discussing your recommendations with the equipment committee. Let me know if you have any questions.

Freda

Retrieved June 30, 2010 from
<http://www.monash.edu.au/lis/lionline/writing/general/report/index.xml>

10. Sample project

Below is a typical business proposal template taken from one of the Proposal Packs available from my favorite proposal tools site, ***ProposalKit.com***.

These stand-alone Proposal Packs were created for just about any type of proposal you can imagine: business proposals, grant proposals, technical proposals, project proposals, sales proposals, and many more. They are stand-alone sets of proposal templates designed using industry standard guidelines. Each Proposal Pack includes a large collection of fully-formatted downloadable MS-Word templates with layout and graphics already done. You just fill in the blanks and easily create business proposals, from 3-pagers to full-blown 100-pagers.

When I first discovered these ***ProposalKit.com*** Proposal Packs, a part of me wanted to weep! Where were these high-quality, real-life proposal templates when I needed them over the years? Had I had access to these Proposal Packs years ago, and some of the related materials carried by ProposalKit.com, I certainly would have saved a lot of time, money, energy, and aggravation. (... and so would have many of my clients).

Here are a few points that impressed me about this sample template:

- It is a professional looking document created for an actual real-life proposal situation.
- Proposal is fully formatted in final submission form with layout and graphics included.
- Includes a very good one-page Executive Summary that focuses on solutions and benefits for the Client.
- The body provides an excellent client-focused breakdown of the proposed work into: costs, contract terms, benefits, project management.

Applied Accounting Services
12216 NE 131st Way Suite 100
Kirkland, WA 98034

(PH) 425-740-8478
(FX) 425-740-8479
www.AACServices.com



ACCOUNTING AND PAYROLL SERVICES

August 20, 2002

Prepared for: Rachael Ikenberry
General Manager

Prepared by: Mary Stratton
President

[description]

Valley Fitness, Inc. is in need of Accounting and Payroll services to take over for an overburdened owner/manager. With limited office staff the accounting and payroll functions have been suffering. Outsourcing these office activities will all the owners/management to focus on other aspects of the business.

Proposal Number: 534-2002



www.AACServices.com

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

[t a b l e o f c o n t e n t s

Valley Fitness, Inc.

Executive Summary	.....	1
Client Operations	.....	2

The Project

Cost Summary	.....	3
Contract and Terms	.....	4
Benefits	.....	5
Project Management	.....	6



www.AACServices.com

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

[executive summary

The Objective...

Valley Fitness, Inc is in need of Accounting and Payroll services to take over for an overburdened owner/manager. With limited office staff the accounting and payroll functions have been suffering. Outsourcing these office activities will allow the owner/management to focus on other aspects of the business.

The Goals...

Valley Fitness, Inc is a small privately owned organization that now requires professional accounting and payroll services in a cost effective manner.

The goals of Applied Accounting Services are:

- ◆ Provide professional accounting and payroll services
- ◆ Provide services at a lower cost than possible if done by an in-house staff member
- ◆ Guarantee on-time payroll and other account payables

The Solution...

Applied Accounting Services specializes in Full Accounting and Payroll services for Mid size businesses. All staff accountants are CPAs with additional tax attorney services available through our corporate office location in Seattle, WA.

We will provide Accounting Services to include:

- ◆ Daily, Quarterly and Yearly accounting reconciliations
- ◆ Year End Tax statements and summaries
- ◆ Quarterly tax Payment reports
- ◆ Ledger Maintenance
- ◆ Inventory account balancing

Payroll Services to include:

- ◆ Standard pay period check determination and origination
- ◆ Withholding allocations
- ◆ Benefit Summaries

Accounts Payable Services to include (upon request):

- ◆ Payment of all bills owing
- ◆ Budget Plan negotiations
- ◆ Negotiation for terms



www.AACServices.com

1

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

[client operations

Valley Fitness is a privately owned and operated fitness club with 3 locations. Started in 1998 with 5 staff members, the clubs now employ 12 employees per location and a client base of approximately 1400. Office accounting and payroll staff currently consists of the owners who took over the responsibility when the FT accountant did not return from extended medical leave. This lack of a FT accounting and payroll person has led to a backlog of data entry, poor inventory control, payroll not being met on time and tax filing past due.

Once Applied Accounting Services is responsible for all accounting and payroll, the owners will be relieved to return to the FT management of their clubs. AA Services will bring all accounting, payroll, accounts payable and tax filing current.



www.AACServices.com

2

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

cost summary

The following is an estimate and summary of the costs associated with Applied Accounting Services offering for Accounting and Payroll services. These numbers are an estimate only.

Initial Account Set-Up	Price
Conversion from Valley Fitness to AA Services Time period to cover January 1, 2002- Present	\$ 1,200
Production of Q1, Q2 Reports	\$ 300
Production of Current standing report	\$ 500
Total Set-Up Costs:	\$ 2,000
Ongoing Monthly Costs	
Daily Account Reconciliations	\$ 600 p/mo
BI-Weekly Payroll	\$ 300 p/mo
Total Ongoing Monthly Costs:	\$ 900
Ongoing Quarterly/Yearly Costs	
Quarterly Tax Documents	\$ 400 p/qr
Quarterly Filings	\$ 200 p/qr
Quarterly Reports	\$ 500 p/qr
Year End Summaries	\$ 300 p/yr
Year End Tax Filing Summaries	\$ 300 p/yr
Maintenance of Employee Benefit Reports	\$ 200 p/yr
Total Ongoing Quarterly/Yearly Costs:	\$ 1,900
TOTAL SETUP AMOUNT	\$ 2,000
TOTAL MONTHLY AMOUNT	\$ 900
TOTAL QUARTERLY/YEARLY AMOUNT	\$ 1,900

Standard Disclaimer: The numbers represented above are to be used as an estimate only. The above Cost Summary does in no way constitute a warranty of final pricing. Estimates are subject to change if the project specification or terms of contract are changed in any way.



www.AACServices.com

3

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

[c o n t r a c t a n d t e r m s]

Initial Set Up:

- 50% at contract signing
- 50% at conversion completion
- Any other balances owing

Monthly Fees:

- Due upon receipt of monthly invoice
- Net 15

Quarterly/Yearly Fees:

- Will be billed on monthly invoice
- Net 15

Special / Additional Reports:

- Will be billed on monthly invoice
- Net 15

Minimum Term of this contract:

12 calendar months commencing on the first of the month following conversion completion. After the initial term of this contract, services will be provided on a continuing monthly basis at the current rate schedule. Current rates are disclosed no less than 30 days prior to the end of the initial term of this contract. If a new contract for a period of 12 or more months is signed, the rates will be locked in at the current rate at the time of signing.

In the event of cancellation for any reason:

90 days notice is required by either party. There are no pre-payment penalties. Cancellation of contract prior to the end of the initial term will require payment for all contracted services due to the end of the contract period or for 90 days whichever is longer.

Late Payment fees will be assessed on any account past due by 30 days.

Final terms and conditions will be provided in the contract for services.



www.AACServices.com

4

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

[b e n e f i t s

By utilizing Applied Accounting Services as your accounting and payroll source you will realize the following benefits:

- Lower overall cost for accounting needs
- Greater flexibility in deadlines
- Professional preparation of all tax, payroll and benefit summaries
- Assigned account manager who is completely dedicated to your company needs
- CPA level staff
- Owner/manager are not tied to office for extended periods of time
- No need to hire or train to fill employee turnovers
- Deadlines are the highest priority
- No need to hire a separate tax attorney- we maintain the staff in-house
- Initial set up includes everything necessary to get your business back on track
- Complete confidentiality



www.AACServices.com

5

Which type of proposal do you need?
[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

[p r o j e c t m a n a g e m e n t]

Applied Accounting Services offers our entire office at your service. We will assign the following Account Manager to your company. She will be available to answer any questions or concerns that you may have. She can also discuss and add additional reports or summaries upon your request.

Valley Fitness, Inc. Account Manager
Shelly Winters, CPA
425-425-8555
shelly.winters@AACServices.com
www.AACServices.com

If you have questions that need the expertise of a tax attorney, please contact:

Valley Fitness, Inc. Tax Attorney
John Williams, JD
425-425-8559
john.williams@AACServices.com
www.AACServices.com



www.AACServices.com

6

Which type of proposal do you need?

[\[Grants\]](#) [\[Business\]](#) [\[Professional\]](#) [\[Project\]](#) [\[Sales\]](#) [\[General\]](#)

Retrieved June 30, 2010 from <http://www.writinghelptools.com/proposal-sample.html>

11. Tips for writing business reports

7 Tips For Writing Better Business Reports

1. **Confirm Exactly What the Client Wants**
This is a very important initial step. Whether the client is you, or someone else, be sure that everyone is talking about the same thing in terms of final outcome and

expectations. When determining this, always think specifically in terms of the final deliverable (usually the final report). What issues must it address? What direction/guidance is it expected to give? What exactly will it contain? What bottom line are they looking for?

2. **Determine What Type of Report Is Required**

This is another very important initial matter to clarify. There are a number of different types of business reports. Although there is usually overlap between the different types, there are also important differences. For example, do they want: a business plan, a business proposal, a strategic plan, a corporate information management plan, a strategic business plan, a marketing plan, a financial plan, or what? Know exactly what type of final report is expected from the outset.

3. **Conduct the Initial Research**

Once you know exactly what the client (or you) wants, and the specific type of report they are looking for, you are ready to conduct your initial pre-report research. This stage may be as simple as collecting and reading a few background documents supplied by the client, or it could involve developing questionnaires and conducting detailed interviews with the appropriate people. It will vary with each situation. The Internet of course, can really simplify and shorten the research process, but don't forget to double and triple check your sources.

4. **Write the Table of Contents First**

In my experience, drafting the Table of Contents (TOC), before you start writing the actual report is the single most important key to developing a successful business report. This document can normally be done before, or in parallel with, the first phase of project information gathering. This should be more than just a rough draft TOC. It should be a carefully thought out breakdown of exactly what you imagine the TOC will look like in the final report. Although this takes a certain amount of time and brain power up-front, it really streamlines the rest of the process. What I do is to actually visualize the final report in my mind's eye and write the contents down. This really works! This TOC then becomes a step-by-step template for the rest of the process.

Sidebar:

If you're writing the report for an external client, it's a good idea to present the draft Table of Contents to them at this point in the process and get their approval. This will force them to think it through and confirm what they really want at this point. Once they have agreed to a TOC you will have their "buy-in" for the rest of the process, therefore significantly reducing chances of any major changes or reversals at the final report phase.

5. **Do Any Additional Research**

After thinking through the TOC in detail, you will know if any additional research is required. If yes, do this extra information gathering before you sit down and start to actually write the report. That way, once you begin the writing process you will have all of the information needed at hand and you will not have to interrupt the writing process to conduct any further research.

6. **Create the Skeleton Document**

A trick I always use when working with MS-Word is to create a skeleton document first. That is, before you actually write any of the text, enter the entire Table of Contents that you have already developed into MS-Word (see Point 4), heading by heading, including sub-headings. At this point, the document is essentially a sequential series of headings and sub-headings with blank space between them. Then, have MS-Word generate an automatic Table of Contents that exactly matches your planned TOC. You're then ready to start filling in the blank spaces after each heading and sub-heading in the body of the document, with text.

7. **Write the Report By Filling In The Blanks**

That's right, by filling in the blanks. Once the TOC skeleton framework is in-place as per the previous step, writing the actual report becomes almost like filling in the blanks. Just start at the beginning and work your way sequentially through the headings and sub-headings, one at a time, until you get to the end. Really. At that

point, with all of the preparation done, it should be a relatively straightforward process

Retrieved June 30, 2010 from <http://www.writinghelp-central.com/business-reports.html>

12. Sample report format

1. Title page
2. Abstract
3. Table of contents
4. Introduction: purpose, object, problem, Background (if necessary)
5. How was the information collected, how were the works fulfilled
6. Statistics (in tables)
7. Results
8. Discussion of results
9. Appenices (if necessary)
10. Bibliography (if necessary)

(Source: Collins and Tuttle, 1979, p. 114)

13. Tasks:

- a) A CV to be corrected: format

Tamar Berishvili

fax: (+995) 32 771 835

Phone: (+995) 32 771 835

**Aghmashenebeli Ave, 30
Tbilisi, Georgia
tamarberishvili@yahoo.com**

Profile

A young, dynamic BA student of Business Administration is looking for a summer job. Has some basic knowledge of business and banking. Excellent decision-making abilities. Fluent knowledge of English. Proficient user of word processing and Internet programs.

Education

2007 school certificate

2007 undergraduate student at Tbilisi State University

2009 Summer school at Manchester in Business English

2010 Courses in Finance and Banking organized by TBC Bank

Skills

Georgian (native), English (proficient), including Business English

Proficient computer user

Selected achievements

2009 participated in student conference at TSU, won the third place

Summer 2010 pactice at TBC Bank

Job experience

2009 scout leader at a summer camp

2010 temporary job at NGO “Young Businessmen for Happy Future”

Interests and hobbies

Music – can play a guitar

b) A CV to be corrected: language

Nikoloz Partsvania

fax: (+995) 89 736 902
Phone: (+995) 89 736 902

Chavchavadze Ave, 30
Kutaisi, Georgia
nikapartvania@bsu.edu.ge

Profile

A young, dynamic MA student of engineering is looking for a part-time job. He has good knowledge of electrical equipment. Excellent decision-making abilities. Satisfactorily knowledge of technical English. Proficient user of word processing and Internet programs. Can do programming.

Education

2009 MA student at Kutaisi State University, Engineer Faculty
2009 Bachelor degree from Kutaisi State University, Engineer Faculty
2005 school certificat

Skills

Georgian (native), English (satisfactorily), including Technical English
Proficient computer user and programist
Driving license

Job experience

Part-time job at KSU computer lab as assistant

Interests and hobbies

Repairing electrical and electronic equipment

c) Situation for a complaint letter

The road in front of your house has several large potholes, and it is difficult to drive on it. You have already damaged your tires as a result of these potholes. Write a complaint letter concerning the situation.

d) Application letter to be corrected (language)

Peter		Printout
1298	Lead	Street
Readership,	PA	151501
P:	(222)333	4444
e: peteprinout@yahoo.com		
Mr.	Charles	Reader
New	York	Times
1111	5th	Avenue
New York City, New York 2222		

Dear Mr. Charles,

For the past 10 years I followed your career through news events, interviews and web research. Your understanding of the important role journalists play in today's fast-paced information highway, coupled with your believe in the power of the press is exemplary. In addition, I know you were a student at Columbia with John Smith, my journalism professor at Missouri State.

When I left college, I immediately went to work for the typical small town newspaper and learned all aspects of getting the paper to the people in a timely manner. I then moved to regional manager for a media corporation composed of small to mid-size newspapers in the

Midwest. In my current position, I am Chief Correspondent for one of the largest newspapers in the southwest.

I would like an opportunity to visit with you to get your insight and suggestions on where my skills and abilities would be of the greatest value to the journalist field, not only newspapers but other mediums as well.

The week of March 15 - 19, I will be in New York City. I'd like to visit with you and get your feedback on my writing ability, along with suggestions on where my skills would be of the greatest value from your point of view. I do have a portfolio of my work that I will have with me.

I will call your office to set a convenient time. I do look forward to meeting you.

Sincerely,

Peter Printout

e) Application letter to be corrected (contents, format, style)

Ana Sikharulidze

phone +99532 77 83 12

cell phone + 995 95 31 53 67

email address anuki2000@yahoo.com

Address:

Vazha Pshavela 16

Tbilisi

Georgia

Dear Mr. Director

I heard about your company from a friend. As far as I am in the know, you've got a vacancy for a secretary's job. I guess I am a good candidate for this position. I can work any time, including week-ends or holidays. I'm ready to work overtime, if well-paid. I have fast typing skills in English, Georgian and Russian, can answer phone calls in these languages. If you decide to hire me, I can start any time. I am 20 and good-looking. I've got school certificate and some certificates of courses (typing, computer), which is more important than some diplomas having nothing to do with secretary's job.

I don't have experience of secretary's work, but I've worked for some time as a shop-assistant and I write some papers for my boss at that job.

I hope to hear from you soon.

Ana Sikharulidze

May 15, 2010

f) Write a letter to a bookstore (use a real bookstore name and address). Order a book of your choice and have it billed at your address.

g) Work in groups of three. One of you will be a customer who will write a letter of complaint. The second student will write a Customer Service Report based on a complaint letter (explain what he/she did as result of a complaint). The customer will write one more letter to the boss dealing with his/her satisfaction/dissatisfaction with measures taken. The third student will be the boss who will read both letters and the report and assess the situation.

Your name	Date
Customer name	

Description of customer complaint
Action taken to satisfy the customer
How well did you handle the customer's request? How effective were you?
What could you do differently next time to promote Customer Service?

h) Develop an organizational chart.

Assessment rubric (15 points maximum; passing grade 10):

Rating scale: 3-meets criterion

2- meets most of the criterion, needs minor revision

1 - meets some of the criterion, needs substantial revision

0 – does not meet the criterion

If it fails at least one criterium, the whole chart fails.

Criteria	Rating	Comments
1. The hierarchical structure of organization is illustrated	3 2 1 0	
2. All positions are named	3 2 1 0	
3. Qualifications for each position are described	3 2 1 0	
4. Salaries are given and compared	3 2 1 0	
5. Organization chart is logical and descriptive	3 2 1 0	
	3 2 1 0	

i) In your office there are five people working and there is one fax machine. Write a memo for using it which will help solve this problem.

j) Role play: some students will “commission” and some will write their business plans/projects for opening their own small businesses. The commission will give permission only to three best projects. With this in mind, commission has to create an assessment rubric for projects.

k) You are advertizing vacancies in your company. Write job descriptions.

l) (vocabulary + spelling) Choose the correct word:

He likes his ----- computer.

The ----- of his company works very well.

Tastes are very -----.

Don't ----- your head with what you don't understand.

The universe around us is made up of (= matter).

Do you work full ----- or half -----?

personal, personnel

stuff, staff

A business person needs both a ----- and a mobile phone.	| stationary
We've run out of paper. Let's go to the -----.	| stationery
Yesterday I went to the exhibition of office equipment and -----.	|
Did you ----- anything? - It wasn't painful.	| fill, feel
Shall I have to ----- in a lot of blanks?	|
How did it -----? - Fabulous!	|

m) (punctuation in letters) Rewrite the formal parts of the letter, using correct punctuation:

Atinati, Ltd,
27 Chavchavadze Ave., Tbilisi,
Georgia
May, 29, 2002

Dear Miss Jones!

.....

Looking forward to hearing from you,
sincerely yours.
Giorgi Beridze.
Manager

n) (writing on text level) Fill in the application form based on the text.

Tamar Sanikidze is twenty. She lives at 27, Chavchavadze Ave., Kutaisi, Georgia. She is majoring in economics and that is why she wants to learn Business English at the International House, London, UK. She has read about this school in BTA publication: Learning 2003. She wants to get a brochure and full details of Business English course at the International House before she finally decides to choose this school. She has got tickets to London for February, 17. Her visa is three-months long, so she wants to learn for two months and to have a one-month vacation. Her English is at Intermediate level: she has been learning it for three years at the university.

I have seen details of your organisation in BTA publication: Learning English 2003.
Please send me a brochure and full details of ----- course at -----

I hope to come to Britain on (date) ----- and to study English for ----
weeks.
I have been studying English for ----- years at -----
Family name: -----
Given name -----
Age -----
Address -----

- o) (writing on text level) Write a claim (complaint) based on the sample and the problem described below.

Attention: Shipment Dept.

This is to register a complaint about the shipment of classroom desks (invoice # 27356403) that we received today. Several pieces were broken, some more had minor defects. We are returning the invalid pieces with the same truck. Please substitute them.

We will appreciate your prompt attention.

L.Smith, director

(televisions, wrong model, the entire shipment)

- p) (writing on text level) Write an order based on the sample and the problem described below.

Attention: Purchasing Department:

We would like to order the following equipment:

- 1) Computer mice - model 2715 (catalogue number 7349) - 10 copies,
- 2) Keyboards - with Latin and Georgian type (catalogue number 7618) - 10 copies.

Would you please send us the invoice as soon as possible.

Thank you in advance.

N.Banks
Nathaniel Banks, manager

[books and educational materials, First Certificate Testbuilder with key (28166 6) - 25 copies, cassettes - 25 copies (281667), First Certificate Language Practice with key (281674) - 25 copies, cassettes - 25 copies (281675), Larry Brooks]

8. (writing on text level) Write a request for reservation based on the sample and the problem described below.

Attention: The Hilton Palace Hotel, Paris, reception

Please reserve a double room from March 17 till March 17 (full board and lodging). I am enclosing a prepayment of US\$ 5,000 (five thousand American dollars) by personal cheque. Please bill me on the remainder.

Alice Harper

Mrs. Alice Harper
Hilton Palace Hotel, Zurich

(London, a single room, July 14-16, bed-and-breakfast, \$150, American Express cheque, Gerald Cunningham, Dublin)

9. (writing on text level) Write an acknowledgement of receipt based on the sample and the problem described below.

Dear Director:

This is to acknowledge receipt of the housing contract.

Thank you for your promptness.

Yours truly
T. Briggs
Thomas Briggs
estate agent

(Prof. Anderson, the book parcel, arrived timely and in good condition, Prof. Miriam Greene, dean)

10. (writing on text level) Write a report based on the sample and the offered information.

Grant # EF-2088 - Training in economics-related subjects of representatives of small business. Five groups, twenty trainees in each. Two sessions a week, five hours each. Course duration - 3 months. Final test - March 25th. Evaluated figures - 80-85% of admitted trainees should complete the course. Actual result - 87 trainees obtained the certificates. Peter Jones. Alexander Dididze.

"Education Fund"

27, Batumi St.

Tbilisi, Georgia

Subject: Grant # EF-2087

Final report

The work on the grant has been completed. According to the schedule 5 course books on economics-related subjects had to be translated and published in ten months time, by December 23. Four of them were published exactly on time, one was delayed because of illness of the interpreter. At the moment we have obtained the copy of translation so the publication will be fulfilled in a week. Because of this delay we cannot provide the sales figures for the last book. As for the others, the following number has already been sold:

Microeconomics (issued in August) - complete edition (300 copies),

Macroeconomics (issued in September) - complete edition (300 copies),

Management (issued in October) - 85% (255 copies),

Marketing (issued in November) - 80% (240 copies).

As the books on Marketing and Management were issued later the sales figures of the first two books makes us sure that they will be sold in a month or two. More than that, we have already received orders from interested organisations for re-issuing the first two books (again 300 copies each). This lets us hope that the other books, including the book on Accountancy will also have similar demand on them.

Thus we view the project as successful. We deeply appreciate the financial support of your fund and realise that without it the project would be impossible. We express our special gratitude to Project Coordinator, Miss Jane Karrol, whose recommendations helped us a lot.

Project director

Ketevan Rostomashvili

11. (writing on text level) Write a personal letter (apology) following the sample and using the short information.

Dear Peter,

I'm writing to tell you that my plans have unexpectedly changed and I unfortunately cannot come to your country house for this weekend. I am really very sorry for the inconvenience. However, if the visit can be delayed for one week, I would gladly visit you.

Regards, *Ann*

(Janet, see your newborn baby, Monday → Friday, Catherine)

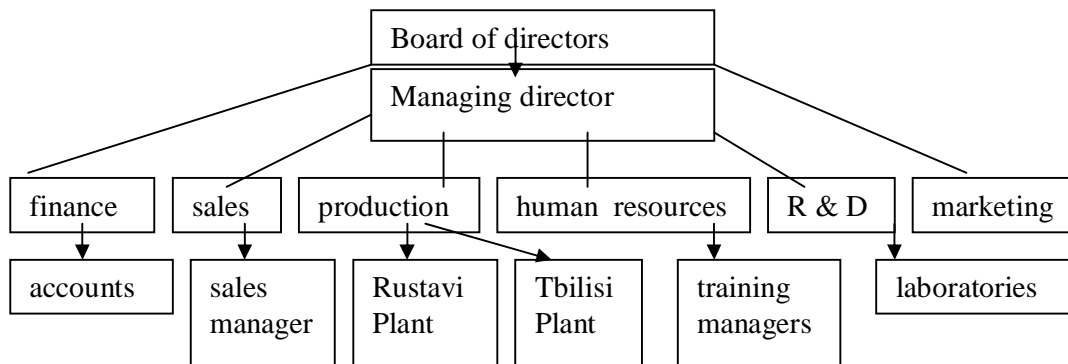
t) (writing on text level) Listen to a fragment of a meeting. Write down the minutes:

- 1) -----
- 2) -----
- 3) -----'
- 4) -----

[Chairperson: today's meeting will be dedicated to three issues: report on admission exams, changes in curriculum and results of students' conference. The report on admission exams will be presented by the head of admission commission. The changes in curriculum that we have been planning since last year will be finally adopted today. As for the results of students' conference we are going not only to announce the results, but also to give the awards to the winners of the third place. And, of course, as usual there will be miscellaneous current issues. Now, let's start with ...]

12. writing on text level) Based on the scheme and the sample text write your own text.

Structure of Medico (pharmaceutical company in Tbilisi)



"36.6" is a chain of pharmacies in Tbilisi. It is headed by the Managing Director appointed by the board of directors. Five directors are under the managing director supporting and accountable to him. Finance department takes care of company accounts. Sales department is responsible for sales of medications. Human resources department consists of several training managers who report to Human Resources Director. Marketing department is led by the Marketing Director, who is directly responsible to the Board.

(tasks L-U from axobaZe, 2003)

13. What is wrong/bad style?

Problem: Clichés

Example: *France bit off more than it could chew in Vietnam, and America's intervention was too little, too late.*

How to correct it: Clichés stand in for more precise descriptions of something. Slow down and write exactly, precisely what you mean. If you get stuck, ask yourself "why?" or "how?"

Better example: *As the French faltered in Vietnam, even American intervention could not save the collapsing regime.*

14. **Problem:** Lots of qualifiers (very, often, hopefully, practically, basically, really, mostly)

Most people usually think that many puppies are generally pretty cute.

How to correct it: Eliminate some of these qualifiers and you will have a stronger, more direct point. Some qualifiers are necessary, but you should use them carefully and thoughtfully.

Better example: *Most people think that puppies are cute.*

15. **Problem:** Using two words that mean the same thing

Example: *Adrienne fulfilled all our hopes and dreams when she saved the whole entire planet.*

How to correct it: Choose the most precise term and delete the extra one.

Better example: *Adrienne fulfilled all our hopes when she saved the planet.*

Some "wordy" constructions take a little more practice locating and correcting:

16. **Problem:** Overuse of prepositional phrases (prepositions are little words such as in, over, of, for, at, etc.)

Example: *The reason for the failure of the economic system of the island was the inability of Gilligan in finding adequate resources without incurring expenses at the hands of the headhunters on the other side of the island.*

How to locate and correct this problem: Locate this problem by circling all of the prepositional phrases in your paper. A few are okay, but several in a sentence (as demonstrated here) make the reader struggle to find and follow your subject and point. Correct this problem by reading the sentence, looking away from it, and writing or saying out loud what you meant when you wrote the sentence. Try asking yourself "Who did what to whom?" Replace the first sentence with your new sentence.

Better example: *Gilligan hurt the economic system of the island because he couldn't find adequate resources without angering the headhunters.*

Problem: Stock phrases you can replace with one or two words.

Examples: *The fact that I did not like the aliens affected our working relationship.*

The aliens must be addressed in a professional manner.

How to locate and correct this problem: Locate this problem as you do cliches. Is this just something people say? What do the words actually mean? Correct this problem by looking for a single word that expresses your meaning.

Better examples:

My dislike of the aliens affected our working relationship.

The aliens must be addressed professionally.

(from Style (n.d.) <http://www.unc.edu/depts/wcweb/handouts/style.html>)

d a n a r T i #2

eqsperimentis Sedegebi

pre-testis individual uri Sedegebi:

a) sakontrol o j gufi

eqsperimentis-wina testi

daval eba/ studenti	1	2	3	4	5	6	7	8
1	7	5	5	5	7	12	13	15
2	8	2	5	5	8	14	12	15
3	7	7	4	5	7	8	14	15
4	5	6	4	3	6	5	10	148
5	8	6	4	4	5	5	10	7
6	8	8	3	4	7	8	13	11
7	8	5	0	4	6	8	15	11
8	8	7	4	3	6	8	9	10
9	7	6	4	5	6	6	12	14
10	5	0	3	5	7	11	14	9
11	7	6	4	5	7	8	10	12
12	8	4	5	3	8	8	5	7
13	7	7	4	5	10	5	14	10
14	7	4	4	5	7	9	8	11
15	8	6	4	5	7	10	12	10
16	7	3	4	5	7	8	8	11
17	7	4	4	5	0	4	10	10
18	7	5	4	5	7	8	15	11
19	8	5	4	3	8	10	9	8
20	6	8	4	4	5	10	8	8

pirvel i eqsperimentul i j gufi
eqsperimentis-wina testireba

daval eba/ studenti	1	2	3	4	5	6	7	8
1	7	5	2	4	2	5	5	5
2	7	8	3	5	5	7	13	9
3	8	4	4	2	8	15	5	15
4	8	5	4	2	8	8	13	9
5	7	4	4	5	8	8	10	12
6	8	4	4	4	8	10	10	10
7	6	2	3	4	8	10	10	12
8	7	5	4	5	4	10	8	11
9	5	1	4	5	1	5	7	10
10	6	2	1	4	1	8	7	5
11	8	4	4	4	2	12	9	7
12	7	5	3	4	1	8	16	7
13	8	4	4	5	5	15	10	13
14	8	10	5	4	2	9	10	7
15	7	3	4	4	2	2	10	10
16	5	1	5	4	1	5	10	11
17	6	7	3	3	1	1	8	7
18	6	8	4	4	2	8	10	8
19	5	6	4	4	4	11	8	10
20	5	6	3	4	6	10	11	14
21	8	9	3	5	0	9	7	5
22	7	3	3	3	7	16	12	8

meore eqsperimentul i j gufi
eqsperimentis-wina testireba

daval eba/ studenti	1	2	3	4	5	6	7	8
1	5	3	2	3	4	12	14	16
2	4	3	2	3	5	11	15	11
3	4	2	3	3	5	12	14	10
4	4	2	3	3	5	13	12	10
5	5	3	2	3	6	12	12	12
6	5	3	3	4	5	12	11	13
7	5	3	3	3	5	12	13	13
8	5	2	2	3	6	11	12	11
9	3	3	3	2	4	10	13	10
10	4	3	2	3	4	11	12	11
11	5	3	3	2	5	13	13	12
12	3	2	2	2	4	8	10	11
13	4	3	3	2	4	9	9	13

b) sakontrol o j gufi**testireba eqsperimentis Sua procesSi**

daval eba/ studenti	1	2	3	4	5	6	7	8
1	8	5	5	5	8	13	13	15
2	8	4	5	5	8	14	13	15
3	8	7	5	5	7	8	14	15
4	6	6	5	4	7	7	11	14
5	8	6	4	4	6	6	10	8
6	8	8	4	4	7	8	13	11
7	8	6	2	4	6	8	15	11
8	8	7	4	4	6	8	10	11
9	7	6	5	5	6	6	12	14
10	6	3	4	5	7	11	14	10
11	7	6	4	5	7	8	10	12
12	8	5	5	3	8	8	7	8
13	7	7	4	5	10	6	14	10
14	8	4	4	5	8	9	8	11
15	8	6	4	5	7	10	12	10
16	7	4	4	5	7	8	8	11
17	8	4	4	5	3	5	10	10
18	7	5	4	5	7	8	15	11
19	8	6	4	3	8	10	10	9
20	7	8	4	4	6	10	8	10

pirvel i eqsperimentul i j gufi**testireba eqsperimentis Sua procesSi**

daval eba/ studenti	1	2	3	4	5	6	7	8
1	8	7	5	5	4	8	8	7
2	8	9	5	5	7	9	14	10
3	9	6	5	3	9	16	7	16
4	10	7	5	3	8	10	15	12
5	8	6	4	5	8	11	11	13
6	8	6	5	4	9	12	12	13
7	8	5	5	5	8	11	11	15
8	8	6	4	5	7	13	10	12
9	7	4	5	5	4	8	9	11
10	9	4	4	4	4	9	10	8
11	10	5	5	5	5	15	11	9
12	8	6	4	4	3	9	17	10
13	10	6	4	5	6	17	13	14

14	9	10	5	4	5	10	12	9
15	9	4	4	5	5	5	11	12
16	7	4	5	4	4	8	14	12
17	8	8	4	4	3	4	10	10
18	8	8	5	4	5	9	11	10
19	7	7	4	5	6	13	10	12
20	7	8	4	4	7	12	13	17
21	9	9	5	5	3	11	10	8
22	8	5	4	4	8	17	14	11

meore eqsperimentul i j gufi, testireba eqsperimentis Sua procesSi

daval eba/ studenti	1	2	3	4	5	6	7	8
1	7	4	4	4	7	15	15	17
2	6	4	3	4	7	15	15	14
3	7	3	3	3	6	14	15	13
4	5	3	3	4	5	14	13	12
5	6	4	3	3	6	15	14	14
6	7	3	3	4	6	15	15	14
7	8	4	4	4	7	14	15	14
8	6	3	4	3	7	14	15	13
9	5	3	3	3	5	13	14	13
10	6	3	3	3	6	13	13	13
11	8	4	4	4	8	16	16	15
12	5	3	3	2	5	9	10	12
13	6	3	3	2	5	10	10	14

**g) sakontrol o j gufi
sabol oo testireba**

daval eba/ studenti	1	2	3	4	5	6	7	8
1	8	4	4	4	7	13	12	16
2	8	5	5	4	9	14	12	15
3	7	7	5	5	7	9	14	15
4	7	7	5	4	8	8	11	15
5	8	6	4	4	7	5	10	9
6	8	8	4	4	7	7	13	11
7	8	5	3	5	6	8	16	11
8	7	7	4	4	6	8	11	11
9	7	8	5	5	6	6	12	13
10	6	4	4	5	7	10	14	10
11	7	6	5	5	7	8	10	12
12	9	6	5	4	7	9	8	7
13	7	7	5	5	10	6	14	10
14	8	4	4	5	9	10	9	11
15	8	7	4	5	7	10	12	10
16	7	5	4	5	7	8	8	13
17	8	4	4	5	4	6	10	10
18	7	5	4	5	7	8	14	11
19	7	6	4	2	8	11	10	10
20	9	7	3	4	7	10	9	10

**pirvel i eqperimetul i j gufi
sabol oo testireba**

daval eba/ studenti	1	2	3	4	5	6	7	8
1	9	8	5	5	7	12	11	10
2	10	9	5	5	8	10	15	14
3	9	7	5	4	10	17	9	17
4	10	8	5	4	8	14	16	15
5	10	8	5	5	9	14	13	15
6	9	7	5	5	9	15	15	15
7	9	7	5	5	10	15	15	16
8	10	8	4	5	9	13	14	14
9	9	7	5	5	6	11	12	15
10	9	6	4	4	7	12	12	12
11	9	7	5	5	8	16	13	12
12	10	6	5	5	7	11	18	13
13	9	6	4	5	7	18	16	17

14	10	9	5	4	7	13	15	10
15	10	6	5	5	8	10	14	15
16	9	7	5	5	6	11	14	16
17	10	9	4	5	5	7	13	14
18	9	7	5	4	8	12	14	13
19	9	8	5	5	7	15	14	15
20	9	9	4	5	7	16	16	19
21	10	10	5	5	5	14	12	13
22	9	8	5	4	9	18	16	14

meore eqsperimentul i j gufi
sabol oo testireba

daval eba/ studenti	1	2	3	4	5	6	7	8
1	8	5	5	7	9	18	19	18
2	7	4	3	8	8	17	16	15
3	7	4	4	6	7	17	17	15
4	8	3	3	6	5	15	16	15
5	8	5	4	6	8	18	16	17
6	8	4	4	6	7	17	17	16
7	8	5	5	6	9	18	18	17
8	7	4	4	6	8	17	16	16
9	7	3	3	6	6	15	16	15
10	10	4	4	6	7	14	15	16
11	10	5	5	6	9	18	19	18
12	7	3	3	6	6	13	15	15
13	7	4	4	6	7	14	15	15