## Philological Faculty

## ANNOTATED PROGRAMME
### of the discipline

## Academic English
### Educational Programme:
### 45.06.01 Linguistics and Literature Studies

### PhD Profiles:
## Comparative-and-Historical, Typological and Contrastive Linguistics:
## Typology and Language Classification

| Title of the discipline | Academic English |
|---|---|
| Scope of the discipline | 3 credits (108 hours) |
| **ANNOTATED CONTENT OF THE DISCIPLINE** ||
| Topics and sections | Annotated content topics |
| Working with academic vocabulary | What is special about academic English? Key words and expressions. Phrasal verbs in academic English. Key quantifying expressions. Metaphors and idioms. |
|  | Nouns and words they combine with. Adjectives and noun combinations. Verbs and words they combine with. Fixed expressions. |
|  | Applications. Academic courses. Study habits and skills. Online learning. |
| Ways of talking about… | Sources. Facts, evidence and data. Numbers. Statistics. Graphs and diagrams. Time. Cause and effect. Generalisation, qualification and caution |
|  | Talking about ideas. Reporting way other say. Analysis of result. Research and study aims. Proofreading |

**The author and implementor of the programme is assistant-professor of the Foreign Languages Department Ludmila V. Krivoshlykova**

**Head of the Foreign Languages Dept.**

_____ Yulia N. Ebzeeva

*Federal State Autonomous Educational Institution of Higher Education*
*"Peoples' Friendship University of Russia" – RUDN University*
Philological Faculty
**ANNOTATED PROGRAMME**
**of the discipline**
**Comparative-and-Historical,**
**Typological and Contrastive Linguistics**

**Educational Programme:**
46.06.01 Linguistics and Literature Studies
**PhD Profile:**
**Comparative-and-Historical, Typological and Contrastive Linguistics: Typology**
**and Language Classification**

| TITLE OF THE DISCIPLINE | Comparative and Historical, Typological and Contrastive Linguistics |
|---|---|
| **Scope of the discipline** | **3 credits (108 hours)** |
| **ANNOTATED CONTENT OF THE DISCIPLINE** ||
| **Topics and sections** | **Annotated content topics** |
| **Section1:** Comparative and Historic Studies | Modern ideas about the genetic classification of world languages. Major language families. The subject of comparative historical linguistics, genetic relatedness of languages; genealogical tree theory, wave theory. The concept of "parent language." Principles of reconstruction of pro-linguistic states. Internal and external reconstruction. Ways of verification of reconstructions. The principle of regular phonetic correspondences as the basis of comparative historical linguistics. Problems of reconstruction of vocal, consonant, accent and tonal systems. The ratio of phonetic reconstruction and phonetic typology. Problems of morphological and syntactic reconstruction. The problem of phasic development of the language. Lexical reconstruction. Dictionary as a source of information about the pre-writing periods of history. The role of linguistic reconstruction for related disciplines. The basic principles of etymology. Etymological dictionaries. Principles of the genetic classification of languages. Traditional methods of genetic classification. Integration of languages based on joint innovation. Language family and language union. The role of Indo-European studies in the development of the comparative historical method. Modern look at the structure of Proto-Indo-European language. Indo-European homeland. Classification of Indo-European languages. Brief description of the main groups of Indo-European languages. |
| **Section 2.** Linguistic Typology. Objects, history, methods | Object and method of typology. Typological classifications of languages. Type of language and type in language. Universals of different levels of language. Typology of grammatical ways. Typology of grammatical categories. Syntactic typology. Semantic typology. Semantic primitives. Parameters of semantic typology. Typology of nominations. Typological models. The space of typological signs. Methods and directions of typology. Taxonomy, characterology, implication typology, explanatory typology. Formal / contextual typology. Diachronic typology. |

| | Types of language changes. Typology and comparative linguistics. Theoretical and applied problems of comparative studies. Methods of comparative studies. Criteria for comparing phonological, morphological, syntactic and lexical systems of languages. Comparisons of formal means and comparison of semantics of languages. Comparative analysis of textual structures. |
|---|---|
| **Section 3.** Morphological classification of languages | The concept of morpheme. Morpheme classification. Morpheme and word form. Phonetic word. Analytic word forms, clits. Typology of morphological signs. Ways of expressing grammatical (word-changing and word-formation) meanings in the languages of the world. Word form, lexeme, paradigm, grammatical rank. Morphological typology of languages (brief history and current state of the problem). Agglutination, fusion, isolation, analyticism. |
| **Section 4.** General Syntax and Syntactic Typology | The place of syntax in the theory of language description. Standalone syntax. Syntax and morphology (morphosyntax), syntax and semantics (semantics of syntax). The concept of deep and superficial syntax as levels of syntactic description. Basic syntactic units. Superfusional unity. Discourse. Syntactic relations, their types. Formal means of expressing syntactic relations. Semantic syntax and its basic concepts. Formal-grammatical segmentation of sentences. Communicative organization of speech. Typology of the sentence. Ways of presenting the syntactic structure of a sentence. Elements of generating grammar. Typology of word order. Syntactic classification of languages. |
| **Section 5.** Grammar categories Typology | The concept of grammatical meaning and grammatical category. General classification of grammatical categories. Word changing and word formation. The main grammatical categories of the name in the languages of the world. The main grammatical categories of the verb in the languages of the world. |
| **Section 6.** Contrastive Semantics | Existing understandings of "meanings" (Meaning of the term "meaning" in various models of a language mark). The problem of ambiguity: linguistic and verbal ambiguity; polysemy, homonymy and diffusion of meanings; methods for resolving polysemy. Systematic organization of the lexical-semantic level. Semantic field and the most important correlations between its elements. Component analysis of meaning: general principles, stages of development, examples of specific techniques. Semantic relations between sentences. Explicit and implicit information in the statement. Types of lexical-semantic information in the dictionary of an integral model of language description. Semantic meta-languages: general concept, basic types, fields of application. Tools for the description of lexical syntagmatics: management model, lexical functions, selection constraints. The problem of semantic universals. Universal, typological and specific in vocabulary and semantics. Language picture of the world. Methods of comparative semantics. |

**Author and implementor of the programme is associated professor of the General & Russian Linguistics Department Mikhail A. Rybakov**

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**Vladimir N. Denisenko**

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*Peoples' Friendship University of Russia*

**Faculty of Humanities and Social Sciences**

**DISCIPLINE ANNOTATION**

**Education Programs in all fields of postgraduate study**

| Discipline | History and Philosophy of Science |
|---|---|
| **Total** | **4 credits (144 hours)** |
| **Contents** | |
| Units | Topics |
| The subject and basic concepts of modern philosophy of science | Philosophy of science as the study of general laws of scientific knowledge in its historical development and changing socio-cultural context. The evolution of approaches to the analysis of science. Logical and epistemological approach to the study of science. Positivist tradition in the philosophy of science. Expansion of the field of philosophical issues in the postpositivistic philosophy of science. |
| Science in the culture of modern civilization | Traditionalist and technogenic types of civilizational development and their basic values. The role of science in modern education and the formation of personality. Functions of science in society. |
| The genesis of science and the main stages of its historical evolution | The culture of the ancient polis and the formation of the first forms of theoretical science. Antique logic and mathematics. Western and Eastern medieval science. The formation of experimental science in the new European culture. Background of the experimental method and its connection with a mathematical description of nature. Formation of science as a professional activity. The genesis of disciplinary organized science. Formation of technical sciences. The formation of social and human sciences. |
| The structure of scientific knowledge | The variety of types of scientific knowledge. Empirical and theoretical levels, the criteria for their distinction. Features of the empirical and theoretical language of science. The structure of empirical knowledge. Experiment and observation. Empirical dependencies and empirical facts. The structure of theoretical knowledge. Primary theoretical models and laws. Developed theory. Theoretical models. Foundations of science. Ideals and norms of research. Scientific picture of the world. Philosophical foundations of science. |
| Dynamics of science | The interaction of the foundations of science and experience, the formation of a new discipline. Formation of primary theoretical models and laws. The role of analogies in the theoretical search. Procedures to substantiate theoretical knowledge. The relationship of the logic of discovery and logic of justification.. Formation of a developed scientific theory. Problem |

| | situations in science. The development of science under the influence of new theories. |
|---|---|
| Scientific traditions and scientific revolutions. Types of scientific rationality | The interaction of traditions and the emergence of new knowledge. Scientific revolution as the restructuring of the foundations of science. Problems of typology of scientific revolutions. Intra-disciplinary mechanisms of scientific revolutions. Global revolutions and types of scientific rationality. Historical change of types of scientific rationality: classical, non-classical, post-non-classical science. |
| Features of the modern stage of development of science. Prospects for scientific and technological progress | Modern processes of differentiation and integration of sciences. Global evolutionism as a synthesis of evolutionary and systemic approaches. New ethical problems of science at the end of XX century. The problem of humanitarian control in science and high technology. Environmental and socio-humanitarian expertise of scientific and technical projects. Scientism and anti-scientism. Science and parascience. The role of science in overcoming contemporary global crises. |
| Science as a social institution | Scientific communities and their historical types. Science schools. Scientific training. Historical development of the methods of transmitting scientific knowledge. Science and economics. Science and power. The problem of state regulation of science. |
| Modern philosophical problems of the branch of science | In the areas of training postgraduate students |

**Author:**
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M.L.Ivleva

## Philological Faculty

## ANNOTATED PROGRAMME
### of the discipline
## Foreign Language

### Educational Programme:
### 45.06.01 Linguistics and Literature Studies

### PhD Profiles:
## Comparative-and-Historical, Typological and Contrastive Linguistics:
## Typology and Language Classification

| TITLE OF THE DISCIPLINE | Foreign Language | |
|---|---|---|
| **Scope of the discipline** | **5 credits (180 hours)** | |
| **ANNOTATED CONTENT OF THE DISCIPLINE** | | |
| **Topics and sections** | **Annotated content topics** | |
| English as World Language of Research and Education. | English as a lingua franca of science, technology and education. Cultural Differences in Writing | |
| Thinking about Writing | Strategies of Writing in English Genres and Writing Formal Style | |
| English Academic Style and Language | Academic Vocabulary: verbs, collocations, Latin expressions. New lexical tendencies in English. Word order and punctuation Relative Clauses with Pronouns. Who, Which, and That. Spelling and Capitalization | |
| Important Features and Elements of Academic Texts | Paragraphs and Paragraph Division. Titles. Citations. Lists of References (Bibliographies) | |
| Major English Academic Genres | Summaries and Abstracts. Research Papers. Methods. How to make a presentation | |

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**Philological Faculty**
**ANNOTATED PROGRAMME**
**of the discipline**
**Methodology of scientific research**
**Educational Programme:**
**45.06.01 Linguistics and Literature Studies**

**PhD Profile:**
**Comparative-and-Historical, Typological and Contrastive Linguistics:**
**Typology and Language Classification**

| TITLE OF THE DISCIPLINE | METHODOLOGY OF SCIENTIFIC RESEARCH |
|---|---|
| **Scope of the discipline** | **5 credits (180 hours)** |
| **ANNOTATED CONTENT OF THE DISCIPLINE** ||
| **Topics and sections** | **Annotated content topics** |
| Evolution of understanding the object of linguistics. Philosophical problems of linguistics. Methodology and method. Linguistic research methods: general scientific and linguistic proper methods. | Language studies within other humanities: from Classical Antiquity to the 20th century. Language – thought – the real. Linguistic methodology as a system of methods and the basis to get to know language as the object of studies. Comparative-and-typological method and contrastive and historical (reconstruction) method. |
| Logic and grammar linguistic studies: from Classical Antiquity to the European Enlightenment. | Correlation between language and thought: language as a sound form of thought, thought dominates language; language and thought are equal; language as a form of thought. Universal grammars. The Port-Royal Grammar. |
| The evolution of comparative and historical method: from I.-G. Herder to Neo-Grammarians. | The idea of language as a sound form of a thought evaluates to the understanding of language "as an organ to form a thought" (W. von Humboldt) and further on: the unity of language and thought, their complicated interaction – logic and phenomenology. Languages as an evolutionary system reflecting cognition and forming a worldview. |
| Schools of structuralism | L. L. Hjelmslev's structural linguistics or glossematics. The Prague School of Functional Structuralism. Generative and transformational Grammar. Behaviorism of L. Bloomfield. E. Sapire and B. Worf hypothesis of linguistic |

| | relativity. |
|---|---|
| Methods and Principles of structural analysis. Research models. | Notion of surface and deep structures (N. Chomsky); syntax and semantics; functions in potential and functions in performance. Linguistic competence. Distributive analysis. IC analysis. Transformational models. |
| Philosophical and linguistic semantics. Semantical methods. Linguistics of utterance and linguistic pragmatics. Semantics and semiotics. | Cognitive semantics in philosophy, psychology and language. Referential and denotative semantics; Lexical and grammatical aspects of linguistic semantics are essential. Semantics and semiotics as two ways of signification. Specifics of linguistic sign: isomiorphism and isosemanticismas the forms of the asymmetric dualism of linguistic signs. Pragmatics of utterance as a complex linguistic sign. |
| Aspective and Synthetic concepts: W. von Humboldt – F. De Saussure. | The notion of aspective concept: A.-V. Schleicher – F. de Saussure. Synthetic concept of W. Von Humboldt. Two forms – two contents, their reciprocity and unity. Unity of the universal, the typological and the specific in language. Comparative analysis of W. von Humboldt, A.A. Potebnya and I.A. Baudouin de Courtenay concepts. |
| Synthetic concepts of the 20thy century. XX century. General terms of psycho-semantics and psycho-mechanics G. Guillaume. Wholly-systemic linguistic typology of G.P. Mel'nikov. | General scientific research methods of observation, comparison and generalization. Their interception in describing language system. G. Guillaume triad *man – world – language*. Formal-and-contensive linguistic typology of G.P. Mel'nikov. |
| Methods of new linguistic disciplines in the 20th century: sociolinguistics, psycholinguistics, cognitive linguistics, corpus lexicography and linguo-cultural studies. | Main characteristics of philosophic, semiotic and semantic ideology of language against the cognitive, epistemic and communicative linguistic mega-functions. Experimental and associative methods to meet systemic description of language levels and their units. |
| Methods of new linguistic disciplines in the 20th century | New paradigms of linguistic studies. |

**The author and implementor of the programme is professor of the General & Russian Linguistics Dept. <u>Elena A. Krasina</u>**

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_____ **Vladimir N. Denisenko**

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*Peoples' Friendship University of Russia*
***Philological Faculty***

## DISCIPLINE ANNOTATION

**Education Programs in all fields of postgraduate study**

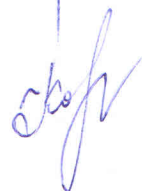| Discipline | *Pedagogy of Higher Education* |
|---|---|
| **Total** | **2 credits (72 hours)** |
| **Contents** | |
| **Units** | **Topics** |
| **Unit 1. Pedagogy of higher education as a field of study and academic subject area.** | 1. Pedagogy as a science, key concepts (education, system of education, higher education, teaching, learning). Pedagogy of higher education in the system of pedagogical science. 2. System of higher education: comparative analyses. 3. Contemporary trends in higher education. Internationalization of higher education. Life-long learning. |
| **Unit 2. Didactics of higher education.** | 1. General aspects of didactic system. 2. Content of higher education (laws and regulations; main selection principles). Competency-based approach to education. Curriculum and course syllabus. 3. Forms and methods of teaching. Lecture in modern higher education. Seminars, practical training, laboratory class. Project-working. 4. Students' individual work. 5. Interactive methods of teaching (discussions, case-study, training, professional simulation etc.). 6. ICT in modern higher education. 7. Monitoring and evaluation of academic performance. Point rating system. |
| **Unit 3. Educational environment of modern university.** | 1. Faculty members' rights and responsibilities. Professional ethics. 2. Faculty interaction with students: case study. 3. Educational potential of extra-curricular activities. |

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E. Y. Shurupova

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*"Peoples' Friendship University of Russia" – RUDN  University*
## Philological Faculty
### ANNOTATED PROGRAMME
### of the discipline
### RUSSIAN AS A FOREIGN LANGUAGE
### Educational Programme:
### Recommended for the PhD students of:
### 45.06.01 Linguistics and Literature Studies
### PhD Profiles:
### Comparative-and-Historical,
### Typological and Contrastive Linguistics;
### Theory of Language and Discourse-Analysis;
### International Journalism;
### English and Russian Literature: Comparative Studies

| TITLE OF THE DISCIPLINE | RUSSIAN AS A FOREIGN LANGUAGE |
|---|---|
| **Scope of the discipline** | **3 credits (108 hours)** |
| **ANNOTATED CONTENT OF THE DISCIPLINE** ||
| **Topics and sections** | **Annotated content topics** |
| The First lesson | Sounds and letters: vowels and consonants. Index constructions with the word *ЭТО*. |
| The Second lesson | Consonants: hard and soft; voiced and unvoiced. Reduction of vowel sounds. Rhythmic models. Intonation constructions. Personal pronouns *ОН, ОНА, ОНО* |
| The Third lesson | Consonants: hard and soft. Reduction of vowel sounds. Rhythmic models. Intonation constructions. A simple declarative sentence. Personal and possessive pronouns. |
| The Fourth lesson | Consonants: hard and soft. Rhythmic models. The Present Tense of Imperfective Verbs (I). A Question: *Что вы делаете?* The Possessive Pronouns singular forms (*мой, моя, моё*). |
| The Fifth lesson | Soft consonants. Use of adjectives in speech. The Present Tense of Imperfective Verbs (II). Pronouns singular forms (*мой, моя, моё*): - *Чей словарь? - Мой.* A Question: *Где?* Inanimate Nouns in the Accusative Singular. |
| The Sixth lesson | Reading and pronunciation of Cardinal Numerals. Intonation constructions. The Prepositional Denoting the Place of an Action. Conjugation of the verb «учиться». |
| The Seventh lesson | The Genitive Denoting Possession. The Genitive with the Numerals. The Past Tense of Imperfective Verbs. Using in the speech the verbs*: есть, был, была, было, были.* |
| The Eighth lesson | Moving the accent in the nouns (plural). Nouns in the Genitive Singular. The Genitive in Negative Sentences with the Words *нет, не было, не будет*. Expressing the meaning of the reason: Complex Sentences Containing the Conjunction *потому что*. |

| The Ninth lesson | Inanimate Nouns in the Accusative Singular. The Accusative Denoting an Object Acted Upon. The Accusative Denoting Time. The Future Tense of Imperfective Verbs. |
|---|---|
| The Tenth lesson | Unprefixed verbs of motion. The Accusative with the Verbs of Motion. |
| The Eleventh lesson | Nouns and Personal Pronouns in the Dative case. The Dative Denoting the Recipient. The Dative Denoting Age. The Dative with the preposition *к*. Complex Sentences Containing the Conjunction *поэтому*. |
| The Twelfth lesson | Nouns in the Instrumental case. The Instrumental in the Compound Predicate after the Verbs *стать* and *быть*. Personal Pronouns in the Instrumental. Complex Sentences Containing the Conjunction *не только…, но и…*. |
| The Thirteenth lesson | Verb Aspects and Tenses. Principal Meanings of Perfective and Imperfective Verbs. The Prepositional Singular with the Preposition *о (об, обо)* Denoting the Object of Speech of Thought. Personal Pronouns in the Prepositional. Use of Infinitive Imperfective and Perfective forms after verbs *хотеть* and *должен*. |
| The Fourteenth lesson | The Future Tense of Perfective and Imperfective Verbs. Conjugation of the Perfective and Imperfective verbs. The Dative case Denoting the Logical Subject in the patterns with words *надо, нужно, можно, нельзя + (было, будет) + инфинитив* The Direct and Indirect (Reported) Speech. |
| The Fifteenth lesson | Nouns in the Genitive Plural. Forms of Conjugation of Aspect Pairs of Perfective and Imperfective Verbs. Direct and Reported Speech (Questions). |
| The Sixteenth lesson | Compound nominal predicate: *Этот музей называется Эрмитаж.*Use the adverbs *холодно, тепло, жарко* in the patterns *Сегодня холодно.* Complex Sentences Containing the Conjunction word *который* in the Nominative case in singular and plural. |

**Creator of the Programme**  is candidate of Philological Sciences, professor assistant of the department of  General and Russian linguistics  E.S. Mikheeva

**Head of the department of General and Russian linguistics:**
Doctor of Philological Sciences, professor                                    V.N. Denisenko

Philological Faculty
**ANNOTATED PROGRAMME**
**of the discipline**
**Scientific Seminar on**
**Comparative-and-Historical, Typological and Contrastive Linguistics**

**Educational Programme:**
45.06.01 Linguistics and Literature Studies
**PhD Profile:**
Comparative-and-Historical, Typological and Contrastive Linguistics:
Typology and Language Classification

| TITLE OF THE DISCIPLINE | Scientific Seminar on Comparative-and-Historical, Typological and Contrastive Linguistics |
|---|---|
| **Scope of the discipline** | **8 credits (288 hours)** |
| **ANNOTATED CONTENT OF THE DISCIPLINE** | |
| **Topics and sections** | **Annotated content topics** |
| PhD dissertation preparation | Principles of planning and organization of dissertation research in the framework of a scientific specialty. Choosing of the thesis topic and focus of the research, discussing the compliance of the dissertation research with the scientific specialty "Comparative-historical, typological and comparative linguistics". Discussing research projects of graduate students. Discussing abstract databases, electronic library systems, review of scientific and analytical literature. Preparation, discussion and presentation of the work plan-prospectus within the framework of a scientific specialty. Building an empirical dissertation research plan. Discussion of the programs of empirical research in accordance with the scientific specialty. Collection and processing of empirical data. Presentation of research results. Principles of conducting independent scientific research. Discussing main stages of problems and hypotheses statement. Discussions around the choice of the theoretical framework of research for the categorization of empirical material. Forums on the presentation of the scientific report. |
| Organizational forms of research seminar | Collecting information on the most significant in the selected field of research of domestic and foreign scientific events. Field research seminars with visits to round tables, seminars, conferences on the subject within the framework of a scientific specialty and the subsequent discussion of their content, strategies for conducting scientific discussion used by scientists. Submission of reports on participation in scientific conferences. Organization of students scientific work, holding master classes in the student audience. |
| Development of practical research skills (preparation of the report, presentation of the | Lectures and master classes of professors of the relevant department on topics that are close to the focus of research postgraduates. Training on finding thematic scientific journals, |

| results of research work) | scientific and technical events. Classes on the development of skills for conducting scientific discussions and writing scientific papers. |
| | Lectures and master classes by visiting scholars. Training practical skills in the preparation and presentation of a scientific report. Participation in public presentations, scientific discussions. Preparation and presentation of a scientific report on the results of independent scientific research on the topic in accordance with the scientific specialty. Group consultations with professors of the department and invited scholars. |

**Author and implementor of the programme is professor of the General & Russian Linguistics Department Elena A. Krasina**

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_____**Vladimir N. Denisenko**

**Philological Faculty**

**ANNOTATED PROGRAMME**
**of the discipline**
**Theory of Linguistics**
**Educational Programme:**
**45.06.01 Linguistics and Literature Studies**
**PhD Profile:**
**Comparative-and-Historical, Typological and Contrastive Linguistics**:
**Typology and Language Classification**

| TITLE OF THE DISCIPLINE | THEORY OF LINGUISTICS |
|---|---|
| **Scope of the discipline** | **3 credits (108 hours)** |
| **ANNOTATED CONTENT OF THE DISCIPLINE** ||
| **Topics and sections** | **Annotated content topics** |
| Language as an object of Linguistics. Language ontology. | Language as the main object interacts with thought (mind), reality and is a distinctive feature of a man. Language as a phenomenon of observation and study. Language  as a social assignment of a compulsory type in the theory of F. de Saussure. Forms of language existence. Language, speech, communication. Social forms of language: language, dialect, idiolect. |
| Language as a form. Language, thought and reality. | Language as a form: language as a mediator between a man and reality. Language and thought. Language as a reflexive process in philosophical and cognitive aspects. The notions of inner and outer forms. |
| System and structure of language. | Systems, classes and multiplicities in relation to language. General principles and approaches. System and structure of language. Language units: abstract and concrete language units. Inner structure of language. Language units and speech units. |
| Language structure: relations between language units. | Language structure: relations between language units. Syntagmatics, paradigmatics, hierarchy, distribution. Segmentation and substitution. Syntagmatics and paradigmatics of different language levels (units). Phonology, morphology, syntax, semantics. |
| Main functions of language. | System of functions. Main functions of language (retrospective review). Functions of language as a sign system. Language functions and the communicative act. Theories of  R.O. Jakobson and K. Bühler. Signals and symbols. |

| | |
|---|---|
| Language as a symbolic system. Language signs: types, characteristics and attributes. | From the semantic triangular to the bilateral language sign. Unilateral and bilateral signs. Sign, meaning, valeur. Icons, indexes and symbols. |
| Classification and taxonomy. Types of language classifications. | Genetic, typologic and areal language classification. Principles and criteria. From the genetic classification to the contentive typology. Multidimensional classifications by E. Sapir |

**The author and implementor of the programme is professor of the General & Russian Linguistics Dept. Elena A. Krasina**

**Head of the General & Russian Linguistics Dept.**

**Vladimir N. Denisenko**