MİNİSTRY OF EDUCATİON OF THE REPUBLİC OF AZERBAİJAN

**BACHELOR'S DEGREE LEVEL (BASIC HIGHER EDUCATION)
EDUCATIONAL PROGRAM
FOR THE SPECIALTY**

Code and Title of the Specialty (Program): 050205 Philology

BAKU - 2020

EDUCATIONAL PROGRAM FOR THE SPECIALTY 050205 PHILOLOGY AT THE BACHELOR'S DEGREE LEVEL

1. General Provisions

1.1. The Educational Program for the bachelor's degree level in the specialty "050205 Philology" (hereinafter referred to as the Educational Program) has been developed in accordance with the Law of the Republic of Azerbaijan "On Education," the relevant decisions of the Cabinet of Ministers of the Republic of Azerbaijan, as well as the "Classification of Specialties (Programs) for the Bachelor's Degree Level (Basic Higher Medical Education) of Higher Education."

1.2. The objectives of the Educational Program are as follows:

- To define the competencies of graduates in the specialty, the scope of the specialty, teaching and learning methods by subject, assessment methods, learning outcomes, requirements for infrastructure and human resources necessary for personnel training, as well as opportunities for students to undertake internships, gain employment, and pursue further education;
- To inform students and employers about the knowledge, skills, and learning outcomes acquired by graduates;
- To provide relevant information to experts involved in evaluating the alignment of personnel training with the requirements of this Educational Program.

1.3. The Educational Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan, regardless of their subordination, type of ownership, or organizational-legal form, that provide bachelor's degree education in the specialty "050205 Philology."

1.4. The total weekly workload of a student, including both in-class and out-of-class activities, is 45 hours based on a five-day workweek (except for specialized higher education institutions). The number of weekly contact hours should not exceed 50% of the total weekly workload. Depending on the nature of the specialty, the weekly workload may be adjusted accordingly.

2. Graduate Competencies

2.1. By the end of the Educational Program, the graduate should acquire the following general competencies:

- Oral and written communication skills in Azerbaijani related to the specialty;
- Communication skills in at least one foreign language related to the specialty;
- Systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of the Azerbaijani statehood, as well as its role and position in the modern world, along with the ability to forecast the prospective development of the national state;

- Ability to identify threats and challenges faced by the national state;
Competence in using information technologies at the workplace;
- Ability to work in a team and achieve problem-solving through joint approaches;
- Ability to adapt to new conditions, show initiative, and demonstrate a strong will to succeed;
- Ability to identify and select additional information resources to solve problems;
- Skills to analyze, generalize, and apply relevant information for professional purposes;
- Ability to plan and organize professional activities, improve ongoing education and skills, manage time effectively, and complete tasks on time;
- Capacity to prioritize social and environmental responsibility, civic awareness, ethical approaches, and quality in professional activity;
- Ability to reassess situations and oneself critically and engage in self-criticism to develop knowledge and skills;
- Competence in systematic thinking, analyzing systems by recognizing relationships among elements, understanding principles of systematic connections across various fields and levels, and operating effectively in uncertain conditions;
- Ability to form a strategic vision, foresee possible, probable, and desired outcomes of activities, evaluate and understand them, have a clear view of the future of activities, consider risks and potential changes, and demonstrate innovation and creativity in decision-making;
- Skills to listen to others, understand their needs and actions, learn their opinions, resolve emerging conflicts, participate in collaborative problem-solving, and use diverse approaches;
- Ability to critically analyze accepted norms, approaches, and opinions, critically evaluate one's own views and activities, and assess one's role in society critically.

2.2. ***By the end of the Educational Program, the graduate should acquire the following professional competencies:***

- At the end of the program, the graduate must acquire the following professional competencies:
- Possess foundational research skills in the field of Philology (specialty language and literature) (PC-1);
- Study the specialty language in depth from various aspects and functional styles (PC-2);
- Develop knowledge and critical insight into fundamental concepts in linguistics and literary studies (PC-3);
- Attain detailed knowledge of the nature, essence, and functions of language (PC-4);
- Gain comprehensive knowledge of the origin of language and writing; stages of language development; language contact; principles of language classification; the system and structure of language; levels of language; language functions; and the interrelations between language and speech, language and society, language and culture, and master the prevailing theories in these areas (PC-5);
- Acquire knowledge about structural linguistic units and their functions in the speech process (PC-6);
- Master general methods and techniques used in linguistic research and apply them in small-scale studies (PC-7);

- Be knowledgeable about the history, development, current state, and future prospects of linguistics (PC-8);
- Obtain broad knowledge of the objects of linguistic study (PC-9);
- Master fundamental theoretical and conceptual issues in linguistics at its current stage (PC-10);
- Acquire the ability to apply the results of linguistic research in practice (PC-11);
- Gain knowledge of the literature, culture, media, and political and social processes of the country/countries related to the specialty language (PC-12);
- Attain comprehensive knowledge of the essence and nature of literature, structure of literary texts, and methods of analytical analysis (PC-13);
- Acquire knowledge about the objects of literary studies (PC-14);
- Gain knowledge about different stages, patterns, and theoretical-practical achievements of the global literary-historical process (PC-15);
- Obtain detailed information on literary movements, currents, forms, genres from different periods (including Antiquity, the Middle Ages, Renaissance, Enlightenment, Modern and Contemporary periods), as well as poets, writers, and philosophers of those periods (PC-16);
- Develop skills in analyzing literary and folklore works (PC-17);
- Become well acquainted with scientific-theoretical literature in literary studies and folklore studies (PC-18);
- Master functional styles and be able to classify and apply them (PC-19);
- Understand concepts and terms related to the specialty; construct and justify arguments; analyze and synthesize information (PC-20);
- Develop skills in critical analysis as well as empirical and analytical research methods (PC-21);
- Understand basic career concepts, career development activities, job interview preparation procedures and techniques; be capable of developing a career roadmap; demonstrate willpower, motivation, and positive thinking; follow business ethics and job search strategies; and prepare professional CVs, resumes, cover letters, and recommendation letters (PC-22);
- Possess knowledge of time management, stress management, creative, critical, and analytical thinking; have problem-solving and decision-making techniques, public speaking skills, and the ability to work in a team and understand leadership principles (PC-23);
- Participate in project preparation and management; be proficient in using widely-used software applications and capable of effective oral and written communication in the workplace (PC-24);
- Work with media materials, conduct research on specific topics, gather and summarize factual data, and draw conclusions (PC-25).

3. Təhsil Proqramının strukturu

3.1. The Educational Program for the specialty **"050205 Philology"** consists of **240 ECTS credits (4 years)**. The credits are distributed as follows:

Number of courses	Course title	ECTS credit
	General subjects	30
1	**History of Azerbaijan** This course explores the emergence, stages, formation, and development of modern statehood traditions in Azerbaijan. It analyzes and investigates the role of political, ideological, economic, and cultural factors in the strengthening of modern Azerbaijani statehood. To instill a sense of patriotism in students, the political history of states formed during various historical periods, examples of heroism by prominent figures, and historical facts are interpreted and discussed. The role and position of the Azerbaijani state in the modern world are systematically analyzed. The main goal is to develop students' broad worldview, love for the homeland, ability to analytically assess historical events, and to derive accurate conclusions from events and political processes.	5
2	**Business and Academic Communication in the Azerbaijani Language** This course focuses on developing students' skills in delivering presentations, public speaking, as well as academic and business writing in the Azerbaijani language. Special emphasis is placed on fostering effective communication skills required in academic and professional settings.	4
3	**Business and Academic Communication in a Foreign Language** Within the scope of this course, special emphasis is placed on developing students' skills in delivering presentations, public speaking, academic and business writing, as well as verbal and written communication in a foreign language relevant to their field of study.	15
4	**Elective Courses** (Elective courses are determined by the higher education institution. Depending on the specialization of the program, additional elective courses may be included.)	6
4.1	*Philosophy* *Sociology* *The Constitution of the Republic of Azerbaijan and Fundamentals of Law* *Logic* *Ethics*	
4.2	*Information Technologies (specialized)* *Information Management* *Fundamentals of Entrepreneurship and Introduction to Business* *Political Science*	3

	Specialized Subjects	120
5	**Linguistics and Introduction** This course provides students with fundamental and essential knowledge about general linguistic concepts, language and its role in social life, internal structure and laws of historical development, language system and structure, language activity and functions of language units, classification principles of languages, and theoretical foundations of linguistics. Within the course framework, students also gain general information about the history of linguistics development.	3
6	**Introduction to Literary Studies** This course forms students' initial understanding of the philosophical and aesthetic essence of literature and the process of literature's development in various forms. It teaches the relationship of literary studies with the humanities, the connection between literature and other forms of artistic creativity, the function of literature, and the evolutionary stages of the artistic process. Within the course, students receive broad knowledge about the types and genres of literature, the content and form of literature, and become familiar with the problem of the reader in contemporary literary studies.	3
7	**Folk Literature (According to the Specialty Country)** The course on Oral Folk Literature is included in the curriculum to enable a deeper understanding of culture and literature, uncovering their sources, as well as their moral-ethical and aesthetic values. The course teaches the language and the oral folk literature of the specialty country, the stylistic and genre characteristics of the developed artistic verbal art of the peoples of that country, creative traditions, and various genres of folk literature. It also covers folklore examples, heroic epics, rituals, and more. Additionally, students are introduced to creative works that emerged during the initial stages of the country's literary-historical process and the conditions under which these works were created.	3

8	**History of Language** The course on History of Language provides students with detailed information about the development laws of ancient and modern languages. It explains language history and diachronic linguistics, the reconstruction of language systems at various stages of development, the interaction between diachronic and synchronic levels, and the changes occurring in the phonetic, lexical-semantic, and grammatical structure of the language. The course also explores the causes and processes of these changes. Additionally, it offers insights into the formation of the literary language and the emergence of the modern language as a result of these changes.	
9	**Ancient and Critical Thinking** This course develops students' skills in logical reasoning and critical thinking. Within the course framework, students learn to draw conclusions using deduction and induction, identify and evaluate deductive and inductive arguments, recognize fallacies and avoid them, and determine the core components of critical thinking. Students are taught to apply deduction, induction, and argumentation skills to improve their oral and written communication, and to synthesize logical and critical thinking abilities in research activities. Additionally, the inclusion of elements of mathematical logic in the course provides a solid foundation for students' further education.	
10	**Primary Language of Study** The core language course for the Philology major teaches students the structure, lexical-semantic nature, vocabulary composition, grammatical structure, and constituent elements of the language being studied. It covers the paradigmatic and syntagmatic relations of lexical-grammatical units, their functionality, and other related theoretical aspects. At the same time, it helps students develop practical skills in applying this knowledge. If the primary language studied is not the native language, the course systematically develops speaking, writing, reading, and listening skills to acquire the foreign language. This course also enables students to freely express their ideas and thoughts in the language studied and to analyze the language material presented.	34

11	**History of National Literature** The purpose of the History of National Literature course is to teach the development periods and stages of the literature of a particular nation, to determine the influence of the national literature on the global literary process, and to establish its position in world literature. Within the course, students study the primary sources of the literature of the nation being studied, examine the national literature at various stages of the literary process, and clarify the characteristics of the works of prominent artists who created literary schools. They also learn to identify the connection between the literary works created by these artists and the cultural-social issues of their time, as well as the literary impact of these works.	28
12	**World Literature** The World Literature course introduces students to the developmental stages, patterns, and achievements of the global literary process. Through this course, students gain a comprehensive understanding of the artistic, aesthetic, and philosophical perspectives of Ancient Eastern, Ancient Greek, and Roman literature. The course also covers literary works from the Western Middle Ages and the Renaissance, the creativity of prominent figures in Classical Eastern literature, as well as European literature of the 17th–18th centuries, European and American literature of the 19th–20th centuries, and the literary works of East Slavic and Turkic peoples. Students acquire extensive knowledge about major literary movements and trends in world literature, such as Classicism, Baroque, Renaissance, Realism, Sentimentalism, Romanticism, Critical Realism, Enlightenment, Modernism, and Postmodernism, along with the works of their leading representatives. Additionally, the course provides an understanding of the emergence and development of various literary genres. It also explores the universal values, literary-aesthetic achievements, and artistic characteristics of classical works, as well as the creative features of individual authors.	18

13	**Ancient Language** This course provides students with detailed information about the historical period in which the ancient language was used, as well as the linguistic patterns of its development during that time. Specifically, it covers the script, phonetic structure, vocabulary, and grammar of the ancient language (such as Old Turkic, Old Slavic, Latin, etc.). The Ancient Language course introduces students to the essential lexical and grammatical structures necessary for working with texts and sources written in the ancient language. Additionally, the course examines the influence of the studied ancient language on modern languages.	3
14	**Country Studies** This course introduces students to the geography, religion, history, socio-political life, and cultural environment of the countries where the studied language is spoken. It explores the context in which the language and literature developed, as well as cultural monuments, all from a linguocultural perspective.	3
15	**Psychology** Within the framework of this course, students are introduced to the fundamental concepts of psychology. The course covers the object, subject, and main methods of psychology, its key areas of focus, the structure of the psyche, psychological aspects of activity and communication, general psychological issues related to personality, as well as the laws governing psychological processes and states, and individual psychological characteristics. It also explores the interaction between consciousness and the unconscious. In addition to theoretical knowledge of psychology, students gain an understanding of the psychological laws and mechanisms that govern the interaction between participants in the educational process. Special attention is given to the psychological principles of transmitting socio-cultural experience to younger generations within a purposefully organized environment.	3
16	**General Linguistics** The *General Linguistics* course, taught at the undergraduate level, introduces students to the nature and essence of language, its relationship with the history and mentality of a nation, and the major branches of linguistics (phonetics, phonology, morphology, morphonology, syntax, semantics, pragmatics, social and cognitive	4

| | semiotics, semiology) along with their theoretical foundations. It also explores the philosophical and social dimensions of language.

The theoretical approaches developed within various branches of linguistics are examined in the context of the linguistic schools that proposed them, including an overview of the methods applied by these schools in their research. In addition, students are introduced to contemporary fields that have emerged from linguistics, such as psycholinguistics, sociolinguistics, ethnolinguistics, corpus linguistics, and mathematical linguistics.

The course aims to shape a comprehensive linguistic worldview among students and equips them with a broad understanding of world languages as well as historical and contemporary language landscapes. | |
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| 17 | **Literary Theory**

The *Literary Theory* course introduces students to the nature and social function of literary creativity. It provides a comprehensive understanding of literature's capacity to reflect reality through imagery, the structure of literary works, and the general principles governing literary processes.

Within the framework of the course, students explore the formation and development of literary theory as a scientific discipline. They gain knowledge of literary style and method, the issue of artistic integrity in literary works, the stages of development of literary movements, and the linguistic features of prose and verse. | 3 |
| 18 | Stylistics and Rhetoric

The *Stylistics and Rhetoric* course explores the stylistic potential of linguistic units across all levels of the literary language and examines the structural-semantic aspects of language in the manifestation of cultured speech in public contexts. Stylistics teaches the selection and functional application of linguistic elements appropriate to the content and purpose of speech.

During the course, students develop the ability to use stylistic devices, artistic imagery, and expressive tools effectively in both spoken and written discourse. The course also covers the characteristics of different functional styles and their specific linguistic features.

Additionally, students study the culture of speech, types of speech, main features of cultured communication, linguistic norms | 3 |

		appropriate to different language levels, their historical development, variation, and practical application.	
19		**Modern Information and Communication Technologies and** **Information Security** This course covers the classification and characteristics of modern information and communication technologies (ICT); the fundamentals of information technologies (IT), including various types of computer devices and network technologies; schemes for representing different types of data such as binary numeral systems; and an introduction to the tools and applications needed to operate in an IT environment. It also teaches the basic principles of computer information processing, including encoding, storage, transmission, and more. The concept and characteristics of the information society, the developmental stages of the informatization process, and the role of information technologies in various fields (electronic life, communication, virtual society, electronic signature, etc.) are explained. The criteria for the effectiveness of information technologies, information security, and cybersecurity are also covered. Students learn about modern operating systems (OS) and their working principles, including file management in operating systems; fundamentals of programming; networking; web systems and technologies; and web page development using HTML codes and WYSIWYG editors. The course also introduces artificial intelligence systems. Regarding information security and methods to achieve it, topics include encryption methods, cryptosystems, steganography, methods for data concealment, network security, digital signature technology, protection of computers and information from cyber-attacks, prevention of unauthorized use, and the application of security measures such as antivirus programs. Applications of the MS Office 365 suite are also taught, including the capabilities of MS Word as a word processor, creating complex (specialized) tables and calculations in MS Excel, preparing presentations, creating and editing PDF files, using Microsoft Teams, and other application programs. Finally, database concepts, database management systems (DBMS), and their capabilities are taught.	3

20	**Civil Defense** Within the scope of this course, students learn about the unified state system for ensuring safety and mitigation during emergencies; safety measures during natural disasters; the rights and responsibilities of citizens; principles of individual and collective defense; rescue operations and other vital emergency tasks; provision of first aid; urgent evacuation and recovery measures; and the organization of civil defense activities within the education sector.	3
...	**Courses Determined by Higher Education Institutions** The courses listed here are individually determined by each higher education institution and are reflected in the curriculum of the respective specialty.	60
	Internship	30
	Total	240

4. Teaching and Learning

4.1. The teaching and learning environment should be organized in such a way that students can achieve the intended learning outcomes set forth in the educational program.

4.2. Teaching and learning methods must be described in relevant documents (for example, the teacher's syllabus, etc.) and should be publicly accessible (for example, on the university's website, in program brochures, etc.).

4.3. Teaching and learning methods should be continuously reviewed and improved, taking into account innovative educational practices. The regular enhancement of teaching and learning methods should be part of the university's quality assurance system.

4.4. Different teaching methods should be used during the learning process. These methods should promote a student-centered approach and encourage active participation of students in the learning process. Examples of teaching and learning methods that can be used include:

- Lectures, seminars, practical assignments
- Presentations and discussions, debates
- Independent work/research (e.g., working with practical examples)
- Projects
- Problem-based learning
- Fieldwork
- Role-playing
- Reports
- Group assessment
- Expert method

- Video and audio conferencing technologies
- Video and audio lectures

These courses are offered by the higher education institution based on the expertise of the academic staff, research infrastructure, and local and international employment opportunities. Courses determined by the higher education institution should be elective for students and should also facilitate their participation in international exchange programs.

- distance education;
- simulations;
- etc.

Note: The methods listed may be selected and/or modified depending on the specific nature of the program.

- **4.5.** A balance should be maintained between theory and practical training in education. The main focus should be on strengthening practical skills in accordance with the changing needs of the labor market.
- **4.6.** The educational program should support student independence and promote the concept of lifelong learning. By the end of the educational process, the student should be able to work independently in any direction and possess the ability to continue their education throughout life.

5. Assessment

5.1. Assessment should be organized in a way that allows for the effective measurement of whether students have achieved the expected learning outcomes. It should support monitoring progress, evaluating how well the outcomes of educational programs are being met, facilitate communication with students, and contribute to the initial conditions for improving educational programs.

5.2. Assessment methods must be described in relevant documents (e.g., course syllabus, program descriptions, etc.) and be publicly accessible (e.g., on the university's website, in program brochures, etc.).

5.3. Assessment methods should be continuously reviewed and improved by taking into account innovative educational practices. Regular updates to assessment methods should be part of the higher education institution's quality assurance system.

5.4. A variety of assessment methods should be used in the teaching process. These methods should support a student-centered approach and encourage active student participation in the learning process. Examples of assessment methods that can be used include:

- Written assignments

- Knowledge and skills-based tests, computer-based tests

- Oral presentations

- Surveys

- Open discussions

- Internship reports, fieldwork reports

- Skills assessment based on observations during practice or in the laboratory

- Project work reports

- Portfolio assessment

- Frontal questioning

- Group assessment and self-assessment

- etc.

5.5 . The methods used to assess learning outcomes must be based on clearly defined criteria and should reliably and accurately determine the level of knowledge, skills, and competencies acquired by the student during the educational process. In evaluating learning outcomes, instructors should adhere to the principles of transparency, fairness, mutual respect, and humanism.

5.6. Students should be given the opportunity to discuss all aspects of their education, including the assessment process, with instructors/assessors. The higher education institution must define procedures for the assessment process and appeals related to assessment in accordance with relevant regulations.

5.7. Academic ethics play a significant role in the educational process. Students are taught to uphold academic integrity and to understand the issue of plagiarism. They should also be informed about intellectual property and copyright laws.

6.   Learning Outcomes of the Program and Each Course

6.1. The determination of the learning outcomes of the education program, as well as the learning outcomes of each course and the preparation of each course syllabus, is within the authority of the higher education institution/academic staff.

6.2. Learning outcomes are defined by each higher education institution in a student-centered manner. The matrix of learning outcomes (Annex 2) should reflect the connection between the courses and the learning outcomes.

6.3. In order to ensure that the content of the Education Program meets the evolving needs of society and the labor market, the syllabi of the courses must be regularly updated.

7. Infrastructure and Human Resources Capacity

7.1. The educational program for the specialty "050205 Philology" should have a material and technical base equipped with appropriate ICT-enabled classrooms and laboratories, computer rooms, workshops, etc., to conduct lectures, practical sessions, and scientific-research work. Students must be provided access to the higher education institution's

local network, the Internet, databases, electronic libraries, and search systems.

7.2. The faculty of higher education institutions generally holds academic degrees. Highly qualified specialists from other state or private institutions and/or other relevant organizations, as well as individuals with at least a master's degree in the relevant specialty group, may also be involved in teaching.

8. Internship

8.1. Internship is important for applying students' theoretical knowledge in practice as well as for strengthening their professional skills. The organization rules of internships may be determined by the higher education institution depending on the specifics of the specialty.

8.2. Internships can be organized in private companies, government institutions, research laboratories (including universities, the Azerbaijan National Academy of Sciences, local and international private organizations and companies, etc.).

8.3. To maximize the benefit from the internship process, students should be involved in preparatory activities (such as career planning) and their relevant skills (both soft and hard skills) should be developed.

8.4. The organization of internships is the responsibility of the higher education institution. Prior to the internship, a contract must be signed between the higher education institution and the organization where the internship will take place. The contract should include the conditions of the internship, the rights and responsibilities of the students, and other necessary details. The organization of internships is offered in two formats. According to the signed contract, students will explore internship opportunities in relevant companies and organizations and submit the approval documents from these organizations to the university. At the same time, based on the student's individual request, permission may be granted to undergo an internship in other organizations, including abroad, relevant to their specialty.

8.5. The second form of internship organization involves the execution of commissioned projects coming from the business world. In this format, various private and government institutions' needs for research, improvement opportunities, and problem-solving will be analyzed and studied jointly by students and mentor teachers and then presented to the clients in the form of a project.

8.6. The evaluation of the internship will be carried out by representatives of the business world after the submitted project has been assessed.

9. Employment and Lifelong Learning

9.1. Graduates of the "050205 Philology" specialty can primarily work as philologist specialists/consultants in state institutions, local self-government bodies, and various enterprises regardless of the form of ownership. Additionally, graduates, regardless of their subordination, can work as specialists/consultants in any field, organization, administration,

enterprise, association, institution, ministries, committees, as well as agencies and research/think tanks, according to their profession and qualification level.

9.2. The higher education institution should regularly conduct surveys on the employment of graduates of the Education Program and publish information about job vacancies on its website.

9.3. Graduates of the "050205 Philology" Education Program can continue their education in master's programs included in the "Education" specialty group such as "060101 Azerbaijani Language and Literature Teaching," "060102 Language and Literature Teaching" (by languages), "060103 Foreign Language Teaching" (by languages); in the "Humanities and Social Sciences" specialty group such as "060201 Philology," "060203 Translation" (for some specializations), "060204 Journalism" (for some specializations), "060205 Library Science" (for some specializations), "060207 Anthropology" (Cultural Anthropology); and in the "Culture and Arts" specialty group such as "060301 Museology, Archiving, and Monument Preservation" master's programs.

9.4. The knowledge, skills, and approaches acquired during the education period are among the primary prerequisites for graduates to pursue lifelong independent learning.

Approved by:

Deputy Head of the Administration
the Ministry of Education
of the Republic of Azerbaijan,
 Head of the Department for Science,

Higher and Secondary Specialized Education

Chairman of the Working Group forof
the Development of State

Educational Programs
for the Group of Humanities

and Social Sciences Specialties

_____Yagub Piriyev

_____ Fariz İsmayılzade

"_____" _____2020 year

"_____" _____2020 year

Learning Outcomes for the Educational Program and Courses

Higher education institutions must define the expected learning outcomes for the Educational Program as well as for each individual course.

Program Learning Outcomes (PLOs)
PLO 1. To acquire advanced creative and critical thinking skills, a strong sense of patriotism, broad erudition, socio-political responsibility, proficiency in written and oral communication, and the ability to use multiple foreign languages fluently.
PLO 2. To develop empirical and analytical research methods; to form academic skills such as comparison, contrast, analysis, and synthesis; and to gain competencies in fieldwork, data collection, processing, and systematization.
PLO 3. To successfully apply various functional styles of language in appropriate contexts; to use linguistic tools with pragmatic-communicative, intercultural communication, and sociolinguistic competence; and to analyze specific language material and text construction features based on these skills.
PLO 4. To distinguish texts that reflect historical stages of language development; and to understand and analyze the linguistic characteristics of literary sources representative of specific periods.
PLO 5. To understand the system, structure, essence, and functions of language, as well as the characteristics of linguistic units; to provide their scientific explanation; and to identify and analyze them within texts.
PLO 6. To acquire in-depth knowledge of various linguistic schools/trends and the issues they address; to conduct comparative analyses of these schools/trends; to critically evaluate them in terms of the study of language systems and structures; and to present reasoned opinions on which contemporary research directions in linguistics should be prioritized and why.
PLO 7. To understand literary forms, genres, and stylistic features; to identify them within texts; and to analyze literary works from these perspectives.
PLO 8. To master artistic imagery and stylistic devices, to recognize and distinguish them, and to use them appropriately in written and oral speech, either when necessary or as required by a given task.
PLO 9. To read and analyze literary texts, to identify the core problem addressed in a literary work, and to express independent judgments on the matter.
PLO 10. To comprehend contemporary literary processes and to offer reasoned reflections on how these processes reflect current trends, issues, and priorities in the modern era.
PLO 11. To possess comprehensive knowledge about the history, geography, politics, culture, ethnography, and social characteristics of the countries/regions where the target language is the primary language.

Course Learning Outcomes (CLOs)

Course Learning Outcomes for "History of Azerbaijan"
CLO 1. To identify Azerbaijan as one of the most ancient inhabited and civilized regions of the world.
CLO 2. To analyze the conditions, political developments, and international factors that influenced the evolution of Azerbaijani statehood in different historical periods.
CLO 3. To evaluate the role of ideological, economic, and cultural factors in the formation of Azerbaijani national statehood; to comprehend the ideology of Azerbaijanism.
CLO 4. To analyze and generalize the internal and external factors that contributed to the weakening of Azerbaijani statehood during various historical periods.
CLO 5. To study systematically the place and role of the Republic of Azerbaijan in the modern world.
CLO 6. To draw appropriate conclusions from the historical experience of Azerbaijan's development.
CLO 7. To identify and analyze the factors and the role of individual leaders contributing to the strengthening of Azerbaijani statehood in the contemporary period.

Course Learning Outcomes for "Professional and Academic Communication in the Azerbaijani Language"
CLO 1. To acquire knowledge about the status of the Azerbaijani language in the context of globalization and the state support provided for its development; to learn how to prepare presentations on topics such as *"National Leader Heydar Aliyev and the Azerbaijani Language"* and official decrees and orders concerning the state language; to understand the goals and objectives of the course *"Professional and Academic Communication in the Azerbaijani Language"*; and to gain knowledge of the forms, functions, and levels of communication.
CLO 2. To understand the role of auxiliary parts of speech in academic communication; to study oral and written forms of communication along with modern requirements for speech, including accuracy, clarity, fluency, purity, conciseness, simplicity, richness, coherence, and other essential features.
CLO 3. To understand the concept of communication rhetoric, the stylistic features of literary language, and the active and passive vocabulary of Azerbaijani literature; to master the relationship between literary language and communicative competence, types of communicative interaction, the role of coherence and communication strategy in effective discourse, as well as the application of creative communication technologies.

CLO 4. To study the culture of listening and understand listening as a type of communication; to grasp the significance of listening and attention, various forms of listening, and the importance of developing listening skills; to acquire knowledge about communication culture, speech etiquette, and the etiquette of address; to comprehend the specific features of organized speech (such as lectures, reports, presentations, and spontaneous speech); and to effectively engage in oral professional communication.

CLO 5. To acquire knowledge of the business style of modern Azerbaijani language and its rules; to enhance understanding of the role of business communication and correspondence, including electronic and online communication; and to develop skills in creating written business communications.

CLO 6. To study the language of official and business documents; to learn about the types, forms, language, and style of business communication. To understand the importance of maintaining the purity of the Azerbaijani language, adherence to orthographic rules, and correct sentence construction in business communication. To gain both theoretical knowledge and practical experience in business rhetoric.

CLO 7. To be able to prepare written and oral presentations in Azerbaijani related to one's professional field.

Course Learning Outcomes for "Professional and Academic Communication in a Foreign Language"

CLO 1. Demonstrate skills in summarizing, paraphrasing, and synthesizing during written and oral communication processes.

CLO 2. Read and analyze relatively complex texts; provide summaries of listened and read materials related to their specialty (scientific, socio-political, etc.).

CLO 3. Select appropriate writing strategies according to the specified purpose; produce writing samples in various genres; and develop written business communication skills.

CLO 4. Master communication techniques such as questioning, empathetic listening, clarifying information, and enriching information with additional details to create effective interaction.

CLO 5. Participate in discussions within the professional field; and develop oral business communication skills.

CLO 6. Prepare written presentations in the target foreign language.

CLO 7. Formulate coherent, logical, and appropriate oral and written texts related to specific questions or topics.

Course Learning Outcomes for "Fundamentals of Linguistics"

CLO 1. Identify and explain the main structural units of language, its levels, and the interrelations between these levels.

CLO 2. Describe and interpret the features of the core and peripheral linguistic units.
CLO 3. Classify languages according to various criteria (genealogical, morphological, areal, structural, sociological, and functional).
CLO 4. Analyze linguistic material with regard to language forms, aspects, and linguistic units.
CLO 5. Acquire general knowledge about the historical development of linguistics.
CLO 6. Develop the ability to argue and justify a scientific position.
CLO 7. Demonstrate proficiency in working with scientific-theoretical sources, various types of dictionaries, and reference literature.

Course Learning Outcomes for "Introduction to Literary Studies"
CLO 1. Determine the position of literary studies within the humanities and philological disciplines.
CLO 2. Become familiar with the structure, conceptual system, and terminology of literary studies.
CLO 3. Understand the relationship between literature and other art forms, as well as the functions of literature; develop an understanding of the aesthetic nature of literature.
CLO 4. Acquire knowledge about literary types and genres, as well as the content and form of literary works.
CLO 5. Recognize literary-artistic movements and literary schools, and draw parallels among them.
CLO 6. Engage with the literary process and acquire basic skills in literary analysis.
CLO 7. Gain knowledge about the reader and the text, and the reader's role in the creative process in contemporary literary studies.
CLO 8. Familiarize with primary sources related to world and Azerbaijani literary studies (based on relevant examples) and be able to analyze these sources comparatively.

Course Learning Outcomes for "Folk Literature – Specialty Area"
CLO 1. Analyze the folklore examples of the specialty country — including folk tales, legends, epics, and the related scientific-theoretical literature.
CLO 2. Study extensively the written history specific to the oral folk literature of the specialty country, and master the linguistic and stylistic features of folklore samples recorded in various genres.
CLO 3. Read and identify examples of oral folk literature from the specialty country, determining their genres and artistic characteristics.
CLO 4. Examine the general regularities of the early development stages of the literary process in the specialty country, and investigate the historical context in which material-cultural monuments were created.
CLO 5. Distinguish the development directions of the oral folk literature of the specialty country from the developmental path of ancient Azerbaijani folk literature.

CLO 6. Acquire the qualities and skills to explain the role of oral folk literature in the development of modern literature.

Course Learning Outcomes (CLO) for "History of National Literature"
CLO 1. Identify the general characteristics of the history of national literature and determine the features of its various stages.
CLO 2. Investigate significant literary events that occurred in different periods, understand the literary movements and schools of each era, and analyze literary examples written in different genres by representatives of these movements within the respective country; conduct comparative analyses of literary works across periods.
CLO 3. Acquire comprehensive knowledge about the leading socio-political and literary figures of the national literature, familiarize with their works, and analyze their philosophical and aesthetic views.
CLO 4. Gain theoretical and practical knowledge about the stylistic features, main ideas, and themes of literary works.
CLO 5. Develop the ability to research the primary sources of the studied nation's literature.
CLO 6. Interpret the influence of the national literature on the global literary process.
CLO 7. Acquire knowledge about Azerbaijani, Eastern, and Turkic themes and motifs in examples of the national literature of the specialization country.

Learning outcomes (LO) for the subject "World Literature"
LO 1. To become familiar with the myths of ancient Eastern and Western peoples and study them within the historical and cultural context of their time.
LO 2. To gain detailed knowledge about the general achievements and historical significance of ancient literature, including its representatives, and to learn about ancient lyric poetry and drama.
LO 3. To acquire knowledge about medieval heroic epics, chivalric-courtly and urban literature, including examples of poetry and prose; to become acquainted with troubadour and trouvère poetry, and to gain understanding of the chivalric romance genre.
LO 4. To learn about the life and works of leading socio-political figures, writers, and philosophers of medieval Eastern and Western literature.
LO 5. To obtain detailed information about renowned writers, poets, and dramatists of the Renaissance, Classicism, Enlightenment, Romanticism, and Realism literary periods; to acquire comprehensive knowledge about the evolution of major literary movements and to analyze these movements comparatively.
LO 6. To master the philosophical, aesthetic, and theoretical concepts of Modernist literature based on literary examples.

LO 7. To be able to explore the literary and aesthetic foundations of Postmodernist literature and identify its distinctive features reflected in the artistic texts of contemporary authors.
LO 8. To become familiar with the main trends of contemporary literature (such as magic realism, dystopia, the philosophy of the lost generation, black humor, feminism, science fiction, multiculturalism, etc.) and to interpret these trends based on literary examples.

Learning outcomes (LO) for the course "Literary Theory"
LO 1. To study the general theoretical principles of literary fiction.
LO 2. To acquire knowledge about the nature and purpose of literature.
LO 3. To understand the relationships between literature and society, literature and philosophy, literature and psychology, and literature and biography.
LO 4. To acquire theoretical knowledge about the artistic integrity of a literary work and to expand knowledge about plot and composition.
LO 5. To understand the lexical-semantic features of the language of literature, gain knowledge about figurative language devices, and clarify the connection between poetic meters and the characteristics of the national language.
LO 6. To identify the of literary styles and methods, and to define methodological principles and stylistic directions.
LO 7. To gain knowledge about mythological, psychological, biographical, and historical-comparative schools of literary criticism.

Learning Outcomes (LO) for the course "Stylistics and Rhetoric":
LO 1. To identify specific concepts related to stylistics and distinguish the differences between them.
LO 2. To determine the stylistic devices used in various texts and speech, and to describe and discuss their functions in context along with the principles of stylistic analysis.
LO 3. To select and apply appropriate stylistic units in order to compose texts in relevant functional styles.
LO 4. To ensure the logic and persuasiveness of speech through the use of rhetorical devices.
LO 5. To identify rhetorical devices and characteristics used in everyday and professional discourse.
LO 6. To master the expressive potential of the studied language, apply stylistic categories in speech activities, adhere to rhetorical standards, and demonstrate cultured speech competence.

Learning Outcomes (LO) for the course "General Linguistics"
LO 1. To attain an advanced level of understanding, identification, and analysis of linguistic problems based on the knowledge previously acquired within the framework of relevant essential subjects.
LO 2. To understand the conceptual framework of the main existing scientific schools across various branches of linguistics, and to analyze real language data by applying the scientific methodologies based on these schools.   **LO 3.** To be able to identify the methodological basis for conducting research in the field of linguistics.
LO 4. To comprehend and analyze linguistic problems within an interdisciplinary framework by linking them to issues and theoretical considerations in the humanities and social sciences.
LO 5. To formulate independent reflections on contemporary issues, priorities, and future perspectives in the field of linguistics.
LO 6. To apply a systematic scientific approach to language, linguistic facts, and the processes taking place within language.

Learning Outcomes (LOs) for the Course "Ancient Language"
LO 1. To acquire knowledge of the phonological system of the ancient language.
LO 2. To acquire knowledge of the morphological structure of the ancient language.
LO 3. To acquire knowledge of the main syntactic units of the ancient language.
LO 4. To acquire the lexical corpus of the ancient language at a level sufficient to read and comprehend selected texts.
LO 5. To understand the meanings of basic phraseological units in the ancient language.
LO 6. To be informed about the social, political, and cultural context in which the ancient language developed.
LO 7. To gain knowledge about the literary monuments written in the ancient language and the authors who produced works in it, and to be able to read and translate (or interpret) selected excerpts from these texts with the help of the instructor and/or a dictionary.
LO 8. To analyze stylistic features in literary works written in the ancient language and, based on reading materials, to form opinions about the functional styles of the ancient language.

Learning Outcomes (LOs) for the Course "History of Language"
LO 1. To investigate the long historical path of the target language through the study of its linguistic history.
LO 2. To demonstrate how the language has evolved from its earliest oral and written monuments to its present-day form.
LO 3. To explore the vocabulary of languages by focusing on how words are formed and spread, the origin of borrowed words, their adoption or transmission between languages, and in general, to pay special attention to etymology.
LO 4. To apply the historical-comparative method based on materials related to the studied language.
LO 5. To perform tasks related to the origin of the studied language and its relationship with other languages of the same family, while also demonstrating theoretical knowledge.
LO 6. To thoroughly study the achievements in linguistics and use them to support theoretical claims, as well as to express opinions and viewpoints on the topics under discussion.

Learning Outcomes (LOs) for the Course "Regional Studies"
LO 1. To acquire comprehensive knowledge about the history and culture of the people whose language is being studied.
LO 2. Based on the acquired knowledge about the history and culture of the people, to achieve appropriate skills in sociolinguistic, sociocultural, and intercultural communication in the studied language.
LO 3. To be able to analyze the culture of the people whose language is being studied in a comparative perspective with other cultures.

LO 4. To participate in debates concerning social processes occurring in the country or countries where the studied language's people live, with a focus on their history, culture, and language.

LO 5. To be able, through the acquired knowledge and skills, not only to convey the lexical background, national culture, and national realities but also to inspire respect and affection for the country of the studied language among other students involved in communication.
LO 6. To explain the systematic interrelation between the communication styles, customs, and traditions adopted from the culture of the studied people and Azerbaijani culture.

Learning Outcomes (LOs) for the Course "Logic and Critical Thinking"
LO 1. To explain a problem clearly and comprehensively.
LO 2. To effectively select and interpret data and facts during the problem analysis process.
LO 3. To analyze a problem by identifying its context when expressing a position; to interpret existing or possible hypotheses and viewpoints.
LO 4. To formulate reasoning and theses taking into account the complexity of the problem or opposing approaches.
LO 5. To analyze argumentative discourse and explain and apply key concepts.
LO 6. To identify several possible solutions to complex issues and propose alternative arguments.
LO 7. To develop the ability to synthesize data and facts to draw well-founded conclusions.
LO 8. To determine the logical consistency and validity of arguments, as well as the relevance of supporting data and facts to the argument, and to justify the argument's coherence.
LO 9. To identify common logical and rhetorical fallacies.
LO 10. To explain the difference between concept, judgment, and inference.
LO 11. To identify thesis, reasoning, inference, and arguments.
LO 12. To know the formal laws of logic such as the law of identity, law of contradiction, law of excluded middle, and law of sufficient reason, and to apply them in the process of inference and proof.
LO 13. To identify tautologies, contradictions, fallacies, and paradoxes.
LO 14. To apply these skills in academic, analytical, and creative oral and written communications.

Learning Outcomes for the Course "Main Foreign Language":
LO 1. To identify the relationship between the orthoepic (pronunciation) and orthographic (spelling) systems of the language.
LO 2. To master the grammatical structure of the language; to identify grammatical

errors and produce grammatically correct texts; to acquire the communicative functions of structural language units and use them appropriately.
LO 3. To acquire the lexical corpus of the language in a way that enables maximum utilization of its rich resources during communication; to effectively use lexical-semantic categories, less common vocabulary items, phraseological units, terms, and specific expressions in both spoken and written speech; to understand the connotative properties of synonyms and the use of polysemous words.
LO 4. To construct speech that is clear to the listener, expressive, and logical, taking into account key points.
LO 5. To develop effective listening comprehension skills.
LO 6. To conduct linguistic analysis of listened texts; to interpret main ideas and details; to understand the meaning of specific expressions, idioms, and terms; to distinguish intonation and other prosodic units and explain the speaker's emotional-expressive attitude toward the topic.
LO 7. To comprehend various written texts on both concrete and abstract topics, interpret the main ideas in the text, paraphrase and summarize key points.
LO 8. To distinguish the semantic-stylistic and structural features of phraseological units.
LO 9. To characterize the branches of the studied language; to apply the main communicative units of the language in normative, communicative, and ethical contexts; to express independent opinions and demonstrate coherent and rich speech.
LO 10. To master the features and application of structural elements and cohesive devices that form the text.

Learning Outcomes for the Course "Civil Defense":
LO 1. To study the classification and full characteristics of emergency situations, the history of civil defense, its role and responsibilities during emergencies. To gain knowledge about legal and regulatory documents related to civil defense.
LO 2. To understand the role and responsibilities of civil defense in both peacetime and wartime. To learn the methods of preventing technogenic (man-made) emergencies and the behavioral rules for the population in bacteriological, chemical, and radiological conditions; to be familiar with quarantine and observation procedures, sanitary measures, disinfection of territories, decontamination in chemically affected areas, and deactivation in radiation-contaminated zones.
LO 3. To acquire knowledge about the role and responsibilities of the state system in eliminating the consequences of emergencies. To study the formation and function of non-militarized civil defense units.
LO 4. To learn how to organize the protection of the population during emergencies. To understand the use and functioning of collective protection facilities and personal protective equipment. To develop the ability to organize the evacuation and effective protection of the population in emergencies.
LO 5. To know the procedures for organizing and conducting civil defense reconnaissance. To be able to operate radiation and chemical reconnaissance devices. To gain knowledge about civil defense management, command structures, and their main functions.

LO 6. To understand the methods for eliminating the consequences of emergencies. To study the organization and implementation of rescue and other urgent operations in disaster zones. To learn the principles of civil defense training for the population and to be able to provide first aid in areas affected by emergencies.

Learning Outcomes for the Course "Psychology":
LO 1. To acquire knowledge about the subject and methods of psychology, its place within the system of sciences, its main fields, and the major trends in the development of psychological thought.
LO 2. To gain an understanding of the structure of the human psyche, the roles of consciousness and the unconscious in regulating behavior, and the motivation and psychological regulation of behavior and activity.
LO 3. To possess knowledge of the main categories and concepts of psychology; the cognitive, emotional-volitional, and motivational domains of the psyche; personality and the characteristics of its development and formation; thinking, communication, activity, temperament, character, abilities, and the issues of education and self-development.
LO 4. To be able to analyze professional and problem-based learning situations; to organize professional communication and interpersonal interaction; to facilitate individual and joint decision-making processes, as well as reflection.
LO 5. To be able to diagnose individuals' personal and psychological traits, as well as their cognitive and professional working styles.
LO 6. To apply acquired knowledge in solving practical psychological problems and making informed decisions in fields such as education and pedagogy, industry and commerce, and in addressing deviant or unlawful behavior.

Learning Outcomes for the Course "Modern Information and Communication Technologies and Information Security":
LO 1. To acquire knowledge about new information technologies and their role.
LO 2. To gain understanding of the types and classification of modern information and communication technologies.
LO 3. To learn the concept and characteristics of the information society and the main stages of the informatization process of society.
LO 4. To develop practical skills in using modern technologies relevant to the specific field of study.
LO 5. To evaluate the role and effectiveness criteria of information technologies within the relevant specialty area.
LO 6. To master the operating principles of modern operating systems.
LO 7. To acquire programming skills.
LO 8. To gain knowledge and practical experience in web systems and technologies.
LO 9. To obtain knowledge about artificial intelligence, expert systems, and related technologies.

LO 10. To develop skills related to information security and methods to achieve it.
LO 11. To master MS Office 365 software package and apply it within the relevant specialty field.

"Matrix of Learning Outcomes for Courses and the Educational Program"

"The higher education institution must use the following table to determine how the courses support the achievement of the learning outcomes of the specialty's Educational Program."

Block Name	Course Title	PLO1	PLO2	PLO3	PLO4	PLO5	PTN6	PLO7	PLO8	PLO9	PLO 10
General Courses	History of Azerbaijan	X									
	Business and Academic Communication in Azerbaijani	X	X								
	Business and Academic Communication in a Foreign Language	X	X								
Specialty Courses	Introduction to Linguistics	X			X	X					
	Introduction to Literary Studies	X					X	X			
	Folk Literature (related to the specialty country)	X					X		X		
	History of Language	X		X							
	Logic and Critical Thinking	X									
	Core Language (Main Language Studied)	X	x								
	History of National Literature	X					x		X		
	World Literature	X					x		x		
	Ancient Language		X	X							
	Regional Studies	X									X
	Psychology	x									
	General Linguistics	X			X	X					
	Literary Theory	X					X	X		X	
	Stylistics and Rhetoric	X	X					X			
	Civil Defense	X									