**Educational Establishment**

**“Francisk Skorina Gomel State University”**

 **APPROVED**

Vice–rector for Education

of F.Skorina GSU

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I.V. Semchenko

\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_

Registration No. ED–\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ /ed.

Syllabus of the higher educational establishment

in the academic discipline

**Primary areas of theoretical linguistics**

for the speciality

 1–21 80 02 Theoretical and applied linguistics

2021

The syllabus is drawn up on the basis of the model program, approved 09.04.2019, registration number No. TD–D–3–3 / type and the syllabus, approved 09.04.2019, registration number No. D–21–2–01 / D–19.

**compiler:**

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**RECOMMENDED FOR APPROVAL:**

Department of Theory and Practice of the English language

(Minutes No. \_\_\_ as of \_\_\_\_\_\_\_\_\_\_\_\_);

Scientific and Methodological Council of EE “F. Skorina Gomel State University”

(Minutes No. \_\_\_ as of \_\_\_\_\_\_\_\_\_\_\_\_)

**Explanatory note**

The study of the discipline of the component of the institution of higher education "Primary areas of theoretical linguistics" is provided for in the curriculum of the master's training in the educational establishment "Francisk Skorina Gomel State University, the specialty: 1-21 80 02 "Theoretical and applied linguistics".

The syllabus of the discipline "Primary areas of theoretical linguistics" is developed in accordance with the standard curriculum of the second stage of higher education (master's degree) for the specialty 1-21 80 02 "Theoretical and applied Linguistics" (No. D-21-2-002/pr-type.

The syllabus is designed taking into account the orientation of the modern educational process to the implementation of a competence-based approach to the training of specialists of the second stage of higher education (master's degree), as well as taking into account the modern concept of organizing master's training in the specialty 1-21 80 02 "Theoretical and applied Linguistics" and the modern concept of organizing independent work of postgraduates.

The ***aim*** of studying this discipline is to form a clear understanding of the main directions of theoretical linguistics, the multidimensional nature of a language and methods of its study, as well as to develop practical skills in general linguistic analysis of language phenomena in the framework of solving professional problems.

The main ***objectives*** of this course are:

 - introducing postgraduates to the range of the main theories of linguistic science, acquaintance with the main problems, goals and methods of scientific linguistic research;

- forming a clear understanding of the history of the development of linguistic thought and linguistic paradigms and schools among undergraduates;

- developing skills to assess the role of the previous stages in the development of linguistics in the formation of modern linguistics;

- developing general linguistic analysis skills required in the professional field;

- generalizing and systematizing knowledge acquired as a result of studying other linguistic disciplines;

- forming the conceptual and terminological base for the preparation of postgraduates for the development of more specific disciplines of the linguistic cycle.

As a result of studying the discipline "Primary areas of theoretical linguistics", a postgraduate is supposed:

***To know:***

- the place of linguistics in the humanities and the place of theoretical linguistics in the system of linguistic disciplines, the subject and object of linguistics; its goals and objectives, problems of modern linguistic theory;

- the main provisions and concepts of linguistic theory; the specifics of the previous stages of the development of linguistic thought, the uniqueness of the current state of linguistics and the prospects for its development;

 - terminological apparatus and the basics of linguistic analysis used in various theoretical areas.

***To be able to:***

- to be guided in the directions of theoretical linguistics; to interpret and creatively comprehend various positions of linguistic theories; to critically evaluate the advantages and disadvantages of various theoretical directions;

 - intelligently choose and competently use various methods for independent research activities, evaluate the prospects for their application; rely on various theoretical approaches in solving research problems.

The study of the discipline "Primary areas of Theoretical Linguistics" involves mastering the following ***competencies***:

- UC-1 – to be ready to navigate in modern information flows, to carry out a purposeful search and expert evaluation of modern linguistic and general scientific information;

- UC-3 – comply with modern standards for verifying the results of linguistic research and be able to defend their position in a reasoned scientific discussion format;

- SC-2 – be able to produce scientific texts that have semantic and practical value, and be ready to make public speeches on their basis at scientific forums of various levels.

The study of the academic discipline "Primary areas of theoretical Linguistics" includes 198 hours, including 72 classroom hours, 22 hours of which are lecture hours and 42 hours are seminar hours. The discipline is studied in the first semester. The formof assessment is a credit.

The discipline "Primary areas of theoretical linguistics" consists of four sections:

1) «Linguistics as a science. Theoretical linguistics and its tasks»;

2) «Comparative-historical study of the language»;

3) «Structural and systemic language learning»;

4) «Anthropocentric linguistics".

The study of the sections is completed with final surveys, test tasks and the defense of abstracts on the proposed topic in order to test the assimilation of the studied material. Independent study of this discipline involves independent assimilation of material on the issues of the tiered structure of the language, namely, aspects of the lexical and syntactic organization of the language.

Contents

 section 1 Linguistics as a science. Theoretical linguistics and its objectives

Topic 1.1 The general structure of linguistics and its key problems

Objectives and object of linguistics. The place of linguistics in the system of humanities. Theoretical and applied linguistics, general and specific. Synchronic and diachronic linguistics. External and internal linguistics.

Topic 2.1 Paradigmatic linguistic directions

Scientific paradigms in linguistics as strategic directions of language learning. Comparative-historical paradigm. System-centric (structural-system). Anthropocentric linguistics. General overview.

Section 2 Comparative linguistics

Topic 2.1 Comparative-historical method as the first truly scientific method of language learning

The subject of comparative-historical linguistics / comparative studies. The concept of linguistic kinship. Principles of proving the kinship of languages (phonetic and grammatical correspondences). The concept of the proto-language. Genealogical classification of languages. Diachronic processes in the history of languages, their groups and families.

Topic 2.2 Leading schools and directions of comparative-historical linguistics

The main stages and schools of comparative studies. Actual problems of modern comparative studies (comparative and typological linguistics).

The initial stage of the development of the comparative-historical method. The works of F. Bopp, R. Rask, A. H. Vostokov, J. Grimm, V. von Humboldt and the philosophy of language.

Naturalistic direction in linguistics. A. Schleicher.

Psychological direction in linguistics (concepts of G. Steinthal, V. Wundt, V. D. Whitney, A. A. Potebni).

The young grammatical stage in linguistics.

Moscow Linguistic School (F. F. Fortunatov). Kazan School (I. A. Baudouin de Courtenay).

Neolinguistics (areal linguistics/linguistic geography).

Section 3 Structural linguistics

Topic 3.1 Structuralism-the main postulates

Structuralism – tasks and ideas. Language as a system-structural formation. Language as a system of signs.

Topic 3.2 Leading schools and directions of structuralism

Prague Linguistic School: main ideas and representatives. Glossematics and its logical foundations. Descriptive linguistics: principles, tasks, distributional analysis.

Topic 3.3 Structuralism and semiotics

The sign and its properties. Classification of signs. Symbols, indexes, icons.

The language sign and its characteristics. Asymmetry and arbitrariness of the language sign.

A word as a prototypical language sign.

The content of the language sign.

Topic 3.4 Structuralism and traditional linguistic disciplines

Phonetics and phonology as a traditional linguistic division. Phonetic and phonological level of the language.

Morphemics and morphology as traditional branches of linguistics. The morphological level of the language. Morpheme and morph. Allomorph. Functions of morphemes. Morphological types of languages: inflectional, affixal, agglutinative, etc.

Lexicology as a traditional linguistic section. The lexical level of the language.

Syntax as a traditional branch of linguistics. The syntactic level of the language. Syntactic types of languages: analytical, synthetic, etc.

SECTION 4 Anthropocentric Linguistics

Topic 4.1 Basic principles and directions of anthropocentric linguistics

The object and features of anthropocentric linguistics.

Leading disciplinary sections of anthropocentric linguistics: communicative linguistics, cognitive linguistics, generative linguistics, psycholinguistics, sociolinguistics, linguoculturology, etc. Their main tasks.

Problem blocks of anthropocentric linguistics: the problem of the linguistic picture of the world, the problem of communication, the problem of cultural codes, the cognitive organization of a person, etc.

**INFORMATIONAL AND METHODOLOGICAL PART**

*Recommended list of seminars*

1. The general structure of linguistics and its key problems

2. The comparative-historical method as the first truly scientific method of language learning

3. The initial stage of comparative studies. The works of F. Bopp, R. Rask, A. H. Vostokov, J. Grimm, V. von Humboldt and the philosophy of language.

4. Naturalistic direction in linguistics. A. Schleicher.

5. Psychological direction in linguistics (concepts of G. Steinthal, V. Wundt, V. D. Whitney, A. A. Potebni).

6. The young grammatical stage in linguistics.

7. Moscow Linguistic School (F. F. Fortunatov).

8. Kazan School (I. A. Baudouin de Courtenay). Neolinguistics (areal linguistics/linguistic geography).

9. Structuralism-tasks and ideas. Language as a system-structural formation. Language as a system of signs.

10. Glossematics and its logical foundations.

11. Descriptive linguistics: principles, tasks, distributional analysis.

12. The sign and its properties. Classification of signs. Symbols, indexes, icons.

13. The language sign and its characteristics. Asymmetry and arbitrariness of the language sign. A word as a prototypical language sign.

14. The content of the language sign.

15. Phonetics and phonology as traditional linguistic methods. Phonetic and phonological level of the language.

16. Morphemics and morphology as traditional branches of linguistics. The morphological level of the language. Morpheme and morph. Allomorph. Functions of morphemes. Morphological types of languages: inflectional, affixal, agglutinative, etc.

17. Lexicology as a traditional linguistic section. The lexical level of the language.

18. Syntax as a traditional branch of linguistics. The syntactic level of the language. Syntactic types of languages: analytical, synthetic, etc.

19. Object and features of anthropocentric linguistics.

20. Leading disciplinary sections of anthropocentric linguistics: communicative linguistics, cognitive linguistics, generative linguistics, psycholinguistics, sociolinguistics, linguoculturology, etc. Their main tasks.

21. Problem blocks of anthropocentric linguistics: the problem of the linguistic picture of the world, the problem of communication, the problem of cultural codes, the cognitive organization of a person, etc.

*Recommended forms of assessment*

1. Written overviews.

2. Reports and presentations.

3. Tests.

*Recommended test topics*

1. The content of the language sign.

2. Classification of signs. Symbols, indexes, icons.

3. Phonetics and phonology.

4. Paradigmatic relations between words.

5. Sections of anthropocentric linguistics.

*Recommended topics for written overviews*

1. Change in scientific paradigms in linguistics.

2. Linguistic semiotics.

4. Semantics as a branch of semiotics and an independent discipline.

4. Methods of linguistic research.

5. Communicative linguistics and linguopragmatics.

6. Descriptive linguistics.

7. Lexicology as a branch of linguistics.

8. Ferdinand de Saussure as one of the founders of linguistic science.

9. Synchronic and diachronic studies.

10. Level stratification of the language.

11. Structural semantics.

12. Linguistics of the text.

13. Discourse analysis.

14. Speech production.

15. Functional style.

*Questions recommended for the credit*

1. The general structure of linguistics and the object of its research.

2. Theoretical and applied linguistics.

3. Synchronic and diachronic linguistics.

4. Three main paradigms in linguistics as strategic directions of language learning.

5. The comparative-historical method as the first truly scientific method of language learning.

6. Leading schools and directions of comparative-historical linguistics.

7. Comparative and typological linguistics (linguistics of universals and contrastive linguistics).

8. Naturalistic direction in linguistics. A. Schleicher.

9. Moscow Linguistic School (F. F. Fortunatov).

10. Kazan Linguistic School (I. A. Baudouin de Courtenay).

11. The young grammatical stage in linguistics.

12. Psychological direction in linguistics (concepts of G. Steinthal, V. Wundt, V. D. Whitney, A. A. Potebnia).

13. Neolinguistics (areal linguistics/linguistic geography).

14. Structuralism-postulates and methods.

15. Prague Linguistic School: main ideas and representatives.

16. Glossematics and its logical foundations.

17. Descriptive linguistics.

18. The main schools and sections of structuralism.

19. Linguistic semiotics.

20. The sign and its properties. Classification of signs. Symbols, indexes, icons.

21. The language sign and its characteristics. A word as a prototypical language sign.

22. The content of the language sign.

23. Phonetics and phonology as traditional linguistic disciplines.

24. Lexicology as a traditional linguistic discipline.

25. Paradigmatic relations between words (their meanings).

26. Morphemics and morphology as traditional branches of linguistics.

27. Syntax as a branch of linguistics.

28. Features of anthropocentric linguistics.

29. Leading disciplinary sections of Anthropocentric linguistics: a general overview.

30. Communicative linguistics: object of research, basic concepts and tasks.

*Recommended reading*

**Main**

1. Aronoff, M. Origins of language / M. Aronoff, J. Rees-Miller (eds). – England : Oxford : Blackwell, 2003. – Pp. 1–18.

2. Bavelas, J. Discourse Analysis / J. Bavelas, Ch. Kenwood, B. Philips // handbook of interpersonal communication – 3rd ed. – California, 2007. – Pp. 102– 129.

3. Brian, J. The handbook of historical linguistics / J. Brian, J. Richard. – England : Oxford : Blackwell Publishing Ltd, 2003. – 904 p.

4. Bybee, J. Language, usage and cognition / J. Bybee. – Cambridge, England : Cambridge University Press, 2010. – 564 p.

5. Clough, N. Analysing discourse : textual analysis for social research / N. Clough. – London – New York : Routledge, 2003. – 270 p.

6. Evans, V. How words mean / V. Evans. – Oxford, England: Oxford University Press, 2009. – 554 p.

7. Fromkin, V. Linguistics : An Introduction to linguistic theory / V. Fromkin. – Blackwell, London, 2000. – 153 p.

8. Langacker, R. W. Grammar and Conceptualization / R. W. Langacker. – Berlin; New York, 2000. – 873 p.

9. O’Grady, W. Contemporary Linguistics : An Introduction / W. O’Grady, J. Archibald, M. Aronoff, J. Rees-Miller. – Bedford St. Martins, 5 edition, 2005. – 621 p.

**Additional**

10. Croft, W. Radical construction grammar : Syntactic theory in typological perspective / W. Croft. – Oxford, England: Oxford University Press, 2002. – 765 p.

11. Goldberg, A. Constructions at work : The nature of generalization in language. Oxford, England : Oxford University Press, 2006. – 252 p.

12. Harder, P. Meaning in mind and society / P. Harder. – Berlin, Germany : Mouton, 2009. – 749 p.

**Educational and methodical map**

Primary areas of theoretical linguistics

|  |
| --- |
|  |
| **Section number, topics, lessons** | **Title of the section, topic, lesson;****list of issues under study** | The number of hours |  |  |  |
| **Literature** | **Forms of assessment** |
| **lectures** |  **seminars** | **Practical classes** | **Self-study** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **1** | **Linguistics as a science. Theoretical linguistics and its objectives (6 h.)** | **4** | **2** |  |  |  |  |
| *1.1* | *The general structure of linguistics and its key problems (4 h.)* | *2* | *2* |  |  |  |  |
| 1.1.1. | 1 Tasks and object of linguistics. The place of linguistics in the system of humanities. 2 Place of theoretical linguistics in the system of linguistic disciplines. Theoretical and applied linguistics. Shared and private. Synchronic and diachronic. External and internal. | 2 | 2 |  |  | [1][7] [11] [12] | Group discussion |
| *1.2* | *Paradigmatic linguistic trends (2 h.)* | *2* |  |  |  |  |  |
| 1.2.1 | 1. Scientific paradigms in linguistics as strategic directions of language learning. 2. Comparative-historical paradigm. System-centric (structural-system). Anthropocentric linguistics. General overview. | 2 |  |  |  | [1][6] [7] [11] [12]  |  |
| **2** | **Comparative linguistics (18 h.)** | **4** | **14** |  |  |  |  |
| *2.1* | *Comparative-historical method as the first truly scientific method of language analysis (4 h.)* | *2* | *2* |  |  |  |  |
| 2.1.1 | The subject of comparative-historical studies. The concept of linguistic kinship. Principles of proving the kinship of languages (phonetic and grammatical correspondences). The concept of the proto-language. Genealogical classification of languages. Diachronic processes in the history of languages, their groups and families. | 2 | 2 |  |  | [1][7] [11] [12] | Group discussion |
| *2.2* | *Leading schools and directions of comparative-historical linguistics (14 h.)* | *2* | *12* |  |  |  |  |
| 2.2.1 | The main stages and schools of comparative studies. The current state of modern comparative studies (comparative and typological linguistics). | 2 |  |  |  |  |  |
| 2.2.2 | The initial stage of comparative studies. The works of F. Bopp, R. Rask, A. H. Vostokov, J. Grimm, V. von Humboldt and the philosophy of language. |  | 2 |  |  | [1][7] [11] [12] | Presentations |
| 2.2.3 | Naturalistic direction in linguistics. A. Schleicher. |  | 2 |  |  | [1][7] [11] [12] | Presentations  |
| 2.2.4 | Psychological direction in linguistics (concepts of G. Steinthal, V. Wundt, V. D. Whitney, A. A. Potebni). |  | 2 |  |  |  |  |
| 2.2.5 | The new grammatical stage in linguistics. |  | 2 |  |  |  |  |
| 2.2.6 | Moscow Linguistic School (F. F. Fortunatov). Kazan School (I. A. Baudouin de Courtenay). |  | 2 |  |  |  |  |
| 2.2.7 | Neolinguistics (areal linguistics/linguistic geography). |  | 2 |  |  |  |  |
| **3** | **Structural and systematic language learning (38 h.)** | **10** | **20** |  | **8** |  |  |
| *3.1* | *Structuralism-the main postulates (4 h.)* | *2* | *2* |  |  |  |  |
| 3.1.1 | Structuralism – tasks and ideas. Language as a system-structural formation. Language as a sign system.  | 2 | 2 |  |  | [1][7] [8][11] [12] | Group discussion |
| *3.2* | *Leading schools and directions of structuralism (8 h.)* | *4* | *4* |  |  |  |  |
| 3.2.1 | Prague Linguistic School: main ideas and representatives. | 2 |  |  |  | [1][7] [8][11] [12] | Presentations |
| 3.2.2 | Glossematics and its logical foundations. |  | 2 |  |  | [1][7] [8][11] [12] | Presentations |
| 3.2.3 | Descriptive linguistics: principles, tasks, distributional analysis. | 2 | 2 |  |  | [1][7] [8][11] [12] | Reports |
| *3.3* | *Structuralism and semiotics (10 h.)* | *4* | *6* |  |  | [1][7] [8][11] [12] | Reports  |
| 3.3.1 | The sign and its properties. Classification of signs. Symbols, indexes, icons. | 2 | 2 |  |  | [3] [8]  | Tests |
| 3.3.2 | The language sign and its characteristics. Asymmetry and arbitrariness of the language sign. A word as a prototypical language sign. | 2 | 2 |  |  |  | Tests |
| 3.3.3 | The content of the linguistic sign. |  | 2 |  |  |  |  |
| *3.4* | *Structuralism and traditional linguistic disciplines (16 h.)* |  | *8* |  | *8* |  |  |
| 3.4.1 | Phonetics and phonology as a traditional linguistic division. Phonetic and phonological level of the language.  |  | 2 |  | 2 | [11] [12]  | Tests |
| 3.4.2 | Morphemics and morphology as traditional branches of linguistics. The morphological level of the language. Morpheme and morph. Allomorph. Functions of morphemes. Morphological types of languages: inflectional, affixal, agglutinative, etc. |  | 2 |  | 2 | [11] [12]  | Presentations |
| 3.4.3 | Lexicology as a traditional linguistic section. Lexical level of the language.  |  | 2 |  | 2 | [7] [11] [12] | Presentations |
| 3.4.4 | Syntax as a traditional branch of linguistics. The syntactic level of the language. Syntactic types of languages: analytical, synthetic, etc. |  | 2 |  | 2 | [7] [11] [12] | Presentations |
| **4.**  | **Anthropocentric linguistics (10 h.)** | **4** | **6** |  |  |  |  |
| *4.1* | *Basic principles and directions of anthropocentric linguistics (10 h.)* | *4* | *6* |  |  |  |  |
| 4.1.1 | Object and features of anthropocentric linguistics. | 2 | 2 |  |  | [2] [4] [5][9] [10] | Group discussion |
| 4.1.2  | Leading disciplinary sections of anthropocentric linguistics: communicative linguistics, cognitive linguistics, generative linguistics, psycholinguistics, sociolinguistics, linguoculturology, etc. Their main objectives. | 2 | 2 |  |  | [5] [6] [8] | Reports |
| 4.1.3 | Problem blocks of anthropocentric linguistics: the problem of the linguistic picture of the world, the problem of communication, the problem of cultural codes, the cognitive organization of a person, etc. |  | 2 |  |  |  | Tests |
|  |  |  |  |  |  |  | **Credit**  |
|  | Total: | **22** | **42** |  | **8** |  | **72** |

Head of the Department of Theory and Practice of the English Language Ph.D. in Pedagogy, Associate Professor L.I. Bogatikova

PROTOCOL OF THE COORDINATION OF THE SYLLABUS for THE ACADEMIC DISCIPLINE “primary areas of theoretical linguistics”

|  |  |  |
| --- | --- | --- |
| Discipline name,with which agreement is required | Proposals for changes in the content of the syllabus of the academic discipline | Decision made by the department that developed the syllabus (indicating the date and minutes number) |
|  |  | Recommend the syllabus in the presented version for approvalMinutes No.\_\_ as of \_\_ \_\_\_\_ 20  |
|  |  |  |
|  |  |  |

ADDITIONS AND CHANGES TO THE SYLLABUS

 FOR THE ACADEMIC DISCIPLINE

FOR \_\_\_ / \_\_\_\_ ACADEMIC YEAR

|  |  |  |
| --- | --- | --- |
| No | Additions and changes | Reason |
|  |  |  |

The syllabus was revised and approved at the meeting of the Department of Theory and Practice of the English language (Minutes No. \_\_\_\_ as of \_\_\_\_\_\_\_\_\_\_ 20\_\_\_)

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L.I. Bogatikova

Ph.D., Associate Professor

APPROVED

Dean of the Faculty of Foreign Languages

EE „F. Skorina GSU“

PhD in Philology, Associate Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E.V. Sazhyna