Al-Farabi Kazakh National University

Philological Faculty

Department of Foreign Philology and Translation Studies

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|  | CONFIRMED by  Dean of the faculty  \_\_\_\_\_\_\_\_\_\_\_\_\_\_B.O. Dzholdasbekova  Protocol № \_\_\_, \_\_\_\_\_\_\_, 2022 |

### EDUCATIONAL-METHODICAL COMPLEX OF DISCIPLINE

### Code: KL 6307; 1+2+0

### «Cognitive Linguistics»

Educational programme "7M02312 – Foreign Philology (western languages)"

Program “Master’s degree”

Course – 2

Semester – 3

Number of credits – 3

Almaty 2022

Educational-methodical complex of the discipline is made by a senior teacher, PhD doctor Karagoishiyeva D.A.

Based on the working curriculum on the educational programme "7M02312 – Foreign Philology (western languages)"

Considered and recommended at the meeting of the department of Foreign Philology and Translation Studies

Protocol № \_\_\_, \_\_\_\_\_\_\_ , 2022

Head of department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ M.M. Aimagambetova

### Recommended by methodical council of the faculty

Protocol № \_\_, \_\_\_\_\_\_\_, 2022

Chairman of the method council of the faculty \_\_\_\_\_\_\_\_\_\_\_L.V. Yekshembeyeva

Annotation

Discipline "Cognitive Linguistics"

Specialty "7M02312 - Foreign Philology"

The purpose of the discipline is to form the ability to analyze the principles of cognitive activity of a person and explain the semantic-cognitive mechanisms of the language, systematize modern approaches of cognitive linguistics in order to form a scientific linguistic worldview and distinguish the forms of representation of knowledge about the world.

Objectives: to identify general cultural, professional and general professional competencies that will allow the realization of oneself in modern social conditions; development of professionally significant qualities: independence, responsibility, accuracy, creative initiative.

Abstract: The course covers the problems of modern linguo-cognitology as relevant approaches to the study of linguomental phenomena, reveals the essence and specificity of the processes of conceptualization and categorization, describes the methods of their study, builds a typology of concepts and categories, highlights the factors influencing the formation of linguo-cognitive structures.

**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program "7M02312 – Foreign Philology (western languages)"**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| **KL 6307** | Cognitive Linguistics | 3 | 15 | 30 | |  | | 5 | 3 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number ofIWS** | | **Form of final control** |
|  |  |  | | |  | |  | |  |
| Lecturer | Karagoishiyeva D.A., PhD doctor, senior teacher | | | | | | Office hours | | |
| e-mail | [karagoishiyeva.daneliya@gmail.com](mailto:karagoishiyeva.daneliya@gmail.com) | | | | | |
| Telephone number | 8 (727) 221 13 23 | | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| The purpose of the discipline is to form the ability to analyze the principles of cognitive activity of a person and explain the semantic-cognitive mechanisms of the language, systematize modern approaches of cognitive linguistics in order to form a scientific linguistic worldview and distinguish the forms of representation of knowledge about the world. | 1. use works of scientists working in this paradigm of scientific research, textbooks and  guidelines for linguistic expertise; directions of  modern linguistic expertology; principles of linguistic examination of products of speech activity. | 1. Work with national texts of different styles  2. elicit the necessary informationand language patterns for analysis |
| 2. apply linguistic terminology to qualify the analyzed legally significant situations; carry out a "translation" of the terminology of related disciplines into concepts and linguistic terms;  carry out linguistic analysis of typical legal situations. | 2. Work with specialized terms  3. Analyze and interpret patterns from different angles |
| 3. to demonstrate the ability and willingness to conduct a linguistic examination of the products of speech activity. | 4. Development of different skills  5. Creative search. |
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| **Prerequisites** | Introduction to the specialty | |
| **Post requisites** | Modern trends in translation studies, Interpretation and translation of text, Hermeneutical aspects of translation | |
| **Information resources** | **Main literature:**  1. Ungerer, F. An Introduction to Cognitive Linguistics. Pierson Education, 2016. – 396 с.  2. Попова З.Д., Стернин И.А. Когнитивная лингвистика: Учебное пособие. М.: Изд. Восток-Запад, 2017. - 226 с.  3. Дзюба, Е. В. Когнитивная лингвистика: учебное пособие для высших учебных заведений / Е. В. Дзюба ; Урал. гос. пед. ун-т. – Екатеринбург, 2018. – 280 с.  4. Республиканская межвузовская электронная библиотека (РМЭБ): [http://www.rmeb.kz](http://www.rmeb.kz/) | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule.  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail \*\*\*\*\*\*\*@gmail.com. |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| weeks | Topic name | LO | ID | Amount of hours | Maximum score | Form of Knowledge Assessment | The  Form of the lesson  / platform |

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| 1 | **LT 1** What is Cognitive Linguistics? Aim, objektive, methods of study. | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 1**  Study Cognitive Linguistics (CL) from different point of view. | LO 1. | ID 1.2. | 1 | 15 | analysis | Webinar in MS Teams |
| 2 | **LT 2**  Theoretical background of CL and its branches | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 2**  What are the stages of the formation of cognitive linguistics? | LO 1. | ID 1.2. | 1 | 15 | Project work | Webinar in MS Teams |
| 3 | **LT3**  Cognition. Main kinds of cognition. | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 3**  Draw the content of Cognition. | LO 1. | ID 1.2. | 1 | 15 | analysis | Webinar in MS Teams |
| 4 | **LT4**  The concept of "picture of the world" | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 4**  Give the definition of "picture of the world". | LO 1. | ID 1.2. | 1 | 15 | analysis | Webinar in MS Teams |
| 5 | **LT 5**  The prominence view of linguistic structures | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 5**  The attentional view | LO 1. | ID 1.2. | 1 | 15 | analysis | Webinar in MS Teams |
|  | **IWSP 1**  The most famous representatives of European and American cognitive linguistics |  |  |  | 25 |  | Webinar in MS Teams |
| 5 | **МТ (Midterm Exam)** |  |  |  | 100 |  | Webinar in MS Teams |
| 6 | **LT6**  Basic categories of Cognitive Linguistics. | LO 2. | ID 3.4. | 1 |  |  | Webinar in MS Teams |
| **PT 6**  Concept nominal field | LO 2. | ID 3.4. | 1 | 15 | Project work | Webinar in MS Teams |
| 7 | **LT 7**  Conceptosphere, mentality, cognitive picture of the world. | LO 2. | ID 3.4. | 1 |  |  | Webinar in MS Teams |
| **PT 7**  Give examples of cognitive picture of the world of different nations | LO 2. | ID 3.4. | 1 | 15 | Project work | Webinar in MS Teams |
| 8 | **LT 8**  Prototypes and categories | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 8**  Colours, squares, birds and cups: early empirical research into lexical categories | LO 1. | ID 1.2. | 1 | 15 | Analysis | Webinar in MS Teams |
| 9 | **LT 9**  Conceptualization concept. Formation of concepts in phylo- and ontogenesis | LO 1. | ID 1.2. | 1 |  |  | Webinar in MS Teams |
| **PT 9**  Give examples of concepts in philo- and ontogenesis. | LO 1. | ID 1.2. | 1 | 15 | work with database | Webinar in MS Teams |
| 10 | **LT 10**  National peculiarities of concepts | LO 2. | ID 3.4. | 1 |  |  | Webinar in MS Teams |
|  | **PT 10**  Give examples from different nations | LO 2. | ID 3.4. | 1 | 15 | Analysis | Webinar in MS Teams |
|  | **IWSP 2**  The names of category prototypes tend to come to mind before those of peripheral examples. Check this hypothesis with two informal tests: ask one group of friends to name as quickly as they can five types of dogs, birds, trees and cars. List the items mentioned by the informants, add other suitable items and present this extended list to a second group for a goodness-of-example rating. Compare the results and discuss reasons for discrepancies between the two tests. |  |  |  | 25 |  | Webinar in MS Teams |
| 10 | **МТ (Midterm Exam)** |  |  |  | 100 |  | Webinar in MS Teams |
| 11 | **LT 11**  Prototypical shapes | LO 2. | ID 3.4. | 1 |  |  | Webinar in MS Teams |
| **PT 11**  Prototypical organisms and objects | LO 2. | ID 3.4. | 1 | 15 | Analysis | Webinar in MS Teams |
| 12 | **LT 12**  Figure and ground | LO 2. | ID 3.4. |  |  |  | Webinar in MS Teams |
|  | **PT 12**  Good examples, bad examples and category boundaries of different nations | LO 2. | ID 3.4. |  |  |  | Webinar in MS Teams |
| 13 | **LT 13**  The internal structure of categories | LO 2. | ID 3.4. | 1 |  |  | Webinar in MS Teams |
| **PT 13**  Prototypes, attributes, family resemblances and gestalt | LO 2. | ID 3.4. | 1 | 15 | Text analysis | Webinar in MS Teams |
| 14 | **LT 14**  Internal category structure and gestalt | LO 3. | ID 5.6. | 1 |  |  | Webinar in MS Teams |
| **PT 14**  Attributes, good birds and bad birds: an example | LO 3. | ID 5.6. | 1 | 15 | Discourse analysis | Webinar in MS Teams |
| 15 | **LT 15**  The cognitive status of categories, prototypes, attributes and gestalt | LO 3. | ID 5.6. | 1 |  |  | Webinar in MS Teams |
| **PT 15**  Examlpes of prototypes, attributes and gestalt | LO 3. | ID 5.6. | 1 | 15 | Project work | Webinar in MS Teams |
|  | **IWSP 3**  Draw pictures of prototypical examples and of objects on the borderline between the categories BOTTLE, GLASS, VASE and BOWL, and use them as stimuli for a naming task with your friends or family. |  |  |  | 25 |  | Webinar in MS Teams |
| 15 | **МТ (Midterm Exam)** |  |  |  | 100 |  | Webinar in MS Teams |

**Dean of the faculty Dzholdasbekova B.**

**Chairman of the Faculty**

**Methodical Council Yekshembeyeva L.V.**

**Head of the Department Aimagambetova M.**

**Lecturer Karagoishiyeva D.A.**