

and activities. In order to define correctly the differences between Social Media and Journalism, the future journalist should be adapted with Global communication field while teaching process.

Conclusion: Journalistic skills and methods, not journalism itself, should be integrated to the technical progress. The background of the progress will be adapted journalism teaching management while technological and intellectual progress.

ՀԱՂՈՐԴԱԿՑՄԱՆ ԴԵՐԸ ԼՐԱԳՐՈՂԻ ՄԱՍՆԱԳԻՏԱԿԱՆ ԿՐԹՈՒԹՅԱՆ ՄԵՋ

Ն. Կիրիշաուրի

Հոդվածում քննարկվում է լրագրողի մասնագիտության պահանջարկը ժամանակակից շուկայում: Պետք է որոշել գլոբալ հաղորդակցման դերը լրագրողի կրթության և հետագա գործնական մեջ: Հասարակական լրատվության և լրագրողի մասնագիտության միջև եղած տարբերությունները ճշգրտորեն որոշելու համար ապագա լրագրողը ուսումնառության ընթացքում արդեն իսկ պետք է ադապտացված լինի գլոբալ հաղորդակցման ոլորտին:

AGE PECULIARITIES OF I-II YEAR STUDENTS AND TEACHING SPEAKING TO ESP STUDENTS

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The whole way of humans' development consists of different sections. Each section is characterized by definite peculiarities. Internal as well as external factors affect age peculiarities. The change of existing connections between these factors causes transfer to the following age section. At this time new characteristic features are derived (Gogichaishvili, 2005 : 59; Nepomniashchaia, 1977: 41-42). While teaching it is necessary to take into consideration students' age peculiarities, together with their language proficiency level and sociocultural, political or institutional contexts of teaching (Brown, 2007: 100-101).

Nowadays, in Georgia any person can become a student at the age of 18. English for Specific Purposes (ESP) is taught to the first and second years students. For this reason, it is very important to deal with the psychological peculiarities of 18 and above years old students.

Different scientists distinguish different age groups. Harmer (2007) differentiates the following groups of learners: children, young learners, adolescents, young adults and adults. Adolescence is connected to physical and emotional changes. This age group refers to the students whose ages range between 12 and 17, whereas young adults are considered to be between 16 and 20 (Harmer, 2007). Brown (2007) distinguishes three main groups of learners: children, young adults or teens and adults. Young adults or teens are thought to be between 12 and 18 or so. The following age group learners are mentioned as adults. The

author defines adults as “persons beyond the age of puberty” (Brown, 2007: 101-106). According to Brown’s (2007) age groups, first and second years students belong to young adults’ and adults’ age groups. Hence, it is essential to take both age groups’ characteristics into consideration.

Brown (2007) describes young adults (12-18 year-old learners) as “terrible teens” and defines that this is the age of “transition, confusion, self-consciousness, growth, and changing bodies and minds” (p. 106). Learners of this age worry about their appearance, being accepted or even about a weekend party. This age learners begin abstract operational thinking. They can solve problems based on logical thinking. The success of their task is a factor of the attention a learner places on the task. Young adults’ attention spans increase, though their attention can easily be shortened because of different factors existing in their lives. Young learners are ultrasensitive and for that reason teachers should:

- “avoid embarrassment of students at all cost,
- affirm each person’s talents and strengths,
- allow mistakes and other errors to be accepted,
- deemphasize competition between classmates, and
- encourage small-group work where risks can be taken more easily by a teen (Brown, 2007: 106).

Persons whose ages range between 18-20 are mentioned as adolescents by Asatiani (2008). According to Asatiani (2008), there is a vital difference between the first and final courses students. The author claims that beginner students are more enthusiastic than final year students. First year students are already aware of their learning goals. Their consciousness increases when they gain knowledge of their most wanted profession and choose subjects (Asatiani, 2008: 319).

Adults are mentally developed persons. Their cognitive ability achieves to its highest level. They use deductive processes with ease. They are capable of performing abstract thinking. Adult learners are able to focus their attention on the material that serves their future objectives (Brown, 2007: 101-105).

Adult learners are not always obedient. Sometimes they act impulsively. Besides, students have a sense of freedom. This may arise several problems and hamper the learning process (Asatiani, 2008: 316-319). Adults’ teachers have to be aware of how to avoid this type of problems, or to respond to them appropriately. Brown (2007) presents several “do’s” and “don’ts” that adults’ teacher should follow:

- Though adults cannot express complex thinking in the new language, they are nevertheless intelligent grown-ups with mature cognition and fully developed emotions. Show respect for the deeper thoughts and feelings;
- Don’t treat adults in your class like children;
- Give your students as many opportunities as possible to make choices about what they will do in and out of the classroom;
- Don’t discipline adults in the same way you would children (p. 105)

Adults may also have strong views. In this case teachers have to take them into consideration (Harmer, 2007: 15).

Adult learners have high self-confidence, though we should remember that they are still shy. Their level of shyness can be equal to or greater than that of children (Brown, 2007:

104). Sometimes students negative learning experience, which happened in the past, may hamper their learning progress (Harmer, 2007 : 15). From my point of view, these two factors, shyness and negative experiences, significantly hinder students to speak in the foreign language.

In 2010-2011 academic years we held the questionnaire. The purpose of the questionnaire was to understand the factors that help students of the Law Faculty to speak accurately and with selfconfidence. We asked the first and second years students learning English for Law to fill the questionnaire. Totally 42 students from two Georgian state universities completed the questionnaire. The results showed that:

- Law Faculty students speak accurately and with selfconfidence when they have shortterm pair or group work before beginning speaking on public display (56% of questioners);
- 35% of Law students named different factors. Among them were: regular practice of speaking skill and speaking with native speaker.
- 4% of Law students speak accurately and self-confidently when they begin speaking directly on public display.

The final result might be caused by the students' high language proficiency level.

In conclusion, the first and second years students are intelligent and mentally developed grown-ups. They have longer attention spans and can focus their attention on a material which does not hold immediate rewards. First and second years' students are enthusiasts and highly motivated. Students of this age have definite views about learning and they have clear learning goals. The first and second years students are self-confident and have a sense of freedom. However, they are quite shy. As a result of all these, teachers have to be aware of students' age peculiarities and take them into consideration as far as possible. To avoid factors that hamper speaking in English, teachers should encourage teacher-student as well as student-student interaction, promote small group work and design speaking activities based on familiar and controversial events. In this case, teachers will be able to avoid students' shyness and, hence, they will be actively involved in speaking activities.

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**ВОЗРАСТНЫЕ ОСОБЕННОСТИ СТУДЕНТОВ ПЕРВЫХ И ВТОРЫХ КУРСОВ
И ОБУЧЕНИЕ ГОВОРЕНИЮ СТУДЕНТАМ, ИЗУЧАЮЩИМ АНГЛИЙСКИЙ
КАК ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК**

А. Гягаури

В статье рассматриваются психологические характеристики студентов 1-го и 2-го курса. Тут же представлены результаты опроса, проведенные в 2010-2011 учебном году. Цель опроса - выяснить в каких случаях студенты юридической специальности беседуют на английском языке более уверенно и правильно.

**I ԵՎ II ԿՈՒՐՍԻ ՌԻՍԱՆՈՂՆԵՐԻ ՏԱՐԻՔԱՅԻՆ ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ
ԵՎ ԽՈՍՔԱՅԻՆ ՀՄՏՈՒԹՅՈՒՆՆԵՐԻ ԶԱՐԳԱՑՈՒՄԸ ԱՆԳԼԵՐԵՆԸ
ՈՐՊԵՍ ԵՐԿՐՈՐԴ ՕՏՈՐ ԼԵՁՈՒ ՌԻՍՈՒՄՆԱՍԻՐՈՂ ՌԻՍԱՆՈՂՆԵՐԻ ՄՈՏ**

Ա. Գիզաուրի

Հոդվածում քննարկվում են I և II կուրսերի ուսանողների տարիքային և հոգեբանական առանձնահատկությունները, ինչպես նաև խոսքային հմտությունների զարգացումը անգլերենը որպես երկրորդ օտար լեզու ուսումնասիրող ուսանողների մոտ: Կատարվել են հարցումներ, որոնց նպատակն էր պարզել այն գործոնները, որոնք օգնում են իրավագիտություն բաժնի ուսանողներին խոսել ավելի սահուն և վստահ: