Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
(RUDN University)

Institute of World Economy and Business

(educational division (faculty/institute/academy) as higher education programme developer)

COURSE SYLLABUS

PROBLEMS OF LINGUISTIC SEMANTICS

(course title)

Recommended by the Didactic Council for the Education Field of:

45.04.02 "LINGUISTICS" (Master's Degree)

(field of studies / specialty code and title)

The course instruction is implemented within the professional education programme of higher education:

«Foreign Language of Professional Communication and Specialized Translation»

(higher education programme profile/specialisation title)

2025

1. COURSE GOAL

The aim of the course "Problems of Linguistic Semantics" is to form an idea of the main issues of semantics as a part of the general theory of language, and to familiarize students with the history of origin and development of linguistic semantics and the main directions and schools of modern linguistic semantics.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the discipline (module) "Problems of Linguistic Semantics" is aimed at the development of the following competencies /competences in part:

Table 2.1. List of competencies that students acquire through the course study

Competence code	Competence description	Competence development indicators (in the framework of this course)
GPC-1	GPC-1. Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	GPC-1.1. Applying the values inherent in the culture of the countries of the studied foreign language
		GPC-1.2. Understanding the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language
		GPC-1.3. Competent applying of trends in the development of the foreign language system in his/her professional activity
PC-5	PC-5. Ability to perform written translation in observance of the lexical equivalence, as well as of grammar, syntactic and stylistic norms	PC-5.1. Translating with following the lexical equivalence norms in accordance with the required level of equivalence.
		PC-5.2 Mastery of grammatical, syntactic, and stylistic norms of the target language in written translation (the absence of grammatical, syntactic, or stylistic errors in the target text).
		PC-5.3. Grammar, syntax, and stylistics of the target text are equivalent to those used in the original text

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "Problems of Linguistic Semantics" refers to the part formed by participants of educational relations of the block B1.V.DV.03.

Within the higher education programme students also master other disciplines and / or practices that contribute to the achievement of the planned results of the course "Problems of Linguistic Semantics".

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Compet ence code	Competence description	Previous Disciplines/Modules*	Subsequent Disciplines/Modules*
GPC-1	Mastery of a system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and its development trends, the system of values and perceptions inherent in the culture of the countries of the studied foreign language	Theory of translation; Translation rendering of specialized texts; Language of media texts; Information and communication technologies; Lexicography and Corpus Linguistics	Practice of professional communication (first foreign language); Practice of professional communication (second foreign language); Theory and practice of written specialized translation; Theory and practice of specialized interpreting; Theory and practice of cross-cultural business communication; Practicum in the culture of verbal professional communication (second foreign language); Practicum in the culture of verbal professional communication (first foreign language; Scientific communication; Abstracting and annotating of specialized texts; Translation analysis of specialized texts; Specialized abstract translation of texts; Professional editing of specialized texts; Translation of business documents; Internship
PC-5	Ability to perform written translation in observance of the lexical equivalence, as well as of grammar, syntactic and stylistic norms	Theory of translation	Professional editing of specialized texts; Translation of business documents

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Science Communication" is 2 credits.

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)*

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2		4
Contact academic hours		17	17			
Lectures (**LC**)						
Lab work (**LW**)						
Seminars (workshops/tutorials) (**S**)		17	17			
Self-studies		37	37			
Evaluation and assessment (exam/pass/fail grading)		18	18			
Course workload	academic hours	**72**	**72**			
	credits	**2**	**2**			

Table 4.2. Types of academic activities during the periods of higher education programme mastering (part-time training)*

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours						
Lectures (**LC**)						
Lab work (**LW**)						
Seminars (workshops/tutorials) (**S**)						
Self-studies						
Evaluation and assessment (exam/pass/fail grading)						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme part-time training

Table 4.3. Types of academic activities during the periods of higher education programme mastering(correspondence training)*

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
Contact academic hours					
Lectures (**LC**)					
Lab work (**LW**)					
Seminars (workshops/tutorials) (**S**)					
Self-studies					

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
Evaluation and assessment (exam/pass/fail grading)						
Course workload	academic hours					
	credits					

* - to be filled in in case of the higher education programme correspondence training mode

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types*
Module 1. Nature of Meaning and Its Typology	Topic 1.1. The nature of the meaning. The meaning and the sign. Typology of meanings. Basic concepts of the general typology of meanings.	S
	Topic 1.2. Typology of meaning in semiotics and structural linguistics. Subject and limit of semiotics.	S
	Topic 1.3. The concept of lexical and grammatical meanings in the linguistic tradition. Level structure of the language and linguistic typology of meanings.	S
Module 2. Problems of Lexical Semantics: Structure of Lexical Meaning, structure of a word	Topic 2.1. Lexical meaning and notion (concept)	S
	Topic 2.2. Structure of lexical meaning: intentional and implicational	S
	Topic 2.3. Structure of lexical meaning: secondary signification	S
	Topic 2.4. Justification of semantic classification of adjectives.	
	Topic 2.5. Graphs of the semantic structure of words. The language status is a word of meaning. Word and notion (concept). Differences between "meaning" and "sense".	S
Module 3. Lexical Oppositionality: Antonyms and Converses	Topic 3.1. A cognitive model of oppositivity. Conditions for the opposite of attributes.	S
	Topic 3.2. Subject-logical typology of opposites of attributes	
	Topic 3.3. Antonymity conditions and structure of antonymic meanings.	S
Module 4. Annotation of a scientific text.	Topic 4.1. Types of annotations by content and purpose.	S
	Topic 4.2. The structure of the annotation. Speech standards for making annotations.	S

Course module title	Course module contents (topics)	Academic activities types*
Module 5. Interaction of Lexical Meanings of Words in Word Collocations (Combinatorial Semantics)	Topic 5.1. Subject, tasks, and initial concepts of combinatorial semantics.	S
	Topic 5.2. Semantic combinatorics of explication and elision word collocations.	S
Module 6. Basic Concepts of Cognitive Semantics	Topic 6.1. Mental worlds of consciousness. Rational-logical, ideological, and fantasy-game mindset	S
	Topic 6.2. Space and time in the mental worlds. Categorization of the world in consciousness.	
	Topic 6.3. Taxonomic and analogous categorization. Logic and analogy in the genesis of mindset. Estimated categorization of the world	S

* - to be filled in only for full -time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
Seminar	An auditorium for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	323 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106 340 Multimedia projector Casio XJ-F100W Wall screen Digis Dsem-1105 330 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106
Computer Lab	An auditorium for conducting classes, group and individual consultations, current and mid-term assessment, equipped with	472 Notebook Asus X751L Intel I5 1700 MHz/8

Classroom type	Classroom equipment	Specialised educational / laboratory equipment, software and materials for course study (if necessary)
	personal computers (in the amount of _____pcs), a board (screen) and technical means of multimedia presentations.	GB/1000 GB/DVD/audio (15 pcs) Multimedia projector Benq MW526 Screen 220*220 MS Windows 8.1 64bit Microsoft Office 2013 SDL Trados Studio 2015 Adobe Reader FastStone Image Viewer
Self-studies	An auditorium for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	324 Multimedia projector Casio XJ-M250 Wall screen Digis Dsob-1106

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main reading:

1. Kobozeva I. M. Lingvisticheskaya semantika [Tekst]: Uchebnik / I.M. Kobozeva. - Izd. 4-e. - M.: Knizhnyj dom "Librokom", 2019. – p. 352. http://lib.rudn.ru/MegaPro/Web/SearchResult/ToPage/1

2. Slovo i yazyk: Sbornik statej k vos'midesyatiletiyu akademika Y.D.Apresyana / Otv. red. I.M.Boguslavskij, L.L.Iomdin, L.P.Krysin. - M. : Yazyki slavyanskih kul'tur, 2021. – p. 736.

3. Zykova, M. I. Modern English Lexicology [Tekst]: Uchebnoe posobie. - Elektronnye tekstovye dannye. - M. : Izd-vo RUDN, 2021. http://lib.rudn.ru/ProtectedView/Book/ViewBook/3187

Additional reading:

1. Apresyan, Y.D. Leksicheskaya semantika. Sinonimicheskie sredstva yazyka. M., 2020.

2. Arnol'd, I.V. Semantika. Stilistika. Intertekstual'nost'. S.-Pb., 2019.

3. Arnol'd, I.V. Semanticheskaya struktura slova v sovremennom anglijskom yazyke i metodika ee issledovaniya. L., 2020

4. Arutyunova, N.D. Tipy yazykovyh znachenij. Ocenka. Sobytie, Fakt. M., 2019.

5. Arutyunova, N.D. Yazykovaya metafora (sintaksis i leksika)// Lingvistika i poetika. M., 2019.

6. Bogdanov, V.V. Semantiko-sintaksicheskaya organizaciya predlozheniya. L., 2021.

7.   Bondarko, A.V. Grammaticheskoe znachenie i smysl. L., 2020.

8.   Bondarko, A.V. Funkcional'naya grammatika. L., 2021.

9.   Voronin, S.V. Osnovy fonosemantiki. L., 2019.

10.   Kosova, M. V.   Russkaya lingvisticheskaya terminologiya: semanticheskie processy, Izd-vo Volgogr. gos. un-ta, 2003

11.   Lajonz, John, Lingvisticheskaya semantika. Vvedenie :M. : YAzyki slavyan. kul'tury, 2003

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web

- EL "University Library Online" http://www.biblioclub.ru

- EL "Yurayt" http://www.biblio-online.ru

- EL "Student Consultant" www.studentlibrary.ru

- EL "Lan" http://e.lanbook.com/

- EL "Trinity Bridge"

- ……….

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation http://docs.cntd.ru/

- Yandex search engine https://www.yandex.ru/

- Google search engine https://www.google.ru/

- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

- ………..

Training toolkit for self- studies to master the course *:

1. Methodological instructions for preparation for practical classes in the course "Problems of Linguistic Semantics".

Active teaching methods used in teaching:

- educational group discussions,

In an academic discussion, the solution to a problem is to be found in the learning process by a given group of people and in a given audience. The goal is a search process that should lead to objectively known but, from the students' subjective point of view, new knowledge. When conducting a discussion, it is necessary that students-participants have a clear understanding of the subject, the general framework of the discussion, and the order of the discussion. Organizing the discussion, the teacher has to create a favorable, psychologically comfortable environment, to seat the participants in a circle. In addition, it is important to clarify the topic or question beforehand. The introductory part is built in such a way as to actualize the participants' knowledge, to introduce the necessary information, and to create interest in the problem.

There are several options for organizing the introductory part of the discussion:

1. Brief preliminary discussion of the issue in small groups;

2. Introducing the topic of the conversation through a task set in advance for one or two participants to make an introductory problem statement revealing the problem statement;

3. Using a brief pre-talk on the topic.

Any of the options should not take a long time so that it is possible to move into the discussion more quickly.

There is a number of sequential steps that must be taken to conduct a discussion effectively:

1. To allocate roles-functions in the discussion group (facilitator (organizer), analyst, recorder, observer).

2. To determine the order of work when discussing the problem in discussion groups (problem formulation; grouping of participants into groups, distribution of roles in small groups, explanation of the leader about the expected participation of participants in the discussion; discussion of problems in small groups; presentation of the results of the discussion in front of the whole team; continuation of the discussion and behavior of the results).

- educational (business and role-playing) games,

Among the active forms of student training, a special place belongs to the game (educational, business, didactic), which most adequately reflects the socio-psychological characteristics of young people as an object and subject of training and education and educational trainings.

Educational games help to form such important key qualifications of specialists as communication skills, tolerance, teamwork, independent thinking. Educational games are built on the principle of imitation of various situations of cognition and communication. Some fragments of the game can be used directly in the classroom: role-playing, for example, a student is offered the role of a "polemicist", asking the speaker difficult questions, or when the most prepared student is assigned to conduct a discussion of one of the issues presented in the practical training.

A business game requires following of some sequential steps:

The first is to communicate the task to the participants. Each participant should have the printed text of the task (as for the game conditions, it should be agreed in advance whether they are the same as in real life when solving similar tasks, or whether any game changes are made).

The second is the creation of teams. Teams are formed in any way, and they have the right to assign themselves some names or numbers.

The third is the direct work of the teams.

Then each team prepares a short (up to 10 minutes) oral report on their approaches and methods of solving the problem and on the solution itself. The report is composed in any form. The choice of the report form is also a game result.

After hearing the reports, it is necessary to evaluate them, compare, and summarize. This is an important part of the learning process.

Organizers should follow some guidelines when applying the role-playing method:

1. A role-play plan should be carefully developed, with literature for role development or dossiers of materials for the main roles. It is advisable to have at least two classrooms for groups to work in, as role development is a creative endeavor.

2. The effectiveness of role-plays is determined by the novelty of the experience, so if they are used at every opportunity, the value of this interactive technology is diminished.

3. The number of working groups should be small (up to 10 people). Such a number allows to create an informal creative environment conducive to productive learning.

4. It is desirable to involve assistants in the role-playing game. They can be other faculty members or graduate students conducting research on the topic of the game.

5. If possible, make a videotape that will provide feedback and validation.

Training is a method of active learning aimed at developing knowledge, skills, abilities, and personal qualities. It is understood as an intensive short-term (2 hours) form of training in a group (10-12 people), aimed at assimilation of theoretical material and its consolidation, as well as the formation of skills of professional activity.

* The training toolkit for self- studies to master the course is placed   on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study "Problems of Linguistic Semantics" completion are specified in the Appendix to the course syllabus. **https://esystem.rudn.ru/course/view.php?id=2222**.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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