

SECTION 6. PHILOLOGY AND LINGUISTICS

6.1 Features of speech constructions and clichés of scientific webinars and conferences (on the material of English, Russian and Georgian languages)

Abstract. Internet webinars and conferences are a polylogue with different types of addresses. The communication of the participants, which covers the thematic range of presentations, is polythematic. At the same time, webinars and online conferences touching upon a certain range of scientific problems are monothematic. The language of scientific conferences and webinars has a certain communicative code which is implemented in lexical and stylistic means used by moderators and participants in greetings and during presentations. The features of speech constructions and clichés of the scientific and business style of presentations and self-presentations allow us to consider the latter as an independent genre of Internet discourse. The article discusses the structural and semantic organization of presentations / self-presentations on the material of English, Russian and Georgian languages.

Key words: Internet discourse, forum, virtual polylogue, speech constructions, clichés, communicative code.

INTRODUCTION. A REVIEW OF LITERATURE AND VIDEO RESOURCES.

The widespread growth in the use of information technologies has led to the emergence of Internet discourse of computer communication of scientists. In the era of technological advances, modern education is developing in three priority areas: "Open innovation, open science, openness to the world" (<https://ec.europa.eu/digital-single-market/en/news/open-innovation-open-science-open-world-vision-europe>). In terms of language specificity, online conferences and webinars can rightfully be attributed to an independent genre of Internet discourse with a specific set of lexical and stylistic means of expression of the language of scientific communication. It represents 'one of the worlds', according to Stepanov Yu.S, who refers to discourse as one of the possible worlds (Stepanov, 1995:45). Despite the intense research interest of a number of

scientific disciplines in the webinar as a complex social phenomenon, today there are a multitude of gaps that require their understanding (<http://journals.ru.lv/index.php/SIE/article/view/1488/1681>). Most scientists agree that a webinar can be defined as an educational seminar held on the Internet (<http://www.merriam-webster.com/dictionary/webinar>).

In modern linguistics, scientists are not unanimous in defining and classifying the concepts of computer and virtual discourse, Internet discourse, electronic discourse, but most often researchers consider computer discourse to be a special subtype of discourse. So, this term refers to any communication in computer networks (Chernousova, 2011:124-127). Internet discourse is a cognitive-communicative space (Astafurova et al., 2006: 182-185), which includes the entire spectrum of genre forms of online and offline communications. Researchers are actively considering the formation of presentation skills (Zabrovskaya et al., 2017; Nekrasova et al., 2007: 122-124; Ryzhkov, 2010: 24, etc.)

At an online conference, each participant entering into communication plays a certain communicative role. He chooses the most appropriate, expected and accepted style of communication. Under the communicative role, following Sternin I.A., we understand the communicative behavior accepted for a particular social role; an image that is created by a person in the process of communication in order to achieve a specific goal (Sternin, 2001).

As it is known, one of the peculiarities of scientific communication is its relative isolation, created with the help of a special communicative code. This is a system of language clichés and constructions related to official business and scientific styles of speech. It should be highlighted that a communicative act carried out with the help of a certain code exists at conferences and in the work of its sections with a relatively constant core of participants. At webinars and conferences, the following hierarchy of communication of participants is built: conference moderators, organizers, registered participants. Such a hierarchy is mandatory for each conference and is observed rather strictly. In addition, at scientific conferences there is a communicative convention that

establishes the order of communication and confirms the communicative roles of participants.

Although the main elements of the communicative code of conferences are graphic, lexical and stylistic means, in this paper we consider only lexical features of the communicative code of scientific conferences. As a rule, at scientific conferences and webinars, the standard language is retained as the main one. Conference participants use limited vocabulary to comply with the rules. Almost every message on the forum contains professional vocabulary due to the fact that, as noted above, the forum is always thematically limited in one way or another. Professional vocabulary is never explained: by default, it is assumed that each participant understands words and phrases limited to the topic of the forum.

In terms of their structural and semantic organization, online conferences and webinars are one of the examples of an oral virtual polylogue. We can say that a webinar is a polylogue on a “given” topic, where each participant expresses his personal and professional opinion. Thus, during online communication, several meaningful positions are formed, which are developed and supplemented throughout the polylogue. It is noteworthy, that at scientific conferences professional and dictionary-fixed vocabulary, including terminology, is mainly used. Being a means of closed communication, professionalisms automatically select participants, at webinars/conferences; they testify to the existence of a communicative code. As a polylogue genre form, they have certain linguistic and extralinguistic features. Linguistic characteristics include communicative roles and types of addressing, polythematics. Let us consider in more detail some of the features, accompanying them with the examples of a situational academic speech of a welcoming speech, presentations and the final part of the work of moderators and participants in scientific conferences. Today this topic is of particular relevance in connection with the new opportunities for remote meetings of researchers and teachers from different countries of the world.

One of the linguistic characteristics of webinars and scientific conferences as a polylogue genre form is the presence of special types of addressing. In the polylogue

on the forum, you can find both axial (direct and formal) and retial (collective) addressing.

Under axial addressing, according to Yakovleva E.B. we understand the type of addressing directed to one participant, and by retial - addressing several participants at once (Yakovleva, 2007: 184-199). Webinars and conferences are characterized by real, collective addressing simultaneously to all members of this scientific community. For example, the first message of the webinar host is usually structured in accordance with the laws of the genre and differs little from an offline greeting to the participants of a scientific conference: Georgian version:

ძვირფასო მეგობრებო და კოლეგებო, მოხარულივართმოგესალმოთ ვებინარზე, რომელიც ეძღვნებაენათმეცნიერების აქტუალურ საკითხებს და უცხოურიენების სწავლების მეთოდებს. მოუთმენლადველით თქვენს საინტერესო მოხსენებებსდაშეტყობინებებს, ასევე ნაყოფიერ თანამშრომლობასდა ჩვენ ი შეხვედრების გაგრძელებას! უპირველესყოვლისა, ნება მიბოძეთ მოგახსენოთ ორიოდესიტყვა ფილოლოგთა საერთაშორისო სამეცნიერო დაპედაგოგიური ორგანიზაციის "West-East" ISPOP-ის

საერთაშორისო პროექტზე, რომლის ეგიდით მუშაობს

ჩვენი ვებინარი მსოფლიოს ათი ქვეყნის მეცნიერფილოლოგებისთვის. მიმდინარეობს: ჩამონათვალი. /dzvirpaso megobrebo da k'olegebo, mokharuli vartmogesalmot vebinarze, romelits edzghvneba enatmetsnierebis akt'ualur sak'itkhebs da utskhour i enebis sts'avlebis metodebs. moutmenlad velit tkvens saint'ereso mokhsenebebs da shet'q'obinebebs, aseve naq'opier tanamshromlobas da chveni shekhvedrebis gagr dzelebas! up'irveles q'ovlisa, neba mibodzet mogakh senot oriode sit'q'va pilologta saertashoriso sametsniero da p'edagogiuri organizatsiis "West-East" ISPOP-is saertashoriso p'roekt'ze, romlis egidit mushaobs chveni vebinari msoplios ati kveq'nis metsnier pilologe bistvis. mimdinareobs: chamonatvali/.

In English version: "Dear friends and colleagues, we are delighted to welcome you to the webinar dedicated to topical issues of linguistics and methods of teaching foreign

languages. We look forward to your interesting presentations and fruitful cooperation and the continuation of our meetings! First of all, let me say a few words about the International Project of the International Scientific and Pedagogical Organization of Philologists "West-East" ISPOP, under whose auspices the work of our Webinar for scholars - philologists from ten countries of the world is taking place: ... (enumeration) ". In Russian: « Дорогие друзья и коллеги, рады приветствовать Вас на вебинаре, посвященном актуальным вопросам лингвистики и методики преподавания иностранных языков. С нетерпением ждем ваших интересных докладов и сообщений и надеемся на плодотворное сотрудничество и продолжение наших встреч! Прежде всего разрешите сказать несколько слов о Международном проекте международной научно-педагогической организации филологов «Запад-Восток» ISPOP, под эгидой которой проходит работа нашего Вебинара для ученых - филологов из десяти стран мира: ... (перечисление) ». In French: ‘Chers collègues, nous sommes heureux de vous accueillir au webinaire consacré aux questions d'actualité de la linguistique et des méthodes d'enseignement des langues étrangères. Nous nous réjouissons de vos rapports et messages intéressants et espérons une coopération fructueuse et la poursuite de nos réunions ! Tout d'abord, permettez-moi de dire quelques mots sur le projet international de l'Organisation scientifique et pédagogique internationale des philologues "Ouest-Est" ISPOP, sous les auspices duquel se déroule le travail de notre webinaire pour universitaires - philologues de dix pays du monde lieu: ... (énumération)’.

Greeting is followed by a self-presentation of the head/chair of the scientific conference/webinar: Georgian version:

როგორც დასახელებული პროექტის ლიდერი, ნებამომეცით, ორიოდე სიტყვა ვთქვა მის მთავარ მიზანზედახმარებაგაუწიოს ფილოლოგებს, მასწავლებლებს, ახალგაზრდა პროფესიონალებს, სტუდენტებს, რომლებიც ასწავლიან ან სწავლობენ უცხოურ ენებს, თეორიული და პრაქტიკული ცოდნის გაღრმავებას, ასევე ახალისაინფორმაციო ტექნოლოგიების გამოყენებით ქვეყნებს შორის საზღვრებისა და კომუნიკაციების

პრობლემის გადაჭრას. ნება მომეცით ასევე მაღლობა გადავუხადო ჩვენსპატი
 იცემულ პარტნიორებს თანამშრომლობისთვის გერმანიის, საფრანგეთის, უ
 ნგრეთის, უკრაინის, რუსეთის, ისრაელის, საქართველოს უნივერსიტეტებსა
 და აკადემიებს.../rogoris dasakhelebuli p'roekt'is lideri, neba mometsit, oriode
 sit'q'va vtkva mis mtavar mizanze - dakhmareba gauts'ios pilologebs, masts'avleblebs,
 akhalgazrda p'ropesionalebs, st'udent'ebs, romlebits asts'avlian an sts'avloben
 utskhour eneb, teoriuli da p'rakt'ik'uli tsodnis gaghrmavebas, aseve akhali
 sainpormatsio t'eknologiebis gamoq'enebit kveq'nebs shoris sazghvrebisa da
 k'omunik'atsiebis p'roblemis gadach'ras. neba mometsit aseve madloba gadavukhado
 chvens p'at'ivtsemul p'art'niorebs tanamshromlobistvis-germaniis, saprangetis,
 ungretis, uk'rainis, rusetis, israelis, sakartvelos universit'et'ebsa da ak'ademiebs.../.
 And in Russian: « В качестве руководителя названного проекта позвольте
 сказать несколько слов о основной цели проекта, - помочь филологам,
 преподавателям, молодым специалистам, студентам, которые преподают или
 изучают иностранные языки, пополнить теоретические и практические знания,
 а также решить проблему границ и коммуникаций между странами с помощью
 новых информационных технологий. Позвольте также поблагодарить за
 сотрудничество наших уважаемых партнеров – Университеты и Академии
 Германии, Франции, Венгрии, Украины, России, Израиля, Грузии...». In French:
 'En tant que responsable du projet nommé, permettez-moi de dire quelques mots sur
 l'objectif principal du projet - aider les philologues, les enseignants, les jeunes
 professionnels, les étudiants qui enseignent ou étudient les langues étrangères,
 reconstituer les connaissances théoriques et pratiques, ainsi que résoudre le problème
 des frontières et des communications entre pays à l'aide des nouvelles technologies de
 l'information. Permettez-moi également de remercier nos estimés partenaires de
 coopération - les universités et les académies d'Allemagne, de France, de Hongrie,
 d'Ukraine, de Russie, d'Israël, de Géorgie.. ‘

In this communication, there is no personalization, and the addressing refers to all participants at the same time.

Other types of addressing on forums are used less frequently. For example, axial direct addressing found only in the work of a round table or sections when the call is made to a specific user, and the rest of the participants, as a rule, take part in the dialogue only with the permission of the section chairman. Following a brief presentation of the report of one of the participants, the topic of his presentation is announced and the purpose and subject of the study are defined with the following opening remarks: Let me introduce you to my research work ... The subject of my research is ... The purpose of my speech today ... I would like to present you the main conclusions of my graduation thesis... English version: - I'd like to talk (to you) today about... - I'm going to present my research paper/inform you about/describe/... - The subject of my academic paper/my presentation is... - My purpose/objective/aim today is ... - I'm going to talk to you about/tell you/show you/report on...the summary of my research work (<http://www.foxitsoftware.com> For evaluation only). In Georgian version: ნება მომეცით გაგაცნოთ ჩემი კვლევითი სამუშაო... ჩემი კვლევის საგანია... ჩემი დღევანდელი გამოსვლის მიზანია... მინდა წარმოგიდგინოთ ჩემი საბოლოო საკვალიფიკაციო სამუშაოს მთავარი დასკვნები .../ *neba mometsit gagatsnot chemi k'vleviti samushao... chemi k'vlevis sagania... chemi dghevandeli gamosvliis mizania... minda ts'armogidginot chemi saboloo sak'valipik'atsio samushaos mtavari dask'vnebi ...* / . In Russian version: - *Я хотел бы поговорить (с вами) сегодня о...* - *Я собираюсь представить свою исследовательскую работу/сообщить вам о/описать/...* - *Тема моей научной работы/моей презентации...* - *Моя цель/задача/ сегодняшняя цель...* - *Сегодня утром я собираюсь поговорить с вами/рассказать/показать вам/доложить о... кратком изложении моей исследовательской работы* (<http://www.foxitsoftware.com>). In French: ‘- J'aimerais (vous) parler aujourd'hui de... - Je vais présenter mon travail de recherche/vous informer sur/décrire/... - Le sujet de mon travail académique/ma présentation est... - Mon but/objectif/ mon objectif aujourd'hui est ... - je vais vous parler/vous raconter/vous montrer/faire un compte rendu... de la synthèse de mes travaux de recherché...’

It is worthwhile mentioning that the macro topic of conferences/webinars is implemented through sub-topics of speakers and participants. The lines taken as examples are integrated into the micro-topics of the general theme of the online conference discourse. As a rule, a polylogue at webinar conferences consists of one macro-topic and many micro-topics.

Next comes the structuring of the presentation by the speaker, including the following speech clichés for framing oral academic speech: *My presentation consists of the following parts ...*

Let me start with.../Let's start with a brief overview... To continue, let's take a closer look... This section includes the following questions...Firstly...secondly...thirdly...then...in closing...finally... I will try to answer your questions after my presentation.

In the English version:

Signposting. Outlining the structure. - I've divided my presentation into... parts/sections. They are... The subject can be looked at under the following headings... - So, I'll start off by... giving you an overview of/making a few observations about/outlining... - And then I'll go on to... discuss in more depth the implications of/talk you through... - We can break this area down into the following fields: Let me begin with/To start with/Firstly, I'd like to look at ... Then/Secondly/Next... Thirdly... Finally/Lastly/Last of all... -I'd be glad to answer any questions at the end of my presentation.

- I'll try to answer all of your questions after the presentation. (idem). Georgian equivalents:

ჩემი პრეზენტაცია შედგება შემდეგი ნაწილებისგან...
ნება მომეცით დავიწყო ... / დავიწყოთ მოკლე

მიმოხილვით ... ვაგრძელებთ, მოდით უფრო დაწვრილებით

მიმოვიხილოთ ... ეს განყოფილება მოიცავს შემდეგ

საკითხებს ... უპირველესად, ... მეორეც ... მესამეც ... შემდეგ ... დასასრულს,

... ბოლოს ... ჩემი გამოსვლის ბოლოს სიამოვნებით ვუპასუხებ

თქვენს შეკითხვებს. ვეცდები

თქვენს კითხვებს ვუპასუხო ჩემი პრეზენტაციის შემდეგ.

The transition to another section or presentation of visual material could be as follows:

In Russian: *Давайте перейдем к ...Продолжая свое выступление... Из этого следует следующее... Я бы хотел перейти к следующему вопросу... Так как мы уже рассмотрели..., я бы хотел... Использование наглядности: Позвольте обратить Ваше внимание на таблицу/схему, которая показывает... Позвольте представить Вам... Как Вы можете видеть на данном графике ...Данная таблица/диаграмма/слайд показывает/сравнивает/предоставляет информацию о ... Я бы хотел привлечь Ваше внимание к следующему слайду...*

In English it would sound the following way:

Using visual aids. -I'd like you to look at this chart, which shows.../ Let's look at.... - Let me show you.../As you can see... -If you look at this graph, you'll see -This table/diagram/slide/chart shows.../compares/gives information about... -I'd like to draw your attention to the next slide...(idem). Georgian variant: \

მოდით გადავიდეთ ... ვაგრძელებ რა ჩემს გამოსვლას ...

აქედან გამომდინარეობს შემდეგი... მსურს გადავიდეთ

შემდეგ საკითხზე ... რადგანაც უკვე განვიხილეთ ..., მსურს ... თვალსაჩინოების გამოყენება: ნება მომეცით თქვენი ყურადღება გავამახვილო

ცხრილზე / დიაგრამაზე, რომელიც აჩვენებს ... ნება

მომეცით წარმოგიდგინოთ ... როგორც ხედავთ ამ

გრაფიკზე ... ეს ცხრილი / დიაგრამა / სლაიდი აჩვენებს/ ადარებს / გვაწვდის ინფორმაციას ... მინდა თქვენი

ყურადღება გავამახვილო შემდეგ სლაიდზე.../modit gadavidet ... vagrdzeleb ra chems gamosvlas ... akedan gamomdinareobs shemdegi... msurs gadavidet shemdeg sak'itkhze ... radganats uk've ganvikhilet ..., msurs ... tvalsachinoebis gamoq'eneba: neba mometsit tkveni q'uradgheba gavamakhvilo tskhрилze / diagramaze, romelits achvenebs ... neba mometsit ts'armogidginot ... rogoris khedavt am grapik'ze ... es

tskhrili / diagrama / slaidi achvenebs/ adarebs / gvats'vdis inpormatsias ... minda tkveni q'uradgheba gavamakhvilo shemdeg slaidze.../.

In French: - 'J'aimerais (vous) parler aujourd'hui de... - Je vais présenter mon travail de recherche/vous informer sur/décrire/... - Le sujet de mon travail académique/ma présentation est... - Mon but/objectif/ mon objectif aujourd'hui est ... - je vais vous parler/vous raconter/vous montrer/faire un compte rendu... de la synthèse de mes travaux de recherche..'

An expression of gratitude and a further invitation to the discussion are universal elements of any speech, during which the speakers use only the vocabulary of standard language, for example, *Благодарю Вас за внимание... Спасибо за внимание... Если у Вас есть вопросы, я с удовольствием на них отвечу. Или же: Постараюсь ответить на все Ваши вопросы.* In English it would sound: - Thank you for your attention. - Thank you for listening. - If you have any questions, I'd be pleased to answer them. - If there are any questions, I'll do my best to answer them (*idem*). Georgian variant: *მადლობას მოგასენებთ ყურადღებისთვის ... გმადლობთ ყურადღებისთვის ... თუ თქვენ გაქვთ რაიმე შეკითხვები, სიამოვნებით გიპასუხებთ. ან სხვაგვარად: ვეცდები ყველა თქვენს შეკითხვას ვუპასუხო..* /*madlobas mogasenebt q'uradghebtvis ... gmadlobt q'uradghebtvis ... tu tkven gakvt raime shek'itkhvebi, siamovnebit gip'asukhebt. an skhvagvarad: vetsdebi q'vela tkvens shek'itkhvas vup'asukho..*

Special art and tact are required to firmly but delicately defend one's point of view, as well as the ability to correctly build a speech code of discussions. At the same time, in order to avoid misunderstandings, it is very important to clarify the point of view of the opponent: *Если я вас правильно понял, Вы имеете в виду, что... Я не уверен, что я Вас правильно понял. Извините, не могли бы вы повторить вопрос? Не могли бы Вы уточнить?* When avoiding the answer, you can say: *Это не входит в тему моего исследования.* Or: - *Боюсь, я не могу ответить на Ваш вопрос.* In English it would be: -*If I understand you correctly, you are saying/asking... -I didn't quite catch that. -Could you go over that again? /Sorry, could you say that again/repeat*

that, please? What exactly did you mean by ...? Avoiding giving an answer -I'm afraid that's not the field of my research. -I'm afraid I'm not able to answer this question at present. Georgian sample: თუ სწორად გავიგე იმას გულისხმობთ... დარწმუნებული არ ვარ, რომ სწორად გავიგე უკაცრავად, შეგიძლიათ გაიმეოროთ კითხვა? შეგიძლიათ ამიხსნათ? პასუხის თავიდან აცილებისას შეიძლება ითქვას: ეს არ წარმოადგენს ჩემი კვლევის თემას. ან თუნდაც: - ვშიშობ, რომ ვერ გიპასუხებთ თქვენს კითხვაზე. /tu sts'orad gavige, imas guliskhmobt... darts'munebuli ar var, rom sts'orad gavige. uk'atsravad, shegidzliat gaimeorot k'itkhva? shegidzliat amikhsnat? p'asukhis tavidan atsilebisas sheidzleba itkvas: es ar ts'armoadgens chemi k'vlevis temas. an tundats: - vshishob, rom ver gip'asukhebt tkvens k'itkhvaze/. In French: 'Cela sort du cadre de mes recherches. Ou : - Je crains de ne pas pouvoir répondre à votre question. En anglais, ce serait : -Si je vous comprends bien, vous dites/demandez... -Je n'ai pas tout à fait compris. - Pourriez-vous revenir dessus ? /Désolé, pourriez-vous répéter cela/répéter cela, s'il vous plaît ? Que voulez-vous dire exactement par ... ? Éviter de donner une réponse - J'ai bien peur que ce ne soit pas le domaine de ma recherche. -Je crains de ne pas pouvoir répondre à cette question pour le moment'.

As much as ethics in communication and discussion delivery continue to play an important role in the community of the scientific world, this section has a very diverse structure depending on the intent of the participants. Thus, the increase of consent / disagreement has a set of variations: In Russian : “Полностью с Вами согласен. Я разделяю Ваше мнение. Я считаю так же./ Боюсь, я не могу с этим согласиться. Я не совсем в этом уверен. Я не могу с этим согласиться. Я разделяю Ваше мнение”. In English variant: *I fully/completely agree with you. That's just what I was going to say. I think so too. I'm afraid, I can't agree with you. I don't think that's quite right. I'm afraid I have to disagree with you. I'm not quite sure about that. I cannot agree with you.* Georgian variant: *სრულიად გეთანხმებით. ვიზიარებ თქვენს აზრს. მეც ასე ვფიქრობ. /ვშიშობ, რომ ამას ვერ დაგეთანხმებით. მე ნამდვილად არ ვარ დარწმუნებული ამაში. ამას ვერ დავეთანხმები.* In French: *'totalement d'accord*

avec toi. Je partage votre avis. / J'ai bien peur de ne pas être d'accord avec ça. Je ne suis pas tout à fait sûr. Je ne peux pas être d'accord avec cela.'

In support of what has been said, the speaker has to refer to sources of similar or other scientific points of view, and then he will say: Со ссылкой на... Согласно...; по-английски: With reference to...Concerning...According to... Georgian variant: მიითითებოთ ... მიხედვით ...;/ mititebit ... mikhedvit .../. In French: 'en référence à, selon... '

When expressing a personal opinion, enumerating, or providing additional information, the speaker may use the following linking words and phrases, in Russian: По-моему мнению... Я думаю.../Я полагаю... Мне кажется...; Во-первых...во-вторых...в-третьих... затем...в заключении,...наконец...; Более того...кроме того...в дополнение ... не только...но и... как... так и...; Так как... из-за...благодаря...; Таким образом...следовательно...в результате...; Очевидно...разумеется... Фактически...на самом деле... Как правило...в общем...в целом...и другие. In English, it would be: In my opinion/view... To my mind... I think/suppose/believe/consider... It seems to me that... As far as I'm concerned... To list points: First/To start/to begin with/First of all... Secondly/after that/Afterwards/Next/Then... Thirdly/Finally/Lastly...To add more points: What is more/Furthermore/Apart from this/In addition (to this)/Moreover/Besides...not to mention the fact that...Not only...but also... Both...and... To express cause: Because/Owing to the fact that/due to the fact that/On the grounds that/Since/As... To express effect: Thus/Therefore/So/Consequently/As a result/As a consequence... To emphasize a point: Indeed/Naturally/Clearly/Obviously/Needless to say It is a fact that/In fact/As a matter of fact/Actually/Indeed As a rule/Generally/In general/On the whole.

Georgian

example:

ჩემი აზრით ... ვფიქრობ .../ ვფიქრობ ... მგონია ...; უპირველესად, ... მეორეც ... მესამე ... შემდეგ ... დასკვნისთვის,... ბოლოს ...; უფრო მეტიც ... მითუმეტეს ... გარდა ამისა... არა მხოლოდ ... არამედ ... ორივე ... და ...; იმიტომ, რომ ... გამო ... გმადლობთ ...; ამრიგად ... ამიტომ ... შედეგად ...; ცხადია ... რა თ

ქმა უნდა ... სინამდვილეში... ნამდვილად ..

საერთოდ ზოგადად ... მთლიანად ..და სხვა./chemi azrit ... vpikrob .../
vpikrob ... mgonia ...; up'irvelesad, ... meorets ... mesame ... shemdeg ... ask'vnistvs,...
bolos ...; upro met'its ... mitumet'es ... garda amisa... ara mkholod ... aramed ... orive
... da ...; imit'om, rom ... gamo ... gmadlobt ...; amrigad ... amit'om ... shedegad ...;
tskhadia ... ra tkma unda ... sinamdvileshi... namdvilad .. saertod zogadad ...
mtlianad ..da skhva./. In French:

‘À mon avis... Je pense... ; Premièrement...deuxièmement...troisièmement...puis...en
conclusion,...enfin...; De plus... ; Non seulement... mais aussi... À la fois... et... ;
Parce que... à cause de... grâce à... ; Ainsi... donc... en conséquence... ;
Évidemment... bien sûr... En fait... Généralement.. et d'autres.

Webinars/conferences can contain different forms of addressing depending on its pragmatic basis. The online form of addressing suggests that communication is axial whereas coming from the content it has the form of retial communication, which refers "to all, whom it concerns" (Asmus, 2005: 26). The same feature is characteristic of the so-called delayed questions which announce the topic by using the following phrases: we'll be examining this point in more detail later on ... – Мы рассмотрим этот пункт более детально позже ...; I'd like to deal with this question later, if I may ... – Я бы хотел ответить на этот вопрос позже, если вы не возражаете...; I'll come back to this question later in my talk ... – Я вернусь к этому вопросу позже ...; Perhaps you'd like to raise this point at the end ... – Возможно, вы вернетесь к этому пункту/зададите этот вопрос в конце ...;I won't comment on this now ... – Я сейчас не буду это комментировать (<https://thepoint.rabota.ua/35-poleznyh-vyrazhenyy-na-anhlyyskom-dlya-yarkoy-prezentatsyy/>). Georgian equivalent:

- ამ პუნქტს უფრო დეტალურად მოგვიანებით განვიხილავთ...;
... - ამ კითხვაზე მოგვიანებით გიპასუხებთ, თუ წინააღმდეგი არ ხართ...;- ამ
კითხვას მოგვიანებით დავუბრუნდები...;- იქნებ ამ
საკითხს დაუბრუნდეთ / ბოლოს დაუსვით ეს შეკითხვა ...;
- ახლა ამაზე კომენტარს არ გავაკეთებ..../

- am p'unkt's upro det'alurad mogvianebit ganvikhilavt...; ... - am k'itkhvaze mogvianebit gip'asukhebt, tu ts'inaaghmdegi ar khart...; - am k'itkhvas mogvianebit davubrundebi...;- ikneb am sak'itkhs daubrundet / bolos dausvit es shek'itkhva ...; - akhla amaze k'oment'ars ar gavak'eteb..../. In French: 'Nous reviendrons sur ce point plus en détail plus tard ; J'aimerais répondre à cette question plus tard si cela ne vous dérange pas... ; 'Je reviendrai sur cette question plus tard... ; Peut-être vous reviendrez sur ce point/ vous poserez cette question à la fin... ; Je ne ferai pas de commentaire maintenant....''

Conducted research. During our research, we conducted an anonymous survey of undergraduates, graduates and doctoral students. The survey was conducted using Google Forms. As a result, fifty respondents from various universities in Georgia were interviewed.

The purpose of this survey was to find out the students' degree of proficiency in academic speech during conferences/webinars in both native and foreign languages.

We asked a series of questions to the respondents: 1. "How well do you master practical skills of academic speech in Georgian for participating in a conference or webinar?"

When answering the question, the respondents were asked to rate their skills on a five-point rating scale. The survey questions were: 2. "How well do you master practical skills of academic speech in a foreign language for participation in an international conference or webinar?" 3. "Do you need help in the form of educational materials where speech constructions and clichés will be provided for students to use them in their native and foreign languages (English, Russian, German, French and others) at scientific webinars/conferences?"

Research findings.

During our study, we conducted an anonymous survey of undergraduate, master's, and doctoral students. The survey was delivered by using Google Forms. As a result, fifty respondents from various universities in Georgia were interviewed.

The purpose of this survey was to ascertain the degree of proficiency in academic speech skills during conferences/webinars in both native and foreign languages.

We asked respondents a series of questions: 1. "How well do you master the practical skills of academic speech in Georgian for participating in a conference or webinar?" When answering the question, respondents were asked to evaluate their skills according to a five-point rating scale. The following questions were asked: 2. "How well do you master the practical skills of academic speech in a foreign language for an international conference or webinar?"

3. "Do you need help in the form of educational materials where speech constructions and clichés will be provided for students to use in their native and foreign languages (English, Russian, German, French and others) at scientific webinars/conferences?"

CONCLUSION. Summing up, from a theoretical point of view, the polylogue of conferences/webinars with different types of addressing is monothematic, and the communication of participants is polythematic, relating to a certain range of scientific problems. The communicative code of the language of scientific conferences/webinars is used during presentations as an independent genre of Internet discourse.

The practical significance of the materials of our article lies in the real help for undergraduate, graduate, doctoral students and young scientists to improve their speech and writing skills and be more confident and prepared while participating in scientific webinars and conferences, both in their native (Georgian) and in a foreign language (in our case: English and Russian). We add that the authors of the article are working on the publication of a manual with ready-made speech constructions and clichés in three languages (Georgian, English and Russian).