**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program "7M02303 – 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 | 7 |
| **Academic course information** |
| **Form of education** | **Type of course**  | **Types of lectures** | **Types of practical training**  | **Number ofIWS** | **Form of final control** |
| Full-time |  |  |  |  |  |
| Lecturer  | G.Sharipova, candidate of philology, senior teacher  |  |
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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 study the cognitive linguistics in order to comprehend the basic fundamentals of the given subject. Be able to make comparisons and work out the main principles of the discipline with the other indoeuropean languages. To analyze and annotate various sources of information and literary works of different genres and styles. | 1. to apply the expanded vocabulary and improve the skills of writing in foreign languagein professional activity;2. to correctly edit own work taking into account the main features of high-quality text; | 1. work with national texts of different styles; 2. elicit the necessary information and language patterns for analysis.  |
| 3. to master the skills of analyzing and annotating various sources of information and artistic works of different genres and styles; | 2. work with specialized terms;3. analyze and interpret patterns from different angles.  |
| 4. to implement creatively the methods of text transformation – text reduction, genre modification, selection of examples, use of quotations. | 4. development of different skills; 5. creative search. |
| 5. to master creative and analytical skills of evaluating and criticizing own and others' creative work. | 2. work with specialized terms;3. analyze and interpret patterns from different angles.  |
| **Prerequisites** | Language for Specific Purposes (English, French, German, Spanish, Italian) |
| **Post requisites** |  |
| **Information resources** | **Main literature:**1. Ramet Adele. Cognitive Linguistics Oxford, 2017. – 194 p.
2. David Morley Grammar. Cambridge, - 2017. -291 p.
3. John G. Taylor Handbook of Written English, How to books, (2nd ed.) 2015. – 512 p.
4. Ramet Ade`le Writing for Magazines, How to books, (3rd ed.), 2006. – 256 p.
5. Whitelaw Stella. How to Write Short Short Stories. - Allison & Busby, – 1996. - 144 p.
6. Hoffmann A. Research for Writers. A & C Black, 1996. – 222 p.

**Useful websites:** [www.womenwrites.org.uk](http://www.womenwrites.org.uk)[www.writersnet.org.uk](http://www.writersnet.org.uk)[www.writersguild.org.uk](http://www.writersguild.org.uk) <http://www.6ftferrets.com/index.html>  |

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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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| week | Topic name | Number of hours | Max.score\*\*\* |
| **Module 1** Title: Introduction to creative writing |
| 1 | **Lecture 1.** Theme: Introduction into the Cognitive linguistics. What is Cognitive linguistic as a science? Paradigm: anthropocentric paradigm. | 1 | 2 |
| 1 | **Seminar 1.** Theme: Introduction into the Cognitive linguistics. What is Cognitive linguistic as a science? Paradigm: anthropocentric paradigm. | 2 | 8 |
| 2 | **Lecture 2.** Theme: History of cognitive linguistic development. | 1 | 2 |
| 2 | **Seminar 2.** Theme: History of cognitive linguistic development. | 2 | 8 |
| 3 | **Lecture 3.** Problems, and postulates of Cognitive linguistics. Different views on Cognitive linguistics. | 1 | 2 |
| 3 | **Seminar 3.** Problems, and postulates of Cognitive linguistics. Different views on Cognitive linguistics. | 2 | 8 |
| 3 | **IWST 1.** Cognitive linguistics development in Western countries. | 1 | 10 |
| 4 | **Lecture 4.** Theme: Concept as a fundamental notion of Cognitive linguistics, its features and differences. | 1 | 2 |
| 4 | **Seminar 4.** Theme: Concept as a fundamental notion of Cognitive linguistics, its features and differences. | 2 | 8 |
| 5 | **Lecture 5.** Theme: Structure of the Concept and the methodology of its description. | 1 | 2 |
| 5 | **Seminar 5.** Theme: Structure of the Concept and the methodology of its description.  | 2 | 8 |
| 5 | **IWST 2.** Austrian school of cognitive linguistics | 1 | 10 |
| **Module 2**   |
| 6 | **Lecture 6.** Theme: Concept as the basis of the language picture of the World | 1 | 2 |
| 6 | **Seminar 6.** Theme: Concept as the basis of the language picture of the World  | 2 | 8 |
| 7 | **Lecture 7.** Theme: Concept sphere and concept. Differences and peculiarities.  | 1 | 2 |
| 7 | **Seminar 7.** Theme: Concept sphere and concept. Differences and peculiarities.  | 2 | 8 |
| 7 | **IWST 3.** Russian school of cognitive linguistics study | 1 | 10 |
|  |  **LEVEL CONTROL 1** | **24** | **100** |
| 8 | **Lecture 8.** Theme: World view – concepts of space, time. | 1 | 2 |
| 8 | **Seminar 8.** Theme: World view – concepts of space, time. | 2 | 8 |
| 9 | **Lecture 9.** Theme: Social notions and attitudes- friendship, war etc. | 1 | 2 |
| 9 | **Seminar 9.** Theme: Social notions and attitudes- friendship, war etc. | 2 | 8 |
| 9 | **IWST 4.** Differences between psycholinguistics and cognitive linguistics | 1 | 5 |
| 10 | **Lecture 10** Theme: The role of Human being in Cognitive linguistics.  | 1 | 2 |
| 10 | **Seminar 10.** Theme: The role of Human being in Cognitive linguistics. | 2 | 8 |
|  | **Module 3**  |  |  |
| 11 | **Lecture 11** Theme: Culture: destiny, soul. | 1 | 2 |
| 11 | **Seminar 11** Theme: Culture: destiny, soul. | 2 | 8 |
| 11 | **IWST 5.** Culturology and Cognitive linguistics. | 1 | 5 |
| 12 | **Lecture 12** Theme: Moral concepts: truth, verity, lie. | 1 | 2 |
| 12 | **Seminar 12.** Theme: Moral concepts: truth, verity, lie. | 2 | 8 |
| 13 | **Lecture 13** Theme: Emotional concepts: happiness, joy. | 1 | 2 |
| 13 | **Seminar 13.** Theme: Emotional concepts: happiness, joy. | 2 | 8 |
| 13 | **IWST 5.** Naomi Chomsky study on Cognitive linguistics. | 1 | 5 |
| 14 | **Lecture 14** Theme: Delimiting functional linguistics and cognitive linguistics | 1 | 2 |
| 14 | **Seminar 14.** Theme: Delimiting functional linguistics and cognitive linguistics  | 2 | 8 |
| 15 | **Lecture 15** Theme: Functions of Cognitive linguistics | 1 | 2 |
| 15 | **Seminar 15.** Theme: Functions of Cognitive linguistics | 2 | 8 |
| 15 | **IWST 7. Theoretical conception of Cognitive linguistics** | 1 | 5 |
|  |  **LEVEL CONTROL 2** | **28** | **100** |

Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dzholdasbekova B.

Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Aimagambetova M.

Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sharipova G.S.