

humanities. The first Georgian handbook in corpus linguistics was published by M. Tandashvili and Z. Purtskhvanidze in 2014, entitled "Corpus Linguistics Paradigm in Linguistics" and in 2018 by R. Khalvashi's authorship – "Introduction to Digital Humanities". In the process of documenting Georgian languages, the leading role is also given by the Institute of Empirical Linguistics of Goethe University of Frankfurt. As a result, we have a many sources such as TITUS-ARMAZI (Alternative Resources, Materials, Applications and Zipped Information – Caucasian Languages and Cultures: Email Documentation) – 1999-2002, ECLinG (Endangered Caucasian Languages in Georgia) Languages in Georgia) – 2002-2005, SSGG (Die Soziolinguistische Situation im gegenwärtigen Georgien – Sociolinguistic situation in modern Georgia), 2005-2007. Besides the above mentioned electronic resources, the Georgian National Corpus Project (GNCC) has laid the foundations for such projects as the Georgian language corpus; Georgian Dialectic Corpus, Georgian Scientific Metalanguage Corpus, Georgian political corpus and etc. At the base of Ilia State University there were also several important projects aimed at building the corpus: Georgian language corpus and The Epigraphic Corpus of Georgia. In addition, the linguistic corpus of the Georgian language, which was created at the Georgian Technical University and Parallel Corpus – parallel corpus of English-Georgian scientific texts, created by the "lexicographic center" of Ivane Javakhishvili Tbilisi State University. Besides the Georgian language corpora, there is also the Georgian webcorpus named KaWaC (Kartvelian Web as a Corpus), which was created within the framework of S. Daraselia's doctoral studies. Thus, after the development of the corpus linguistics in Georgia, many types of corpus and WebCorpus were created, which is a very important fact. Ref. 26.

Auth.

**1.6.2.1.4. Culture in the Space of Lingodidactic Conceptology.** /E. Tareva/. Journal WEST-EAST. – 2019. – v. 2. – #1. – pp. 123-127. – rus.; abs.: geo., eng., rus.

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This paper concerns a methodologically significant issue that reveals the underlying processes of the development of scientific knowledge in the field of methods of teaching foreign languages. It introduces the concept as a basic unit in "conceptology" and "linguconceptology". The study identifies the values and key (threshold) concepts in the field of foreign language teaching methodology and shows how the evolution of a key concept demonstrates the development of scientific knowledge. The object under study is the concept of "culture" in the linguistic educational perspective. The factors that determine the transformation of the concept are justified. They are linked to a change in educational paradigms. Ref. 19.

Auth.

**1.6.2.1.5. Teaching Russian as a Foreign language in Serbia (Serbian-Russian interlanguage homonyms in teaching Russian language).** /G. Naumovic/. Journal WEST-EAST. – 2019. – v. 2. – #1. – pp. 127-130. – rus.; abs.: geo., eng., rus.

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Mistakes of Serbian non-philology students in Russian language learning (types and causes): why Russian language in Serbia increasingly loses its significance and students year after year show less interest in its study. It is well-known that less related languages like Russian and English are more difficult to learn than related languages Serbian and Russian with lots of words that students find "familiar" and tend to recognize while reading and listening. This characteristic of related languages makes students false convinced, giving them illusion of quick and fast language learning and its use in communication. A similar word can often be "a false friend" to translator. Examples. Ref. 4.

Auth.

**1.6.2.1.6. Symbolics of China Realia in Russian Verbal Culture (in the Verbal Aspect of Teaching Russian as a Foreign Language).** /V. Abramova, J. Arkhangelskaya/. Journal WEST-EAST. – 2019. – v. 2. – #1 – pp. 130-135. – rus.; abs.: eng., rus., geo.

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The authors of the article present a method, which has been worked out and tested by them and which is intended to help Chinese students in studying Russian lexical and phraseological units with a symbolic