Teaching & Education Research Association

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| Name of the Conference | International Conference on Education & Learning Technology |
| Conference Dates | From: (19/02/2024)  To: (20/02/2024) |
| Participant’s Name | Irine Chachanidze; Tamar Guchua |
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| Participation Status  (Select one by highlighting with yellow colour) | Oral Presenter |
| Online Presenter |
| Listener |
| Online Listener |
| Absentia |
| Poster Presenter |
| Paper Title  (Not applicable for Listener & Online Listener) | The Russification Language Policy: "The Immersion Method” of Teaching in Georgia (According to the Georgian Press of the First Half of XX Century**)** |

**The Russification Language Policy: "The Immersion Method” of Teaching in Georgia**

**(According to the Georgian Press of the First Half of XX Century)**

Russification refers to the policy of the Russian Empire aimed at russifying the national minorities: the adoption of the Russian language and culture by non-Russian people through the process of assimilation. Russia was the political center of the empire, and the laws and norms developed here were applied in other countries within the empire, including the annexed Georgia.

In 1902, by the decision of the Russian Imperial Government, “the immersion method” of teaching was approved for Georgian schools. In special literature it is also known under the name of "Berlitz Method". The so-called "immersion method" meant acquiring the Russian language without using the Georgian language. Russian teachers worked with Georgian students who did not know Russian and used gesticulation for communication, i.e. "the immersion method".

The paper aims at studying the problems of "the immersion method" of teaching in Georgian schools in the first half of XX century. The digital corpus of Georgian-language magazines and newspapers of the given period is used as empirical evidence.

The research methodology is based on collecting illustrative materials of "the immersion method" of teaching, and finding the answers to the following questions using the method of the sociolinguistic analysis: 1) To what extent was "the immersion method" of teaching justified in the Russification language policy of the first half of XX centuryin Georgia? 2) Under the Russification language policy in Georgia, in what directions was the protection of the Georgian language provided?

Such an approach to the issue will give us the opportunity to see the dangers of the Russification language policy from a historical point of view: 1) Under what pressure the Georgian language had to function and 2) What kind of Russificaiton language policy was carried out in the education system.

**Keywords:** Georgia; russification; language policy; "immersion method".