

**SEVERAL ASPECTS OF THE PROBLEMS OF CIVIL INTERGRATION  
ACCORDING TO THE GEORGIAN-ARMENIAN LINGUISTIC  
CONTACTS, ON THE EXAMPLE OF JAVAKHETI**

**CAVAKHETİ BÖLGESİ ÖRNEĞİNDE GÜRCÜ VE ERMENİ DİL  
İLİŞKİLERİNE GÖRE SİVİL ENTEGRASYON SORUNLARININ  
ÇEŞİTLİ YÖNLERİ ÜZERİNE**

**НЕКОТОРЫЕ АСПЕКТЫ ГРАЖДАНСКОЙ ИНТЕГРАЦИИ ПО  
ПОВОДУ ГРУЗИНО-АРМЯНСКИХ ЯЗЫКОВЫХ КОНТАКТОВ НА  
ПРИМЕРЕ ДЖАВАХЕТИ**

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**ABSTRACT**

There are people of other ethnic origins besides Georgians among the citizens of Georgian state, whose way of life, daily needs and cultural aspirations are formed and developed in this country. However, in many cases, due to confessional, ethnocultural and linguistic differences, signs of certain types of marginalization may appear. Thus, in order to ensure the unity of the population, it is necessary to overcome all the obstacles that hinder the rapprochement of citizens. One of the most important barriers on this path is the issue of language competence. Universal knowledge of the state language is an indispensable condition for success.

As it is known, the sovereignty of a country depends on the strength of the state language, care for the language, its protection and popularization is a prerequisite for the strength of the state. Therefore, the language problem in the country clearly indicates a lack of civic integration. The only guarantee of civic unity is language, at least people should understand each other, to put it simply, they should speak on "one language". Today, the main priority of the state is to integrate the population of the country into a single social space, and this path goes through the possession of the state language.

Armenia is one of the bordering countries of Georgia, therefore it is natural that Armenians have historically moved easily between Georgia and Armenia, and in many cases they have settled and settle for work. The migration of Armenians in the past often had the character of evacuation from military or ecological disasters, trade and other economic interests, etc.

Under the Soviet Russification policy and the regime of restricting the independence of the republics, the non-Georgian-speaking population included people, who were legally citizens

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of Georgia, but mentally they turned out to be an unclear civic identity Even after the collapse of the Soviet Union, the process of civic integration became more complicated. There are several reasons for this:

- Low motivation of non-Georgian speaking population to study Georgian language;
- Lack of state will;
- The state qualifies Georgian as a "second language" for non-Georgian-speaking Georgian citizens, thus reducing the motivation of this population;
- Low qualification of Georgian language teaching guides and teachers;
- Imperfection of Georgian language teaching methods.

**Keywords:** Javakheti Armenian, family language, state language, civil integration, Georgian-Armenian linguistic contacts, linguistically isolated centers.

### ÖZ

Gürcistan'da Gürcülerin yanı sıra bu ülkede ihtiyaçları ve kültürel özelemleri ile bir yaşam biçimi oluşturan diğer milletlerde de yaşamaktadır. Ancak çoğu durumda, mezhepsel, etnokültürel ve dilsel farklılıklar nedeniyle belirli marjinalleşme belirtileri de gözlemlenmiştir. Bu nedenle, nüfusun birliğini sağlamak için devletin vatandaşlarının yakınlaşmasını engelleyen tüm faktörlerin üstesinden gelmesi gerekmektedir. Bunlardan en önemli sayılan biri de dil yeterliliği sorunudur. Devlet diline hâkim olmak ise başarı için vazgeçilmez bir koşul olarak kabul edilmiştir. Bildiğiniz gibi bir ülkenin egemenliği büyük ölçüde devletin diline bağlıdır; devlet dilinin korunması ve yaygınlaştırılması devletin istikrarının garantisidir. Ülkedeki dil sorunu ise sivil entegrasyon eksikliğini açıkça göstermektedir. Dil, sivil birliğinin garantisidir; en azından insanlar birbirini anlamalı, başka bir deyişle "Aynı dili" konuşmaları gerekir. Günümüzde devletin temel önceliği, ülke nüfusunu tek bir sosyal alanda buluşturmadır. Bu yol ise devletin resmi diline sahip olmaktan geçer.

Ermenistan, Gürcistan'a komşu olan ülkelerden biridir. Bu nedenle, Ermenilerin tarihsel olarak Gürcistan ve Ermenistan arasında kolayca hareket etmeleri de doğaldır. Ermeniler birçok durumda Gürcistan'a yerleştiler ve iş sahibi de oldular. Geçmişte Ermenilerin göçü genellikle askeri veya afet nedeniyle, bazen ticari ve diğer ekonomik çıkarlardan ve bunun gibi nedenlerden dolayı olmuştur.

Sovyetler Birliği dönemi Ruslaştırma politikası ve Sovyet Cumhuriyetlerin bağımsızlığı üzerindeki kısıtlama koşullarında Gürcüce konuşmayan nüfus yasal olarak sadece Gürcü vatandaşlığına sahipti, ama zihinsel olarak nüfusun tanımsız bir sivil kimliği vardı. Sovyetler Birliği'nin çöküşünden sonra sivil entegrasyon süreci daha karmaşık hale geldi. Oluşan durumun birkaç sebebi vardı:

- Gürcüce konuşmayan nüfusun Gürcü dilini öğrenmek için düşük motivasyonu ve devlet iradesinin zayıflığı;
- Gürcistan'ın Gürcüce konuşmayan nüfus için Gürcü dilinin "ikinci dil" olarak vasf edilmesi ve böylece anılan nüfusun motivasyonunu düşürmesi;
- Gürcüce konuşmayan nüfus için Gürcü dili ders kitaplarının ve öğretmenlerin düşük nitelikleri;
- Gürcüce konuşmayan nüfus için Gürcü dilini öğretme metodolojisinin kusurlu oluşu.

**Anahtar kelimeler:** Cavakheti Bölgesi Ermeni nüfusu, aile dili, devlet dili, sivil entegrasyon, Gürcü-Ermeni dil ilişkileri, izole dil merkezleri.

## АННОТАЦИЯ

В грузинском государстве, помимо грузин, проживают люди других национальностей, образ жизни, потребности и культурные устремления которых формируются и развиваются именно в этой стране, но во многих случаях из-за конфессиональных, этнокультурных и языковых различий могут иметь место определенные признаки маргинализации. Таким образом, для обеспечения единства населения необходимо преодолеть все препятствия, мешающие сближению граждан государства. Одним из важнейших препятствий на этом пути является проблема языковой компетенции. А всеобщее знание государственного языка - непереносимое условие успеха. Как известно, суверенитет страны во многом зависит от государственного языка; забота, защита и популяризация государственного языка - залог стабильности государства. Таким образом, языковая проблема в стране однозначно указывает на дефицит гражданской интеграции (Качкачишвили, 2016: 4-5). Язык - единственный гарант гражданского единства; по крайней мере, люди должны понимать друг друга, проще говоря, они должны говорить «на одном языке». На сегодняшний день главный приоритет государства - интеграция населения страны в единое социальное пространство, и этот путь проходит через владение государственным языком.

Армения - одна из стран, граничащих с Грузией, поэтому естественно, что армяне исторически легко перемещались между Грузией и Арменией, и во многих случаях они поселялись в этой стране и устраивались на работу. В прошлом миграция армян часто носила характер эвакуации из-за военных или экологических катастроф, иногда исходя из торговых и других экономических интересов и т. д.

В условиях советской политики русификации и режима ограничений независимости республик, негрузиноязычное население юридически имело гражданство Грузии, но ментально у населения оказалась неопределенная гражданская идентичность. Даже после распада Советского Союза процесс гражданской интеграции усложнился.

Существует несколько причин:

- Низкая мотивация негрузиноязычного населения к изучению грузинского языка;
- Слабость государственной воли;
- Квалификация государством грузинского языка как «второго языка» для негрузиноязычного населения Грузии, тем самым понижая мотивацию этого населения;
- Низкая квалификация учебников и учителей грузинского языка;
- Несовершенство методики преподавания грузинского языка.

**Ключевые слова:** армянское население Джавахети, язык семьи, государственный язык, гражданская интеграция, грузино-армянские языковые контакты, изолированные языковые очаги.

## Introduction

Modern practice is saturated with special scientific literature (linguistic, psychological, psycholinguistic, methodological, etc.), which studies the difficulties of teaching a foreign language; The popularity of the issue is determined by the intensively changing demographic, economic and socio-political trends of the modern world.

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Georgian language is the state language of Georgia, its level and quality of knowledge significantly determines the domestic success of Georgian citizens or long-term migrants, social integration, civil peace.

Among the citizens of the Georgian state, apart from the autochthonous population - Georgians - there are obviously people of other ethnic origins, whose way of life, daily needs and cultural aspirations are formed and developed in this country, however, in many cases, due to confessional, ethnocultural and linguistic differences, certain types of signs of marginalization may appear (Tabidze, 2008: 294-304). Thus, in order to ensure the unity of the entire population of Georgia, it is necessary to overcome all the obstacles that hinder the rapprochement of citizens. One of the most important barriers on this path is the issue of language competence. Universal knowledge of the state language is an indispensable condition for success.

Armenia is one of the bordering countries of Georgia, therefore it is natural that Armenians have historically moved easily between Georgia and Armenia, and in many cases they have settled and settle for work. The migration of Armenians in the past often had the character of evacuation from military or ecological disasters, trade and other economic interests, etc. Obviously, the Armenians who settled in Georgia studied Georgian language and used it normally, as Georgia was a monolingual state until the nineteenth century, especially since Georgian language itself served as an international language for the population of both slopes of the Caucasus (Tabidze, 2014: 333-348).

### Methods

The research is based on the principles of the historical-comparative method. Descriptive method is used; Empirical material is extracted from school practice.

### Conclusions

The Armenian-speaking population of Samtskhe-Javakheti speaks a dialect that is completely different from the Armenian literary language, and at school (obviously, at Armenian school) they study the program provided in the Armenian literary language, which does not match their family language, and requires extraordinary labor from students; The local way of life of Armenians living in Samtskhe and Javakheti is different. Javakheti Armenians have much less contact with the Georgian population than in Samtskhe; Thus, it is more difficult for Javakheti Armenians to assimilate Georgian language than for Samtskhe residents. However, it should be noted that the Georgian language of Satskhe-Javakheti is also dialectal and thus it is not easy for an Armenian child to learn literary Georgian, even in the case of mastering the Georgian dialect due to household contacts;

Learning a language at our school is difficult because teaching system requires a lot of time and effort due to its special complexity, and the final result of this long way - communication is delayed and difficult to achieve. We support the view that communication should be a separate subject (alongside the traditional Georgian language and literature course), and in practice should be accessible through the integration of the student (s) into the language environment.

### Discussion

As we have already mentioned, Georgian-Armenian language contacts have a long history. During this time, obviously, a lot of material has been accumulated in the form of lexical borrowings, anthroponymic and toponymic typological similarities, linguocultural influences or convergences. Studies in this area, despite the great scientific tradition, still have great prospects, because under the influence of internal or external factors there are many controversial or unexplored issues that objective linguistics is still waiting for. The goal of our research is the field of Georgian-Armenian linguistic contacts, which is related to the sociolinguistic issues of civil integration and aims to overcome the difficulties of teaching Georgian language to the Armenian-speaking population in Georgia.

As much as our own professional activities and life experiences take place in the practical environment of these linguistic contacts, we aim to consistently follow the nature of mistakes of Armenian-speaking young person caused by the foundation of his mother language while teaching Georgian and establish ways to simplify and optimize learning process.

In modern scientific research, the study of Caucasian languages has revealed another (many times in recent history) trend: Traditional views on the kinship of the languages of the indigenous peoples living on both ridges of the Caucasus and the genetic differences between the rest of the Indo-European languages; that best describes (and expresses) the term "Iberian-Caucasian languages" has been replaced by "a new line of explanation with some typological similarity of the languages (any of them) in the Caucasus." This time explaining this very extensive and complex issue is not our goal; The main thing for us now is that Armenian and Georgian were typologically similar languages in both versions and despite their long historical neighborhood, their similarity is really based not on kinship but on neighborhood proximity, which is no less important than kinship; And as the similarities are typological, therefore the difficulties of teaching must be overcome through typological grammar, taking into account the Georgian-Armenian language meetings, practical manifestations of similarities and differences (Tabidze, 2009: 160-169).

We will clarify that it is accepted to define "type" as a set of traits that form a solid core of interrelationships, and in this species itself becomes a specific "unit" of typological knowledge. Here it is difficult to define the type specificity in relation to "species" (logical connection of the genetic combination of knowledge) and "genus" (classification unit).

Surprisingly, no such grammar has been written up to date, and Georgian-Armenian linguistic (and not only linguistic) contacts have less sought out grammatical, lexical-phraseological, and stylistic explanations of similar and different equivalents. And as far as in this case we would have the opportunity to group the similarities arising on the one hand by chance and on the other hand due to reasons, and thus teach, for example, the Georgian language to Armenian-speaking children.

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Our reality is specific in terms of teaching Georgian language to non-Georgian speakers (though not the only modern post-Soviet space); After the collapse of the Soviet Union, Georgia, like other Soviet republics, faced a dilemma – some of its citizens, under Soviet Russification policy and the regime restricting the independence of the republics, didn't speak Georgian, despite the main requirement set by Article 8 of the Constitution of Georgia (that the state language of Georgia is Georgian) , because schools in ethnic gathering places operated in either Russian or the language of their ethnic group; Thus, it formed the basis on this population, which, in case of demanding independence by the main ethnic group of the republic, should hinder with the demand to stay in Russia (Nachkebia, 2006: 112-115). Consequently, the non-Georgian-speaking population was legally a citizen of Georgia, but mentally it turned out to be a vague civic identity: with language competence and education, these people were prepared for the interests of another republic.

Georgia, strained by the painful processes of gaining independence, has faced the need to evacuate the non-Georgian-speaking population from isolation and to Georgia as soon as possible. Make them into a full-fledged residents with the rest of the population with a common language, knowledge and civic consciousness. (Kharshiladze, 2010: 58-70)

Unfortunately, the process has been delayed for several reasons:

- Low motivation of non-Georgian speaking population to study Georgian language;
- Lack of state will;
- The state qualifies Georgian as a "second language" for non-Georgian-speaking Georgian citizens, thus reducing the motivation of this population;
- Low qualification of Georgian language teaching guides and teachers;
- Imperfection of Georgian language teaching methods.

While studying the language (in our case, when learning Georgian by Armenians), a separate assessment is made in writing and speaking to determine the quality of knowledge; When evaluating oral expressive speech, the following is important:

1. The number of phrases;
2. Phonetics
3. Vocabulary
4. Grammar correctness.

However, the practice of teaching proves that the number of mistakes made is considered to be the main indicator of foreign language proficiency. Consequently, the degree of understanding during a communication act can be overshadowed by the abundance of errors made.

When we talk about "teaching a foreign language", obviously, we do not forget that Georgian as the state language of Georgia can not be considered as a "foreign language" for a citizen of Georgia. But this is an official terminological

aspect, and in real life, Georgian language is still completely foreign language to the majority of the Armenian population in the Akhalkalaki region. Therefore, teaching Georgian is methodologically very similar to teaching a normal "foreign language". We think it is justified for students (in this case, the age of the student does not matter) to observe the language acquisition in several areas:

- Monologue oral narration
- Dialogue; Communication
- Written work (Essey)
- Written work (Text)

As it is known, the language in which a person begins to speak becomes the first means of knowing the world and the first mold of the verbal realization of what is being said. Therefore, consciously or subconsciously, the speaker agrees with the knowledge of all other languages with the initial patterns of his speech, and, in fact, all possible errors are due to the difference between these patterns.

Georgian fiction has a lot of material on the most typical mistakes of Armenians while speaking Georgian; Interestingly, these observations are almost entirely consistent with the typical errors noted in the educational and scientific space today.

And since we often take the linguistic errors, as linguistic material, that appear on the basis of the differences in the grammatic case systems of the Georgian-Armenian languages and are confirmed in the educational space, therefore, we have to look for the causes of mistakes in order to develop the right strategy to eliminate them. (Чойбонова, 2004:48-50)

For better clarity, it is necessary to evaluate the mistakes made by the students in contrast to the linguistic systems, for example, where each mistake is made due to the influence of the mother language. Thus, we consider errors in the use of narrative and nominative cases in the Georgian text, difficulties in perceiving the "nar /tan" plural, confusion of dative and possessive cases, also possessive and active cases in the sentence, such as:

1. *I am glad to meet such teacher .*
2. *I read this information in internet .*
3. *Little child stood on the chair .*
4. *My friend started a new job .*
5. *Today lecturer sets new tests .*
6. *A new law has been introduced in the Constitution.*
7. *George will take the third place .*
8. *People have health problems.*
9. *The doctor examined the patient's lungs.*
10. *An ambulance was called for my father.*
11. *A black cat will cross the road.*
12. *By which leg we should leave the house .*
13. *I want to speak about strange tradition.*
14. *I agree to Armine's idea .*
15. *I am afraid of dark places .*

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In this regard, research can be conducted in two directions:

- A) Determine the cause of typical linguistic errors;
- B) Determine the ways to avoid them based on the expected mistakes.

Two tasks face us at school on an equal footing: complete oral communication and fluent writing; We must also keep in mind that oral communication is a first-rate task, because without it we can not go through the writing stage. The work at school is complicated by the mass of students because it is difficult to identify and manage the individual problems of the student in the lesson regulations. The method of influencing individual mistakes while working in a group is still not developed. As the specialists believe that the subject teacher alone can not do anything here, it is necessary to consult psychologists as well; As the speech problem is so often associated with the complexes of the individual, he or she prefers not to speak aloud in any foreign language fearing not to make mistakes and being ashamed in front of the public.

Although the whole world is working on perfecting the methodology of foreign language acquisition, it is still considered that ideal results have not been achieved yet. A special problem is that when working with a group at school, the individual problems of the student cannot be taken into account, and language is a highly subjective and individual phenomenon. The teacher finds it difficult (or does not manage at all) to establish the so-called feedback with the student that would make it easier to take into account the student's private characteristics. The following has happened in Georgia in the recent past: On the first stage of the domination of the Russian Empire (Tsarism), when Russian language was a distant, non-existent foreign language for the population, the process of linguistic assimilation or adaptation concerned only the aristocracy-intelligentsia. However, Georgian language distorted by their Russification had a negative effect on the Georgian speech of the "simple nation"; As in pre-Russian history, aristocracy and the church were the conditions in the Georgian peasantry., that kept the soul of an educated Georgian (Gabunia, 2014: 45-69). Consequently, without the practical Russian-speaking atmosphere, the linguistic Russification didn't touch the nineteenth-century Georgia; In the twentieth century, Russia changed its policy. According to USSR model, with the name of the so-called universal secondary education, targeted population migration and the dismantling of historical national borders, Russia has increased the motivation for the need to learn Russian throughout the Soviet territory. Using the achievements of the repressive machine and equipment (education system, career conditions, publishing houses, television, radio ...) it introduced Russian into every family ... Although it failed to fully Russify the population, it created the so-called linguistically isolated hotspots for national republics, that isolation (and secession from the locals) was facilitated by the universal privilege of Russian (Tabidze, 2005: 256-278). And yet it must be said that despite at least two centuries of experimentation, the Russian language has failed to overwhelm the population.

As the specialists point out, it is possible to speak this or that language only when, the system of this language is mastered. And as far as the system is concerned with the study of linguistics, it is the acquisition of linguistic data that is necessary



for the study of language. But as practice shows, the mastery of speech is more important than the study of the language system, as the speech is the most important during communication. Learning a language at our school is difficult because teaching system requires a lot of time and effort due to its special complexity, and the final result of this long way - communication is difficult to achieve and is delayed (Tabatadze, ... 2008:80-85). We support the view that communication should be a separate subject (alongside the traditional course of Georgian language and literature), and in practice, it should also be accessible through the integration of the student (students) into the linguistic environment. What should the so-called communication lessons be like:

1. Compulsory word dictionaries must be developed at each level of education. For example, Georgian-Armenian dictionary of vocabulary-phraseology used in all educational disciplines (textbooks) at the first level of primary education; And the aim of the school year should be to have a thorough knowledge of this vocabulary by the student;

2. Dictionary-based adapted texts should be developed using only lexical words and phrases;

3. For oral communication. In each new text the previous material must be repeated and only a few new words added to it;

4. Communication should be the only form to be used on the lesson: narration, dialogue, asking questions, answering questions;

5. Errors should be pointed out practically, without theoretical reasoning (theory should be discussed on language and literature lessons);

6. Fixing typical mistakes in practical lessons will help the teacher to build the subject course pragmatically.

We think there is no doubt that work in this direction should be continued.

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