

KAZAKH NATIONAL UNIVERSITY NAMED AFTER AL-FARABI

Approved at the meeting
Scientific and Methodological Council
KazNU named after al-Farabi
protocol No. _____
from "_____" _____ 2020
Vice Rector for Academic Affairs
_____ A. Hikmetov

**PROGRAM
ENTRANCE EXAM FOR SPECIALTY
FOR APPLICANTS TO A PhD DOCTORATE ON THE SPECIALTY
"8D017 - FOREIGN LANGUAGE: TWO FOREIGN LANGUAGES"**

ALMATY, 2020

The program is drawn up in accordance with the State General Education Standard for the specialty "8D017 - Foreign language: two foreign languages". The program was made by Doctor of Philology, Professor G.B. Madieva, Candidate of Philological Sciences, Associate Professor M.K. Mambetova, PhD Acting Associate Professor Zh.Zh. Kuzembekova

The program was considered at a meeting of the Department of General Linguistics and European Languages.

Protocol № _____ dated _____ 2020

Head of the department _____ G.B. Madieva

Approved at the meeting of the Methodology Bureau of the Faculty of Philology and World Languages

Protocol № _____ dated _____ 2020

Chairman of the Method Bureau _____ G. Ospanova

Approved at the meeting of the Academic Council

Protocol № _____ dated _____ 2020

Chairman of the Academic Council,

Dean of the Faculty _____ O. Abdimanuly

Scientific Secretary _____ L. Alimtaeva

CONTENT

1. Aims and objectives of the entrance examination in the specialty: The entrance examination is designed to determine the practical and theoretical training of a master's student and is carried out to determine the compliance of master's qualifications with the requirements for doctoral studies.

The entrance examination is conducted in writing.

2. Requirements for the level of training of persons entering doctoral PhD.

Taking into account the goals and objectives of teaching this specialty, the program pays attention to identifying the abilities of applicants for a holistic understanding of the language system, its level organization, patterns occurring in the language, distinguishing between intralinguistic and extralinguistic patterns, the functioning of linguistic units in various types of discourse for teaching in PhD doctoral studies.

Tasks of the entrance exam for the specialty "**8D017 - Foreign language: two foreign languages**":

- to identify the level of knowledge that provides pedagogical activity;
- to identify the level of understanding of the scientific and theoretical foundations of the language system;
- to define competencies in knowledge of the main sources in linguistics, foreign philology and methods of teaching foreign languages.

When passing the entrance exam, special attention is paid to theoretical and logical comprehension of factual material, the ability to analyze linguistic phenomena, navigate in modern trends in linguistics, foreign philology and methods of teaching foreign languages; use the metalanguage of linguistics, foreign philology and methods of teaching foreign languages and the corresponding terminology, as well as be able to interpret general scientific and particular methods of teaching foreign languages.

3. Prerequisites of the educational program. History of linguistic studies, General linguistics, Methods of teaching foreign languages, Foreign language for academic purposes.

4. List of examination topics.

Discipline "History of linguistic teachings".

Linguistics in the ancient world. Dispute about the "correctness of names", analogies and anomalies, the definition of the main linguistic units (sound, syllable, word, sentence) and the main grammatical categories, the doctrine of parts of speech in ancient Greece and Rome. Linguistics in ancient India. Panini's grammar. Arabic linguistics. "Divani lugat it-Turk" M. Kashgari.

Linguistics in the XVI-XVIII centuries. The influence of Latin grammars on the grammars of European languages. The first attempts to establish the relationship of languages: Postellius, Scaliger, Guichard. General grammar of Port-Royal as an experience of general linguistic theory and an example of rational grammars. Principles of logical grammar. Problems of language in the works of philosophers: F. Bacon, R. Descartes, G. Leibniz et al. Theories of the origin of language: J.J. Rousseau, And Herder. M.V. Lomonosov.

Comparative-historical linguistics. The problem of linguistic affinity. The significance of Sanskrit for comparative-historical linguistics: W. Jones, F. Schlegel. Comparative-historical linguistics of the first quarter of the 19th century: R. Rask, F. Bopp, J. Grimm, F. Diez, A.Kh. East. The first comparative historical grammars of Indo-European languages. The family tree theory and I. Schmidt's wave theory.

The early grammatical stage in comparative historical linguistics: new methods, the pursuit of precise methods, the development of experimental areas. K. Brugman and B. Delbrück: work on the systematization of language descriptions (language compendiums).

Comparative historical linguistics of the XX century. Discovery of the Tocharian and Hittite-Luwian languages. Laryngal theory. New theories of the structure of the Indo-European root and the origin of various grammatical categories: E. Benveniste, F. de Saussure, E. Stertevant, H. Pedersen.

Reconstruction problems. Comparative-historical linguistics and the doctrine of linguistic unions. Linguistic paleontology and the theory of linguistic macrofamilies: V.M. Illich-Svitych, T.V. Gamkrelidze, V.V. Ivanov.

Linguistic views of W. von Humboldt. Philosophy of language. Teaching about linguistic form. The concept of the internal form of language. Language and thinking. The concept of the folk spirit. Language as activity and language as a product of activity. Statement of the problem of language development. Principles of typological classification of languages. V. von Humboldt's concept of language as a special vision of the world.

The universal logical direction in linguistics of the 19th century. "The organism of the tongue" K. Becker. K. Becker on the psychogenesis of speech, the relationship between grammar and logic, general grammatical description, linguistic, logical, grammatical and etymological form. F.I. Buslaev on the relationship between grammatical forms and laws of thought, on the boundaries between logic and grammar. Logical-syntactic foundations for highlighting parts of speech and members of a sentence.

Naturalistic direction. The teachings of A. Schleicher. Consideration of language as an organism. Teaching about two periods in the development of language. The concept of meaning and relationship in language. Typological classification of languages. The concept of proto-language and the theory of the family tree, the principle of reconstruction. I. Schmidt's theory of waves. M. Müller's theory as a kind of naturalism.

Psychological direction. Psychology and linguistics in the second half of the 19th century G. Steinthal's linguistic system. Criticism of the logical direction. Teaching about linguistic thinking and internal form. Ethnic psychology. The linguistic views of A.A. Potebni. Semantic orientation of A.A. Potebni.

The doctrine of the word as a sign. Denial of polysemy. Word and context. The nearest and further meaning of the word. Internal form of the word. Teaching about grammatical form and grammatical meaning, about the formation of parts of speech and members of a sentence. Linguistic views of W. Wundt. The concept of the psychology of peoples. Teaching about expressive meanings and sign language. Teaching about the proposal.

Young grammatical direction. The positivist and individual psychological basis of the views of the German young grammarians. "Manifesto" of the Leipzig School and its main theses. G. Osthof and K. Brugman.

Moscow school. Linguistic views of F.F. Fortunatova. Teaching about grammatical form and grammatical meaning. Zero form concept. Teaching about grammatical classes of words. Word as a sign.

Kazan school. Sociological psychologism of I.A. Baudouin de Courtenay. The doctrine of statics and dynamics. Understanding language as a system. Development of phoneme theory.

Aesthetic school. The influence of the ideas of W. von Humboldt and B. Croce on K. Vossler. Linguistics as Applied Aesthetics. Stylistics is a universal linguistic discipline. Linguistics and Literary Studies.

School of "words and things". G. Schuhardt and R. Mehringer as representatives of the school of "words and things". Criticism of the young grammatical theory of phonetic laws. Crossing languages. Onomasiological research.

Areal (spatial) linguistics. Neolinguistics. Dialectology and linguistic geography. The theory of linguistic continuity. Isogloss. Questions of linguistic geography in the works of Italian neolinguists: M. Bartoli, V. Pisani, G. Bonfante. Areal studies and areal linguistics (neolinguistics). Substrate doctrine: I. Ascoli. V. Pisani's application of the ideas of areal linguistics and linguistics of linguistic unions in comparative historical research.

French sociolinguistics. Definition of language as a social phenomenon in the works of A. Meillet. A. Meillet's contribution to comparative-historical linguistics. Substantiation of the comparative historical method. The concept of a proto-language as a system of correspondences. A. Meillet about the mixing of languages.

General linguistic views of J. Vandries. Ideas of Sociological Linguistics according to S. Bally, A. Sesse. Sociology of language according to M. Cohen. A. Martinet's theory of double division and the principle of economy of language changes. Problems of General Linguistics in the Works of E. Benveniste.

American Ethnolinguistics. F. Boas and the Study of American Indian Languages. American Behaviorism: L. Bloomfield. The principle of L. Bloomfield's postulates. Human language and behavior (the concept of stimuli and reactions).

E. Sapir's theory of models. Ethnolinguistics (anthropological linguistics) in America (F. Boas, E. Sapir, S. Lam, B.L. Wharf). The theory of linguistic relativity (Sapir-Whorf hypothesis). Language and perception of the world. The relationship between language and culture.

Neo-Humboldtianism. Neo-Humboldtianism about the role of language in thinking and cognition. L. Weisgerber's theory of language as a "key" to the worldview. The semantic structure of the language and the neo-Humboldtian vision of the world. The ratio of subjective and objective factors in the language. Language and picture of the world. Semantic field theories: I. Trier, V. Porzig.

The main directions of structuralism. F. de Saussure and I.A. Baudouin de Courtenay as predecessors of linguistic structuralism. Linguistic structuralism of the XX century. Preconditions and attitude to the theory and practice of young grammatical research. Methodological foundations of the structural interpretation of language.

Prague School of Functional Linguistics: N.S. Trubetsky, R.O. Jakobson, V. Matezius et al. Theses of the GOZH. Phonological theory of N.S. Trubetsky. Phoneme concept. The doctrine of oppositions. Grammatical research in GOZH. The theory of actual division (V. Matesius).

Glossematics (Danish or Copenhagen structuralism): representatives, problems, methodology and methodology. L. Elmslev, V. Brendal, H. Uldall. Language and speech. Language as a sign system.

Descriptive linguistics (American structuralism). A set of postulates about language. Distribution models. B. Block, G. Treiger, C. Hockett, Z. Harris. The concept of the levels of the language system. The concept of substitution and distribution. Allophones and allomorphs. Analysis by direct components (by NS).

French School of Functional Linguistics: A. Martinet. Achievements and criticism of linguistic structuralism and functionalism.

London Linguistic School. The concept of the essence of language in the works of representatives of the London School (J. Furs). The ideas of J. Furs and B. Malinovsky about the problem of personality in connection with language. The problem of meaning and its place in linguistic analysis. Context and situational context. The structure of language in the works of W. Allen and M. Halliday.

Linguistics in Russia. Creation of the theory of the modern Russian language: L.V. Shcherba L.P. Yakubinsky, P.S. Kuznetsov, V.V. Vinogradov, S.G. Barkhudarov, B.A. Larin, N. Yu. Shvedova and others. The study of language in its relation to culture, folk psychology and mythology (F.I. Buslaev, A.A. Potebnya, A.N. Afanasyev). The doctrine of the word in the works of A.I. Smirnitsky.

The ideas of sociological linguistics. The ideas of sociological linguistics in the works of M.N. Peterson, R.O. Shor, E. D. Polivanov. N. Y. Marr and his doctrine of the glottogonic process.

The works of I.I. Meshchaninov on syntactic typology. Discussion about the phoneme. Discussion about structuralism. Functional direction in modern Russian linguistics.

Linguistics in Kazakhstan. Kazakh linguistics as a part of general Turkic studies (N.I. Ilminsky, M. Tereniev, V.V. Radlov, P.M. Melioransky, V.V. Katarinsky, A. Kuryshzhanov, etc.).

Teaching about the Kazakh language (A. Baitursynov, K. Zhubanov, S. Kenesbaev, S. Amanzholov, I. Mamanov, N. Sauranbaev, G. Musabaev, M. Balakayev, A. Kaidarov, R. Syzdykova, etc).

General linguistic views of A. Baitursynov, K. Zhubanov. Problems of Kazakh graphics: A. Baitursynov, K. Zhubanov, S. Amanzholov, E. Omarov, X. Dosmukhamedov, etc.

Discipline "General Linguistics".

A family is a macrofamily of languages. Agglutinative type of languages. Examples of languages and their general characteristics. Inflectional type of languages. Examples of languages and their general characteristics. An isolating type of languages. Examples of languages and their general characteristics. Polysynthetic type of languages. Examples of languages and their general characteristics. Genetic and typological characteristics of the Russian language.

Language development. Convergence and divergence. Genetic and typological characteristics of the Kazakh language. Genetic and typological characteristics of the English language. Genetic characteristics of the Russian and Kazakh languages. Typological characteristics of the Russian and Kazakh languages. Genetic characteristics of the Russian and English languages. Typological characteristics of the Russian and English languages.

Universal phonological features in R.O. Jakobson. PLC grammar studies: V. Matesius. The theory of the actual division of the proposal. Study of functional categories and differentiation of the literary language. Typological research of the people of Prague. The theory of "linguistic unions" in the lifespan.

The doctrine of sound laws and analogy. The concept of relative and absolute chronology. "Atomism" of young grammarians. G. Paul's theory. History of language as a subject and content of linguistics. Characteristics of the communication process. Individual, society and language. Language and dialects. The role of generations in language change. Improvement and development of the comparative historical method.

Phrase theory. Problems of comparative historical linguistics and typology in the works of F.F. Fortunatova. The doctrine of the language of A.A. Shakhmatova, A.M. Peshkovsky, D.N. Ushakova, etc.

Linguistic views of F. de Saussure. Speech activity, language and speech. Linguistics and semiology. Teaching about language as a system of signs. Features of the language sign. The concept of the value of a linguistic sign. Linguistic research techniques. Synchrony and diachrony. Internal and external linguistics. F. de Saussure and A. Gardiner, E. Benveniste, E. Coceriou.

The concept of alternations. The doctrine of morpheme. Developing the principles of the descriptive method. The origin of the language and the reasons for language changes. The teachings of N.V. Krushevsky about the symbolic nature of the language. Associations by similarity in association by adjacency as types of relations in the language.

The doctrine of the basic morphological processes of V.A. Bogoroditsky. The problem of parts of speech and sentences. Phonetic issues in the light of experimental data.

Linguistic research methods. Method and reception. Comparative historical method. Comparative method. Comparative method. Component analysis. Semantic analysis. Associative experiment.

Linguistic analysis procedure. Expression plan and content plan. Signs and figures. Form and substance. Invariant and variant. The procedure for linguistic analysis in glossmatics.

Transformational Analysis (TA). Transformational-generative grammar: N. Chomsky, R. Lenz. Position in relation to linguistic meaning, perspective and reality. General view of the generation mechanism.

Phonetic structure of the language. Speech sound concept: excursion, excerpt, recursion. Articulation base of the language. Segmental and suprasegmental phonetic units. The sound composition of the language: vocalism and consonantism.

The concept of a phoneme. Sound and phoneme. Phonetic units: syllable, phonetic word, phonetic syntagma, phonetic processes and phonetic changes.

The lexical structure of the language. Word. Semantic aspects of the word. Definition of a word as a linguistic unit. Lexical meanings of words. Denotation, referent, connotation. The ratio of words and concepts. Systemic connections between the meanings of words.

Lexicon and phraseology. Systemic relationships in vocabulary. Active and passive vocabulary. Taboos and euphemisms. Onomastics. Terminology and terminology. Phraseology. Etymology. Lexicography, types of dictionaries.

The grammatical structure of the language (morphology and syntax). Articulation of a word (morphemic and derivational analysis). Types of morphemes within a word form: roots and affixes (prefixes and postfixes); derivational and inflectional affixes; suffixes and suffixes. Affixation. Types of morpheme connection: linear linkage (external inflection), linear superposition (infixation, transfixation, internal inflection).

Language as a structure. Understanding the structure as a hierarchy based on the relationship of the whole and the part. Plans, levels and tiers. Language units and their hierarchy. Minimum (basic) units of the horizontal row: phoneme, morpheme, sememe. The main sign units of the vertical row: morpheme, word, sentence, discourse (text). Signs of the main sign units (segmentation, the presence of a specific function). Functions of the main sign units: significative, denotative, communicative, discursive. Derived signed units. Tiers as hierarchical spaces.

The graphic structure of the language. Types of writing. Ideographic writing. Phonographic writing. Segmentation of written language. Segment, supersegment (spaces, etc.), subsegment (diacritics, etc.) graphics units. Graphics and spelling. Alphabet. Variation of letters. Graphemes and allographs. Graphic units,

Graphic syllable and transfer rules. Graphic word; inconsistencies between a graphic word and a word form (as a lexico-grammatical unit); Punctuation group; types of punctuation marks. Graphic design of the text.

Languages of the peoples of Kazakhstan: genetic characteristics. Languages of the peoples of Kazakhstan: typological characteristics.

Sociolinguistics: purpose and objectives. Diglossia and bilingualism. Territorial and social differentiation of languages: dialect vs. sociolect. Interference: causes and remedies.

The theory of language contacts. Interference. Types of interference. Creole languages. Pidginization. The problem of language unions. Language contact of Kazakh and Russian languages. Borrowed words. The problem of bilingualism in language contact.

Discipline "Methods of teaching foreign languages"

Methodology as a theory of teaching foreign languages. Connection of the methodology with other sciences. The subject of the methodology. Methodological categories and research methods.

Methodology as a science. Connection of the methodology with other sciences. The main directions in the theory and practice of teaching a foreign language in the history of domestic and foreign schools.

Modern technologies and means of teaching foreign languages. Objectives, content and principles of teaching a foreign language; formation of auditory and pronunciation skills, innovative technologies for teaching a foreign language.

Formation of lexical skills. Basic concepts. Goals and objectives. Selection criteria for the organization of an active lexical minimum. Stages of the formation of lexical units.

Formation of phonetic speech skills. Requirements for foreign language pronunciation. Psychophysiological foundations of teaching pronunciation. Various approaches, principles and stages in teaching foreign language pronunciation.

Formation of speaking skills. Possible difficulties and ways to overcome them.

Building reading skills. Objectives of teaching reading as an independent type of speech activity. Reading structure. Communication with other types of speech activity.

Formation of writing skills. The concept of "Writing" and "Written speech". Writing as a goal and as a learning tool. The difference between speaking and writing. Methodology for teaching writing techniques.

5. List of recommended literature

Main literature:

1. Kodukhov V. I. General Linguistics, M., 1974, 2008
2. Berezin F.M. History of linguistic teachings, M., 1975, 1984.
3. Stepanov Y.S. Methods and principles of modern linguistics, M., 1975, 2000
4. General linguistics Methods of linguistic research. Resp. ed. B.A. Serebryannikov - 1973
5. Levitsky Y.A., Boronnikova N.V. History of linguistic doctrines, M., 2005.
6. Amirova T.A., Olkhovikov B.A., Y.V. Rozhdestvensky History of linguistics. M., 2003.
7. Mikhalev A.B. General linguistics. History of linguistics. M., 2005.
8. Danilenko V.P. General linguistics and history of linguistics. - M.: Flinta, 2009.
9. Pishchalnikova V.A. General linguistics. 2009.
10. Akhatova B.A. Political discourse and linguistic consciousness - Almaty, 2006.
11. Contemporary American Linguistics: Fundamental Directions. - M., 2002.
12. Galskova N.D., Gez N.I. Theory of teaching foreign languages. Linguodidactics. Moscow, Academia, 2004.
13. Khaleeva I.N. Fundamentals of the theory of teaching foreign languages. Moscow, 2004.
14. Zimnyaya I.A. Key competencies - a new paradigm of educational outcomes. Moscow, Higher education today, 2003, No. 5.
15. Kunanbaeva S.S. Theory and practice of modern foreign language education. - Almaty, 2010.

Additional literature:

1. Alkhazishvili A.A. The basics of mastering oral foreign language speech. - M., 1998.

2. Vezhbitskaya A. Semantic universals and description of languages. - M., 1999.
3. Passov E.I. Fundamentals of the communicative methods of teaching foreign language communication. - M., 1989.
4. Vorobieva O.I. Political vocabulary. Its functions are in modern speaking and writing. - Arkhangelsk, 2000.
5. Gorodetsky B.Y. Computational linguistics: communication modeling // NZL. Computational linguistics. Issue 24. M., 1989.
6. Zhubanov A.K. Basic principles of formalizing the content of the Kazakh text. - Almaty, 2002.
7. Zazorina L.N. Introduction to Structural Linguistics. - M., 1974.
8. Zubkova L.G. Language as a form. Theory and history of linguistics. - M., 1999.
9. Artificial intelligence. (In 3 books.) Handbook / Ed. E. V. Popova. - M., 1990.
10. Kibrik A.E. Essays on general and applied questions of linguistics. - M., 1992.
11. Kulichenko Y.D., Perceptual images of political discourse. - Almaty, 2009.
12. Kuryshzhanova A.A. Linguistic support of computer programs in the Kazakh language: Author's abstract. diss ... cand. sciences. - Almaty, 1999.
13. Leontiev A.A. Fundamentals of Psycholinguistics. - M. 2003.
14. Makarov M.L. Fundamentals of the theory of discourse. - M., 2003.
15. Marchuk Y.N. Fundamentals of Computational Linguistics. Tutorial. - M. : MPU "Narodny teacher", 2000.
16. Mechkovskaya N.B. Social linguistics. - M., 1994.
17. Mechkovskaya N.B. Social linguistics. - M., 2000.
18. Nelyubin L.L. Computational linguistics and machine translation. - M. : VTsP, 1991.
19. General linguistics. Vol. 1. - M., 1970.
20. General linguistics: Forms of existence, functions, history of language. - M., 1970.
21. Parshina O. N. Russian political speech. Theory and practice. - M, 2007.
22. Kunanbaeva S.S. The dynamics of the formation of a foreign language grammatical skill among bilinguals. - Almaty, 1994.
23. Rozhdestvensky Y.V. Lectures on General Linguistics. - M., 1990.
24. Serebrennikov B.A. The role of the human factor in language: Language and worldview. - M., 1988.

25. Serebrennikov B.A. The role of the human factor in language: Language and thinking. - M., 1988.
26. Skrebtsova T.G. American School of Cognitive Linguistics. - SPb., 2000. Contemporary American Linguistics: Fundamental Directions. - M., 2002.
27. Sheigal E. Semiotics of political discourse. - M., 2004.
28. Language and science of the late twentieth century. - M., 1995. Luria A.R. Language and Consciousness. - M., 1996.

Dictionaries and reference books:

1. Abercrombie N., Hill S., Turner B.S. Sociological Dictionary. - Kazan, 1997.
2. Abilova B.A. Dictionary of linguo-methodological terms. - Almaty, 1997.
3. Amanzholov A.S. Kazakh–Russian dictionary of linguistic terminology. - Almaty, 1999.
4. Akhmanova O.S. Dictionary of linguistic terms. - M., 1969.
5. Isaev M.I. Dictionary of ethnolinguistic concepts and terms. - M., 2001.
6. Encyclopedia of the Kazakh language. - Almaty, 1998
7. Karasik 1992: Karasik V.I. The language of social status. - M., 1992.
8. Concise Dictionary of Sociology. Comp. P.D. Pavlenok. - M., 2000.
9. Linguistic encyclopedic dictionary. Ch. ed. V.N. Yartseva. - M., 1990.
10. Suleimenova E.D., Shaimerdenova N.Zh., Madieva G.B., Avakova R.A. and other Dictionary of linguistics. Til bilimi sozdigi. Ed. E. D. Suleimenova. - Almaty: Gylym, 1998.
11. Suleimenova E.D., Shuimerdenova, N.Zh., Smaklova Zh.S., Akanova D.Kh. Aleumettik linguistics termindernin sozdigi. Dictionary of sociolinguistic terms. - Almaty: Arman-PV, 2008.

6. Scale for evaluating answers to questions of examination cards:

The general rules for assessing the knowledge of applicants for doctoral studies are regulated by the Regulations on the 100-point system for assessing the knowledge of students, operating at the Al-Farabi Kazakh National University.

The answers to each question on the exam card are scored on a 100-point scale, the final score for the exam is deduced as the arithmetic mean of the points received for each answer on the card, and converted into a score on a five-point scale according to the following scheme:

Grade by letter system	Numeric equivalent of points	% content	Grade by traditional system
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	Satisfactory
C	2,0	65-69	
C-	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
F	0	0-49	Unsatisfactory

Evaluation of examination papers is carried out on a 100-point scale, taking into account the degree of completeness of the student's answer:

Assessment	Criteria	Scale, points
A Excellent	<ol style="list-style-type: none">1. Given correct and complete answers to all theoretical questions, the answers have a fundamental scientific basis in the direction of training.2. Demonstrated a systemic understanding of the problem posed, demonstrated the ability to critically think and analyze, evaluate and synthesize new and complex ideas in the field of linguistics.3. The practical task has been fully completed and the ability to effectively solve the set problems has been demonstrated.4. The applicant is able to formulate and solve modern scientific and practical problems in the	95-100

	field of linguistics.	
A- Very good	<ol style="list-style-type: none"> 1. Given correct and complete answers to all theoretical questions. 2. The practical task has been fully completed and professional competence has been demonstrated. 3. The material is presented correctly in a logical sequence. 4. The answers demonstrated the applicant's ability to successfully carry out research activities. 	90-94
B+ Good	<ol style="list-style-type: none"> 1. Correct, but incomplete answers to all theoretical questions are given, insignificant errors or inaccuracies in the definitions are allowed. 2. The correct answers of a practical nature were given and the ability to solve the assigned tasks was shown, however, in solving them, a minor mistake was made. 3. Demonstrated skills and abilities to integrate existing and new social knowledge for setting scientific tasks and solving problems. 	85-89
B Good	<ol style="list-style-type: none"> 1. Correct, but incomplete answers to all theoretical questions are given, insignificant errors or inaccuracies in the definitions are allowed. 2. The correct answers of a practical nature were given and the ability to solve the assigned tasks was shown, however, in solving them, a minor mistake was made. 3. The material is presented correctly in compliance with the logical sequence, but with minor errors. 	80-84
B- Good	<ol style="list-style-type: none"> 1. Given correct, but incomplete answers to theoretical questions, errors or inaccuracies in the definitions were made. 2. The correct answers of a practical nature were given and the ability to solve the assigned tasks was shown, however, in solving them, a minor mistake was made. 3. The material is presented competently in a logical sequence, but with errors. 	75-79
C+ Satisfactory	<ol style="list-style-type: none"> 1. Answers to theoretical questions are mostly correct, but incomplete, inaccuracies in formulations and logical errors were made. 2. The practical task was not completed completely. 3. The material is presented correctly, but the logical sequence is broken. 	70-74
C Satisfactory	<ol style="list-style-type: none"> 1. Answers to theoretical questions are correct, but incomplete, there are inaccuracies in the wording and there are logical errors. 	65-69

	<p>2. The practical task is partially completed.</p> <p>3. The material is presented, but the logical sequence is violated.</p>	
C- Satisfactory	<p>1. Answers to theoretical questions are incomplete, do not reveal the essence of the problem, there are significant inaccuracies in the formulations and there are logical errors.</p> <p>2. The practical task has not been completed.</p> <p>3. The material is presented inconsistently.</p>	60-64
D+ Satisfactory	<p>1. Answers to theoretical questions are incomplete and contain gross errors.</p> <p>2. The practical task has not been completed.</p> <p>3. In the statement of the answer, significant grammatical and terminological errors were made, the logical sequence was violated.</p>	55-59
D Satisfactory	<p>1. Answers to theoretical questions are incomplete and contain serious errors.</p> <p>2. The practical task has not been completed.</p> <p>3. In the presentation of the answer, significant grammatical and terminological errors were made, the logical sequence was violated.</p>	50-54
F Unsatisfactory	<p>1. Answers to theoretical questions contain gross errors.</p> <p>2. The practical task was not fulfilled, the inability to process information was revealed.</p>	0-49