

**CATALOG OF ELECTIVE DISCIPLINES  
THE LEVEL OF DOCTORATE**

Cycle of disciplines	Name of disciplines and their main sections	Credits
<b>(CD) 1</b>	<b>CYCLE OF CORE DISCIPLINES(CD)</b>	
<b>1.</b>	<b>Philosophy and methodology of higher education pedagogy</b>	<b>5</b>
	When studying the discipline the following blocks will be considered: - philosophical foundations of pedagogy; - sections of methodological meta-education in pedagogy the General concept of pedagogical methodology, defining its approaches and conceptual apparatus of pedagogical methodology; - functions and structure of methodological knowledge; - stages of formation of methodological knowledge, as well as a set of methodological directions.	
<b>(MD)2</b>	<b>CYCLE OF MAJOR DISCIPLINES (MD)</b>	
<b>1.</b>	<b>Modern pedagogical and innovative technologies</b>	<b>5</b>
	Formation of an innovative approach to the educational process, the development of students ' opportunities to learn new experiences on the basis of purposeful formation of creative and critical thinking, experience and tools of the researcher. Identification of a set of patterns in order to determine and use in practice the most effective, consistent educational actions that require less time; - Preparing a person for life in a constantly changing world. The essence of such training is to focus the educational process on the potential of the person and their implementation. Education should develop mechanisms of innovation, find creative ways to solve vital problems, contribute to the transformation of creativity into the norm and form of human existence.	
<b>2.</b>	<b>Organization of educational activities and teaching methods in higher education/</b>	<b>5</b>
	The forms and methods of training, which remain relevant both in theoretical and directly in practical terms, are investigated. Familiarization of students with the main forms and methods of education in higher education and the requirement for their organization in the context of modern trends in the development of higher education.	
<b>3.</b>	<b>Pedagogical, innovative and information technologies in professional activity</b>	<b>5</b>
	The purpose of discipline is to acquaint doctoral students with the modern stage of evolution of innovative technologies and their use in the educational process and the methods and means of solving pedagogical tasks, using information technology, role of innovative technologies in the development of creative thinking. The main objectives of the discipline: - to form an idea of the main trends in educational technologies among doctoral students; - to teach undergraduates to apply the acquired knowledge in the process of practical work with educational material and text; - to contribute to the formation of undergraduates global thinking in terms of working in educational networks of the Internet and the culture of communication in the distance learning process.	

<b>4.</b>	<b>Modern theories of language and scientific research</b>	<b>5</b>
	Leading ideas around which real domestic and foreign concepts of language are grouped: grammar-interpreted calculus of language expressions; values are calculated by the interpreter, and not contained in the language form; compositionality is the basis of the categories of syntax, semantics and pragmatics; for linguistic analysis, the functions of the expression elements, and not the elements themselves, are essential.	
<b>5.</b>	<b>Modern paradigms of Russian linguistics</b>	<b>5</b>
	Russian Russian language course "Modern paradigms of Russian linguistics" is a combination of the most significant achievements of modern linguistics and continues the long tradition of University teaching of linguistic disciplines, occupying one of the main places in the training program of teachers of the Russian language. The main objectives of the discipline "Modern paradigms of Russian linguistics" are the formation of students, along with subject competencies of learning outcomes (RO) on the OP; acquaintance of doctoral students with the latest achievements of linguistics, and with modern scientific paradigms.	
<b>6.</b>	<b>Methodology and methods of cultural linguistics</b>	<b>5</b>
	Culture as a phenomenon of life of the ethnic group. Traditions, mentality and mentality of the people . The place of culture and language among other Humanities and its interdisciplinary connections. The main categorical apparatus of this discipline. Problems of the studied science, related tasks and directions of research. Principles of tolerance and ethno-cultural ethics. Methods of work with cultural texts.	
<b>7.</b>	<b>Actual problems of teaching Russian as a foreign language</b>	<b>5</b>
	The modern theory of teaching foreign languages, including Russian as a foreign language, in recent years has become more voluminous and multidimensional. Like any other science, linguodidactics is in constant development. Today it considers new problems and aspects of the educational process, the problem of language acquisition, explores the mechanisms of communication and speech activity, develops strategies and tactics of learning. The modern theory of teaching foreign languages gradually expands scientific horizons, using the data of linguistics, pedagogy, General and cognitive psychology, socio - and psycholinguistics.	