**Curriculum**

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| --- | --- | --- | --- |
| **Program** | | Oriental Philology | |
| **Degree awarded** | | Bachelor of Arts in Philology | |
| **Faculty** | | Faculty of Humanities | |
| **Program coordinator/coordinators** | | Prof. Guram Chikovani | |
| **Length of the program (semester, ECTS)** | | **240 ECTS** Credit (8 semesters)  **180 ECTS** Credit – Major program (I-VIII semesters)  **60 ECTS** Credit – Minor program (III-VIII semesters)  **30 ECTS** Credit – In all semesters | |
| **Language of the Program** | | | Georgian |
| **Program development and renewal date of issue** | | | Faculty Board Meeting protocol N1 13.09.2016 year  Academic Board Meeting protocol N1 22.09. 2016 year |
| **Program prerequisites** | | | |
| The predecessor level of the entrant is the full secondary or equivalent education. The applicant must have a document approving full secondary education, document approving passing unified national exams which grants him/her with the status of a student for Georgian citizens or equivalent document in case of existing agreement between foreign citizens (between the States). | | | |
| **Aim of the Program** | | | |
| Historical and current political and economic close relations with the middle eastern countries (Arab, Iranian and Turkish worlds) makes the fields of oriental philology actual and strategically important for our country.  Oriental philology (Arabic philology, Turkish philology and Persian philology) is a complex field of historical-philological directions, which is united around east (Middle East: Arab world, Turkey and Iran) and around its past and present.  The aim of BA program - Oriental Philology is to prepare specialists of Oriental Philology in Arabic philology, Turkish philology and Persian philology. According to modern linguistics and literary studies, students can study one of the oriental languages (Arabic, Turkish, Persian) and literature; peculiarities of cultural, historical, political and social aspects of the neighbouring eastern countries and the features of Georgian-Oriental linguistics, literary and cultural-historical relations.  Thus, one of the main objectives of the program is to provide students with useful skills necessary for further special theoretical and practical training. | | | |
| **Learning outcomes (general and field competences)**  Learning outcomes of BA program - “Oriental Philology“ corresponds to the mission and goals of the university (<http://eqe.ge/geo/static/125/system/national-qualifications-framework>) and the composite document of National Qualifications Framework of Georgia - Higher Education Qualifications Framework (Annex # 3) (<http://www.atsu.edu.ge/article.php?c=1&a=2>).  The graduates are aware of the boundaries of their activities: opportunities to study and further pursue their studies within the scope of competences and while being aware of speciality and related fields.  **(the map of competences - see attached document 2)** | | | |
| **Knowledge and understanding** | Graduate of the program – “Oriental Philology“ holds wide theoretical and practical knowledge in one of the oriental languages (Arabic, Turkish, Persian), in general theoretical and practical disciplines, is familiar with the basics of linguistics, philosophy and literary studies; Has basic knowledge in:   1. Phonetics of one of the oriental languages, in morphology, syntax and lexicology; 2. Basics of Classical Philology; 3. The provisions of linguistic compativism; 4. The history of Oriental literature (Arabic, Turkish, Persian) and history of folklore, genesis and Georgian-Oriental literary relations; 5. Linguistic difficulties of oriental (Arabic / Turkish / Persian) literary samples; 6. General principles of translation theory; from one of the oriental languages (Arabic, Turkish, Persian) in Georgian and Oriental languages in the written and oral language specification. 7. The issues of history and cultural history of Near East people and major issues; 8. Linguistic, literary and historical contacts of Georgian-Oriental languages -Interference issues and establishment of oriental vocabulary in Georgian language; phonetic and semantic modifications of borrowings; history of genetics and development of medieval literary contacts; 9. The graduate is well aware of the importance of the study of field of oriental philology (Arabic philology, Turkish philology, Iranian philology) for studying the history of Georgian language and culture. 10. Islamic history and social institution, medieval and modern Islam, Islamic dogmatics and general issues of Shariati; 11. Political systems, social aspects and modern states of the Near East countries in the political geographical context; 12. Religious, national and existential peculiarities of people from the Near East; Geopolitical significance of the Near East region for Georgia and the outside world. | | |
| **Applying knowledge** | The graduate can   1. Communicate in any of the Oriental (Arabic, Turkish, Persian) languages and practical use of language for the purpose of written and oral correspondence. He/she has skills to conduct the conversation; 2. Understand, analyze, translate, interpret and reproduce different kinds of texts from Oriental English into Georgian and vice versa. He/she holds the skills for translation; 3. Ability to work on different types of dictionaries (Arabic, Turkish, Persian) (monolingual explanatory, medieval century encyclopedic and etymological dictionaries) of one of the Oriental languages, 4. Select, formulate, apply language and literary data to solve the problems under supervision; get information effectively from both primary and secondary information sources, including via internet; 5. Develop independent analytical skills in the relevant area of the field; 6. Apply the basics of linguistic comparativism in practice; 7. Understand, evaluate and analyze field related data in the literary studies, linguistic and historical-cultural contexts; 8. Read and translate original versions of oriental literary samples and understand language difficulties; 9. Considering religious, national and existing peculiarities of people from Middle East will help students learn how to use the language in practice and to do correct written translation. | | |
| **Making judgement** | Graduate has gained:   1. Field information: He/she is able to formulate a substantiated conclusion using linguistic, literary and historical facts, including analysis of Georgian-Oriental contacts, critical assessment and synthesis method; 2. Ability to understand, explain and convey the conclusions in the context of linguistic and literary problems of Oriental Philology (Arabic Philology, Turkish Philology, Persian Philology); 3. Ability to summarize the data of grammar and linguistic typology of Oriental (Arabic / Turkish / Persian) language in general philological aspects. | | |
| **Communication skills** | Student can:   1. Logically and efficiently form and present data gained from the group work and discussions; use modern information and communication technologies in the sphere of the field; use phonological, morphological and syntactic systems one of the Oriental (Arabic, Turkish, Persian) languages and communicate with English language, involve in the debates, etc. (Practical use of language); read, translate and make critical discussions in any of the Oriental languages; participate in the discussions while using professional (general linguistic and Arabic / Turkish / Persian) adapt well to the situation. 2. Orientate well while considering religious, national and existing peculiarities of Middle East people. | | |
| **Learning skills** | 1. The graduate can make a gradual and multilateral assessment of his/her learning process, can correctly determine the needs of further learning; he/she has ability to make self-essassment of his/her abilities; can analyze, make critical evaluations of linguistic and literary events / processes, generalize historic facts and discuss them in historical context; can discuss, make arguments, can analyse critically, can plan working time, organize and work independently; 2. Skills to work in a group; 3. Skills to learn and update knowledge continuously; 4. Skills of professional debates. | | |
| **Values** | 1. Student participates in the formation of values in professional debates while considering ethics. He/she is able to determine tolerance values in communicating with respect to the Oriental and Georgian cultures. 2. Relations with the people of the Middle East often hinder their mentality and psychology, traditional values are disallowed. The student of the Oriental philology specializes in the development of tolerant attitudes towards the cultural traditions of the Middle Eastern diverse and at the same time as inner integrity. | | |
| **Teaching methods** | | | |
| 1. **Discussion/debates** - The process of discussion increases quality of students' engagement and their activities. Discussions can be transferred to the debates and this process is not limited only with the questions asked by the teacher. It develops student's ability to discuss and prove his/her opinion. 2. **Cooperative teaching/learning** – It is a learning strategy where each member of the group is obliged not only to study by himself/herself but also to assist his/her team to study the subject better. Each member of the group works on the problem until all of them become aware of the task. 3. **Group work -** This method involves dividing students into groups and giving them instructions. Group members individually work on the issue and simultaneously share their opinions with other members of the group. Depending on the pre defined objective, the functions among the members of the group can be distributed. This strategy ensures maximum involvement of all students in the learning process. 4. **Problem Based Learning** - This method uses a specific problem as the initial stage of gaining new knowledge and integration process. 5. **Heuristic method**  is based on gradual solving of the task. This process is carried out by independently identifying facts while studying and by seeing the connections between them. 6. **Case study** – Method of active problematic-situational analysis, based on which specific tasks are solved by solving exact cases. This method of teaching is based on considering specific practices (cases). "Case" is a tool that enables the use of theoretical knowledge to solve practical tasks. By combining theory and practice, the method effectively develops ability to take reasonable decisions in limited time. Students gain analytical thinking skills, team work, listening and understanding alternative ideas, making general statement by considering alternative ideas and skills to plan actions and predict their results. 7. **Brain storming** is an operational method of solving the problem on the bases of promoting creative activity. The method implies forming and promoting radically different opinions about the specific issue / problem within the topic. This method enables development of creative approach to the problem. Usage of the method is effective in the existence of numerous groups and consists of several main stages: Defining a task/problem in a creative way; **-**  Within a certain period of time, making notes (mainly on the board) on ideas expressed by the listeners without criticism; Determining assessment criteria in order to identify the idea in compliance with the aim of the research; - Assessing selected ideas with predetermined criteria; 4 -Distinguishing the ideas that are mostly relevant to the issue, via eliminating;  - Identifying high quality idea as the best way of solving the problem. 8. **Role and situational games** include work related(role) plays, didactic(educational) games, playing situations (role plays), playing methods and procedures; Games under the predefined scenario allow students to percieve tasks from different points of view; It helps them develop an alternative viewpoint. These games with discussions formulate studen’s ability to express their position independently and prove them. 9. **Demonstration Method** involves visualizing information. In terms of achieving the result it is quite effective. In many cases, it is best to provide the materials simultaneously with audio and visual materials. The study material can be demonstrated either by teacher or the student. This method helps us to visualize percieving different levels of learning material, to specify what students will have to do independently; Simultaneously, this strategy will visually represent the essence of the task/problem. Demonstration may be simple. 10. **Induction** method determines the form of transmissing any kind of knowledge when the course of thinking is directed from facts towards generalization that means the process is proceeding from concrete to general. 11. **Deduction** method determines the form of transferring any kind of knowledge, which is a logical process of discovering new knowledge based on general knowledge. So, the process is going from the general to concrete. 12. **Analysis** method helps to dissolve the study material as part of one whole. This will simplify detailed coverage of individual issues within a difficult problem. 13. **Synthesis** method implies the formation of one whole after grouping individual issues. This method promotes the development of identifying problem as a whole. 14. **Verbal or oral method -** This method includes lecture, speech, conversation, etc. In this process, the teacher handles study material, explains it, and students actively percieve and understand it by listening, remembering and analysing. 15. **Written method** implies following types of actions: making extensions and records, concealing material, composing thesis, writing abstract or essay, etc. 16. **Explanatory method is** based on the discussion on the issue. Teacher provides concrete examples on the content of the material, which is discussed in details within the scope of the topic. 17. **Action-oriented teaching-learning** requires teachers and students active involvement in the teaching process, where practical interpretation of the theoretical material takes on a special load. 18. **Elaboration and presentation** of the project is the combination of educational and cognitive processes that enables students to solve problems while doing independent activities and as a result of presenting the necessary presentation. This method raises students motivation and responsibility. The work on the project involves planning, research, practical activities and the performance of the results according to the selected issue.The project will be considered done if its results are presented clearly, persuasively and in a concrete form. It can be performed individually, in couples or in groups; as well as within a subject or several subjects (interconnection). After completion, the project will be presented to a wide audience. 19. **E-learning** – Involves teaching via internet and multimedia. It includes all components of the teaching process (goals, content, methods, materials, etc.), which are realized by specific means. E-learning is attended. Study process takes place within teacher and student contact hours, and the training material is delivered through electronic course.   **Grammar-translation method –**   * Teaching written speech; * Word translation as the main means of understanding grammatical forms and word meanings; * Learning linguistic material via mechanical learning and translation; * Emphasising reading and writing skills to learn the language.  1. **Mixed- method** –Performing various lexical-grammatical exercises:   • Filling the gaps in the texts, fill in the gaps - exercises;  • Transformation Exercises (Transfer from one form to another).  23) **Communicative Didactics** – Underlining functional significance of the language while studying. Creating maximally symmetric and active communicative situations within the framework of the study process that facilitates developing communication skills.  One of the main objectives of language learning is the formation of communicative competence, or communication skills, developing communication skills (listening, speaking, reading and writing) for communication in a foreign language.  24) ***Total Phisical Response (TPR)*** means developing speaking skills at the early stage. At TPR student is a listener and a performer. He carefully listens and then fulfills the teacher's supervision. TPR is teacher's asking student's to act. Student's actions show how understandable is the teacher's speech delivered in the target language.  25) ***Task-based language Learning (TBLL)*** - When performing task-oriented activities, the teacher offers different situations to the student, in which he/she may be in the future. The aim of the student is to achieve the purpose set by the adequate use (communication) of the language. TBLL is an instrument that helps students achieve different goals in different situations.  Task-oriented activities can be of different types, such as question-answer, dialogue and role-play games, discussions, etc.  *TBLL considers students' needs, interests and language level. Therefore, relevant activities are selected. While using TBLL mainly an authentic teaching-learning material is used that can be obtained from media (TV programs, magazines, newspapers, internet resources, blogs, etc.)* | | | |
| **Structure of the Program** | | | |
| Program includes the following training components:  1) 52 ECTS credits - mandatory courses;  2) 108 ECTS credits - module of specialization (mandatory courses) - (I-VIII semester);  3) 10 ECTS Credits - Elective Courses (I and V semester);  4) 10 ECTS credits - free credit (5 + 5). The student can choose any course from the university courses, including the courses from elective courses of "Oriental Philology".  5) 60 ECTS credits - Additional (Minor) Program (III-VIII Semesters). Student can choose any BA minor program at ATSU.  **See study plan as an attachment!**  **See Annex 1.** | | | |
| **Assessment System** | | | |
| Students' achievements are evaluated by the Minister of Education and Science of Georgia No. 3 of January 5, 2007 and the No 102 / N Orders dated 18 August, 2016, the credit can be obtained only after the student has achieved the results of the syllabus planned, which is expressed in paragraph 6 "One of the positive benefits provided by subparagraph a)" Assessment.  Assessment system at Akaki Tsereteli State University is divided into the following components:  The share of the mid-term assessment from the total score (100 points) is 60 points, which includes the following assessment forms:  Students activity during the semester (comprises different assessment components) - 30 points;  Mid-term exam - 30 points;  Final exam - 40 points.  Student has right to take the final exam when he/she has obtained at least 18 points at mid-term assessment totally.  The students grading scheme includes,  a) five types of positive assessment:  (A) Excellent – 91-100 points.  (B) Very good – 81-90 points.  (C) Good – 71-80 points.  (D) Satisfactory – 61-70 points.  (E) Acceptable – 51-60 points.  b) two types of negative assessment:  (FX) Student could not pass examination – 41-50 point that means that she/he is required to work more for passing the exam, and that s/he is entitled to retake exam only once after individual work;  (F) failed to pass –40 points and lower that means that the work done by student is not sufficient and she/he has to redo the course.  Within the training component of educational program, in case of FX assessment, a makeup exam is appointed no later than 5 days since the announcement of the examination results.  Maximum course assessment score is 100 points.  The assessment of the academic performance of student in each course consists of the interim and final assessments, of which the conclusive one is a Final Examination.  The maximum score for final examination is 40 points. Student has the right to take the final exam, if his/her minimum assessment score at mid-term examination is 18 points.  • The minimum margin of assessment received by the student on the final exam is 15 points.  • The number of points received in the additional exam is not added to the assessment received at the final exam.  • The number of points received in a makeup examination is a final assessment score and is not added to the final assessment received by student, and it will be reflected in final assessment of the training component.  With account for the assessment received in the educational component, in case of final assessment score 0-50 points, student is assessed at F-0 point  The assessment schemes for each particular course are given in syllabuses presented in annexes to this Program. | | | |
| **Employment opportunities** | | | |
| The graduate will be prepared for working at informative-bibliographic, specialist, archives-museums, methodological, translation and artistic-critical positions. He/she will be able to work in different types of public institutions, publishing houses, mass media, libraries, archives and museums, public organizations and NGOs. | | | |
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Appendix 1

**Study Plan 2017-2018**

**Program: Oriental Philology**

**Degree Awarded: Bachelor of Arts in Philology**

| **№** | **Course Title** | **ECTS** | **Capacity Load per hour** | | | | **Lecture/practice/ labor/group work** | **Semester** | | | | | | | | **Prerequisites** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **Contact** | | **Independent work** | **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** | **VIII** |
| **Class work** | **Mid-term, Final Exams** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| 1 | **Mandatory courses** **(52 credits)** | | | | | | | | | | | | | | | |
| 1.1 | Foreign Language 1 (English 1, German 1, French 1, Russian 1) | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 | x |  |  |  |  |  |  |  |  |
| 1.2 | Foreign Language 2 (English 2, German 2, French 2, Russian 2) | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 |  | x |  |  |  |  |  |  |  |
| 1.3 | Foreign Language 3 (English 3, German 3, French 3, Russian 3) | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 |  |  | x |  |  |  |  |  |  |
| 1.4 | Academic Writing | 3 | 75 | 30 | 3 | 42 | 1/0/0/1 | x |  |  |  |  |  |  |  |  |
| 1.5 | Introduction to Linguistics | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 1.6 | Introduction to Philosophy | 3 | 75 | 30 | 3 | 42 | 1/0/0/1 | x |  |  |  |  |  |  |  |  |
| 1.7 | Introduction to Literary Studies | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  | x |  |  |  |  |  |  |  |
| 1.8 | Introduction to classical philology | 3 | 75 | 45 | 3 | 27 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 1.9 | General Linguistics | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  | x | 1.5 |
| 1.10 | Introduction to Ligvo Oriental Sudies | 3 | 75 | 30 | 3 | 42 | 1/0/0/1 | x |  |  |  |  |  |  |  |  |
| 1.11 | Islam (religion, history, civilization) | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  | x |  |  |  |  |  |
| 1.12 | Oriental folklore | 5 | 125 | 45 | 3 | 77 | 2/0/0/1 |  |  |  | x |  |  |  |  |  |
| 2 | **Elective modules / mandatory courses (108 credits)** | | | | | | | | | | | | | | | |
| **Arabic philology** | | | | | | | | | | | | | | | |
| 2.1 | Introduction to Semitic Language Studies | 5 | 75 | 30 | 3 | 42 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 2.2 | Arabic language 1 | 3 | 75 | 45 | 3 | 27 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 2.3 | Arabic language 2 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  | x |  |  |  |  |  |  | 2.1 |
| 2.4 | Arabic language 3 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  | x |  |  |  |  |  | 2.1 |
| 2.5 | Arabic language 4 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  |  | x |  |  |  |  | 2.3 |
| 2.6 | Arabic language 5 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  |  |  | x |  |  |  | 2.4 |
| 2.7 | Arabic language 6 | 5 | 125 | 75 | 3 | 47 | 1/0/0/4 |  |  |  |  |  | x |  |  | 2.5 |
| 2.8 | Arabic language 7 | 5 | 125 | 75 | 3 | 47 | 1/0/0/4 |  |  |  |  |  |  | x |  | 2.6 |
| 2.9 | Arabic press language | 5 | 75 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  | x |  |  | 2.6 |
| 2.10 | Business Arabic | 5 | 75 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  |  | x |  | 2.6 |
| 2.11 | The theory and practice of translation from Arabic to Georgian | 5 | 125 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  | x |  |  |  |
| 2.12 | Practice in Translation | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 |  |  |  |  |  |  |  | x |  |
| 2.13 | History of the Islamic Period of Arabic Literature | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  | x |  |  |  |  |
| 2.14 | Medieval Arabic literature history(VII-XVIII სს.) | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  | x |  |  |  |
| 2.15 | History of new Arabic literature | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  |  | x |  |  |
| 2.16 | History of the modern Arabic literature | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  |  |  | x |  |
| 2.17 | History of Arabic countries 1 | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 2.18 | History of Arabic countries 2 | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  | x |  |  |  |  |  |  |
| 3 | **Turkish Philology** | | | | | | | | | | | | | | | |
| 3.1 | Introduction to Turkish Language Studies | 5 | 75 | 30 | 3 | 42 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 3.2 | Turkish language 1 | 3 | 75 | 45 | 3 | 27 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 3.3 | Turkish language 2 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  | x |  |  |  |  |  |  | 3.1 |
| 3.4 | Turkish language 3 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  | x |  |  |  |  |  | 3.2 |
| 3.5 | Turkish language 4 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  |  | X |  |  |  |  | 3.3 |
| 3.6 | Turkish language 5 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  |  |  | x |  |  |  | 3.4 |
| 3.7 | Turkish language 6 | 5 | 125 | 75 | 3 | 47 | 1/0/0/4 |  |  |  |  |  | x |  |  | 3.5 |
| 3.8 | Turkish language 7 | 5 | 125 | 75 | 3 | 47 | 1/0/0/4 |  |  |  |  |  |  | X |  | 3.6 |
| 3.9 | Turkish Press Language | 5 | 75 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  | x |  |  | 3.6 |
| 3.10 | Business Turkish | 5 | 75 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  |  | x |  | 3.6 |
| 3.11 | Theory and practice of translation from Turkish to Georgian | 5 | 125 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  | x |  |  |  |
| 3.12 | Translation Practicum | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 |  |  |  |  |  |  |  | x |  |
| 3.13 | History of Turkish Literature I  (XI-XV centuries) | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  | x |  |  |  |  |
| 3.14 | History of Turkish LiteratureII (XVI-XVIIIcenturies) | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  | x |  |  |  |
| 3.15 | History of Turkish literature in Tanzimat period | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  |  | x |  |  |
| 3.16 | History of modern Turkish literature | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  |  |  | x |  |
| 3.17 | Turkish History 1 | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 3.18 | Turkish History 2 | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  | x |  |  |  |  |  |  |
| 4 | **Persian philology** | | | | | | | | | | | | | | | |
| 4.1 | Introduction to the study of Iranian languages | 5 | 75 | 30 | 3 | 42 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 4.2 | Persian language 1 | 3 | 75 | 45 | 3 | 27 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 4.3 | Persian language2 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  | x |  |  |  |  |  |  | 4.1 |
| 4.4 | Persian language3 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  | x |  |  |  |  |  | 4.1 |
| 4.5 | Persian language4 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  |  | x |  |  |  |  | 4.3 |
| 4.6 | Persian language5 | 10 | 175 | 105 | 3 | 67 | 1/0/0/6 |  |  |  |  | x |  |  |  | 4.4 |
| 4.7 | Persian language6 | 5 | 125 | 75 | 3 | 47 | 1/0/0/4 |  |  |  |  |  | x |  |  | 4.5 |
| 4.8 | Persian language 7 | 5 | 125 | 75 | 3 | 47 | 1/0/0/4 |  |  |  |  |  |  | x |  | 4.6 |
| 4.9 | Persian press language | 5 | 75 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  | x |  |  | 4.6 |
| 4.10 | Business Persian | 5 | 75 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  |  | x |  | 4.6 |
| 4.11 | Theory and practice of translation from Persian into Georgian | 5 | 125 | 45 | 3 | 27 | 1/0/0/2 |  |  |  |  |  | x |  |  |  |
| 4.12 | Translation Practicum | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 |  |  |  |  |  |  |  | x |  |
| 4.13 | History of Old and Middle Persian Literature | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  | x |  |  |  |  |
| 4.14 | History of Classical Persian Literature ( IX-XII სს.) | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  | x |  |  |  |
| 4.15 | History of Classical Persian Literature (XIII-XVIII სს.) | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  |  | x |  |  |
| 4.16 | History of the latest and modern Persian literature | 5 | 125 | 60 | 3 | 62 | 2/0/0/2 |  |  |  |  |  |  |  | x |  |
| 4.17 | History of Iran 1 | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 4.18 | History of Iran 2 | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  | x |  |  |  |  |  |  |
| 5 | **Elective courses** **(10 credits)** | | | | | | | | | | | | | | | |
| 5.1 | Introduction to Georgian Philology | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 |  |  |  |  |  |  |  |  |  |
| 5.2 | Introduction to the Science of History | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 |  |  |  |  |  |  |  |  |  |
| 5.3 | Introduction to archeology | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 |  |  |  |  |  |  |  |  |  |
| 5.4 | Introduction to English Philology | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 | x |  |  |  |  |  |  |  |  |
| 5.4 | Introduction to French philology | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 |  |  |  |  |  |  |  |  |  |
| 5.5 | Introduction to German Philology | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 |  |  |  |  |  |  |  |  |  |
| 5.6 | Introduction to Russian Philology | 5 | 125 | 45 | 3 | 77 | 1/0/0/1 |  |  |  |  |  |  |  |  |  |
| 5.7 | Linguistic and literary relations of Georgian-Oriental languages | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.8 | Historical relations between Georgia and the Middle East | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.9 | History of Oriental Culture | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.10 | Modern state of the Middle East Countries | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  | x |  |  |  |  |
| 5.11 | Ethnology of Caucasian People | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.12 | Comparative linguistics | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.13 | Information Technologies | 5 | 125 | 45 | 3 | 77 | 0/0/0/3 |  |  |  |  |  |  |  |  |  |
| 5.14 | History of Georgian Literary Language | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.15 | Old Georgian literature | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
| 5.16 | Rustvelology | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  |  |  |
|  | **Free credits (10 credits)** | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |  |
|  | **Minor program (60 credits)** | | | | | | | | | | | | | | | |
|  |  | 60 |  |  |  |  |  |  |  | 10 | 10 | 10 | 10 | 10 | 10 |  |