Academic Offer in Foreign languages
PhD in Philology
(the department of Theory, Practice and Translation of English)

EDUCATIONAL COMPONENTS:

Subject / Educational Component	ACADEMIC WRITING
Lecturer	
Educational level	Third (PhD)
Year of study (semester)	1 (2)
Number of ECTS credits	4
Language of instruction	English
Department	Department of Theory, Practice and Translation of English, Faculty of Linguistics
Assumed knowledge and prerequisites	English C1 (according to the CEFR)
The scope of the course	The course entails an array of practical activities primarily aimed at developing writing skills for academic purposes. Students will master their skills in writing academic texts in different genres; efficiently deliver presentations at academic conferences and participate in scholarly debate; communicate in academic environment.
Rationale	The educational component contributes to the development of professional expertise in translation studies.
Learning outcomes	By the end of the course students will have developed the abilities to: - perform linguo-creative activities in the domain of research and innovation; - apply communicative strategies of scientific discourse from the vantage point of intentional, pragmatic and cognitive approaches to effectively achieve the intended outcomes within the scope of research; - present the results of work in the form of completed scientific and research developments (publications, reports, presentations, etc.); - put in communicative strategies of scientific discourse, translation and academic writing to ensure the continuous development of philological science, conducting research in close connection with the international scientific community.
Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - confidently present and discuss the research results, as well as fundamental and applied problems in Philology, with both professionals in the field and nonprofessionals, in English — orally and in writing: produce and edit texts of different genres according to

	the contemporary standard requirements (research article, essay, regular presentation, conference presentation, public popular science lecture, academic lecture, etc.); efficiently report the research outcomes in research articles and publish them in Ukrainian and foreign academic journals;
	- comply with the provisions of academic ethics, as well as legal and social norms, when performing professional and innovative research activities;
	- comply with the provisions of academic integrity.
Instructional materials	Syllabus, reference books, authentic materials.
Mode of delivery	Seminars, tutorials
End-of-semester control	Exam

Educational component	Energetic approach to the study of communication processes
Lecturer	Alla Kalyta
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the study of (1) energetics of written and oral materialization of speech; (2) energetics of the interlocutors' instinctive neuromuscular activity; (3) energetics of psychophysiological processes of the individual's speech generation and acts of thinking during communication. Particular attention is paid to the methodological prerequisites for the study of speech energetics; new methods and methodology of experimental research of speech energetics; prospects for the speech energetics research.
Rationale	The educational component contributes to the development of a comprehensive methodology of modern interdisciplinary philological research. This discipline will allow the researcher to prognosticate scenarios and models of communication by graphically constructing psycho-energy-grams of the speakers' communicative behavior in stereotypical speech situations, taking into account the dynamics of changes in the utterances psycho-energetic potential.
Learning outcomes	Expected learning outcomes include: - the advanced conceptual and methodological knowledge in philology and at the boundaries of other linguistic and non-linguistic disciplines as well as the research skills sufficient to conduct scientific theoretical and applied research at the level of the latest world achievements, gaining new knowledge and / or innovation. - the ability to plan and perform theoretical and / or experimental research in philology and related interdisciplinary areas using professional tools, methods and approaches; critically analyze the results of their own research and the achievements of other scientists in the context of modern knowledge. - the ability to use methodological tools of different fields of knowledge to implement the tasks of innovative interdisciplinary research. - the ability to carry out scientific analysis of language, speech, literary and translated material, interpret and structure it taking into account the classical and latest methodological principles, formulate generalizations based on independently processed data.

Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - use the in-depth knowledge in the field of philology, understanding theoretical and practical problems, history and the current state of scientific philological knowledge, to master the terminology of the scientific field; - analyze philological phenomena in the field of fundamental philological principles and knowledge, classical and modern research approaches; - perform linguo-creative activity in the field of science and innovation; - carry out the comprehensive analysis of linguocognitive and sociocultural processes, to model and foresee the trends in the development of linguistic, extralinguistic and communicative phenomena; - perform the innovative application of methods of other branches of knowledge for realizing the tasks of interdisciplinary philological research.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	COGNITIVE POETICS: SCOPE OF RESEARCH
Lecturer	D.Sc., Prof. Vorobyova Olga P.
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of Theory, Practice and Translation of English
Assumed knowledge and prerequisites	*English B2.* Completion of master courses in General Linguistics, Stylistics, Theory of Translation, Cognitive linguistics, Methodology of Linguistic Research or their equivalents, PhD course of Academic writing.
The scope of the course	The scope of the course includes the main issues of Cognitive studies at the intersection of Linguistic poetics, Linguistic conceptology, Cognitive stylistics, Possible worlds semantics and Intermediality poetics. The elective addresses historiography of Poetics and its problematics, key personalities and schools of East-European, West-European and Transatlantic poetics, Cognitive in particular. It focuses upon basic assumptions of Cognitive poetics as cognitive oriented studies of literary text as well as the main vectors of their elaboration. The course gives much attention to the status and inventory of concepts and conceptual tropes (metaphors, metonymies, metaphtonimies). It highlights the key points of Conceptual integration (blending) theory jointly with the Mental spaces theory and the conception pf possible worlds. The course zeroes in on the phenomenon of iconicity in literary discourse as related to manifestations of emotional resonance and literary symbolism from a cognitive perspective. The course concludes with a current survey of intermediality in literary text.
Rationale	The educational component contributes to the development of professional expertise in comprehensive cognitive poetological analysis of literary texts, grounded in the combination of its various techniques together with more traditional techniques of stylistic, semiotic and narrative analyses.
Learning outcomes	Expected learning outcomes include: - Mastering the knowledge of the evolution of poetics (in terms of its mereological model) and the development of Cognitive poetics viewed from various scholarly and individual perspectives. - Demonstrating critical knowledge of the state of art in contemporary cognitive studies of literary text (Cognitive poetics, Cognitive stylistics, Cognitive rhetoric, etc.) in their similarities and differences. - The ability to explain basic principles (embodied understanding, analogous reasoning, etc.) and the key terms of Cognitive poetics (concept and anticoncept, literary concept, conceptual tropes, mental spaces, conceptual integration, possible worlds, iconicity, etc.). - Having a general idea of new areas associated with Cognitive poetics/ stylistics (Multimodal poetics/ stylistics, Mobile stylistics, intermedial studies, etc.).

	- Mastering the techniques of cognitive and emotive poetological literary text analyses used separately and in their combinations, along with traditional techniques of stylistic analysis and literary text interpretation, as well as demonstrating advanced skills of accomplishing such analyses. - The ability to incorporate gains of Cognitive poetics into one's own research with regard to its multidisciplinary context. - Being able to extrapolate the materials and ideas of the course in one's research in progress. - Demonstrating efficiency in preparing individual and group presentations as well as accomplishing other tasks related to the content of the course.
Competencies and skills	Upon successful completion of the course PhD students are expected to be able to: - Fully realize the role of systematic knowledge in the area of Cognitive studies of literary text, grounded in mastering various fields of Philology, novel scholarly paradigms, cognitive-discursive including, and the methodology of philological research. - Formulate scholarly problems within the framework of Cognitive poetics, develop relevant working hypotheses for one's own research through the lens of Cognitive poetics/ stylistics, which envisages reinterpretation of the acquired knowledge of the field as well as generating new multidisciplinary knowledge. - Define the methodology of cognitive studies of literary text and discourse, updating the techniques of their analysis and interpretation. - Independently select, digest, systematize and critically analyze the data pertaining to Cognitive poetics in its progress in Ukraine and beyond. - Generate new creative ideas related to the field of cognitive studies of literary text as well as multimodal and intermedial studies. - Carry out analytical and experimental activities in the area of Cognitive studies of literary text and adjacent fields of cognitively-oriented research , to plan experiments and prognosticate their results. - Efficiently use computer and multimedia technologies in preparing presentations and projects in Cognitive poetics. - Browse academic research databases for information search in the field of Cognitive poetics and adjacent disciplines. - Communicate crossculturally, maintaining international academic connections and argumenting PhD students' scholarly ideas to various audiences in English, while following the canons of public communication.
Instructional materials	syllabus, learning materials (monographic studies, journal papers, PPT presentations, video lectures, etc.)
Mode of delivery	interactive lectures (seminars / workshops / tutorials)
End-of-semester control	credit (passing exam)

Educational component	Multimodality of Modern Mass Media Space
Lecturer	Larysa Taranenko
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the study of communicative and pragmatic potential of verbal, nonverbal and paraverbal means' interplay in the modern English-language mass media space viewed within the framework of the scientific knowledge of multimodal, visual, para- and graphic linguistics. The course also offers the substantiation of the terminological and conceptual apparatus of these linguistic approaches.
Rationale	The educational component contributes to the development of skills to perform a comprehensive analysis of the verbal, nonverbal and paraverbal means' interaction in modern English-language mass media at the graphomorphemic, lexical, syntactic and textual levels, as well as to decipher and interpret multimodal stylistic functional resources of written communication.
Learning outcomes	Expected learning outcomes include the applicants' ability to: - analyze language units, define and characterize language phenomena and processes that determine them; - carry out the study of semiotic resources of the mass media communicative space and foresee their potential possibility to take part in the language game; - demonstrate multimodal literacy (visual, graphic, informational, etc.) in decoding modern English-language mass media texts; - initiate, regulate and analyze intercultural communicative interaction considering the specifics of modern mass media space.
Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - apply the principles of systematic organization of natural languages and patterns of their functioning in translation and research activities; - correctly decode the pragmatic potential of multimodal resources of modern English-language mass media; - have the command of expressive and logical multimodal language means as well as to use them to achieve the desired pragmatic result in the process of mass media communication.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	Academic communication in English as a second foreign language
Lecturer	
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the formation of the ability to use conceptual, methodological and factual knowledge in theoretical and practical issues of language communication, as well as scientific discourse communicative strategies for effective academic interaction.
Rationale	The educational component contributes to the development of skills to communicate the utterances in accordance with grammatical, lexical, stylistic and other requirements as well as in conformities with real situations of extra linguistic contexts. This course will help the students form the skills necessary to understand and analyze the phenomena of language communication, to use the acquired knowledge in the study of foreign languages, translation and linguistic research.
Learning outcomes	Expected learning outcomes include the applicants' ability to: - apply different communication tactics in different communicative situations; - express their ideas on complex topics and in various situations, using a wide range of different language means and their combinations.
Competencies and skills	Upon successful completion of the course PhD students are expected to: - analyze communicative processes in terms of a variety of their language means interaction; - apply different communication tactics in different communicative situations; - use verbal and nonverbal means of speech to achieve the goals in specific communicative situations; - apply different techniques of the analysis of language means and speech units.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	Practical classes
End-of-semester control	credit

Educational component	Non-verbal means of communication: nominative and pragmatic aspects
Lecturer	Larysa Taranenko
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the study of pragmatic and nominative potentials of the non-verbal components of communication, actualized in different types and kinds of discourses, as well as the role the nonverbal means play in the formation of a communicative style and the speech portrait of a language personality.
Rationale	The educational component contributes to the development of the skills to define the specificity of functioning and pragmatic effect of nonverbal means of communication in everyday, institutional and political types of discourses, to classify and single out the nonverbal components as universal, national or individual markers of communication, and to define their role in shaping the speaker's communicative image.
Learning outcomes	Expected learning outcomes include the applicants' ability to: - analyze language units' interaction in terms of characteristics of the phenomena and processes that determine a definite type of interaction; - define the typology of non-verbal means of communication and the features of their functioning in different types and kinds of discourses; - correctly decode nominative and pragmatic potentials of the non-verbal means of communication, actualized in everyday, institutional and political forms of present-day English discourse; - initiate, regulate and analyze intercultural communicative interaction taking into account the specificity of nonverbal communication.
Competencies and skills	Upon successful completion of the course PhD students are expected to be able to: - apply the principles of the language systematic organization and patterns of its functioning in professional translation and research activities; - correctly decode the nominative and pragmatic potential of nonverbal means of modern English; - master non-verbal resources of the English language and use them to achieve the planned pragmatic result of an interpersonal communication.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	Psychoenergetic and communicative-pragmatic aspects of language functioning
Lecturer	Larysa Taranenko
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the study of the communicative-pragmatic potential of all language means interaction within the framework of the innovative functional-energetic approach to the study of speech phenomena as a new interdisciplinary concept of linguistic research. The course is aimed at analyzing the connection of speech phenomena with cognitive processes occurring in the speakers' psyche. The categorical apparatus and methodological tools of psycho-energetic and pragmatic aspects of oral speech research are also substantiated.
Rationale	The educational component contributes to the development of the skills • to conduct a comprehensive study of the interaction of emotional, pragmatic, semantic and structural factors of the language means' functioning in oral communication, taking into account their impact on the listener; • to substantiate the specifics of the connection between the speaker's language picture of the world and his/her speech organization; • to study the cognitive aspect of the language means' functioning in the process of generating and decoding the meaning of oral communication.
Learning outcomes	Expected learning outcomes include the applicants' ability to: - conduct scientific theoretical and applied research at the level of the latest world achievements to gain new knowledge and / or perform innovative research; - plan and carry out experimental research in philology and related interdisciplinary areas using professional tools, methods and approaches, critically analyze the results of their own research and the achievements of other scientists in the context of present-day knowledge. - use methodological tools of different fields of knowledge to implement the tasks of innovative interdisciplinary research; - use the knowledge of translation studies, linguocognitive, pragmatic, sociocultural and psycholinguistic paradigms to optimize intercultural interaction.

Competencies and skills	Upon successful completion of the course PhD students are expected to be able to: - apply the principles of the language systematic organization and patterns of its functioning in professional translation and research activities; - correctly decode the nominative and pragmatic potential of the language means of various communicative situations.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	Psycholinguistics
Lecturer	Nataliia Sayenko
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department #1 of the English language of a technical orientation
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the study of basic principles of psycholinguistics as a science of mental processes related to the use of language. The course is aimed at studying speech activity (its nature, structure, dynamics of development, functioning, elementary structure); psycholinguistic analysis of speech communication; cognitive patterns of speech structures and processes; psycholinguistics of interpersonal communication; formation and actualization of speech activities as an individual communicative ability; development of cognitive abilities.
Rationale	The educational component contributes to understanding of: • the psycholinguistic modeling of the stages of speech generation, • psycholinguistic patterns of speech perception and comprehension, unconsciousness and equality of speech perception; • the effectiveness of the mechanisms of equivalent substitutions, apperception, probabilistic prediction; • stereotypes of role behavior based on the status-role structure of interpersonal communication.
Learning outcomes	Expected learning outcomes include the applicants' ability to: - analyze and effectively apply communicative tactics taking into account the basic provisions of psycholinguistic conflictology; - implement strategies to prevent and resolve communication conflicts; - apply knowledge about psycholinguistic features of the process of formation of skills and abilities of foreign language communicative activities for the effective foreign language learning and teaching.
Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - analyze traditional and present-day approaches to the study of speech phenomena as well as give their scientific interpretation from the standpoint of the ontological properties; - use in scientific and professional activities the achievements of applied aspects of psycholinguistic research in the field of foreign language acquisition, speech influence, mass media, speech diagnostics and personality identification, medicine, artificial intelligence systems and neurolinguistic programming.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	**Synergetic approach as a methodological basis of linguistic research**
Lecturer	Alla Kalyta
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level
The scope of the course	The scope of the course includes the study of linguistic synergetics as a new scientific paradigm; in outlining the basics of scientific ideas and conceptual and terminological apparatus of the synergetic approach to the study of linguistic phenomena, processes and objects as well as the perspectives of a linguistic synergetic research. Particular attention is paid to the methodological prerequisites for linguosynergetic studies; classification of principles and models of linguosynergetics, as well as the mechanisms of self-regulating and self-developing communicative processes.
Rationale	The educational component contributes to the development of a comprehensive methodology of modern interdisciplinary philological research. This discipline will allow the researcher to predict the dynamics of the language and speech evolution in the real world on the basis of building synergetic models representing the self-organization, disorganization and reorganization of the language as a complex open self-developing system.
Learning outcomes	Expected learning outcomes include: - the advanced conceptual and methodological knowledge in philology and at the boundaries of other linguistic and non-linguistic disciplines as well as the research skills sufficient to conduct scientific theoretical and applied research at the level of the latest world achievements, gaining new knowledge and / or innovation. - the ability to plan and perform theoretical and / or experimental research in philology and related interdisciplinary areas using professional tools, methods and approaches; critically analyze the results of their own research and the achievements of other scientists in the context of modern knowledge. - the ability to use methodological tools of different fields of knowledge to implement the tasks of innovative interdisciplinary research. - the ability to carry out scientific analysis of language, speech, literary and translated material, interpret and structure it taking into account the classical and latest methodological principles, formulate generalizations based on independently processed data.

Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - use the in-depth knowledge in the field of philology, in particular the basic concepts, understanding theoretical and practical problems, history and the current state of scientific philological knowledge, to master the terminology of the scientific field; - analyze philological phenomena in the field of fundamental philological principles and knowledge, classical and modern research approaches; - perform linguo-creative activity in the field of science and innovation; - carry out the comprehensive analysis of linguocognitive and sociocultural processes, to model and foresee the trends in the development of linguistic, extralinguistic and communicative phenomena; - perform the innovative application of methods of other branches of knowledge for realizing the tasks of interdisciplinary philological research.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts etc)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	Sociocultural aspect of linguistic research
Lecturer	Larysa Taranenko
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level.
The scope of the course	The scope of the course includes the study of theoretical and methodological foundations of the socio-cultural aspect of linguistic research; basic theoretical principles regarding the nature of socio-cultural phenomena and processes; leading factors that influence the socio-cultural differentiation of language and speech; sociocultural variability of verbal and nonverbal means' interplay in present-day English on the basis of recent scientific interdisciplinary knowledge in sociolinguistics. The course is also aimed at substantiation of conceptual and terminological apparatus of the sociocultural aspect of linguistic research.
Rationale	The educational component contributes to the comprehensive analysis of socio-cultural features of different types and kinds of discourses. This course acquaints the PhD students with current trends and processes of the English language and helps them distinguish those socio-cultural factors that cause its variability. Considerable attention is paid to the interpretation of speech from the stand point of such socio-cultural factors as the speakers' national and social identity, the nature of their relationships, gender, employment, national and cultural specifics of the communicative situation, etc.
Learning outcomes	Expected learning outcomes include: - advanced methodological knowledge in philology and adjacent subject areas, as well as research skills sufficient to conduct scientific theoretical, applied and interdisciplinary research; - the ability to plan and perform theoretical and / or experimental research in philology and adjacent interdisciplinary areas using professional tools, methods and approaches, critically analyze the results of their own research and the achievements of other scientists within the context of present-day knowledge; - the use of methodological tools of various fields of knowledge to solve the tasks of innovative interdisciplinary research; - the skills to analyse language, speech, literary and translation material, interpret and structure it taking into account the classical and innovative methodological principles, as well as formulate generalizations based on independently processed data;

	- the use of knowledge of translation studies, linguocognitive, pragmatic, sociocultural and psycholinguistic paradigms to optimize intercultural interaction.
Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - perform an in-depth analysis in the field of philology, considering theoretical and practical problems, history of development and current state of scientific philological knowledge; - analyze language and speech phenomena in the field of fundamental philological principles and knowledge, classical and modern research approaches, as well as on the basis of appropriate general scientific methods; - comprehensively analyze linguocognitive and sociocultural processes, to model and predict trends in the development of linguistic, extralinguistic and speech phenomena; - innovative application of methods of other branches of knowledge for realization of tasks of interdisciplinary philological research.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts etc)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	STYLISTICS AND TEXT INTERPRETATION: TRADITION AND NEW VISTAS
Lecturer	D.Sc., Prof. Vorobyova Olga P.
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of Theory, Practice and Translation of English
Assumed knowledge and prerequisites	*English B2.* Completion of master courses in General Linguistics, Stylistics, Theory of Translation, Methodology of Linguistic Research or their equivalents, PhD course in Academic writing.
The scope of the course	The scope of this course includes the main issues of Stylistics and Text interpretation within the framework of traditional and edge-cutting approaches. The elective addresses historiography of Stylistics and Linguistic stylistics, their problematics, key personalities and schools of East-European, West-European and Transatlantic stylistics and text interpretation. It focuses upon the content and evolution of basic stylistic while being oriented towards elaborating the skills of linguostylistic analysis of texts and discourses belonging to different genres. The course is aimed to give a balanced survey of traditional and novel approaches in Linguostylistics, highlighting the continuity of traditions in interpreting such stylistic notions as imagery, tropology, connotations, stylistic means and devices, stylistic effects, foregrounding and defamiliarization, functional styles and registers, etc. It also gives much attention to the reinterpretation of the above notions in cognitive terms.
Rationale	The educational component contributes to the development of professional expertise in comprehensive linguostylistic analysis of texts related to various genres, mainly literary, as well as their philological interpretation in the context of different scholarly paradigms. It also highlights issues, which concern the development of new types of stylistics (cognitive, multimodal, cinostylistics/ poetics, or stylistic of film, indermedial stylistics, feminist and queer-stylistics, pedagogical stylistics, etc.) from a multidisciplinary perspective.
Learning outcomes	Expected learning outcomes include: - Comprehensive knowledge of the subject area and the fundamental works of Ukrainian and foreign scholars, schools and trends, which contributed to the progress in Stylistics and text interpretation. - Demonstrating critical knowledge of the state of art in contemporary Stylistics and text interperration, mastering theor conceptual and methodological foundations. - The ability to explain basic principles and the key terms of Stylistics and Text interpretation at their traditional and novel (cognitive, multimodal, intermedial) angles. - Updating the techniques of stylistic analysis and literary text interpretation, as well as demonstrating advanced skills of accomplishing such analysis.

	- The ability to incorporate gains of Stylistics and Text interpretation into one's own research with regard to its multidisciplinary character.
	- Being able to extrapolate the materials and ideas of the course in one's research in progress.
	- Demonstrating efficiency in preparing individual and group presentations as well as accomplishing other tasks related to the content of the course.
Competencies and skills	Upon successful completion of the course PhD students are expected to be able to:
	- Fully realize the role of systematic knowledge in the area of Stylistics and Text interpretation, grounded in the ability of mastering a significant scope of new philological knowledge, the knowledge of the revolution of the above areas as well as respective terminology.
	- Formulate scholarly problems within the framework of Stylistics and Text interpretation, develop relevant working hypotheses for one's own research through the lens of various types of Stylistics, which envisages reinterpretation of the acquired knowledge of the field as well as generating new multidisciplinary knowledge.
	- Get a deeper knowledge of the methodology of stylistic research in the domain of literary text and discourse, updating the techniques of their analysis and interpretation.
	- Independently select, digest, systematize and critically analyze the data pertaining to Stylistics and Text interpretation in its progress in Ukraine and beyond.
	- Generate new creative ideas related to the field of Stylistics as well as Text interpretation from their traditional and new perspectives.
	- Carry out analytical and experimental activities in the area of Stylistics and adjacent fields of research, to plan experiments and prognosticate their results.
	- Efficiently use computer and multimedia technologies in preparing presentations and projects in Stylistics and Text interpretation.
	- Browse academic research databases for information search in the field of Stylistics and adjacent disciplines.
	- Communicate crossculturally, maintaining international academic connections and argumenting PhD students' scholarly ideas to various audiences in English, while following the canons of public communication.
Instructional materials	syllabus, learning materials (monographic studies, journal papers, PPT presentations, video lectures, etc.)
Mode of delivery	interactive lectures (seminars / workshops / tutorials)
End-of-semester control	credit (passing exam)

Educational component	Current trends in higher education
Lecturer	***Svitlana Fedorenko,*** Habilitated Doctor of Educational Sciences, Professor
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of Theory, Practice and Translation of English
Assumed knowledge and prerequisites	*English B2*
The scope of the educational component	The scope of the educational component includes: social, technological, economic and political factors that determine the state and directions of higher education in the EU and the USA; world models of university education (classical, profile, integrated; autonomous, international, "open universities"); differences of the university model from other models of higher education; goal-setting algorithm of professionalization, socialization and digitalization of modern higher education; standardization and content-procedural features of modern higher education.
Rationale	The educational component contributes to the development of professional expertise in the world best pedagogical practices in higher education, comparative analysis of different types of models of university education.
Learning outcomes	Expected learning outcomes include the ability to: - organize the teaching of philological disciplines in accordance with the tasks and principles of modern higher education, the requirements for its scientific, educational and methodological and regulatory support, use various forms of organization, diagnosis, monitoring and evaluation of the effectiveness of educational process; - exploit the principles of organization and development of research and innovative projects, epistemological and axiological guidelines of modern educational science; - on the basis of a systematic scientific worldview, to analyze complex phenomena of social life, to connect general philosophical problems with the solution of problems that arise in professional and research-innovative activities, to apply empirical and theoretical methods of cognition; - utilize the techniques of personal self-development and self-enhancement, actualization of creative potential and further self-realization. In addition, students will be able to: - substantiate the factors that determine the state and directions of development of modern higher education; - extrapolate foreign progressive pedagogical experience in the organization and implementation of educational and scientific activities in the educational environment of their home higher education institutions; - analyze and generalize the facts and phenomena of pedagogical

	activity of higher education institutions of the leading countries in the world.
Competencies and skills	Upon successful completion of the educational component, PhD students are expected to be able to: - search, systematize and critically analyze information from various sources; - plan and conduct comprehensive research, including in interdisciplinary fields, based on a systematic scientific worldview using modern information and communication technologies; - use communicative strategies of scientific discourse from the standpoint of intentional, activity and cognitive approaches for the effective implementation of goals in the study; - develop research strategies, including self-monitoring and self-assessment strategies and research self-improvement strategies; - improve pedagogical skills, methodological culture, methodological reflection, critical thinking throughout life; - plan, organize professional, scientific-innovative, translation and teaching activities, in particular in situations that require new strategic approaches.
Instructional Materials	Syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	Lectures (seminars / workshops / tutorials)
End-of-semester control	credit

Educational component	TEXT THEORY: VECTORS OF DEVELOPMENT, RESEARCH SCHOOLS AND PERSONALITIES
Lecturer	D.Sc., Prof. Vorobyova Olga P.
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2 кредити ЄКТС
Language of study	English
Department	Department of Theory, Practice and Translation of English
Assumed knowledge and prerequisites	*English B2.* Completion of master courses of General Linguistics, Stylistics, Theory of Translation, Methodology of Linguistic Research or their equivalents.
The scope of the course	The scope of the course includes the main issues of Text theory – from early Text Linguistics to its current Cognitive discursive and Semiotic narrative studies. This course aims to provide PhD students with fundamental and practical knowledge in the area of Text theory as well as philological techniques of text analysis. The elective addresses the problems of Text theory historiography, the evolution of "text image" in philological studies, basic conceptions in this field, key personalities and schools of East-European, West-European and Transatlantic Text theory, including its categorial, cognitive, discursive and semiotic narrative scholarly vectors. The course specifically focuses upon basic (intentionality and addressee-orientation of the source and target texts) and adjacent (tension, emotivity, etc.) text categories related to textual anthropocenters. The course zeroes in on key text patterns, among them the tripartite one (macrosign :: communication entity :: texture), as well as the verbal mechanisms of readers' emotional resonance. The course concludes with case studies of short stories in terms of the metamethod of semiotic and narrative analysis.
Rationale	The educational component contributes to the development of professional expertise in comprehensive philological analysis of texts related to various genres from the perspective of different scholarly paradigms.
Learning outcomes	Expected learning outcomes include: - Being well-versed in the evolution and development of Text linguistics and Text theory from various scholarly and individual perspectives. - Demonstrating critical knowledge of the state of art in contemporary text studies in terms of scholarly vectors, schools and personalities. - Having a clear idea of key terms and notions of Text linguistics and Text theory, basic text patterns, the inventory of text categories. - Showing the ability to differentiate between basic anthropocenters of literary text, including the category of addressee-orientation, while identifying its modifications in target texts. - Possessing the knowledge of the content and principles pertaining to Narrative semiotic studies of literary text. - Knowing the ways of combining different techniques of text analysis related to different approaches within text studies.

	- Being able to extrapolate the materials and ideas of the course in one's research in progress. - Demonstrating efficiency in preparing individual and group presentations as well as accomplishing other tasks related to the content of the course.
Competencies and skills	Upon successful completion of the course PhD students are expected to be able to: - Fully realize the role of systematic knowledge in the area of text studies, grounded in mastering various fields of Philology, novel scholarly paradigms and the methodology of philological research. - Formulate scholarly problems within the framework of Text theory, relevant working hypotheses for one's own research through the lens of Text theory, which envisages reinterpretation of the acquired knowledge of the field as well as generating new multidisciplinary knowledge. - Define the methodology of text and discourse studies, updating the techniques of their analysis and interpretation. - Independently select, digest, systematize and critically analyze the data pertaining to Text theory in its progress in Ukraine and beyond. - Generate new creative ideas related to the field of text research. - Carry out analytical and experimental activities in the area of text studies and adjacent fields, to plan experiments and prognosticate their results. - Efficiently use computer and multimedia technologies in preparing presentations and projects in text studies. - Browse academic research databases for information search in the field of text studies and adjacent disciplines. - Communicate crossculturally, maintaining international academic connections and argumenting your scholarly ideas to various audiences in English, while following the canons of public communication.
Instructional materials	syllabus, learning materials (monographic studies, journal papers, PPT presentations, video lectures, including https://forms.gle/xJ9zESFy9whqRsAi8, etc.)
Mode of delivery	interactive lectures (seminars / workshops / tutorials)
End-of-semester control	credit (passing exam)

Educational component	Phonosemantic aspect of linguistic research
Lecturer	Alla Kalyta
Educational level	Third (Doctor of Philosophy)
Year of study	2
Number of ECTS credits	2
Language of study	English
Department	Department of theory, practice and translation of English
Assumed knowledge and prerequisites	Proficiency in English at C1 level.
The scope of the course	The scope of the course includes a systematic study of the mechanisms and patterns of phonetic means functioning on the language segmental and suprasegmental levels in the process of actualizing the meaning of emotional utterances. A special attention is paid to: - the areas of phonosemantic research; - the interrelation between phonetics and semantics; - the specifics of the word meaning and sense at the language phonetic level; - functioning of the mechanism realizing pragmatic tasks of oral communication; - the interplay of the different language means in actualizing the meaning by the prosodic means forming the utterance; - ways of the language phonetic means semantization; - the functioning of phonosemantic universals in the emotional utterances actualization.
Rationale	The educational component enables the learners to: - trace the logic of realization of the utterances meaning considering the sequence of lexical, grammatical and phonetic means in their interplay with the nonverbal means of communication; - define semantic features of phonetic means and reveal their abilities to convey extra-linguistic information; - determine the efficiency of different segmental units in oral speech. Studying this discipline will contribute to: - the identification of the relationship between sound and meaning, - defining the linkage between segmental units and speech subliminal message within the framework of speech energetics theory, - defining the linkage between sociolinguistic and gender-related features influencing the phonetic means functioning in speech, - the substantiation of the influence of the individual's pronunciation culture in the process of the utterance meaning coding and decoding.
Learning outcomes	Expected learning outcomes include: - the advanced conceptual and methodological knowledge in philology and at the boundaries of other linguistic and non-linguistic disciplines as

	well as the research skills sufficient to conduct scientific theoretical and applied research at the level of the latest world achievements, gaining new knowledge and / or innovation. - the ability to plan and perform theoretical and / or experimental research in philology and related interdisciplinary areas using professional tools, methods and approaches; critically analyze the results of their own research and the achievements of other scientists in the context of modern knowledge. - the ability to use methodological tools of different fields of knowledge to implement the tasks of innovative interdisciplinary research. - the ability to carry out scientific analysis of language, speech, literary and translated material, interpret and structure it taking into account the classical and latest methodological principles, formulate generalizations based on independently processed data.
Competencies and skills	Upon successful completion of the course the PhD students are expected to be able to: - use the in-depth knowledge in the field of philology, in particular the basic concepts, understanding theoretical and practical problems, history and the current state of scientific philological knowledge, to master the terminology of the scientific field; - analyze philological phenomena in the field of fundamental philological principles and knowledge, classical and modern research approaches; - perform linguo-creative activity in the field of science and innovation; - carry out the comprehensive analysis of linguocognitive and sociocultural processes, to model and foresee the trends in the development of linguistic, extralinguistic and communicative phenomena; - perform the innovative application of methods of other branches of knowledge for realizing the tasks of interdisciplinary philological research.
Instructional Materials	syllabus, learning materials (textbook, reference book, video lectures, podcasts, etc.)
Mode of delivery	lectures (seminars / workshops / tutorials)
End-of-semester control	credit