

Approved by

By decision № 02-01/03 on 30.01.2019 of academic board of
Saint Tbel Abuseridze teaching university of Patriarchate of Georgia
Chairperson of Academic Board;
Rector, Skhalta Archbishop Spiridon

Reviewed:

By the Board of the Faculty of Humanities and Education

Protocol № 02-03-06/01. 26. 01. 2019,

**Faculty of Humanities and Education
of St. Tbel Abuseridze Teaching University**

Of Patriarchate of Georgia

Master's educational program

Georgian (Kartvelian) Linguistics

Qualification Master of Humanities

Volume of the program: 120 ECTS credit

Heads of Program:

**Professor Elza Putkaradze
Professor - Medea Rijvadze**

Khichauri, 2019

1. Title of the program Georgian (Kartvelian) Linguistics

2. Education level: Bachelor's Degree

3. Qualification/academic degree to be awarded:

Master of Humanities

4. Program volume in credits: 120 ECTS credit among those 80 credits are allocated for the main specialty, 10 credits - elective disciplines, 30 credits - diploma work.

5. Language of instruction: The program is offered in Georgian Language.

6. Educational program objectives:

Georgian literary language has centuries-long written tradition and holds a special place among the ancient languages of the world. Therefore, it is important to study it's with general scientific aspect. This is natural, Georgian language is the state language of the Republic of Georgia and the thorough scientific study of state language is matter of dignity of Georgian state. This Master Program also serves to accomplish this aim.

Master's program in Georgian Linguistics is aimed at preparing qualified specialists of Georgian language. In particular, the Master students will thoroughly study the old and new literary language, phonetic, morphological and syntactic structures of the Georgian language dialects. Develop the ability to work on dialectic texts, analytical thinking, critical approach to the issue and the ability of scientific research to introduce the theories and results of linguistic research.

The Master's Program aims to prepare a highly qualified, competitive specialists according to modern requirements, who will be able to integrate specialists of this field into linguistic space. With this will support popularization of Georgian language and culture and increase international competitiveness of Georgian higher education. Which on one hand, ensures employment of young specialists, on the other - attracting youth to universities and their formation into qualified specialists.

Graduate Master's programs as a specialist who knows main problems of linguistics (who knows the main peculiarities of the Georgian literary language, Georgian dialects) will able to work on:

- Position of scientific worker in higher education institutions and scientific-research institutes;
- As a teacher of Georgian language (and literature) in secondary education institutions (after receiving the relevant additional qualifications in education direction);
Publishing organizations;
- Government and private organization structures;
- On the position of Georgian language stylist-editor in publishing, editing and other similar institutions.

This program is focused on establishing national and universal values. Supporting intellectual, moral and cultural development of the society, the taking care of the personal and professional development of the student.

The Master Program is intended for students who have undergraduate education and want to enhance knowledge in Georgian linguistics.

7. Teaching format:

Teaching will be implemented in the format of lectures, seminars and practical studies.

8. Prerequisites for admission to the program:

The rule set by the Georgian legislation. Examination conducted by the National Examination Center and the Saint Tbel Abuseridze Teaching University of Georgian Patriarchate.

9. Teaching outcomes

Master's learning outcomes		
Criteria	General competencies	Field Competencies
Knowledge and understanding	Has a deep and systematic knowledge of the field that gives the possibility to develop new, original ideas, to understand the ways of solving individual problems, namely	<p>Will have a deep and systematic knowledge of general and field linguistics: There will be aware of separate problems of Georgian linguistics, ways of solving these problems and will develop scientific views;</p> <p>Will know structure of old and new literary language and will be aware of norms of literary language.</p> <p>Will know Formation of verbal forms, issues of forming and maintaining verb categories, constructions of verbs, paradigmatic system of defective verbs of Georgian language, bases for their occurrence and general law; regularity of their development; Name peculiarities in Georgian, Derivative model of name basis, conjugation functions; Phonetic structure of Georgian dialects, Main issues of historical dialectology, Main Phonetic-Morphological, Lexical Peculiarities of main Adjarian and Tao-Klarjuri dialects, Issues of Dialectic Differentiation of Tao-Klarjuri Speech; Structure of the Georgian language sentences, peculiarity, issues of articulation and composition of structure; model change mechanism of verbal noun from historical point of view, Structural-semantic models and universality in their own name categories, peculiarities of occurring, developing and functioning of synonyms; Key issues of lexicology and lexicography; Linguistic peculiarities of the word-creativity heritage of Georgian writers; The structure and regularity of linguistic tradition and semiotic space.</p>
Ability to apply knowledge in practice	Is able to act in a new, unforeseen and multidisciplinary environment; search for new, original ways for solving complex problems, including carrying out independent studies using the latest methods and approaches	<p>Will acquire knowledge of structural issues of the Georgian language, which is necessary for modern interdisciplinary research, which will enable the possibility of acting in a new, unexpected and multidisciplinary environment;</p> <p>Will find ways of solving problems and independently conduct research using the latest methods within its competence; Will have ability of linguistic research; Will have ability to critically analyze of scientific literature, discussions on controversial issues through consistent and logical arguments, to clearly demonstrate their position or point of view, make argument conclusions, scientific observation and analysis skills and carry out independent research of specific linguistic concepts, theory or provision using the latest methods.</p>
Making Judgment	Formulation of substantiated conclusions based on critical analysis of complex and incomplete information (including recent researches); innovative synthesis of information based on the latest data, in particular:	<p>Will be able to make the comparison-confrontation of opinions about the development of the history of Georgian linguistic thinking, verbal categories, the morphological characteristics of Noun, key issues of historical dialectology, and also local dialects, Georgian phonemic nature, peculiarities of the Georgian language sentences, the language and style of different types of texts; so he (she) will develop ability to identify, analyze and synthesize relevant data using relevant methods to recognize and solve problems and make grounded conclusions, COMPARING-COLLATION OF THE FACTS TO EACH OTHER - ABILITY OF CRITICAL THINKING AND THE ABILITY TO ACCESS THE ESSENCE OF THE PROBLEM; Can make argumentative conclusions based on the conducted scientific research and generalize their results; will be able to develop his own opinion and relevant justified conclusions, innovative synthesis of linguistic information.</p>

Communication skills	The ability to communicate their conclusions, arguments and research methods to academic or professional societies in Georgian and foreign languages, while taking the standards of academic honesty and achievements of information-communication technologies into account, in particular:	He (she) has a reasonable argumentative communication ability in the field of linguistic issues; Can present the conclusions to professional and interested audience; Has the ability to use the achievements of information-communication technologies creatively.
Learning Skills	Skills to conduct learning independently, understanding the peculiarities of the academic process and high level of strategic planning;	Has the ability to learn, apply and process new knowledge on key issues of the Georgian language phonetics, morphology, syntax, lexicology, dialectology, and also can use special literature, study independently and deepen acquired knowledge, has skills of working independently and sense of self-evaluation.
Values	Evaluation of one's own and others' attitudes towards the values and making a contribution to the introduction of new values.	He (she) understands the importance of Georgian language as a cultural achievement in the world civilization; also knows the role of Georgian language as a determining factor of national ideology; Has understood and respects national and universal values, has developed citizen consciousness and can evaluate the attitude of others.

10. Method of achieving learning outcomes

The following tools will be used in the implementation of the program: Various methods will be inside the problem to study disciplines envisioned by educational program, achieve learning outcomes, for masters student to get fundamental knowledge in Georgian linguistics, develop relevant skills, himself put new problems, find ways of their solution and to be able to independently research scientific issues:

Brainstorming - means promotion of forming and communicating, as much as possible, thoughts and ideas (desirably radically different ones) on specific issues within the particular topic. This method promotes the development of a creative approach to the problem.

Discussion - discussion process sharply increases the quality of student engagement and activity. This process is not limited only to the questions raised by a professor. This method develops the ability of a student to argue and substantiate own opinion.

Collaborative work - means dividing students into groups and giving them a study task. Members of the group individually elaborate the issue and simultaneously share it with other members of the group. Depending on the task determined, it is possible to distribute the functions among the members of the group in the work process. This strategy ensures a maximal involvement of all the students into the learning process, both in a written and oral form.

Problem based learning (PBL) uses a problem as the initial stage of integration process and acquiring the knowledge. Solving the problem requires a student to work with the book.

The heuristic method is based on a gradual solution of the tasks given to the students. This task is carried out through the identifying facts in the study process and linkages between them independently.

Demonstration method implies visual presentation of information. It is quite effective in terms of achieving the result. In most cases it is possible to deliver the material to the students by a method of multimedia. The studied material can be demonstrated by a teacher as well as by a student. The method helps to visualize different levels of perception of study material and to specify the work that students will have to do independently; at the same time, this strategy visually demonstrates the essence of a issue/problem. It is possible to deliver the material online. In the process of explaining grammatical material it is effective to draw up charts and diagrams (Vienna Diagram, Fish Skeleton, etc.).

Practical methods unite all the forms of teaching that form student's practical skills, a student fulfills different activities on the basis of the acquired knowledge and professor's consultation, the activities may include the preparation of presentation, observing and identifying linguistic peculiarities based on text, preparation of a Master's thesis, etc.

The following traditional logic methods (induction, deduction ...) will be used:

- The **Induction method** of learning defines the form of any topic knowledge, when the process of thinking is directed from the private to the particular, from facts to generalization, or the process is transmitted from the particular to general.
- The **deductive method** of learning defines the form of transferring any subject knowledge that, based on general knowledge represents a logical process of discovering the new knowledge or the process flows from the general to the particular.
- The **Explanatory method** is based on a discussion covering the given issue. While conveying the material the professor provides a concrete example, which is discussed in detail within the given topic;
- The **method of analysis** assists us in breaking down the training material as one whole unit into its constituents. It simplifies the detailed coverage of particular items inside a complex problem.
- **The method of synthesis** implies a reversed procedure i.e. creation of whole by means of grouping certain issues. This method supports development of the ability to perceive a problem as a whole.

Action-oriented teaching requires intensive involvement of professor and students in the teaching process whereas practical interpretation of theoretical material is of special significance.

The Verbal or Oral method.

Method of working with a textbook.

Method of writing work:

11. Students knowledge evaluation system

1. The evaluation of students is performed in accordance with the rule governing the educational process of Saint Tbel Abuseridze Teaching University of the Patriarchate of Georgia.

2. Student's semester work in each subject is evaluated with 100 points, which are obtained through various activities during studies: Participation in seminar / practical work, based on results of abstracts,, presentations, research component, midterm assessments, final / final exams and other results provided by the course.

3. The final evaluation of the learning course represents the fulfillment of the requirements envisaged by the same learning course, which is divided into two parts and implied the sum of midterm and final evaluations.

4. Out of the 100 points of the learning course, the midterm evaluation has 60 points, whereas the final evaluation has 40 points. Midterm and final evaluations are composed of the evaluation components that unite the surveys, examinations, practical and theoretical works of an oral and/or written type. Students are evaluated using several evaluation components, which are detailed in the syllabus of study courses.

5. Midterm evaluation is composed of: Midterm examination- 20 points. The number of midterm evaluations is determined considering the content requirements of a particular learning course. Current evaluations - 40 points. Current assessments can be made in written and / or oral form and in the case of the course the other method of evaluation may be used apart from written and oral evaluation.

6. Methods for the evaluation of individual components of evaluation, evaluation criteria and the rule for accumulating the appropriate point are determined by the syllabus of an individual learning course, where the following minimum requirements should be met:
a) each written examination of current evaluation may be evaluated by a maximum of 20 points; b) each oral examination of current evaluation may be evaluated by a maximum of 5 points;

7. The threshold for the minimal competency of the midterm assessment is 21 points; whereas the threshold for minimal competency for the final examination is 20 points.

8. A student is required to attend at least 50% of lecture courses, otherwise he/she will not be allowed to take the final exam.

9. The student's work is evaluated by the following scheme:

Positive evaluation:

- A) A - Excellent 91 - 100 points of maximum evaluation
- B) B - Very Good 81 - 90 points of maximum evaluation
- C) C - Good 71 - 80 points of maximum evaluation
- D) D - Satisfactory 61 - 70 points of maximum evaluation
- E) E - Sufficient 51 - 60 points of maximum evaluation

Negative Evaluation

- f) FX - Did not pass 41-50 points of maximum evaluation, meaning that a student requires some more work for passing and is given the right to sit an additional examination by means of an independent work;
- G) F - Failed 40 and less points of maximum evaluation that means that the work of the student is not sufficient and he/she has to retake the course again.

10. The amount of points in the final evaluation is not added to the evaluation received by a student at the additional examination.

11. Evaluation received at the additional examination is the final one and will be reflected in the final evaluation of the educational program component.

12. Considering the evaluation at the additional exam, if a student gets 0-40 points in the final evaluation of the educational component, a student will have F-0 points assigned.

Detailed information on the criteria of evaluation forms planned within the academic course is provided in the syllabuses of particular academic courses.

The Master's thesis is evaluated by a 100-point system. (Criteria: logic, argumentation, reasoning - 30 points, architectonics of the thesis - 20 points, skills of conveying the knowledge - 15 points, innovation - 10 points, engagement in the discussion - 15 points, use of presentation material - 10 points). The procedures for designing, submitting and defending the Bachelor's thesis are determined by the regulation governing the educational process at Saint Tbel Abuseridze University of the Patriarchate of Georgia.

12. **Study Plan See. Annex 1.**

13. **Map of Learning Outcomes see Annex 2.**

14. **Master's thesis** - the rule of performance and protection see Article XVII, of study process regulatory rule of St. Tbel Abuseridze Teaching University

15. Human resources

Implementation of educational program is ensured by following academic staff:

1. Elza Putkaradze - Doctor of philology, Professor (name in Georgian I-II, Georgian language verb I-II, Sentence of Georgian language, Adjarian and Tao-Klarjeti dialects).
2. Medea Rizvadze - Doctor of philology, Professor (Georgian Onomastics, Verbal Noun, Problematic Course of Georgian Dialectology - Historical Dialectology I-II, History of Verb Category in Georgian).
3. Taliko Beridze - Doctor of Philology, Professor (lexicography, writer's language and style, Georgian phonetic structure - historical fonetics, lexicology).
4. Levan Khalvashi - Academic Doctor of Philology Sciences, Invited Lecturer (History of Linguistic Doctrines, Lingvosemiotics).
5. Iasha Tandilava - Doctor of Philology, Professor (History of development of Georgian Linguistic Thinking).
6. Tamila Churkveidze – Doctoral Student of Education, Invited Lecturer (Foreign Language - English).

16. Material resources:

The university provides the student with a library, conference hall, and the topics provided by the educational program can be presented using the projector and a computer device that is connected to the internet network.

Curriculum												
#	Components	Number of Credits	Number of hours	Distribution of hours					Distribution of credits by semesters			
				Lecture	Work in group	Midterm examination	Final examination	Independent work	I semester	II semester	III - semester	IV semester
	Educational components:	80										
1	History of the development of Georgian linguistic thought	5	125	14	14	2	5	90	5			
2	Georgian language verb - I	5	125	14	14	2	5	90	5			
3	Name in Georgian - I	5	125	14	14	2	5	90	5			
4	Problematic course of Georgian dialectology - I (historical dialectology)	5	125	14	14	2	5	90	5			
5	Lexicology	5	125	15	13	2	5	90	5			
6	English language C1-1	5	125		28	2	5	90	5			
7	Problematic course of Georgian dialectology - II (historical dialectology)	5	125	15	13	2	5	95		5		
8	Name in Georgian - II	5	125	14	14	2	5	95		5		
9	Georgian language verb - II	5	125	14	14	2	5	95		5		
10	Georgian phonetic structure (historical phonetics)	5	125	15	13	2	5	95		5		
11	Verbal noun	5	125	13	15	2	5	90		5		
12	English language C1-2	5	125		28	2	5	90		5		
13	History of verbal categories in Georgian	5	125	13	15	2	5	90			5	
14	Adjarian and Tao-klarjeti dialects	5	125	14	14	2	5	90			5	
15	Georgian language sentence	5	125	14	14	2	5	90			5	
16	Georgian name-study	5	125	13	15	2	5	90			5	
	Elective Subjects	10									10	
17	lexicography		125	15	13	2	5	90				
18	Language and style of a writer		125	15	13	2	5	90				
19	The history of linguistic doctrines		125	15	13	2	5	90				
20	Lingvosemiotics		125	15	13	2	5	90				
21	Master's thesis	30	750		30		2	718				30
	Total	120							30	30	30	30

Map of learning outcomes								
#	Components	Number of Credits	Field Competencies					
			Knowledge and understanding	Ability to apply knowledge in practice	Making judgment	Communication skills	Ability to learn	Values
1	History of the development of Georgian linguistic thought	5	+	+		+		
2	Georgian language verb - I	5	+	+	+		+	
3	Name in Georgian - I	5	+	+	+		+	
4	Problematic course of Georgian dialectology - I (historical dialectology)	5	+	+	+		+	
5	Lexicology	5	+	+		+		+
6	English language C1-1	5	+	+	+	+	+	+
7	Problematic course of Georgian dialectology - II (historical dialectology)	5	+	+	+			
8	Name in Georgian - II	5	+	+	+			
9	Georgian language verb - II	5	+	+	+		+	
10	Georgian phonetic structure (historical phonetics)	5	+	+	+	+	+	+
11	Verbal noun	5	+	+			+	
12	English language C1-2	5	+	+	+	+	+	+
13	History of verbal categories in Georgian	5	+	+	+	+		
14	Adjarian and Tao-klarjeti dialects	5	+	+	+			
15	Georgian language sentence	5	+	+	+		+	
16	Georgian name-study	5	+	+	+		+	
	Elective Subjects	10						
17	lexicography	5	+	+		+	+	+
18	Language and style of a writer	5	+	+	+	+	+	+
19	The history of linguistic doctrines	5	+	+	+	+	+	+
20	Lingvosemiotics	5	+	+	+	+	+	+
	Master's thesis	30	+	+	+	+	+	+