**Educational and methodical map**

Primary areas of theoretical linguistics

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| **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** | | |