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Elaboration of analysis of doctoral programs at participating universities, eliminating weaknesses of analyzed programs and proposals for their innovation in order to increase their efficiency

UNIVERSITY OF SS. CYRIL AND METHODIUS IN TRNAVA

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Foreword

Doctoral studies are a fundamental prerequisite for the profession, or vocation, of a scientific researcher. The university thus faces a very demanding task: it must prepare students for the demands of research, strengthen their curiosity, satisfy their thirst for knowledge, give them the opportunity to develop what are known as soft and hard skills, develop their ability to weigh arguments rationally, prepare them to discuss issues critically, and support the development of creative thinking. Although there are different regulations, guidelines, and rules for doctoral programs around the world, it is always possible to find curricula with a similar object of study, which opens new possibilities for improving the quality of the educational process in the individual universities. This fact was the impetus for the joint Erasmus+ project with the title Innovating the Concept and Curriculum of Doctoral Programs and Improving Their Effectiveness. The members of the project are university teachers from University of Ss. Cyril and Methodius in Trnava (Slovakia), Masaryk University in Brno (Czech Republic), and University of Granada (Spain). Although doctoral programs are offered in Slavic and non-Slavic countries with relatively different systems, we decided to analyze the doctoral programs of the participating universities, to propose solutions to the shortcomings of the analyzed programs, and to improve them to increase their effectiveness.

In this publication, which represents the first intellectual result of the project, we have developed the above mentioned analysis of doctoral programs, focusing on those curricula provided by specific departments or institutes of the three partner universities, namely the Department of Russian Studies at the Faculty of Arts, University of Ss. Cyril and Methodius in Trnava (Slovakia), and the Institute of Slavic Studies at the Faculty of Arts, Masaryk University in Brno (Czech Republic); and the Department of Slavic Philology, Department of Greek

and Slavic Philology, Faculty of Arts, University of Granada (Spain).

To get the fullest possible picture of the implementation of doctoral programs in individual universities, we decided to analyze doctoral programs from several perspectives, namely:

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We decided to follow this framework in our analysis of doctoral programs in Slovak, Czech, and Spanish universities. We hope that the publication will provide information on important aspects of the implementation of doctoral programs in all three partner universities; identify strengths and blind spots; and offer a list of recommendations for their elimination to increase the effectiveness of the programs.

1. Doctorate degree program at the University of Ss. Cyril and Methodius in Trnava

1.1 Information about the university

The University of Ss. Cyril and Methodius in Trnava (UCM) was founded on August 1, 1997. The establishment of the university was of great significance for the region and the entire Slovak academic community. It facilitated access to higher education for hundreds of students and thus contributed to raising the level of education and culture.

Since its founding, this institution has also contributed to the development of science and education in Slovakia by introducing areas of knowledge that had not been developed before, resulting in entirely new, modern curricula. The University of Ss. Cyril and Methodius in Trnava was the only university in Slovakia at the time that offered programs in media and marketing communications. The environmental protection and restoration program is still a unique program in Slovakia.

The main mission of the University of Ss. Cyril and Methodius in Trnava is to protect and spread knowledge and to develop education in the spirit of humanistic and democratic traditions, both national and universal, on the basis of knowledge and creative scientific and artistic activities.

The university is one of the main employers in the regional city; it actively cooperates with state administration institutions and it participates in many events. In this way, it enriches the cultural, social, and intellectual life of Trnava and the whole region.

The institution's staff currently consists of 50 professors, 63 assistant professors and more than 200 senior teachers. They are not only teachers, but also scientists and researchers with extensive publishing and research activities. The academic community consists of experts not only from Slovakia, but also

from all over the world, thanks to bilateral cooperation, support for mobility and internationalization.

The University of Ss. Cyril and Methodius in Trnava currently provides education at six faculties:

➢ Faculty of Mass Communication;
➢ Faculty of Natural Sciences;
➢ Faculty of Social Sciences;
➢ Faculty of Arts;
➢ Department of Health Sciences;
➢ Management Institute.

1.2   Information about the department

The Department of Russian Studies at Faculty of Arts of UCM is a university research and teaching workplace that trains qualified pedagogical and non-pedagogical specialists in Russian language, literature and culture.

The Department of Russian Studies was originally established as the Department of Slavic Languages in 1997 within the framework of the Department of Slovak Language and Literature. In 2003, an independent Department of Slavic Philology was founded, which since 2013 has been called the Department of Russian Studies. Currently, the department has seven employees. The head of the department is doc. PhDr. Andrea Grominová, PhD.

Within the framework of research activities, the department is mainly engaged in solving grant projects of KEGA Agency of Cultural and Educational Grants of the Ministry of Education, Science, Research and Sport of the Slovak Republic, projects of VEGA Agency of Scientific Grants of the Ministry of Education, Science, Research and Sport of the Slovak Republic and the Slovak Academy of Sciences, as well as grants within the framework of Erasmus+ programs. Outcomes of the projects have been presented by members of the department in the form of scientific monographs e.g., *System of imagery and*

artistic model of the world in lyrics of F. Tyutchev and A. Fet, Axiological aspect of journalistic texts (on the material of Russian and Slovak news reports, etc.), studies and articles in Slovak and foreign journals and collections of papers. The members of the department are also authors of articles in specialized encyclopedias and dictionaries, and actively participate in preparing textbooks and other educational materials for students e.g., *Textbook on Russian-Slovak homonyms*; *Realia of Russia. Part 1*; *Realia of Russia. Part 2*, etc.

The most important successful scientific projects have included the publication of lexicographic works such as *Slovak-Russian Dictionary I, II, Slovak-Russian Dictionary of Law and Economics, Russian-Slovak Dictionary of Law and Economics,* and *Dictionary of Russian-Slovak Interlingual Homonyms.*

At present, the Department of Russian Studies of the Faculty of Arts of UCM is the main coordinator of the unique KEGA project no. 021UCM-4/2020, which is the only project of its kind in Slovakia that aims to create the first series of textbooks for Russian-Slovak sections of bilingual grammar schools in the Slovak context in general.

1.3 Educational field and study programs

The Department of Russian Studies at Faculty of Arts of UCM provides full-time and part-time education in the following accredited study programs:

➢ *Russian Language and Culture in Professional Communication* – Bachelor's, Master's and Doctoral study programs;

➢ *Teaching academic subjects – Russian language in combination with another subject* – Bachelor's and Master's degrees.

After completing 5 years of study, the department offers the opportunity to enter doctoral programs and earn an appropriate degree, or to receive additional training for

teachers (teachers can obtain an additional specialty in *Russian language and literature*).

The Department of Russian Studies at UCM has been providing a doctoral program in *Russian language and culture in professional communication* since 2016. This program prepares graduates as Russian language specialists who are sufficiently prepared for independent professional activities in linguistically, historically, culturally, or socially oriented research, as well as professionals who can work in teaching practice, in cultural institutions, industry, tourism, as translators or interpreters, or even in in journalism and the diplomatic service.

By the end of their doctoral studies, students possess an extensive body of knowledge, skills, and professional competencies that organically complement the knowledge, skills, and competencies acquired during the first and second degrees of higher education.

1.4 Entrance exam. Information about international students

Conditions for attending the admission interview:
➢ completed master's degree in a specialty or related field;
➢ research and teaching in the field;
➢ successfully passing the entrance exams.

The candidate must send an application for admission to the doctoral program by the established deadline. The following documents must be attached to the application:
➢ structured CV;
➢ certified copies of educational certificates (including language certificates, if any);
➢ a list of published articles or a list of results of other professional activities;
➢ dissertation project (a brief introduction to the topic

with a statement of the research problem) with appropriate references to the literature (5-7 pages).

The candidate chooses the thesis focus from predetermined topics or, after consultation with the department, can propose his or her own topic. For the entrance examinations, he/she must bring a detailed dissertation project, written consent from the supervisor authorizing the chosen topic, a list of literature studied in the field, and a review of his/her own research activities.

Entrance examinations take the form of an interview in which the candidate presents his or her abilities, motivation and prerequisites for study in the third degree of university study and answers questions from the committee.

A successful candidate for training:

➢ has a good understanding of the topic of his or her dissertation and issues related to his or her chosen field;

➢ is able to adequately present his thesis project;

➢ has the necessary knowledge in the subject area;

➢ actively speaks at least one foreign language.

The same criteria apply to foreign applicants. Education documents issued by a university or another educational institution in a European Union Member State, the Swiss Confederation or a non-EU member state (third country) may be recognized as equivalent to those issued by a university in the Slovak Republic. In the process of approving foreign education documents, it is assessed whether these conditions are met. If the conditions are met, the higher education institution will approve the document of education as equivalent to a document of education issued in the Slovak Republic.

The decision to approve education documents issued by a foreign university is made by the competent ministry – the Ministry of Education, Science, Research and Sport of the Slovak Republic, the Centre for Recognition of Education Documents, the Ministry of Defense of the Slovak Republic (if it

is a document of education issued by a ministry of interior university), the Ministry of Interior of the Slovak Republic (if it is a document of education issued by a police university) or a recognized university in the Slovak Republic, which provides training programs in the fields of study specified in the submitted educational documents. The number of candidates and applicants for doctoral programs from abroad is increasing every year. Currently, the Department of Russian Studies at the Faculty of Arts at UCM has one student from the Slovak Republic and four students from abroad.

A full-time doctoral student is entitled to a stipend for a standard term of study, which he/she will begin receiving upon enrollment. The amount of the monthly stipend is determined in accordance with the tables of Act No. 553/2003 Coll. as amended:

➢ doctoral student before the dissertation examination: 807.50 EUR;

➢ doctoral student after the dissertation examination: 940.50 EUR.

Under current law, the stipend is not tax-deductible. Doctoral studies are equivalent to full-time work, and in most cases, it is not feasible or possible to study full-time in a doctoral program in conjunction with another full-time job. In the event that one wishes to study in parallel with work, it is advisable to choose part-time study.

The graph of the number of students who applied to study and the number of students admitted
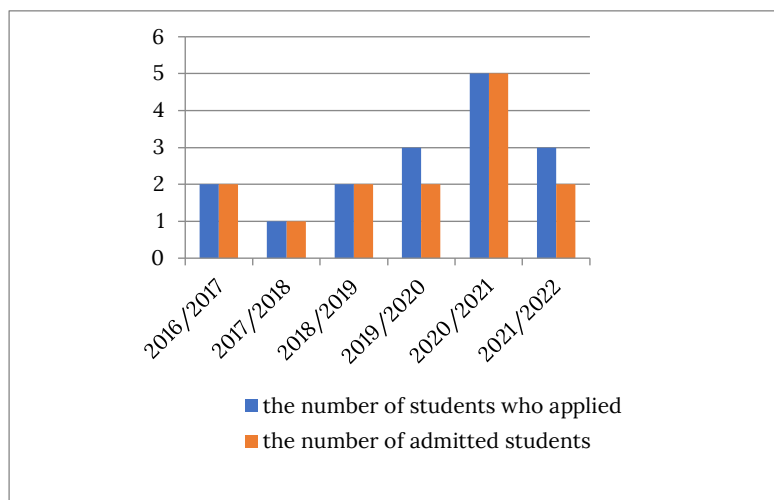
*   *In 2019/2020, in addition to 2 admitted students, 1 student was admitted conditionally.*

1.5   Profile of the graduate (in categories)

Knowledge

The graduate profile of *the Russian Language and Culture in Professional Communication* doctoral program is based on a broad general background and a narrower specialization, which the doctoral student pursues mainly in the second and third years of study and within the framework of which he or she writes his or her dissertation. The doctoral student may choose either a linguistic or a literary orientation.

The graduate of the program in either orientation:

➢ has an excellent command of the Russian language in both written and oral form;

➢ has a broad vocabulary and professional terminology;

➢ is able to speak in professional forums;

➢ publishes specially oriented texts (reviews, articles, monographs, etc.);

➢ is capable of performing written and oral translations at the highest professional level;

➢ has a broad base of knowledge about the realities of Russia and Eastern Slavs in general (Ukraine, Belarus), especially about geography, history, culture, industry, and Slovak-Russian contacts in their historical development;

➢ has a research methodology that can be applied either generally or in one of two specializations: either a narrower linguistic focus or a literary focus.

In the case of a narrower linguistic focus, the graduate:

➢ has a highly specialized knowledge of Russian grammar, especially morphology, lexicology, phraseology, syntax, and media linguistics;

➢ knows current trends in scientific research in Russian, Slovak and international contexts.

The graduate of a program aimed at a literary orientation:

➢ is a specialist in the history and theory of Russian literature;

➢ has a broad base of knowledge focused on the history of Russian culture (music, painting, sculpture, folklore, etc.), on the history of Russia in the context of the history of Slovakia and the Slavic countries, as well as European history.

Skills

The graduate is an expert in intercultural communication. He/she is capable of:

➢ distinguishing the peculiarities of the Russian national mentality and of approaching professional comparative studies with sensitivity and knowledge of these peculiarities;

➢ using their profound knowledge to decode phenomena that can improve intercultural communication, or, conversely, which can make intercultural communication difficult or

impossible;

➢ actively combining knowledge of Russian realities with the Slovak and European context and dynamically contrasting them with the realities of the native culture;

➢ participating in the development of Slovak-Russian contacts, establishing and maintaining them independently;

➢ sharing their knowledge with others, organizing intercultural events and actively participating in the development of Slovak-Russian scientific, cultural and business relations;

➢ actively monitoring professional, cultural, and linguistic changes in the Russian-speaking community;

➢ working as an interpreter and/or translator;

➢ developing the professional knowledge through his or her own research activities;

➢ transferring their knowledge and the results of their professional activities in pedagogical practice.

Professional competencies

The graduate of the *Russian Language and Culture in Professional Communication* doctoral program can:

➢ be a member of the research team of research projects (both national and international), as well as to lead them;

➢ independently present the results of their research work at conferences, forums, seminars, and symposiums.

Transferable competencies

The graduate of the program can:

➢ work in a team and share their knowledge, skills, and experience with other team members;

➢ present, argue, and speak in discussions;

➢ work in an intercultural environment;

➢ search for necessary information on the Internet and use it for their own professional development;

➢ think critically and act creatively and flexibly.

Graduates of both courses are interculturally oriented in their knowledge, are prepared for independent professional work and are prepared for professional projects at their preparation and realization stages. They also have sufficient knowledge to popularize their professional work and its results.

1.6 Duration of study

Doctoral studies in the Department of Russian Studies of the Faculty of Arts at UCM are carried out in full-time form lasting 3 years/6 semesters or 4 years/8 semesters and in part-time form lasting 4 years/8 semesters or 5 years/10 semesters. A semester consists of study, pedagogical, scientific and examination components.

1.7 Teachers in the doctoral program

Teachers in the program must have at least an assistant professor's degree to be able to teach in doctoral programs.

The teachers of the Department of Russian Studies at the Faculty of Arts of UCM, who are at the same time guarantors i.e., bear the main responsibility for realization of the program, are:

➢ *prof. PhDr. Josef Dohnal, CSc.,*
➢ *prof. Oleh Tyshchenko, DrSc.,*
➢ *doc. PhDr. Andrea Grominová, PhD.,*
➢ *doc. PhDr. Lukáš Gajarský, PhD.,*
➢ *Mgr. Olga Iermachkova, PhD.*

In the next section, the staff and the scope of their scientific interests will be introduced.

prof. PhDr. Josef Dohnal, PhD.

In his scientific and research activity he is mainly engaged in the study of the artistic model of the world in Russian literature of the 19th-20th centuries. Prof. Dohnal is a member

of editorial boards of foreign academic and professional journals, such as Opera Slavica (responsible editor for literary studies, Czech Republic), Pedagogy of Art (Russia), Literature in the borderlands (Poland), Samara Scientific Bulletin (Russia), Sultanov Readings of the Prikarpatskiy National University named after Vasil Stefanovik (Ukraine), Ivano-Frankovsk. The author is the chief organizer of the international conferences Values in Literature and Art I – V (2012 – 2021).

In addition, prof. Dohnal is a member of the boards of doctoral programs at Charles University in Prague, Palacky University in Olomouc and Masaryk University in Brno and is the author of more than 140 research outcomes, 8 of which are registered in the Web of Science and Scopus databases. The compulsory literature of the courses among others includes the scientific monograph *The Changes in the Model of the World in Russian Prose at the Turn of the 19th and 20th Centuries* (Brno 2012) and *Short stories by Leonid Nikolayevich Andreev* (Brno 1997); the study *Myth, World Time and Models of Space in the Postmodernist Works of* V. *Pelevin* (Porównania 2018).

prof. Oleh Tyshchenko, DrSc.

His research focuses on corpus linguistics, psycholinguistics, ethnolinguistics, Russian and Slovak phraseology, general and comparative linguistics, cognitive linguistics, linguoculturology and the language of Slavic folklore. Prof. Tyshchenko is the editor-in-chief of the international scientific collections *Linguistic worldview of Slavs vs. culture 1 and 2*; a member of expert council in the field of comparative, historical and typological linguistics (10-02-17) at Kyiv National Pedagogical Dragomanov University; the deputy editor in chief of the scientific journal *Lviv Philological Journal*; a member of editorial board of scientific works *Man. Computer. Communication* (Department of Applied Linguistics, Lviv Polytechnic National University) and an organizer of many conferences, such as *Linguistics at the Turn of the Century: New*

Trends and Prospects of Development; *Ethnos, Language, Culture*: *Past, Present, Future* and others.

Prof. Tyshchenko is the author of more than 160 works, including 7 scientific studies included in the Web of Science and Scopus databases. Some of them are actively used in the educational process within the framework of profile subjects, such as *The Concept of the Illegitimate Child in the Naive Picture of the World: Linguocognitive and Ethnocultural Angles* (Logos 2021); *The Linguistic and Cultural Image of Weaving craft in Paroemias and Phrasemes* (*East and West Slavic Context*) (Slavica Slovaca 2020); *Language means of envy and betrayal conceptualization: sphere of socially evaluating and emotional concepts and their interaction* (Likha-Press 2019), etc.

doc. PhDr. Andrea Grominová, PhD.

In her academic and research work, Andrea Grominová deals with the problem of intercultural communication, reflection on the translation of Russian literature in Slovakia, the artistic worldview in Russian and Slovak poetry, and cultural and translatological issues. Doc. Andrea Grominová is a member of the editorial board of the prestigious international scholarly journal Philological Class, included in the Web of Science and ERIH PLUS databases, and the international scholarly journal science journal of the K. D. Ushinsky National Pedagogical University in Dnepropetrovsk: Linguistics and Modern Russia. She is a member of the Slovak Society of Translators of Professional Literature, which is a member of the International Federation of Translators (FIT) within APTOS (Association of Translation and Interpretation Organizations of Slovakia) and a member of the SAIA committee for selecting applicants for internships abroad (to Russia).

Doc. Grominová is the author and co-author of more than 80 works, 7 of which have been registered in the Web of Science and Scopus databases. These include: *The anthology Russian Modern* (2011): *the experience of poetic translation of Russian*

poetry in Slovakia (Journal of Tomsk State University : Philology 2021); *The image of native land in modern poetry of Slovakia and the Urals* (Philological Class 2016), *M. Valek, G. Aigi and "Woman on the Right", or the First Slovak Translation of G. Aigi's Poetry in the Context of the 1960s and Modern Reception* (Philological Studies 2021); *The Motif of World Transfiguration in Ivan Zhdanov's Poem Orans* (Quaestio Rossica 2019). She is also the co-author of the textbook *Russian for Self-Study and Language Schools* (Aktuell 2018).

doc. PhDr. Lukáš Gajarský, PhD.

Doc. Gajarsky is the author of the first scientific monograph on Russian-Slovakian interlingual homonymy in Slovakia (2021) and co-author of the first textbook and dictionary on this subject in Slovakia. In addition to interlingual homonymy, his research focuses on axiology, asymmetry in vocabulary with positive and negative appraisal components in journalistic texts, comparative aspects of Russian-Slovak phraseology and gender stereotypes. His research publications include *Russian-Slovak interlingual homonymy*; *The Image of Family in the Russian and Slovak Paremiological Foundations*: A *Linguistic and Cultural Aspect*; *Model of the Information System of the Associative Verbal Network Presentation* (Springer Nature 2021); *The Expression of Attitude in Journalistic Texts* (CUBE nocsulting, s.r.o. 2012) and *Evaluation and Norm* (UKF 2013) are often used in the teaching of the profile doctoral courses at the Department of Russian Studies of UCM.

Mgr. Olga Iermachkova, PhD.

Dr. Iermachkova's research interests include language game, the language of blogs, journalistic texts, comparative linguistics, the influence of Anglicisms on the modern form of the Russian language, dynamic processes in the modern Russian language, etc. She is the author of a scientific monograph *The Language Game: Dynamics of Form and*

Meaning (Palmarium Academic Publishing 2017); numerous scientific studies, such as *Anglicisms in -ing in Russian and Slovak languages* (Philological Studies 2020); *The use of media texts in Russian language teaching* (Philological Studies 2021); and textbooks *Realities of Russia 1* (2020); *Realities of Russia 2* (2022); and *Geography: 3rd grade* (2020).

1.8 Program Board

The Program council oversees and evaluates doctoral studies in the field. The Faculty of Arts at UCM establishes a program council for each specialty. Program board members are appointed and dismissed by the Dean of the Faculty at the suggestion of the guarantor, and after approval by the Academic council of the faculty or the external institution with which the faculty has an agreement. The program board shall consist of a chairperson and at least four other members. The duties of the program council are: to approve dissertation topics, to discuss proposals from the supervisors, and to comment at least once a year on the annual evaluation of the doctoral student.

Russian Language and Culture in Professional Communication
Program Board chairman:
➤ *prof. PhDr. Josef Dohnal, CSc.*
The members of the council are faculty members of the Department of Russian Studies at UCM:
➤ *prof. Oleh V. Tyshchenko, DrSc.,*
➤ *doc. PhDr. Andrea Grominová, PhD.,*
➤ *doc. PhDr. Lukáš Gajarský, PhD.,*
➤ *Mgr. Olga Iermachkova, PhD.,*
Board members from other universities and institutions:
➤ *prof. Ľubomír Guzi, PhD. (Prešov University in Prešov),*
➤ *doc. PaedDr. Ján Gallo, PhD. (Constantine Philosopher's*

University of Nitra).

1.9 The educational part of the doctoral study program

The educational part of the doctoral program is conducted according to the individual curriculum under the supervision of the supervisor and consists of specialized lectures and seminars and independent study of the scientific literature. The individual study plan of the doctoral student indicates:

➢ the list of courses that the doctoral student must take;

➢ the list of state examination subjects;

➢ the list of required and recommended literature, which the doctoral student should study independently in preparation for the dissertation examination;

➢ deadlines by which the doctoral student must complete the individual courses and the dissertation exam.

The academic part ends with the dissertation exam.

Compulsory courses (min. 20 credits)					
subject	semester	number of classes per	number of credits	study load in hours	teacher
Seminar for doctoral students 1	1	2	7	210	O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova
Individual study of literature 1	1	1	3	90	O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova

Seminar for doctoral students 2	2	2	7	210	O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova
Individual study of literature 2	2	1	3	90	O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova

Compulsory elective courses (min. 15 credits)					
subject	semester	number of classes per week	number of credits	study load in hours	teacher
Anthropological aspects of analysis of literary works	1-4	2	5	150	J. Dohnal, A. Grominová
Literary methodology	1-4	2	5	150	J. Dohnal, A. Grominová
Selected chapters from the theory of literature	1-4	2	5	150	J. Dohnal, A. Grominová
Cognitive linguistics	1-4	2	5	150	J. Dohnal, A. Grominová
Linguoculturology	1-4	2	5	150	O. Tyshchenko, L. Gajarský, O. Iermachkova

Interlingual homonymy in Slavic languages	1-4	2	5	150	O. Tyshchenko, L. Gajarský, O. Iermachkova
Seminar for doctoral students of all faculties 1	1	2	5	150	M. Porubjak
Seminar for doctoral students of all faculties 2	2	2	5	150	M. Porubjak
University pedagogy – theory and educational practice	1	2	5	150	M. Sirotová
Professional English for doctoral students	1	1	5	150	J. Miština

Elective courses (min. 5 credits)					
subject	semester	number of classes per week	number of credits	study load in hours	teacher
Applied literary theory	1-4	2	5	150	J. Dohnal, A. Grominová
Russian literature in the context of European cultures	1-4	2	5	150	J. Dohnal, A. Grominová

Dynamic processes in lexicon of Slavic languages	1-4	2	5	150	O. Tyshchenko, L. Gajarský, O. Iermachkova
Media lingvistic	1-4	2	5	150	O. Tyshchenko, L. Gajarský, O. Iermachkova

State exams					
subject	semester	number of classes per	number of credits	study load in hours	teacher
Dissertation exam	3		20	600	
Dissertation defense	6		30	900	

1.10 Training materials and manuals

At present, the Department of Russian Studies at UCM does not standardize the content of doctoral subjects, so there are no specially developed textbooks or presentations on individual subjects from the curriculum, but members of the Department are aware of the demands of the curriculum in their research activities and constantly develop the issues discussed in monographs, textbooks and scholarly articles. Here are a few examples of major subjects and publications developed by members of the department that are used in classes:

Media linguistics:

GAJARSKÝ, L.: *Axiological aspect of journalistic texts (on the material of Russian and Slovak news reports).* Belgorod: Publishing House "Belgorod" NRU "BelSU", 2020. 96 pp. ISBN 978-5- 9571-3017-8

Dynamic processes in the lexicon of Slavic languages:

STĚPANOVÁ, L. – GAJARSKÝ, L. – *The world of modern Russian language.* Brno: Tribun EU, 2019. 97 pp. ISBN 978-80-263- 1528- 5

IERMACHKOVA, O.: *Language game: the dynamics of form and meaning.* Saarbrücken: Palmarium Academic Publishing, 2017. – 127 pp. – ISBN 978-3-659-72366-7

Interlingual homonymy in Slavic languages:

GAJARSKÝ, L. – GRIGORJANOVÁ, T.: *Textbook of Russian-Slovak homonyms.* Brno: Tribun EU, 2020. 119 pp. ISBN 978-80-263-1614-5

GRIGORJANOVÁ, T. – GAJARSKÝ, L.: *Dictionary of Russian-Slovak interlanguage homonyms.* Brno: Tribun EU, 2019. 126 pp. ISBN 978-80-263-1544-5

1.11 Weaknesses of the study part of the program

The weaknesses of the study part of the program are the already mentioned lack of standardization of the subjects, which if implemented would facilitate the work of teachers and directly lead to an increase in the level and effectiveness of education in the curriculum of *Russian language and culture in professional communication* program.

1.12 Pedagogical activity of doctoral students

The pedagogical part of the curriculum is a maximum of 4 teaching hours per week. In the part-time form of study, pedagogical activity may be substituted with other professional activities related to pedagogical work and other activities in accordance with the curriculum of the doctoral program. Preferably, the doctoral student teaches courses related to the topic of his or her dissertation. The following table shows which activities in this category the doctoral student can receive credit for:

Pedagogical activity (min. 30 credits)				
subject	semester	number of credits	study load in hours	teacher
Teaching at university	1-6	2-8 per semester		A. Grominová
Publication of educational texts (minimum 2 author's sheets)	1-6	4 for the author's sheet		O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova
Professional activities related to teaching	1-6	4 - max. 8 per study	150	O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova
Supervising a bachelor's thesis and	1-6	4- max. 16 for	150	O. Tyshchenko, J. Dohnal,

preparing a review		study		A. Grominová, L. Gajarský, O. Iermachkova
Drafting of an opponent's review for a bachelor's thesis	1-6	2- max. 16 for study		O. Tyshchenko, J. Dohnal, A. Grominová, L. Gajarský, O. Iermachkova

1.13 Research activities of doctoral students

The scientific part of a doctoral student's program of study consists of individual or group scientific work focused on the topic of the dissertation. The doctoral student is obliged to accumulate at least 40 credits for this part.

The following are the minimum required criteria that each doctoral student must meet during a certain period to be considered successful.

Each doctoral student must, for the entire period of study:

➢ actively publish in (primarily peer-reviewed) journals and anthologies throughout their doctoral study;

➢ publish at least one "A" category publication in accordance with the criteria for accreditation in this field of science. If this condition is not met, the student will not be allowed to defend his/her thesis (A category is considered to be a scientific monograph or a scientific article published in a journal registered in the Web of Science or/and Scopus databases);

➢ work on grants or be a member of a research team of a domestic or international project (doctoral students of the department also can manage their own project as part of a grant supported by the UCM Research Support Fund in Trnava. Funds can be used for research literature searches or for presenting and promoting research results at conferences, etc.);

➢ undergo at least one mobility abroad of a total duration of at least 1 month. In the case of a part-time doctoral student, several shorter mobilities of a total duration of 1 month may serve as such;

➢ take an active part in scientific events in Slovakia and abroad and present the results of their research.

1.14 Evaluation of doctoral students

At the end of each academic year, the fulfillment of the teaching, educational, and research components is checked by the supervisor, who submits to the dean an annual evaluation of the doctoral candidate (including the number of credits earned) and a statement concerning whether he or she recommends that the doctoral candidate continue his or her education. The level of the doctoral student's fulfillment of the individual study plan, compliance with deadlines, and, if necessary, suggestions for changes are checked.

If the doctoral student does not meet the required criteria, the supervisor should propose to expel the student or indicate the reasons why, despite not meeting the criteria, he or she recommends that the doctoral student continue his or her studies. The Dean of the Faculty decides on any changes in the studies or on the expulsion of the doctoral student.

1.15 Supervision of doctoral students

At the beginning of training a plan is developed for the entire period of study, which takes into account the requirements for the total number of credits and curriculum. Control over the academic part of the plan (whether the required number of credits has been accumulated) is implemented primarily by the supervisor at the end of the academic year in the annual evaluation of doctoral students.

The supervision of the doctoral student's research work is

also carried out by the supervisor, who consults with the doctoral student on research articles before they are submitted to the editorial board and the development of the dissertation.

The doctoral student's teaching activities are reviewed each semester through class inspections by members of the department and subsequent feedback aimed at improving the doctoral student's teaching activities.

1.16 Dissertation exam

One of the conditions for completing doctoral studies is passing the dissertation examination, which is a state examination. A full-time doctoral student is required to take the dissertation examination within 18 months of the start of the program. Together with the application for the dissertation examination, the doctoral student is obliged to pass the written work. If the doctoral student fails to pass the dissertation examination within the deadline, he/she is considered to be expelled.

The written work for the dissertation examination is a dissertation project containing an overview of the current state of knowledge about the topic, a statement of the theoretical basis for its future solution, and an analysis of the methodological approach to problem solving. This work is usually reviewed by one opponent.

The dissertation examination consists of an academic discussion of the written work and a part in which the doctoral candidate must demonstrate theoretical knowledge of the specified subjects of the dissertation examination.

The dissertation examination is held in front of a committee of at least 4 members. The supervisor also participates in the examination without the right to vote. The overall result of the dissertation examination is evaluated by the examination commission with the expression "passed" or "failed". A doctoral student who fails the examination may

retake it twice, not earlier than three months after the failed examination. The date of the second dissertation examination is determined by the chairman of the examination commission.

1.17 Dissertation thesis

With the dissertation, the doctoral student demonstrates the ability and readiness for independent scientific and creative activity in the field in which he or she has completed the program of study. The main elements of the final dissertation are determined by the Dean of the UCM Faculty. The dissertation should be prepared by the doctoral student under the guidance of the supervisor in accordance with the internal rules of UCM and the respective Faculty.

The thesis meets all the necessary requirements for a monograph (including sources). The volume of the thesis should be no less than 288,000 characters, written in A4 format in a word processor.

The dissertation thesis demonstrates the doctoral student's ability to deepen his/her understanding of scientific knowledge and its application to a specific field. On the basis of the acquired knowledge, the doctoral student formulates the scientific problem and, accordingly, the problems under study in such a way as to contribute to the development of the field of study.

The thesis evaluates the following items:
➢ the relevance of the chosen topic;
➢ the selected development methods;
➢ the result achieved, indicating what new knowledge the thesis has brought to theory and practice;
➢ the fulfillment of the purpose of the dissertation.

1.18 Dissertation defense

Compiling a dissertation thesis and defending it constitute

a single subject and both are part of the state examinations. The thesis is evaluated by three opponents. The thesis supervisor and each opponent prepare reviews, which must be published in the AIS system (university system) no later than three days before the thesis defense.

The procedure for defending a dissertation consists of:

➢ introductory speech by the chairman of the commission;

➢ presentation of the doctoral student and his/her work throughout the training by his/her supervisor;

➢ the supervisor's review;

➢ presentation of the dissertation, its results, and the contribution of the doctoral student;

➢ opponents' reviews and questions;

➢ the doctoral student's reaction to feedback from opponents and their questions;

➢ a scientific discussion which is open to the public;

➢ a closed meeting of the committee, at which a decision is made as to whether the thesis defense was successful;

➢ the announcement of the result of the evaluation in an open meeting.

The result of the thesis defense is discussed by the State Examination Committee by closed voting. In case of no clear majority of votes the chairman of the committee has two votes. The thesis defense is assessed by the expressions "passed" or "failed". As a rule, the dissertation is prepared and defended in the state language. With the consent of the Dean of the Faculty of Arts at UCM, the dissertation may be written and defended in another language. In this case, the dissertation should contain an abstract in the state language.

If the dissertation is accepted for defense, the doctoral student receives 30 credits. The doctoral degree requires 180 credits for a three-year degree and 240 credits for a four-year degree.

The thesis defense can be repeated twice, no later than two years after the standard length of study.

1.19 Measuring success in training and employment

During the implementation of the doctoral program in the *Russian Language and Culture in Professional Communication* at the Department of Russian Studies, Faculty of Arts, Trnava, four graduates successfully completed their studies. Three graduates work as senior lecturers at universities in Slovakia in their field of study and participate in research projects. One graduate works in a language school. All graduates continue their professional development. Thus we can conclude that the applicability of the *Russian language and culture in professional communication* alumni corresponds to the expectations with which the program was conceived. No survey of alumni concerning their satisfaction with their training and employment has been conducted yet.

1.20 SWOT analysis

Strengths	Weaknesses
➢ active cooperation of the department with universities in Slovakia and abroad; ➢ the fruitful research activities of the teachers of the curriculum; ➢ opportunities for internships of professors and doctoral students; ➢ incentive stipend for doctoral students; ➢	➢ the short duration of the doctoral program; ➢ low interest of students in doctoral studies; ➢ not all doctoral students graduate; ➢ not every graduate has the opportunity to stay employed in an academic environment after completing doctoral studies;

➢ doctoral students have the opportunity to publish articles in co-authorship with scientific supervisors; ➢ doctoral students are able to independently lead the grant at the faculty.	➢ lack of standardization of the curriculum; ➢ soft and hard skills do not develop systematically.
Opportunities	**Threats**
➢ finalize special manuals for some courses; ➢ standardize the curriculum; ➢ develop active cooperation with universities with a longer-term implementation of doctoral programs; ➢ improve doctoral students' academic Russian and English.	➢ small number of teachers (retirements); ➢ lack of students; ➢ The growing demands on the categories of publications; ➢ inability to participate in conferences in the Russian Federation at the present time; ➢ no other Slavic languages are taught at the faculty.

1.21 Statement of deficiencies identified in the university, department

The main disadvantage of the doctoral program implemented at the Department of Russian Studies of the Faculty of Arts of the UCM, is the short realization period of the program, which is associated with other shortcomings (weaknesses and threats) identified in the SWOT analysis.

The low interest of students in doctoral studies that has been encountered in the department can be explained by the rather low probability of the graduate finding a job in an

academic environment after graduating from their doctoral studies. Unfortunately, this situation is not helped by the fact that in Slovakia the PhD. degree is of no interest outside academia. Companies often consider people with PhD. degrees as "overqualified".

Some doctoral students do not complete their degrees and leave because of poor prospects for better-paying, more promising positions, or they go abroad. Female students often do not complete their degrees because they would rather have a family.

An important disadvantage, in our opinion, is the fact that the curriculum is not standardized. The lack of textbooks/manuals for some of the major subjects is also related to this. Insufficient attention has so far been paid to the systematic development of hard and soft skills in doctoral students.

We believe that working on this project will help address some of the gaps identified by collaborating with more experienced universities to implement doctoral programs and developing hard and soft skills training materials that will help doctoral students not only graduate successfully, but also improve their prospects for the rest of their professional lives.

2. Doctorate degree program at the Masaryk University in Brno

2.1 Information about the university

Masaryk University was founded in 1919 and is the second largest university in the Czech Republic by number of students. Since the same year, the Faculty of Arts has also been part of the university. At present it has ten faculties and is one of the 500 most significant universities in the world. The University employs over 6,000 people, approximately 700 of whom work in the Faculty of Arts. In total, about 45,000 students are enrolled, with the Department of Arts having more than 7,000 students in all degree programs.

2.2 Information about the institute

The Institute of Slavic Studies at the Faculty of Arts of Masaryk University was founded on September 1, 1995 by the then Academic Council of the Faculty of Arts of Masaryk University on the proposal of Professors Adolf Erhart and Radoslaw Večerka. The goal was to unify Slavic Philology, which in decades prior had been part of various organizational units of the Faculty of Arts of the Faculty of Arts of Masaryk University, and to consolidate scientific research. In the background there were also questions about the general image of the field in society and the preservation of the so-called minor disciplines within a broader framework, guaranteed mainly by Russian studies.

Slavic Philology in its original sense, covering both linguistic and literary disciplines, was one of the main disciplines of the Faculty of Arts of Masaryk University. In the course of its development, the Slavic disciplines have been realized in different organizational formats, for example in Slavic Seminar or later, since the 1950s, in complexes of the

departments of that time, which had different names and included not only Slavic philology. As a result of the preeminent position of the Russian language after 1945, Slavic studies was carried out in a broad sense in the framework of Bohemian and Russian studies, as well as departments of historiography, literature, theater and cinema, and other organizational units of the Faculty.

The historical past of Slavic education at the Faculty of Arts of Masaryk University is connected with famous names such as Václav Vondrák, Stanislav Souček, Roman Jakobson, František Trávníček, Frank Wallman, Sergius Vilinsky, Bohuslav Havránek, Josef Kurz, Václav Machek, later, for example, Jaroslav Burian, Mecislav Krhon, Vlasta Vlašínová, Jaroslav Mandat, Roman Mrázek; in later years, Danuše Kříková, Jiří Iryáček, Radoslav Večerka, Jarmil Pelikán, Kristína Kardini-Pelikánova, Stanislav Žaža, Miroslav Mikulášek, Ivan Dorovský. Since the foundation of the Institute in 1995, new generations of Slavists have settled here, many of whom are still working; they have been developing Russian, Polish, Ukrainian, South Slavic, and Balkan studies.

From the very beginning the Institute has focused on the philological disciplines, emphasizing the areal concept. Gradually the Institute established 16 bachelor's and master's degree programs, and 4 doctoral programs. The Institute collaborates with the editors of four journals included in prestigious databases (Opera Slavica, Slavica Litteraria, Novaya Russistika, Porta Balcanica) and one online journal (Proudy).

The Institute of Slavic Studies is also the center of registered professional associations, namely the Czech Association of Slavists, The Frank Wollmann Slavic Society, the Central European Center for Slavic Studies, Porta Balcanica, and the Society of Friends of the South Slavs, under contract with the Faculty of arts of MU.

In 2022, the Institute of Slavic Studies employs 27 people, including 25 members of the teaching staff.

2.3 Educational field and study programs

The Institute has provided doctoral studies since 1992, but the tradition of their organization within the faculty is much longer, since the 1950s.

Since 1992 there have been several changes due to accreditations and re-accreditations, but also due to the development of the Institute of Slavic Studies, which teaches not only Russian, but almost all Slavic languages. The training was extended to other Slavic languages and literatures, for which an independent program of study was accredited, which – like all other doctoral programs – has been subject to the Bologna Declaration.

Doctoral studies gradually became open not only to young members of the Institute of Slavic Studies, but also to graduates who wanted to develop further, not only in their academic careers, but also in other fields of humanities (Academy of Sciences of the Czech Republic, etc.). In addition to graduates of the Institute of Slavic Studies at the Faculty of Arts of Masaryk University, graduates of other universities, including foreign ones, were increasingly accepted.

In the field of Russian studies, until 2021 there were separate specializations in Russian language and Russian literature, and in 2021 the Russian studies program was merged with the rest of Slavic Philology to create two doctoral programs: *Slavic Languages* and *Slavic Literatures*. Students who have not yet graduated have been transferred from the "old" programs to the new ones in 2022, so that from September 2022 there will be only these two programs concerning the Russian language and literature program.

In addition to these programs, the Institute of Slavic Studies also offers doctoral programs in Philological and Areal Studies and Comparative Literary Studies.

2.4 Entrance exam. Information about international students

Near the end of the calendar year (December 15, 2021), those wishing to enroll in doctoral studies submit an application to the Dean's Office of the Faculty.

The application contains:
- ➤ a signed biography;
- ➤ a list of works published so far (if any);
- ➤ a draft of the thesis (essentially, according to the applicant's submissions).

Applicants should contact the Dean's Office (Doctoral Studies Department).

The Dean's Office of the Department of Doctoral Studies:
- ➤ monitors applications and communicates with applicants;
- ➤ transmits applications to the admissions committee, which sets the date of the entrance exam;
- ➤ invites applicants to the entrance exam;
- ➤ is responsible for all administrative work related to the application process and communication with the applicants.

There is no difference between students from the Czech Republic and foreign students. Foreign students (regardless of whether they are graduates of Czech or foreign universities) go through the same admission process as Czech students.

In recent years the number of foreigners in doctoral studies has been around 50%. Foreign doctoral students have the same rights and obligations as Czech students.

Entrance exam

The entrance exam is produced by an examination committee composed of members of the curriculum council, which is appraised in the framework of accreditation. It should

include both employees of the Institute of Slavic Studies and external members from other academic bodies (universities, research institutes, the Academy of Sciences, etc.).

The entrance exam is conducted in person (online in exceptional situations only). The committee examines:

➢ application data;

➢ the degree to which the applicant is prepared for scientific work (motivation, research done so far, published texts, etc.);

➢ ideas about the main areas of training;

➢ the degree of development of the thesis project;

➢ knowledge of the language/languages of specialization;

➢ general knowledge acquired so far on theoretical issues and on the scientific field related to the topic of the submitted dissertation project.

After the exam, the committee discusses not only the immediate results of the exam, but also whether there is a suitable specialist who could become the advisor of the doctoral candidate and, if necessary, the consultant.

The committee recommends/does not recommend the acceptance of the candidate, and the dean of the faculty decides on the application.

In the case of a recommendation to "accept", the committee appoints the supervisor (the list of supervisors is enclosed to the accreditation documents).

2.5 Profile of the graduate (in categories)

The graduate of the doctoral program in *Slavic Literatures*:

➢ is comprehensively oriented in Slavic literature and is able to incorporate Slavic national literatures (in the case of Russian program, mainly Russian literature) into the text of world literature and the world literary canon;

➢ creatively applies theoretical and historical scholarly

tools and new methods to master Slavic literature in European and world contexts;

➤ uses knowledge of literature to move to a deeper synchronic and diachronic knowledge of the Slavic cultural complex in the geopolitical and cultural context of Europe and the world;

➤ is ready/prepared for necessary expert activities;

➤ speaks at least two other languages in addition to the Czech language at the C1 level, one of which is non-Slavic (English, German).

Employment of graduates of the doctoral program *Slavic Literatures*

Graduates of the *Slavic Literatures* program will have a very good knowledge of the comparative and general literature of at least one Slavic literature in a comparative perspective and be able to place it in a cultural and historical context. They will deepen their knowledge of the Slavic language as it corresponds to Slavic literature through study and their knowledge of at least one world language (English or German). Graduates may qualify for professional jobs in the humanities or academia research jobs focused on research or teaching in general literary theory and literary history. They may also become highly skilled cultural editors or workers in the field of culture and translation. Their general historical and cultural knowledge will also enable them to work in diplomacy, etc.

Graduates of the doctoral program in *Slavic Languages*:

➤ are able to conduct independent research in the field of theoretical and applied research of *Slavic languages*, primarily in the field of the Slavic language which is the focus of their dissertation thesis;

➤ are capable of conducting highly qualified pedagogical activities in the field of teaching a specific foreign Slavic language at universities;

➢ are ready for independent authoring activities in the field of compiling textbooks and teaching aids for teaching Slavic languages in universities;

➢ can speak two foreign languages in addition to Czech, which creates the conditions for scholarly work in a broad comparative perspective.

Employment of graduates of the doctoral program in Slavic Languages

Graduates of the doctoral program in Slavic Languages will be able to apply their knowledge in specialized jobs in humanities or academia that focus on research or teaching in the field of Slavic philology. They may also become skilled workers in the fields of culture, translation, or media.

2.6 Duration of study

The doctoral program is either full-time, which lasts 4 years, or part-time, in which the student is expected to graduate within no more than 7 years.

On the basis of a special request, it is possible to pause for a period of time, but only if the doctoral student has so far fulfilled all obligations. Otherwise, the pause is not allowed.

The full-time student receives a stipend; he or she is more closely associated with the Institute of Slavic Studies.

2.7 Teachers in the doctoral study program

Both doctoral programs, which focus on Russian language and Russian literature, rely on the staff at the Institute of Slavic Studies.

As part of the *Slavic Languages* program, the specialization on Russian language study has the following teachers:

doc. PhDr. Jiří Gazda, CSc.

Doc. Jiří Gazda is a specialist in lexicology, dealing with the development processes of the Russian language, theoretical issues of linguistics, media-linguistics and issues of translation of business texts.

doc. Mgr. Elena Krejčová, Ph.D.

Doc. Helena Krejčová is a specialist in paleoslavism, Slavic language development, linguistic theory, and medialinguistics.

As part of the *Slavic Languages* program, in specialization on the study of Russian literature there are the following teachers:

prof. PhDr. Ivo Pospíšil, DrSc.

Prof. Ivo Pospíšil is a specialist in literary theory, literary comparativism, and the history of Russian literature; he studies Russian literature in the broad context of European literature, especially English literature and the literature of the Balkan peoples.

prof. PhDr. Josef Dohnal, CSc.

Prof. Josef Dohnal specializes in the history of Russian literature of the 18th and 19th centuries, the relationship of literature to psychology and philosophy, and methods of teaching literature.

All of these university teachers are connected to the scientific tradition of the Institute of Slavic Studies. They carry out their research work in a broader comparativist perspective, and regularly publish their papers in Czech and foreign academic journals.

2.8 Program Board

The program board monitors and evaluates doctoral studies, approves the topics of theses and dissertations, discusses proposals from supervisors, comments on the doctoral student's annual evaluation, etc.

Doctoral Program Councils currently operate with the following composition:

Program board of the *Slavic literatures* program
chairman:
prof. PhDr. Ivo Pospíšil, DrSc.
members of the council – teachers at the Institute of Slavic studies:
Mgr. Renata Buchtová, Ph.D.
prof. PhDr. Josef Dohnal, CSc.
prof. PhDr. Michela Soleiman pour Hashemi, CSc.
Mgr. Petr Stehlík, Ph.D.
Mgr. Josef Šaur, Ph.D.
doc. PhDr. Václav Štěpánek, Ph.D.

Board members from other universities and institutions are:
Mgr. Jana Kostincová, Ph.D.
doc. PaedDr. Zdeňka Matyušová, Ph.D.
prof. Dr. Roman Mnich

Program board of the *Slavic languages* program
chairman:
doc. PhDr. Jiří Gazda, CSc.
members of the council are teachers of the Institute of Slavic Studies:
Mgr. Olga Berger, Ph.D.
doc. Mgr. Pavel Krejčí, Ph.D.
doc. Mgr. Elena Krejčová, Ph.D.
Mgr. Roman Madecki, Ph.D.

Mgr. Stanislava Špačková, Ph.D.

board members from other universities and institutions are:
doc. Cvetanka Avramova, Ph.D.
doc. Mgr. Vít Boček, Ph.D.
doc. PhDr. Irena Bogoczová, Ph.D.
prof. PhDr. Miroslav Dudok, DrSc.
Dr. Martin Henzelmann
prof. Andrzej Charczarek
PhDr. Ilona Janyšková, CSc.
PhDr. Jindřich Kesner, CSc.
doc. PaedDr. Jana Raclavská, Ph.D.
doc. Mgr. Miroslav Vepřek, Ph.D.
doc. PhDr. Zdeňka Vychodilová, CSc.
doc. Mgr. Bohumil Vykypěl, Ph.D.

2.9 The educational part of the doctoral study program

Duties of the doctoral student in the *Slavic Literatures* and *Slavic Languages* programs, and regulations in the area of teaching and research activities:

Slavic Literatures Program
The student must earn 240 credits, 170 of which are compulsory and (at least) 70 of which are compulsory elective courses, which consist of theory courses (min. 30 credits), language competence (min. 10 credits), and elective courses (min. 30 credits).

Slavic Languages Program
The student must earn 240 credits, 175 of which are compulsory and (at least) 65 of which are elective; those consist of theoretical courses (min. 35 credits) and elective courses (min. 30 credits).

An internship abroad of one semester (may be divided into

several parts) is a compulsory part of the training. The internship should take place at a university or research institution, and their activities should be related to the topic of the doctoral student's thesis.

Subjects, Teachers, Credits

Slavic Literature Program

Compulsory subjects			
subject	number of credits	exam (e) or condition (c)	teacher
Philosophy for doctoral students	10	e	J. Krob
Theory and history of Slavic literatures	10	e	I. Pospíšil
General methodology	5	c	J. Dohnal
Seminar for doctoral students	5 (15)	c (3 times)	J. Dohnal
Specialized workshop	5 (15)	c (3 times)	I. Pospíšil
Published scholarly article	10 (20)	c (2 times)	J. Dohnal
Review in the scientific press	10	c	J. Dohnal
The conference report for abroad	15	c	I. Pospíšil
A conference presentation in the Czech Republic/Slovakia	10	c	I. Pospíšil

Internships abroad	10	c	I. Pospíšil
Grant project	10	c	I. Pospíšil
Teaching the subject by educational program	10	c	I. Pospíšil
Theses of the dissertation works	5	c	I. Pospíšil
Dissertation	25	c	I. Pospíšil
Total	**170**		

Compulsory elective subjects			
subject	number of credits	exam (e) or condition (c)	teacher
Slavic literary areas	15	c	I. Pospíšil
Russian novel	15	c	I. Pospíšil
Slavic literatures after 1989.	15	c	I. Pospíšil
Theory and methodology Literary Studies	15	c	I. Pospíšil

Student chooses 2 subjects, prior consultation with teacher is recommended. The student must earn min. 30 credits.

Language competence
The student is required to take an examination in two foreign languages, and chooses either English, German, or

another Slavic language (not in the literature of his specialty and not his mother tongue).

subject	number of credits	number of credits	exam (e) or condition (c)	teacher
English for doctoral students	5			J. Lennon
German for doctoral students	5			P. Chládková
Another Slavic language for doctoral students	5			J. Gazda

Elective subjects			
subject	number of credits	exam (e) or condition (c)	teacher
An article published for abroad	15	c	I. Pospíšil
An article published in Czech Republic/Slovakia	10	c	I. Pospíšil
Conference Report	5	c	J. Dohnal
Review	5	c	J. Dohnal
Publication/report as part of the popularization activities	5	c	I. Pospíšil

Internship abroad II	10	c	I. Pospíšil
Scientific monograph I	25	c	I. Pospíšil
Work in the grant project	10	c	I. Pospíšil
Other activities within the framework of specialties	5	c	I. Pospíšil

Slavic Languages Program
Compulsory Subjects

Compulsory subjects			
subject	number of credits	exam (e) or condition (c) or colloquium (q)	teacher
Philosophy for doctoral students	10	c	J. Krob
General methodology	5	q	J. Gazda
Specialized workshop	5 (15)	c (3 times)	J. Gazda
Published scholarly article	10 (20)	c (2 раза)	J. Gazda
Review in the scientific press	10	c	J. Gazda
The conference report for abroad	15	c	J. Gazda
A conference presentation in the	10	c	J. Gazda

Czech Republic/Slovakia			
Internships abroad	10	c	J. Gazda
Grant project	10	c	J. Gazda
Theses of the dissertation works	5	c	J. Gazda
Dissertation	25	c	J. Gazda
Characteristics of Slavic languages	10	c	E. Krejčová
Teaching the subject by educational program	10	c	J. Gazda
Total	**155**		

Compulsory elective courses
(a) General methodological subjects
The student must enroll in at least 1 course and earn min. 15 credits.

Compulsory elective subjects			
subject	number of credits	exam (e) or condition (c)	teacher
General linguistics	15	e	J. Gazda
Modern linguistic directions	15	e	J. Gazda
Critical discursive analysis	15	e	J. Gazda

b) Theoretical subjects in the specialty

The student must enroll in at least 1 course and complete min. 15 credits.

Compulsory elective subjects			
subject	number of credits	exam (e) or condition (c)	teacher
Synchronized confrontation of East Slavic languages and Czech	15	e	J. Gazda
Synchronized confrontation of West Slavic languages and Czech	15	e	E. Krejčová
Synchronous confrontation of South Slavic languages and Czech	15	e	E. Krejčová

Language competence

The student takes an examination in English (5 credits) and one further language (5 credits) or a world language, or a Slavic language (not the language of his or her major or mother tongue).

subject	number of credits	exam (e) or condition (c)	teacher
English for doctoral students	5	e	J. Lennon
German for doctoral students	5	e	P. Chládková
French for doctoral students	5	e	L. Václavík
Russian for doctoral students	5	e	M. Ševečková
Spanish for doctoral students	5	e	V. De Azevedo Camacho
Another Slavic language for doctoral students	5	e	J. Gazda

Elective courses

The student must achieve a minimum of 30 credits over the course of the program.

subject	guarantee	credits	exam (e) or condition (c)
An article published for abroad	J. Gazda	15	c
Article published by in the Czech Republic/Slovakia (not more than 3 times during the study	J. Gazda	10	c

period)			
Conference report	J. Gazda	5	c
Review (no more than 3 times during training)	J. Gazda	5	c
Internship abroad II	J. Gazda	10	c
Scientific monograph I	J. Gazda	25	c
Work in a grant project (no more than 3 times during training)	J. Gazda	10	c
Other activities within the specialty (no more than 3 times during the training)	J. Gazda	5	c

2.10 Training materials and manuals

The Institute of Slavic Studies has not yet developed teaching materials specifically for doctoral studies. A list of recommended literature, some of it monographic in nature, is provided to all of the general science courses in the doctoral program.

In the process of compiling their dissertation thesis, students consult with their thesis advisor about their work, and in coordination with their advisor they determine the volume of literature and what to focus on in primary sources of information for their thesis.

2.11 Weaknesses of the study part of the program

The weaknesses of the curriculum in both doctoral programs are as follows:

➢ There are no specially designed textbooks/ presentations for individual subjects (not even for compulsory subjects);

➢ Dissertation projects are poorly coordinated with the

research priorities of the institute (more often subordinated to the individual interests of students);

➢ There is an increasing tendency to choose descriptive topics for dissertations in which the doctoral student does not need deep theoretical knowledge.

2.12 Pedagogical activity of doctoral students

The new doctoral programs include the subject *Teaching a subject in the program of study*, under which doctoral students are required to teach one of the subjects in the bachelor and/or master programs of study for Russian language students for one semester. In the past, doctoral students taught 2 to 4 hours per week over the course of the doctoral program. In the third and fourth years of the study they could teach seminar classes according to the instructions given by their supervisor or another teacher of the Institute.

They also teach Russian language in use to students of other departments (i.e., classes of Russian as a foreign language for students who do not have Russian as their primary language of study), but this is outside the scope of the doctoral students' responsibilities.

2.13 Research activities of doctoral students

Doctoral students should engage in research activities during their studies, primarily as part of their 2nd through 4th year.

The research activities of doctoral students include:

➢ participation in scientific conferences, symposiums, and colloquia in the Czech/Slovak Republic;

➢ participation in scientific conferences, symposiums, and colloquia abroad;

➢ writing reviews of monographs or collections of papers;

➢ publishing scholarly articles in journals in the

Czech/Slovak Republic;

➢ publishing scientific articles in foreign journals, however, the importance of peer-reviewed and indexed journals is emphasized.

The curriculum defines a minimum number of research outputs for doctoral students.

Doctoral students are encouraged to develop their personal research work and to collaborate with their supervisors and publish the results of their joint research together.

Doctoral students are expected to participate in grants of both university and inter-university nature. All doctoral students at the Institute of Slavic Studies are members of the teams that develop the specific research grants that the university offers each year. As part of the inter-university grant activities, MU doctoral students participate in projects sponsored by Charles University (Prague) and Palacky University (Olomouc).

Whenever possible, students participate in activities organized by the departments or divisions in which they intern.

2.14 Evaluation of doctoral students

Doctoral students are evaluated continuously, but credits and grades are given:

➢ right after passing the exam;

➢ after participating in events (conferences, symposia, and colloquia) listed in the doctoral student's plan of study and relevant to the program of study;

➢ after the publication of the article in a collection or journal.

2.15 Supervision of doctoral students

At the beginning of their studies, the student develops a hypothetical plan for the entire period of study, and in the plan must meet the requirements for the total number of credits and the structure of the courses in which the student will earn the required number of credits for the entire period of study.

The student must earn a minimum of 25 credits in one semester.

At the right time before the start of the semester, the student prepares a study plan for the upcoming semester; the plan is subject to approval by the supervisor.

Control over the work of the student and his or her results is carried out throughout the term of study primarily by the student himself or herself and the supervisor. At the end of the semester, the supervisor checks whether the required number of credits has been earned and writes a brief evaluation of the student's work during the semester in the information system. The evaluation ends with a decision as to whether the supervisor recommends the student move on to the next semester. This is followed by an evaluation of the semester's work at the council level of the program, with the council making the final decision on the student's admission to the next semester of study. The decision is posted on the information system.

The supervisor and the council of the doctoral program are monitored by the Dean's Office of the Faculty of Arts of Masaryk University, which has the right to point out formal deficiencies that somehow have not been noticed by either the supervisor or the Ph.D. program advisory board. On the basis of such an indication, either the supervisor or the doctoral program advisory board completes the necessary information.

2.16 Dissertation exam

The state examination in doctoral studies must be taken no later than the seventh semester of study. It is recommended that you take the exam no earlier than the fifth semester of study.

A minimum of three specialists (members of the board of this doctoral program of study) take part in the examination of the student, and at least two must be external.

In both doctoral programs, there are some differences in the topics/questions that doctoral students prepare for and answer during the exam:

➢ In the *Slavic Languages* program, after agreement with the supervisor and the program board, the doctoral candidate selects three topics at least one month before the examination, and only one of these may be related to the topic of the dissertation;

➢ In the *Slavic Literatures* program, the topics are determined by the committee members, but the supervisor and the chair of the program board must agree on the topics;

➢ Topics broaden the doctoral student's specialization, guide his or her orientation to the specialty and improve his or her ability to argue.

After the student answers the questions, additional questions may be raised.

After the exam, the committee determines the grade.

2.17 Dissertation thesis

There are no mandatory standards for dissertation work that apply to all faculty departments. The Institute of Slavic Studies has, however, defined the following basic general requirements:

➢ language of the thesis: Czech, or the studied language (the language of the studied literature i.e., Russian language for student of Russian studies);

➢ The formal requirements are the custom of the institute and the requirements of the form, which for each language has its own specifics;

➢ the volume of the thesis is not precisely defined, but is estimated at 180,000 characters (on average).

2.18 Dissertation defense

The defense takes place at the end of the course. The defense is conducted by a committee that includes representatives from other universities.

The thesis is to be evaluated by the thesis supervisor and two opponents (*Slavic literatures*) or two specialist opponents (*Slavic Languages*); in both cases at least one of the opponents is external. Feedback on the dissertation must be in writing and must conclude with a statement that the work is recommended for defense. In the case of a negative evaluation, the defense will not take place: the student will have to revise the text of his/her dissertation.

The defense takes place in front of specialists, the number of whom is not precisely defined – in the case of the *Slavic Languages* program, the presence of at least two external specialists is required.

The procedure for defending the dissertation:

➢ introduction of the thesis supervisor;

➢ presentation by the doctoral candidate's advisor: presentation of the doctoral candidate, evaluation of his/her overall work during the whole period of doctoral studies, brief evaluation of the dissertation, and recommendation of the dissertation for defense;

➢ a description of the dissertation work by the doctoral

student;

➢ feedback and questions from opponents on the dissertation;

➢ the doctoral student's reaction to the opponents' feedback and answers to their questions;

➢ a discussion is open to all present;

➢ a closed meeting of the committee, at which the final decision is made as to whether the thesis defense was successful or not;

➢ a public meeting at which the commission announces the result of the defense.

2.19 Measuring success in training and employment

Regarding the employment of graduates of the doctoral program of study, there have been no special surveys aimed at the employment of graduates of Russian language and Russian literature programs.

Graduates who have completed their studies (2009–2022).

1) For the Russian language program (as of June 2022 year):

academic year	Completed the study	expelled*
2009/2010	2	3
2010/2011	1	1
2011/2012	2	0
2012/2013	0	0
2013/2014	2	1
2014/2015	1	3
2015/2016	2	5
2016/2017	1	1
2017/2018	1	1
2018/2019	1	2
2019/2020	1	0
2020/2021	0	0
2021/2022	0	1
total	**14**	**18**
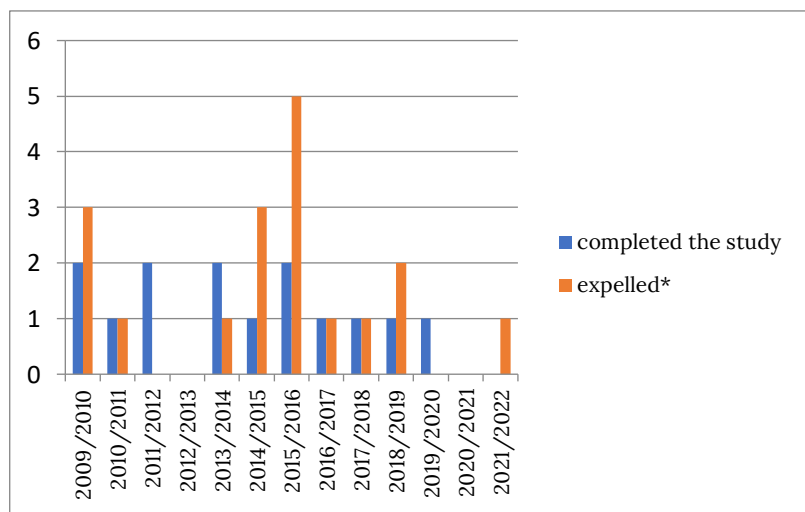
2) The Russian Literature program (as of June 2022):

academic year	Finished	expelled*
2009/2010	1	0
2010/2011	0	2
2011/2012	2	1
2012/2013	0	1
2013/2014	2	2
2014/2015	0	0
2015/2016	1	1
2016/2017	0	2
2017/2018	0	0
2018/2019	1	1
2019/2020	0	0
2020/2021	1	1
2021/2022	0	3
total	**8**	**14**
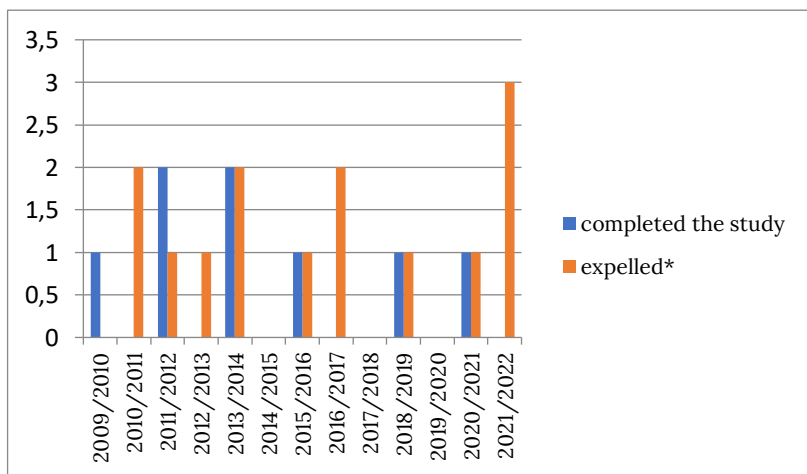
* *Students who have failed to fulfill their responsibilities, or who themselves choose to quit without completing a thesis, are expelled.*

The large number of students who do not complete their doctoral studies is due to the fact that: 1) during the course of their studies, students become pessimistic about the prospect of finding a better job through the program, or, 2) female students will choose family/children over their studies.

Because of the modest stipend, all full-time students are required to work, which to some extent prevents them from concentrating solely on their studies.

2.20 SWOT analysis

Strengths	Weaknesses
➢ the long tradition of the programs; ➢ established programs; ➢ a sufficient number of teachers; ➢ a large institution; ➢ the institute teaches most Slavic languages – very good prerequisites for compatism; ➢ the institute has good contacts with other universities; ➢ extensive student exchange programs and internship programs.	➢ more than 50% of students do not finish the program; ➢ there are no specially designed textbooks / presentations on individual subjects (not even for mandatory subjects); ➢ dissertation projects are poorly coordinated with the research priorities of the institute (they are more often subordinated to the individual interests of students);

	➢ a larger number of students are accepted, who then have no chance to work at the university / research institute (demotivation); ➢ as fewer and fewer theoretical subjects are included in the bachelor's and master's degree programs, the theoretical knowledge of students entering doctoral studies is reduced; ➢ a tendency to choose iptive topics of dissertation theses in which the doctoral student does not need deep theoretical knowledge.
Opportunities	**Threats**
➢ to link the topics of theses and dissertations more closely to the research profile of the institute; ➢ the development of postdoctoral programs;	➢ faculty members involved in the programs and supervisors will soon be retiring; ➢ reduced volume / insufficient finances for stipend;

➢ to develop collaborative work among students and encourage students to publish joint work; ➢ to include students more intensively in the review process; ➢ to develop the skills to speak at conferences and write scientific texts; ➢ to seek inclusion in independent student grants; ➢ to include new teachers; ➢ to increase cooperation with other universities in the development and standardization of the content of individual courses; ➢ to improve the ability of students to express themselves accurately, clearly, and definitively.	➢ passivity of students in their search for publishing opportunities; ➢ lack of opportunities for internships in the Russian Federation in the coming years; ➢ lack of specific manuals / textbooks / presentations that allow for standardization of subject curricula.

2.21 Statement of deficiencies identified in the university, institute

The SWOT analysis identifies the main problematic issues that both doctoral students and professors must deal with.

1. More than 50% of students in the doctoral program do not complete it, either because their living conditions do not allow them to continue studying, or because they are disappointed by the way the practice (= future employers) treats graduates of doctoral programs: either there are no

highly qualified positions in universities and academic institutions, or employers are unable to appreciate the higher level of education (workplace, salary, prestige, etc.).

2. There are no specially designed textbooks/presentations for certain subjects (not even for compulsory subjects), because so far those textbooks and monographs that have been used are sufficient. But practice shows that, at least for some subjects, it would be good to compile textbooks that would contain the information the doctoral students need and would set some standard for their knowledge.

3. Dissertation projects are poorly coordinated with the research priorities of the Institute (more often they are subordinated to the individual interests of students). The point is that students prepare their thesis projects without taking into account the direction of the research work of the Institute of Slavic Studies, instead taking into account their personal preferences.

4. A fairly large number of students are admitted who then have no chance to work at the university/research institute (demotivation). See point 1.

5. As fewer and fewer theoretical subjects are included in Bachelor's and Master's programs, the theoretical knowledge of students entering doctoral programs is decreasing. For this reason, it may be useful to develop teaching materials that can be used by doctoral students, either as part of the curriculum or as a supplement to it, to make up for non-existent knowledge or to supplement the theoretical foundation of knowledge that is still lacking.

6. The tendency to choose descriptive dissertation topics in which the doctoral student does not need deep theoretical knowledge is related to point 5. Prospective doctoral students often come from their master's theses and want to continue developing their topics because they are used to this way of working.

3. Doctorate degree program at the University of Granada

3.1 Information about the university

The University of Granada was founded in 1531. Today it has more than 89 degree programs and more than 60,000 undergraduate, graduate and doctoral students, with more than 10,000 enrolled in complementary courses at its educational centers. The university employs 3,500 teachers in 123 departments and more than 2,000 administrative, technical and service staff.

Today's postgraduate education includes 121 master's degree programs, 28 doctoral programs, and 100 additional courses.

The university has 365 research teams and currently has more than 580 research projects and 36 research infrastructure projects under the National and Andalusian Research Plan, with a total budget of more than 106 million euros.

3.2 Information about the department

The University of Granada has a long tradition in language teaching and was the first Spanish university to start teaching Russian language in the 1950s. In spite of the difficult political situation of the time, the rector of the university decided to teach Russian language at the university.

In the 1990s, it was decided to further expand the teaching of Slavic languages at the University of Granada. Rafael Guzman Tirado, who later became the first head of the Department of Slavic Philology, played a fundamental role in implementing this plan.

In 1994, after some hard work, the Section of Slavic Philology was founded, which for administrative reasons was merged with the Section of Greek Philology, and since then the

department has been called Department of Greek and Slavic Philology. In the same year, the specialization of Slavic philology was established, as part of which students had to study three different Slavic languages: Russian as the first and mandatory language for everyone, Czech and Polish as the second Slavic language chosen by the faculty, and Bulgarian, Ukrainian and Serbo-Croatian as the third. In addition, Slovak and Slovenian were in the past offered as optional courses.

Until 2010, when the Bologna plan was adopted, the Department of Slavic Philology participated in the doctoral program "Higher Studies in Slavic Philology and Indo-European Linguistics" with the Complutense University of Madrid. The program lasted from 1999 until 2010. Most of the doctoral thesis defenses began in 2003, and 17 doctoral theses in Slavic languages (in the framework of the abovementioned doctoral program) were defended in just seven years at the University of Granada.

With the adoption of the Bologna plan in the academic year 2009/2010, the specialization in Slavic philology disappeared, and the following academic year a bachelor's degree in modern languages and their literatures appeared. Throughout this period, the Section of Slavic Philology was directed by Enrique F. Quero Gervilla, the current Dean of the Translation department at the University of Granada. It must be admitted that as a consequence of this reform what distinguished the Slavic Philology department from the others has been "lost" – students were given the opportunity to study 18 various languages, and the teaching of Serbo-Croatian and Ukrainian languages was halted. On the other hand, the number of students, especially those studying Russian and Polish, increased considerably due to these changes. Now there are few students in the Czech and Bulgarian language groups, but the department is trying to change this situation and it hopes that it will have more students in the coming academic years. In addition, the Faculty of Humanities will reintroduce

Ukrainian as of next academic year, and the University of Granada will once again be the only university in Spain to offer the language.

Today, the Department of Slavic Philology at the University of Granada offers courses in two faculties: the Faculty of Humanities, which offers an undergraduate degree in modern languages and their literatures, where the department offers 292 credits; and the Faculty of Translation and Interpretation, where subjects are taught in 96 credits. The Department of Slavic Philology currently has a total of 20 teachers, 14 of whom teach Russian language, literature, and culture.

In addition to the bachelor's degree, the department also offers a Master's degree program in Modern Languages and Cultures in which students can earn 12 credits/ECTS, which is not enough.

As of this year, the Department of Slavic philology has begun negotiations with the university administration to be more involved in both the master's and doctoral programs. The department would like to introduce more subjects related to the Russian language into the master's degree program in professional translation, because the staff believe that in this case they will be able to increase the number of potential candidates for the doctoral program. In addition, one of the goals is to open a master's degree in research aimed at the study of problems related to central and eastern Europe. Of course, this is a long and time-consuming project, but it has good prospects.

The results of the surveys show that students who have completed the master's program appreciate it very much, as the overall percentage of those who are satisfied with the training received, according to the surveys, is more than 80%.

Undoubtedly, to meet the new challenges of modern society and the needs of the labor market, new professions such as linguistic and intercultural mediators, business communication experts, computer lexicographers, educational

consultants, cultural and artistic heritage managers are emerging. Thus, a student with a Master's degree in Modern Languages and Cultures will be able to apply his/her knowledge in a wide variety of fields: language teaching, intercultural communication, tourism, commerce, law, publishing, etc. Thus, thanks to the interdisciplinary and multilingual training provided by this Master's degree, graduates will be ready to face new challenges in the labor market.

A successful master's degree will provide an excellent foundation for further academic work as part of the doctoral program.

3.3 Educational field and study programs

In 2010, given the changes brought about by the Bologna reform, the University of Granada made a somewhat controversial decision, which many teachers felt was not the right one. It consisted in the creation of the Escuela Internacional de Posgrado/International School of Postgraduate Education. Thus, the management of the master's and doctoral programs was separated from the faculties, resulting in the creation of a new administrative department, which deals with the education in the master's and doctoral programs.

 Since the adoption of the Bologna plan, the university's doctoral system has been reformed. The four main profiles of doctoral studies and the programs of the Faculty of Humanities (in which the defense of Slavic Philology usually takes place) have been integrated into the doctoral program *Language, Texts and Contexts*.

This program is part of the doctoral program of the university of humanities, social sciences and law, which is part of the Escuela Internacional de Posgrado (International School of Postgraduate Studies), and covers studies of different

classical and modern languages and literatures in their traditions and cultural contexts, with a clear interdisciplinary character. It promotes both theoretical and applied research in the three major fields of linguistics, literature and translation and interpretation.

It should be noted that Spain has a different scientific and academic tradition in teaching and researching Slavic languages. First, as was already noted, the teaching of Slavic languages in higher education began rather late. Second, the Russian language, one of the largest Slavic languages, was never part of the school system, despite all the efforts of Russian scholars. Finally, there have never been separate doctoral programs in Russian studies since it has always been considered part of the programs in Slavic studies. In this regard, when describing current doctoral programs, it is necessary to understand that we are talking about programs in Slavistics as a whole.

The goal of the *Languages, Texts and Contexts* program is to train future doctoral students in the fields of philology, linguistics, literature, translation, and interpretation and to pass onto them the technical, theoretical and methodological knowledge necessary for advanced research that will enable doctoral students to respond to social needs in a timely manner.

The doctoral program in Language, Texts, and Contexts has 11 various areas of research:

➢ Language study;
➢ Arab and Islamic studies;
➢ Classical studies;
➢ **Slavistics**;
➢ Romance languages;
➢ Classical and medieval Judaism and the Sephardic world;
➢ Spanish language;
➢ French language and literature;

➢ English language and literature;
➢ Theoretical and applied linguistics and literary science and comparative literary science;
➢ Spanish and Latin American literature;
➢ Byzantine literature and civilization and New Greek studies;
➢ Translation and interpretation.

The *Languages*, *Texts and Contexts* doctoral program has a strong research infrastructure that allows it to train future doctoral students at the highest academic level. It brings together numerous research groups and active scientific and academic projects, which provides opportunities for doctoral students in an international research network, mostly in Europe and the United States.

Doctoral students find this program an ideal place to learn about cutting-edge research and to complete their doctoral tasks, at the end of which they can earn a doctorate from the University of Granada and, if necessary, an International Doctorate. Joint defense agreements are also welcome. The thirteen areas of research included in this doctoral program provide a broad thematic spectrum of study.

3.4 Entrance exam. Information about international students

The *Languages*, *Texts and Contexts* doctoral studies are carried out at two centers of the University of Granada: the Faculty of Humanities and the Faculty of Translation and Interpretation. Teachers from the following ten departments participate in it: Semitology, French Philology, Greek and Slavic Philology, Latin Philology, English and German Philology, Romance, Italian, Galician, Portuguese and Catalan Philology, Spanish Language, General Linguistics and Literary Theory, Literature, Spanish Language and Translation and

Interpretation. This program also interacts with other prestigious programs of research centers and national and international universities.

The number of places offered in the first academic year (2013-2014) was no more than 25. After higher demand than originally anticipated from the side of doctoral students, and due to the availability of sufficient funds to meet this demand, the Academic Committee of the Doctoral Program in Languages, Texts, and Contexts agreed with the increase in the number of places available. The current supply of places is estimated in proportion to the number of faculty members who can take on the task of supervising dissertations in this program, in accordance with the requirements for the doctoral program at the university as a whole. A maximum of 35 places for doctoral students are currently available.
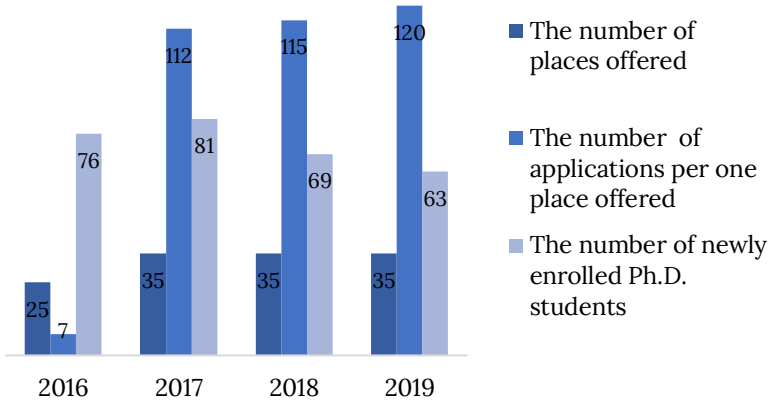
The academic committee of the Languages, Texts, and Contexts doctoral program evaluates applications according to the following criteria:

➢ academic performance (average grade) in bachelor´s and master´s degrees: up to 5 points;

➢ overview of previous experience in research and teaching at the university: up to 2 points;

➢ availability of a scholarship or contract with the University of Granada or any of the cooperating institutions: up to 1 point;

➢ knowledge of the language in which the thesis will be written. In case this language is not the applicant's mother tongue, doctoral students should confirm the level of language proficiency with the corresponding C1 certificate (the necessary form for confirmation can be found on the website): up to 1 point;

➢ possession of the signed consent of a teacher in the program or authoritative researcher with supervision: up to 1 point. The student can find a model of *the official consent* of his or her future thesis advisor on the website;

➢ if necessary, a personal interview with the program coordinator is possible. In this case, the applicant's motivation and personal interest in doctoral studies are evaluated: up to 1 point.

A minimum of 7 points is required for admission to this program based on the sum of the points received for each requirement.

Entrance profiles for doctoral studies

Profile 1: The applicant must have a bachelor's degree or a degree from a Spanish university in the following fields: Philology, Linguistics, Translation and Interpretation, and at least one master's degree in the same field, with a minimum

total of 300 ECTS credits (of which at least 60 must be master's and 12 must be from research activities).

Profile 2: A diploma from a foreign educational institution without the need for confirmation from the Spanish public educational authorities in the following fields: Philology, Linguistics, Translation and Interpretation. In this case, a preliminary check by the University of Granada will confirm that the education obtained is equivalent to an official Spanish master's degree and that the applicant is eligible to study at the doctoral level. The minimum number of credits completed must also be 300 (of which at least 60 must be for the master's degree and 12 for research activities).

Profile 3: Candidates holding a Spanish doctorate degree, obtained in accordance with university regulations, but not related to the scientific field of this doctoral program.

Conditions for the admission of foreigners

As a rule, students who already have a master's degree apply for the doctorate program, but it is also not uncommon that there are applicants from abroad or those who have completed a specialist degree. The following admission procedures have been established for those who do not have a master's degree but wish to study for a doctorate and will defend their dissertation in the Languages, Texts, and Contexts program:

1. An application must be submitted that formally and comprehensively confirms the previous education and compares it with what the master's program provides. The doctoral student must provide evidence of compliance with the specific requirements for doctoral study.

2. If, in the submitted documents about education, the number of credits/ECTS is indicated, the doctoral academic committee, based on the mandatory reports of its two members, provides a document that states:

➢ that 75% of the content of previous courses qualifies for

admission to doctoral programs and it corresponds to the content of one of the master's programs, the completion of which qualifies for admission. In this case, the candidate will be asked to prepare a thesis project, which will be evaluated by an academic committee;

➢ otherwise, the scientific committee may ask the candidate to provide the necessary additional information about his or her educational background, or may suggest another doctoral program more appropriate to his or her field of study.

3. If the candidate's educational documents do not indicate the number of credits / ECTS earned, the academic committee will request an expert report from the International School of Postgraduate Studies on the equivalence of the ECTS credit system at the University of Granada.

4. An academic committee may call the candidate for an interview to verify certain aspects of his or her research profile.

The number of applicants to doctoral programs, including those from abroad, increases every year. At the moment, the number of international students out of the total number of doctoral students exceeds 85.

The number of foreign postgraduate students from the total number of students
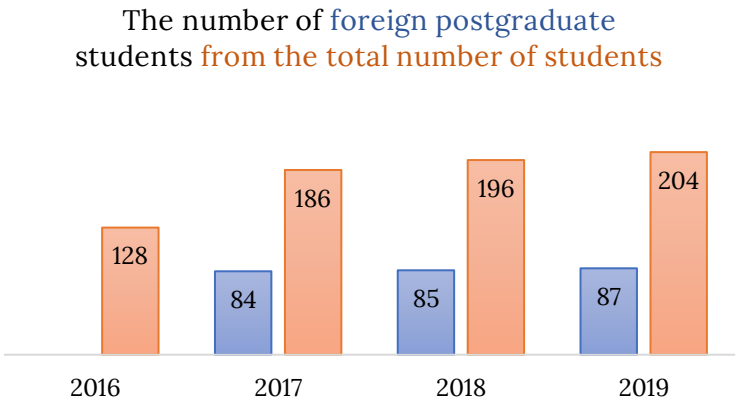
Other Conditions of Admission to Doctoral Programs

Admission to the doctoral program may take the form of a conditional admission, which depends on the fulfillment of additional, specific academic criteria which are determined according to the nature of the admission profile and the research skills of the doctoral student as a result of his or her previous studies. Additional training activities will be selected, usually related to the disciplines of the respective master's program and to the doctoral student's research focus. According to the decision of the Permanent Administrative Commission of the Advisory Board of the Doctoral Programs of the University of Granada of February 16, 2015, "The doctoral student must take courses with research competencies of at least 12 credits / ECTS."

Specific language proficiency requirements of the doctoral program

In the application for admission to the doctoral program, the candidate should indicate the language chosen for the dissertation, together with the approval of his/her supervisor. If the language of the thesis is not the doctoral candidate's mother tongue, the doctoral candidate must submit documentation of C1 proficiency in the language (according to the European Framework of Reference for Languages). An official certificate issued by an organization authorized to do so is required.

3.5   Profile of the graduate (in categories)

The graduate's profile is largely determined by the profile of the master's program he or she has completed. For example, it is much easier to enter the doctoral program *Languages, Texts and Contexts* after completing the following master's programs offered by the University of Granada:

➢ Master's in Spanish language;

➤ Master's degree in translation and interpretation;

➤ Master's Degree in Classical Philology;

➤ Master's Degree in Arabic and Hebrew Culture: Past and Present;

➤ Master's Degree in English Literature and Linguistics;

➤ Master's Degree in Latin American Studies: Culture and Governance;

➤ Master's Degree in Teaching Spanish as a Foreign Language: Language, Culture, and Methodology;

➤ Master's degree in Literary and Theatre Studies;

➤ Master's Degree in Modern Languages and their Cultures;

➤ Master's in East Asian Studies.

If a doctoral student writes a dissertation on topics related to Slavic studies, his or her profile is usually related to the following specialties:

➤ translation and interpretation;

➤ modern languages and their literatures.

A doctoral student most often speaks at least two foreign languages, one of which is Russian (at least B1-B2 level). As was mentioned above, the graduates are not limited to those who graduated from the University of Granada. If doctoral students come from other Spanish universities, the profile is similar to the one described above. In addition, in recent years, there has been a significant percentage of doctoral students who come mostly from Russian universities or from other Slavic countries.

In general, a downward trend in the number of dissertations related to strictly literary studies is observed; on the other hand, there is an increase in the number of works in translation studies, contrastive and interdisciplinary studies, and the teaching of Russian as a foreign language to Spanish-speaking students and of Spanish to Russian-speaking students.

3.6 Duration of study

The duration of doctoral studies is three to four years, but this period is usually extended. Doctoral students who have received a stipend for postgraduate research or who have a contract with the university are required to defend their dissertation by the end of the fourth year of study.

Indicators of learning success:
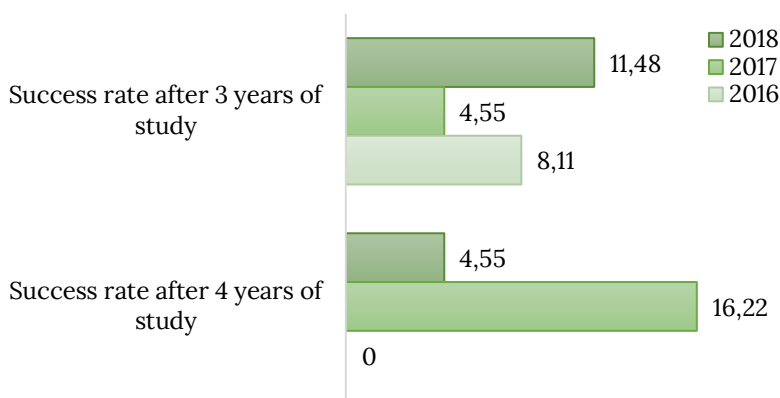
3.7 Teachers in the doctoral study program

The supervisor has the primary responsibility for supervising the doctoral student's work. The supervisor is proposed to the doctoral student from among the faculty members of the program's academic committee, taking into account the doctoral student's preferences and research interests. The supervisor is the guarantor, as he or she is responsible for the completion of the doctoral student's academic and research activities during the period of study.

To participate in the doctoral program, faculty members must, at a minimum, have received a doctoral degree and six

years of research credentials from the National Accreditation and Quality Assessment Agency (ANECA). If they meet these criteria, they become guarantors.

The following teachers from the Section of Slavic Philology of the Department of Greek and Slavic Philology may participate in the doctoral program:

Rafael Guzman Tirado, PhD., Full Professor
Sphere of academic interests: typology and comparison of Russian and Spanish, translation, Spanish language, Caucasology.

Enrique F. Quero Gervilla, PhD., Full Professor
Sphere of academic interests: translation and comparison of Russian and Spanish.

Elena Mironesko Bielova, PhD., Tenured Associate Professor
Sphere of academic interests: folklore and travel literature, Russian language and culture.

Angeles Quero Gervilla, PhD., Tenured Associate Professor
Sphere of academic interests: Russian as a foreign language, processes of mastering foreign languages.

Benami Barros Garcia, PhD., Associate Professor
Sphere of academic interests: digital humanities, translation and comparison of Russian and Spanish, discourse analysis.

3.8 Program Board

The Language, Texts, and Contexts doctoral program has an academic committee that includes the director of the

International School of Postgraduate Studies, the director of doctoral programs at the International School of Postgraduate Studies, and the coordinators of the doctoral programs – 10 teachers representing various humanistic profiles (language teaching, translation and interpretation, classical studies, Spanish and Latin American literature, literary studies, English language and literature, theoretical and applied linguistics, French language and literature, Byzantine and Slavic studies, Spanish language, Classical and medieval Judaism and the Sephardic world). The coordinator of the Department of Greek and Slavic Philology is Maila Garcia Amoros, PhDr., assistant professor in the Department of Greek and Slavic Philology.

The Academic commission is responsible for evaluating applications for admission to doctoral programs, approving and scheduling training events, and the overall supervision of doctoral students and their advisors.

3.9 The educational part of the doctoral study program

Doctoral students in this program take a variety of courses aimed at preparing dissertations, conducting research, or writing articles for specialized journals.

The educational part of the doctoral study program

As was noted above, the Language, Texts and Contexts curriculum is common to all doctoral students, regardless of their area of research. Doctoral students take courses that are primarily methodological in nature.

The doctoral program in 2021 – 2022 includes the following courses:
 ➢ Preparation and defense of a doctoral research plan on Language, Texts, and Contexts;
 ➢ Expanding   novel: intermediality and transmediality in Jorge Carrion's The Membrane;

➢ Research information retrieval and management tools;

➢ "Border Crossing – a Film" – a master class on writing;

➢ Sketch engine: a corpus analysis program;

➢ Research identity and digital spaces. Resources for visualizing academic activity in the humanities;

➢ Writing a research paper in English: Strategies and techniques for publishing in the humanities;

➢ Introduction to digital humanities: A TEI-XML digital edition of Spanish-language texts;

➢ Possible study: funding and social commitment to literary studies in the new millennium;

➢ Statistics for the numerical analysis of linguistic data;

➢ Research in action: how to prepare and write a research paper;

➢ II doctoral conference of the doctoral program Language, Texts, and Contexts.

Participation of doctoral students in training courses and educational events

In general, doctoral student training includes not only attending courses, but also participation in educational and scientific events.

➢ Doctoral students in the first year of study:

The students are encouraged to complete an assignment in the subject *Preparing and Defending a Research Plan* in the doctoral program Language, Texts, and Contexts and other additional assignments offered by the program.

In addition, doctoral students are required to independently select two other educational activities recommended for the first year listed as *Attending courses, seminars or conferences*. In personal cabinet, the doctoral student fills out the appropriate fields for the supervisor's follow-up.

The student must also enroll in the course *Information retrieval and management tools for research development* in the

first or second year of the doctoral School of Humanities, Social Sciences, and Law. This last action must be assigned by the supervisor.

> ➢ Second- and third-year doctoral students:
> Second-year doctoral students must attend at least two educational events, one of which is mandatory.

Preparation of a research article and dissemination of partial research results are also mandatory between the second and third years. For example, participation in congresses as well as attending other national or foreign scientific and educational centers to participate in teaching and research activities, obtaining international citations, or conducting collaborative research.

3.10 Training materials and manuals

The University of Granada has not published special teaching aids for doctoral students engaged in Slavic philology research.

This is due to the fact that the curriculum for the program Language, Texts, and Contexts does not provide for the division of doctoral students in their areas of research, as has already been repeatedly noted. The content of the doctoral program's academic disciplines is mainly methodological in nature.

3.11 Weaknesses of the study part of the program

The main difference between the doctoral program and similar programs at Slavic universities is the general nature of the courses for the humanities and their methodological orientation. In this regard, there is no possibility of offering special courses in Slavic studies within the framework of doctoral studies. Such courses could take place within the framework of the activities of additional educational centers

(e.g., the Russian Language Center, the Mediterranean Center, etc.), but all this requires additional efforts to organize, conduct, recognize the results, and finance them.

3.12 Pedagogical activity of doctoral students

The pedagogical activities of doctoral students are not included in the syllabus of the Languages, Texts, and Contexts doctoral program. However, doctoral students can attend classes and conduct relevant research and surveys, and participate in innovative pedagogical projects, if necessary. In addition, some courses also have a pedagogical component.

3.13 Research activities of doctoral students

The International School of Postgraduate Studies, in which the *Languages, Texts and Contexts* program is included, provides the necessary resources for the implementation of doctoral programs in accordance with RD99/2011. These resources also include financial (possibly joint) support for the specific training activities of each program.

In addition, the Vice Provost for Science Policy and the Vice Provost for International Affairs have relevant research grant programs in which doctoral students can participate.

It should be emphasized that the Doctoral School *Languages, Texts and Contexts* has the necessary infrastructure, equipment and resources for its development (laboratories, classrooms for group work, libraries, including virtual ones, special equipment, telecommunication networks, etc.). Thus, the two faculties involved in this research: the Faculty of Humanities and the Faculty of Interpretation and Translation have libraries with direct access to the necessary resources (including virtual ones) to carry out the necessary research.

The following resources are worth noting:
  ➢ computerized catalog of the university library, available

at http://adrastea.ugr.es/search*spi/;

➢ a catalog of electronic journals. The full text is available on the web page of the University Library: http://adrastea.ugr.es;

➢ The University of Granada's online humanities databases, accessible through the web page of the Granada University Library is at the following address: http://adrastea.ugr.es;

➢ University of Granada Virtual Library (general library): http://www.ugr.es/~biblio/biblioteca_electronica/index.ht ml;

➢ Institutional services available to students, which can be found on the web pages: https://www.ugr.es/pages/services.

As it was mentioned above, research and the dissemination of results are an important part of doctoral studies. Doctoral students participate in international and national congresses, internships in Spanish or foreign research and educational centers. Many of them are members of university research groups, which contributes to intra-university scientific cooperation and knowledge transfer.

3.14 Evaluation of doctoral students

During the first six months in full-time doctoral study and until the end of the first year in part-time program students submit a research plan, which can be improved and detailed during the course of the doctoral program. It should contain at least a preliminary title, the scientific background to the topic of the proposed work, the methodology used, the goals to be achieved, and the methods and time spent planning. The research plan must be approved by the thesis supervisor and approved by the scientific committee after public presentation and defense by the doctoral student.

One of the indicators of a doctoral student's work is the

number and quality of published articles on the topic of the dissertation. The indicator of the quality of publications includes:

➢ articles in journals. Articles published in journals indexed in international databases, such as Arts and Humanities Citation Index, Emerging Sources Citation Index of the Web of Science, Journal Citation Reports (JCR), Social Sciences Edition, Scimago Journal Rank (SJR) and Scopus;

➢ the information on journals published in the Ulrich network, CAPES, ERIH Plus (European Reference Index for the Humanities and Social Sciences), MIAR (Information Database for Journal Analysis), CARHUS (ranking of Spanish scientific journals with a quality mark), FECYT (Spanish Foundation for Science and Technology) and CIRC (Integrated Classification of Academic Journals) is taken into account;

➢ monograph or chapter in a monograph. Monographs or chapters in monographs published by prestigious publishers and important in the relevant scientific discipline are taken into account. They are evaluated according to the system of criteria included in the Scientific Publications Indicators (SPI) or the Publications and Publishers Index (IE- CSIC);

➢ Reviews published in scholarly journals, translations into other languages, or their inclusion in independent bibliographic sources are also taken into account as quality indicators.

It is important that submitted articles, monographs or chapters of monographs should be published or accepted for publication after the start of doctoral studies. In the case of co-authorship, as a rule, no more than two authors are allowed, and the contribution of each author must be substantiated. In such a case, the doctoral candidate must be the first author.

3.15 Supervision of doctoral students

In general, supervision of the proper progress of doctoral theses is carried out with the participation of the various university bodies associated with doctoral studies (administration of the doctoral school, academic committee (see information above), supervisory committees, etc.).

The University of Granada has developed relevant Guidelines for best practices in the management of doctoral theses, published at the following address: http://escuelaposgrado.ugr.es/doctorate/documents-regulations.

3.16 Dissertation Exam

The syllabus of the Languages, Texts, and Contexts doctoral program does not provide for a dissertation examination.

3.17 Dissertation thesis

The thesis consists of the following parts: an introduction stating the purpose and methodology of the research, the research part of the work, conclusion, and bibliographic sources. The text of the thesis should be coherent and thematically unified.

3.18 Dissertation defense

The procedure for organizing the defense of a dissertation

1. The supervisor and the doctoral candidate agree on a list of five current members of the Dissertation Council and a reference list. The chairman and secretary of the Dissertation Council, who holds a doctoral degree and holds a full-time position as a faculty member of the University of Granada, are selected from among them.

2. The defense of the dissertation and the list of members

of the dissertation council are announced by the secretary of the dissertation council on behalf of its chairman.

3. The Secretary of the Dissertation Council informs the International School of Postgraduate Education University about the defense date within at least 15 days and no more than 3 months from the date of receipt of the Diploma of Doctorate Degree. Receipt of permission from the administration of postgraduate education must be received at least 15 calendar days before the date of the defense. After receiving the above message from the Secretary of the Dissertation Council, the International School of Postgraduate Education will prepare the necessary documentation for the defense, access to which the Secretary also has via an electronic application.

4. The International School of Graduate Studies announces to the university community, on behalf of the Secretary of the Dissertation Council, the date, place, and time of the defense of the doctoral dissertation, which is the only official public announcement.

Dissertation defense procedure

1. Dissertation research presentations:

The chairperson opens the session with the title of the thesis and the name of the doctoral candidate. He or she then introduces all the members of the examination committee and notes that, according to Spanish law, the defense of the thesis will consist of two consecutive parts: a presentation of the work (40 to 60 minutes) and a discussion with the members of the dissertation council, followed by a decision on the appropriate qualification.

The doctoral candidate is given the floor. In the case of candidates for the international doctorate degree, they must use a language other than any of the official languages of Spain during the defense procedure.

2. Discussion of the dissertation with members of the

dissertation council.

For questions, the chairman gives the floor to members of the dissertation council in the following order: first to the secretary, then, according to the minutes, to the member of the dissertation council who is in the third position, then to the fourth and fifth position.

At the discretion of the chairperson, the candidate may respond to each member of the dissertation council in order, or give a general response at the end after everyone has commented and asked questions.

In the course of the discussion, the chairman may allow the members of the dissertation council to break the order of speaking if he/she feels it would be appropriate and enrich the discussion.

After the debate between the members of the dissertation council and the doctoral candidate is over, the thesis supervisor(s) are given the floor, and anyone in the room with a doctoral degree can speak if they wish.

After everyone has spoken, those present, including the defender, are asked to leave the defense hall, as the members of the Dissertation Council must make a decision.

3. Dissertation evaluation procedure and announcement of results.

The session resumes, and the secretary invites everyone into the room to announce the results.

The chairman of the Dissertation Council reads the evaluation of the doctoral dissertation. The grade is given by secret ballot and may be as follows: not submitted for defense, satisfactory, good, and excellent.

If the thesis or dissertation submitted is excellent, the candidate may be awarded a "Cum Laude" award, which entitles the candidate to receive the University of Granada's Special Doctoral Award ("Premio Extraordinario de Doctorado de la Universidad de Granada"). The "Extraordinary Distinction" is
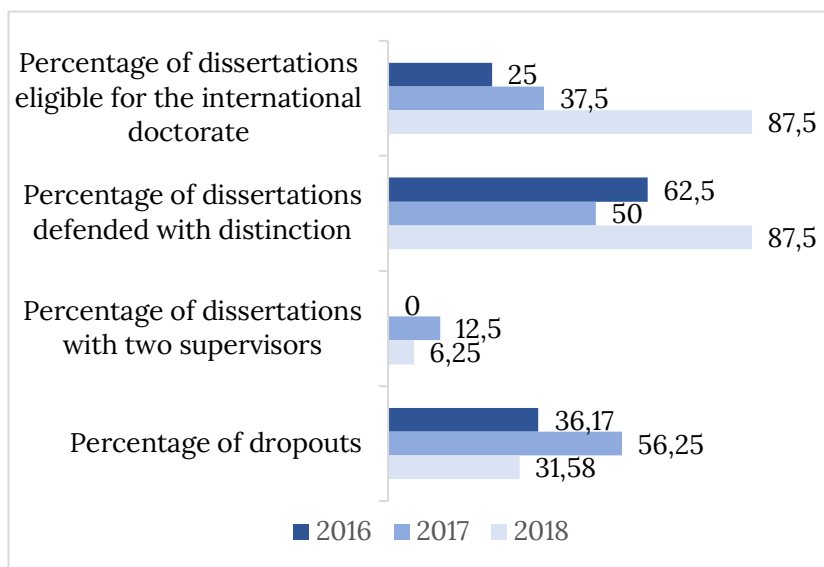
also awarded by secret ballot, but the result is not known until all documents are sent to the International Postgraduate School administration after 24 hours.

Evaluation of the dissertation by members of the dissertation council

As it was already noted, after the doctoral candidate's presentation, five members of the Dissertation Council express their opinions and ask questions. At the end, they evaluate the submitted doctoral dissertation in closed bulletins with the following grades: "not submitted for defense", "satisfactory", "good", "excellent". A special, higher grade "with special distinction" is possible, which also takes place by secret ballot. This grade must be received unanimously.

If necessary, the dissertation may be evaluated as an international doctorate for the international doctorate degree. In this case, the secretary of the dissertation council produces an appropriate certificate signed by all members of the council.

The participation of international experts in the various activities and stages of the doctoral program, as well as in the preparation of dissertations, is encouraged by the Academic Commission of the doctoral school Language, Texts, and Contexts. In addition, the participation of international experts in the dissertation evaluation process (external reports and reviews, membership in dissertation councils) is mandatory when writing a dissertation for the international doctoral degree (Mención de Doctorado Internacional), as well as for co-directorship.

Percentage of dissertations eligible for the international doctorate
- 2016: 25
- 2017: 37,5
- 2018: 87,5

Percentage of dissertations defended with distinction
- 2016: 62,5
- 2017: 50
- 2018: 87,5

Percentage of dissertations with two supervisors
- 2016: 0
- 2017: 12,5
- 2018: 6,25

Percentage of dropouts
- 2016: 36,17
- 2017: 56,25
- 2018: 31,58

■ 2016 ■ 2017 ■ 2018

Dissertation defense on the amount of publications

A dissertation may be defended through the publication of a series of papers with the prior permission of the Academic Committee of the Doctoral School in accordance with the following guidelines:

➢ number of publications: a minimum of three scientific articles published in indexed journals; a chapter of a monograph and two scientific articles in indexed journals; a monograph and a scientific article in indexed journals;

Publication quality indicators (journal articles must meet the following quality criteria):

➢ Arts and Humanities Citation Index and Humanities (A&HCI), Social Sciences Citation Index (SSCI), Web of Science (any impact factor):
https://biblioteca.ugr.es/pages/biblioteca_electronica/bases_datos/arts-and-humanities-citation-index-web-of-science;

➢ Scimago Journal & Country Rank (SJR) Q1 and Q2 Index: www.scimagojr.com/;

➢ journals with C1 and C2 grades in FECYT: https://calidadrevistas.fecyt.es/revistas-sello-fecyt;

➢ ICDS over 10 in the Information Database for Analysis of Journals (MIAR): miar.ub.edu;

➢ monographs and monograph chapters should meet the following quality criteria:

➢ quartile 1 in the overall ranking of national and foreign publishers:

http://ilia.cchs.csic.es/SPI/prestigio_expertos_2018.php;

➢ quartile 1 in the ranking on the subject of specialization: http://ilia.cchs.csic.es/SPI/prestigio_sectores_2018.php;

➢ Authorship and co-authorship: the doctoral candidate must be the sole author of at least two articles. In the case of co-authorship, an article or monograph with no more than three authors and with the doctoral candidate as the first author will be accepted for consideration. The contribution of each author must be substantiated. The co-author or co-authors who are not doctoral candidates must refuse in writing to submit the same work as part of another doctoral dissertation.

➢ Responsibility for editing, directing, or compiling: papers in which the thesis supervisor or co-supervisors are involved or co-authored will not be considered.

➢ Topic and date of publication: only publications directly related to the topic of the dissertation and which have been published or accepted for publication (with corresponding acknowledgement) since the date of admission to the doctoral program will be accepted.

This information is submitted to the Academic Commission. Along with the submission of the research plan (including the approval of the supervisor(s) of the thesis), a request for approval of the main thesis is also submitted to the Academic Commission of the Doctoral School. In this case, a full

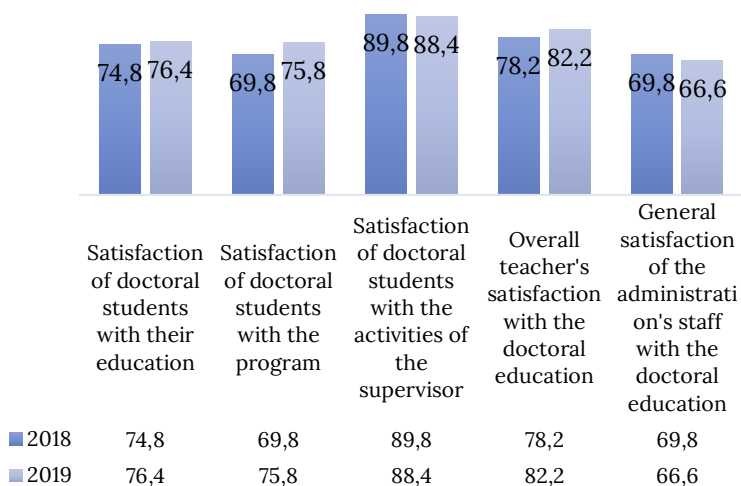report on the work done is attached. This request should include all details of the publications: authorship, title, detailed CVs of each author, their contribution to the work, name of the journal and/or publisher, and quality indices. The publication data must meet the criteria previously noted. It should be noted that neither the co-authors of the publications indicated in the doctoral student's reports, nor the editors or compilers of the theses, can participate in the work of the dissertation council for dissertation defense.

3.19 Measuring success in training and employment

After completing the doctoral study and defending the dissertation, the most pressing question is whether or not the graduate gets a job. Surveys and reports suggest that there is a significant percentage difference in this indicator.

Graduate employment one year after graduation

- Is working
- Is seeking a job
- Is not working nor seeking a job
- the situation is unknown
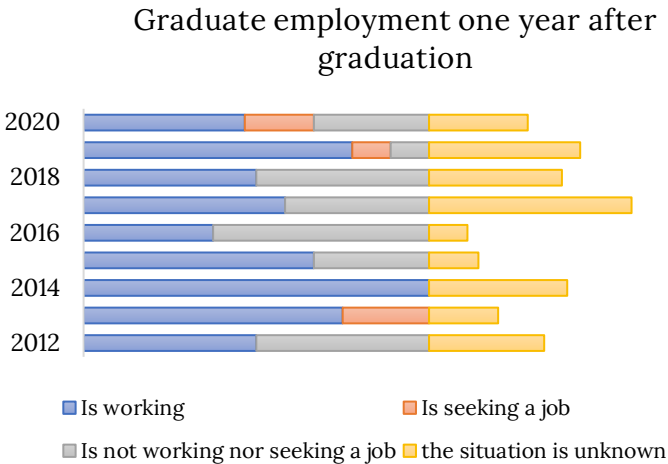
On the other hand, the results of the surveys show a high level of satisfaction with the doctoral program not only on the part of doctoral students, but also on the part of faculty members.

	Satisfaction of doctoral students with their education	Satisfaction of doctoral students with the program	Satisfaction of doctoral students with the activities of the supervisor	Overall teacher's satisfaction with the doctoral education	General satisfaction of the administration's staff with the doctoral education
2018	74,8	69,8	89,8	78,2	69,8
2019	76,4	75,8	88,4	82,2	66,6

In the last four years, of the three cases in which there has been official competition for the position of university teacher in the field of Russian language and literature in Spain, in two of them the place was taken by the graduate of the University of Granada, which in itself speaks of the high eligibility of young Ph.Ds.

3.20 SWOT analysis

Strengths	Weaknesses
➢ high satisfaction with the doctoral program and the results obtained by doctoral students at the University of Granada; ➢ the University of Granada is at the top of the Spanish university rankings and is one of the largest universities in the country; ➢ there are no limitations in the topics of research on Slavic philology; ➢ the possibility of defending a dissertation in any language with appropriate justification; ➢ most Slavic languages are taught at the university, which is important for comparative studies; ➢ active academic and scholarly contacts between teachers from the Department of Greek and Slavic Philology and teachers of Slavic	➢ difficulties in applying for jobs at the university due to the limited number of places advertised and additional requirements from the Agency for Quality Evaluation and Accreditation (ANECA) (demotivation); ➢ there is no specialization in Russian studies due to the historical tradition of doctoral studies; ➢ courses are common to the humanities and are mostly of a methodological nature; ➢ lack of proper funding for humanities research; ➢ no possibility of holding special courses in Slavistics; ➢ low student interest in doctoral studies.

| Studies from other countries; ➤ extensive research and academic internship programs for doctoral students; ➤ low dropout rate for doctoral students; ➤ the Department of Slavic Philology at the University of Granada is the largest and most fruitful center for Slavic and Russian studies in Spain; ➤ the teachers of the Section of Slavic Philology are members of the presidiums of international organizations and associations of Russian language teachers and translators.	
Opportunities	**Threats**
➤ open master's programs in Russian language and culture to provide more potential doctoral students; ➤ more closely link dissertation topics with the research profile of the Slavic Philology Section; ➤ develop	➤ small number of faculty members due to the stringent requirements of the International School of Postgraduate Education; ➤ further decrease / non-funding in the humanities; ➤ students' passivity in conducting

postdoctoral programs to encourage further doctoral research; ➤ include doctoral students more frequently in scholarly projects and research to work with experts in the field; ➤ strengthen research collaborations with other universities; ➤ increase the level of academic Russian language proficiency of doctoral students.	research and publishing their results; ➤ lack of opportunities for internships in the Russian Federation in the coming years; ➤ small number of students studying Slavic languages in undergraduate and graduate programs.

3.21 Statement of deficiencies identified in the university, department

Despite the fact that the statistics of the doctoral program

108 dissertations defended

10 dissertations on various aspects of Russian language and literature

2012	2013	2014	2015	2016	2017	2018	2019	2020
3	5	5	7	9	29	13	16	21
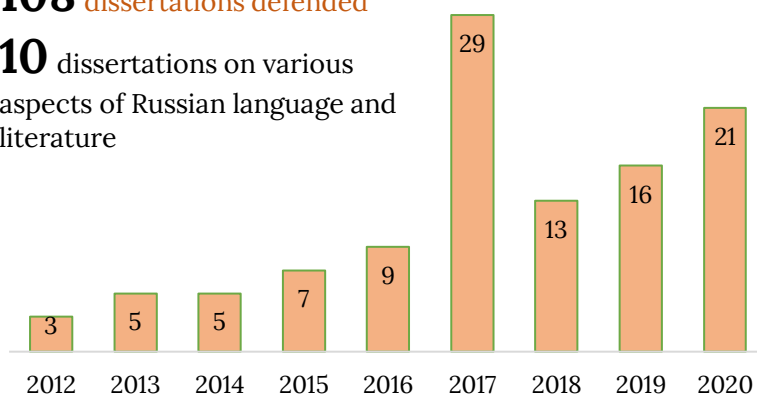
Language, Texts and Contexts are quite satisfying, the results as they concern Slavic Studies could be better. During 7 years there were 17 doctoral theses defended as part of the previous program, and there have been 10 theses defended in the 9 years since the Bologna system was introduced in Slavistics, mostly dealing with various problems of Russian language and literature.
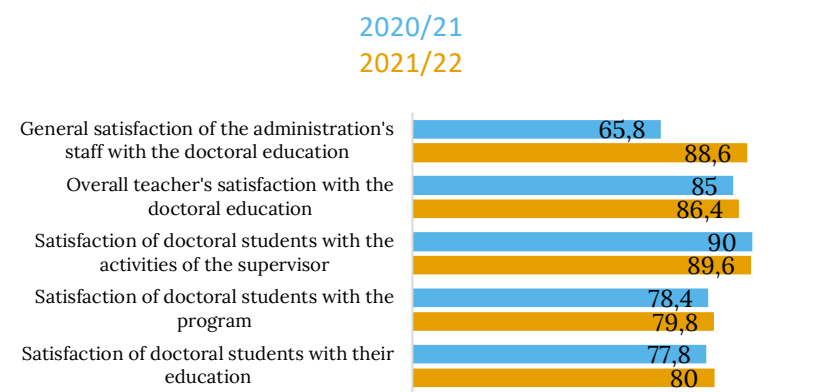
The main indicators for the last two academic years, as we have seen before, indicate a high level of satisfaction, showing an increase in some cases. However, it should be noted that the main feature of the doctoral program implemented at the University of Granada is the lack of a clear specialization relating to research in Slavistics, including Russian studies. Teachers here do not have the opportunity to implement a special program in Russian studies, as they do in universities in Slavic countries. This situation is related to the academic tradition of the Russian language in Spain. It has never been among the foreign languages studied at school. The absence of such a program of doctoral studies in Russian studies causes most of the weaknesses and threats indicated in the SWOT analysis. On the other hand, teachers of Slavic Philology Section have been able to adapt to this situation quite effectively, though it certainly creates additional difficulties.

Despite the overall high satisfaction with the results of doctoral graduates and the low percentage of those who did not complete their studies, it is necessary to note the obvious difficulties they face in finding employment in the academic environment.
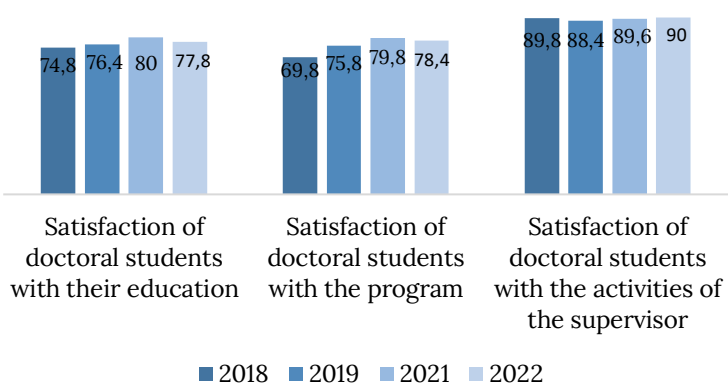
An important factor is the general decline of the state's attention to funding humanitarian research, as well as the political and social situation in the world at the moment, but this requires more research

We believe that working on this project will help strengthen the Slavic Philology section's position in attracting more doctoral students, will help implement new courses in

other postgraduate programs, and will help develop the hard and soft skills that will help doctoral students not only to graduate successfully, but also to improve their future professional life prospects.

2020/21
2021/22

	2020/21	2021/22
General satisfaction of the administration's staff with the doctoral education	65,8	88,6
Overall teacher's satisfaction with the doctoral education	85	86,4
Satisfaction of doctoral students with the activities of the supervisor	90	89,6
Satisfaction of doctoral students with the program	78,4	79,8
Satisfaction of doctoral students with their education	77,8	80

For this project it is very relevant to pay attention to the opinion of doctoral students on the education they have received, on the functioning of the doctoral program and on the activities of supervisors. Despite the fact that there is room for improvement in the functioning of the doctoral program, the percentages remain high for the last four academic years (data for 2019/20 are not available), with a slight upward trend.

	2018	2019	2021	2022
Satisfaction of doctoral students with their education	74,8	76,4	80	77,8
Satisfaction of doctoral students with the program	69,8	75,8	79,8	78,4
Satisfaction of doctoral students with the activities of the supervisor	89,8	88,4	89,6	90

■ 2018 ■ 2019 ■ 2021 ■ 2022

4. Summarizing the results of the SWOT analyses of the implementation of doctoral study programs at participating universities

To summarize the results of SWOT analyses of the organization of doctoral studies in the Slovak, Czech and Spanish universities, we have identified their common and distinctive features.

Due to academic traditions, the organization of doctoral programs related to Russian studies varies among the 3 universities: In Trnava the whole program depends on the Department of Russian Studies; in Brno the program is included in the framework of Slavic Studies, but is managed by an institute/department that only partly cooperates with other faculties (philosophy, foreign languages); and in Granada the lecturers of the department manage the scientific activities of the doctoral candidate, while the academic program of doctoral studies is common for the humanities and is defined by the International School of Postgraduate Education.

It is difficult, then, to find recommendations that can be applied to the work of all departments in the organization of doctoral studies.

We need to proceed from the SWOT analysis and look for something that can help students of Russian studies;

STRENGTHS
➢ all departments have sufficient tradition, contacts, and accredited training programs;
➢ all departments have established staff to provide a high level of instruction in the undergraduate, graduate and doctoral programs;
➢ in all departments, access to doctoral studies is also open to applicants who come from other universities;
➢ the doctoral training programs have been "tested" in practice;

➢ there is a well-developed system for supervising the work of doctoral students.

Conclusion:
➢ **doctoral programs of study are accredited, vetted, and working;**
➢ **the departments of all three universities are capable of providing high-quality doctoral education.**

WEAKNESSES
➢ lack of postdoctoral positions: graduates are not always able to use their knowledge in practice;
➢ interest in doctoral studies is decreasing;
➢ partly a lack of financial resources (particularly in Granada, but the forthcoming changes in Slovakia and the Czech Republic could entail the same phenomenon);
➢ there is no specific "pressure" to develop "soft" skills, as they are assumed to be already possessed by the students (e.g., the ability of doctoral students to participate in conferences), but students are not specially taught them;
➢ specialization is not supported by textbooks or other books specifically oriented to Russian studies (in Granada, the courses are common to the humanities and are mostly methodological in nature, with no possibility for special courses in linguistics);
➢ not all students begin their doctoral studies with sufficient theoretical knowledge acquired in undergraduate and graduate programs;
➢ there are no specially designed textbooks / presentations for individual subjects (not even for required subjects) that can be used by both lecturers and doctoral students on their own;
➢ Trnava: short term of study (3 years);
➢ Brno: dissertation projects are poorly coordinated with the research priorities of the institute (they are more often

tailored to the individual interests of the students).

Conclusion:
➢ **there is a decreasing interest in doctoral studies because of the unclear prospect of finding a good job in the acquired specialty through doctoral studies, and the lack of postdoctoral programs;**
➢ **there are no developed programs for the development of "soft" skills;**
➢ **there are no textbooks prepared just for doctoral students that contain exactly the kind of information that can be passed on to them in the field of Russian studies in lectures or that they can extract from these textbooks themselves;**
➢ **the funding of doctoral studies in the future is questionable (relevant in Granada, also planned in Trnava and Brno);**
➢ **it is not always students with a high level of theoretical knowledge who enroll in the programs.**

OPPORTUNITIES
➢ to develop cooperation among students and to encourage students to publish collaborative works;
➢ to develop the ability to speak at conferences and write scientific texts;
➢ to strengthen cooperation with other universities in developing and standardizing the content of individual subjects;
➢ to improve students' ability to express themselves accurately, clearly, and definitively;
➢ to improve the level of academic Russian and English proficiency in doctoral students;
➢ Granada: to open a master's program in Russian language and culture to provide more potential doctoral students;
➢ to include doctoral students more often in research

projects and studies to work with experts in the field;

➢ Trnava: finalize special manuals for some courses and standardize the curriculum;

➢ Brno: more intensively include students in reviews.

Conclusion:

➢ **strengthen cooperation with other universities in the development and standardization of the content of individual subjects;**

➢ **refine or create special manuals for selected hard skills courses so that they develop specific knowledge of Russian studies either in existing programs or to complement general methodological courses (Granada);**

➢ **develop the soft skills in doctoral students (speaking at conferences, writing scientific texts, reviews, etc.);**

➢ **more often include doctoral students in research projects and studies for joint work with experts, create opportunities for doctoral students to co-operate in joint (including interuniversity) development of scientific problems (joint publications, conferences, etc.).**

THREATS

➢ departmental staff may become unable to provide all the necessary Russian studies as the staff may retire;

➢ the looming loss of direct business contacts, internships, participation in conferences and other scientific events, as well as the opportunity to publish in the Russian Federation;

➢ lack of discipline-specific manuals / textbooks / presentations which would standardize subject curricula;

➢ the weakening of a strong philological foundation in the doctoral program;

➢ a decrease in student interest in doctoral studies;

➢ the threat of reduced funding for doctoral student programs.

Conclusion:

➢ **the continued "isolation" of individual departments in terms of staffing, the specialization of individual faculty members, and the threat of losing full ability to adequately provide a doctoral program of study;**

➢ **the threat of losing contacts with Russia;**

➢ **the threat of a lack of finances for students in doctoral programs of study;**

➢ **a decrease in student interest in doctoral studies.**

Summarizing the findings of the SWOT analysis:

➢ there seems to be no possibility of institutional unification of doctoral programs at our universities in the near future;

➢ the possibility of joint standardization of certain disciplines that are already part of the curriculum (Trnava, Brno) or that can be used as a "supplement" to general methodologically oriented disciplines (Granada) in the field of hard knowledge – creation of textbooks / presentations that will be written by teams of specialists from the departments participating in the ERASMUS+ project;

➢ joint activities (conferences, colloquia, research programs, writing papers, etc.) involving doctoral students from all three countries can be very attractive;

➢ we need to look for opportunities to maintain the high linguistic level of doctoral programs even during this time of difficult relations between the Russian Federation and the EU countries.

5. Conclusion or Proposals for measures to address the shortcomings of the analyzed programs and for their innovation in order to improve their effectiveness

In order to address the aforementioned shortcomings of the programs and to identify ways to improve them and increase their effectiveness, we decided to develop proposals for additional courses that would strengthen the so-called hard skills and soft skills of doctoral students at St. Cyril and Methodius University in Trnava (Slovakia), Masaryk University in Brno (Czech Republic) and the University of Granada (Spain).

To reinforce the so-called **hard skills**, we will develop the following list of supplementary manuals for doctoral students:

1. Introduction to Corpus Linguistics

This textbook will introduce students to the concept of linguistic corpus, the history of corpus linguistics, and the subjects, objectives, methods, and terminology of corpus linguistics. They will learn about the software and information resources of corpus linguistics as well as possible applications of corpora in linguistic research.

2. Selected Chapters from Literary Theory

The manual will be intended for students working on a dissertation in literature. It will focus on conveying basic information on the basic disciplines of literary theory (i.e., issues related to basic theoretical concepts), the history of literary studies, and with brief information on literary criticism. The list of recommended works contains works on literary theory written in Russian.

3. Literary methodology

The manual will be a useful source of knowledge primarily for students working on a dissertation in literature. It will

present the fundamental principles of scientific methodology applied in the development of a dissertation. The manual will also contain a list of the main directions of literary methodology, their characteristics, advantages and limitations of their application in practice, and a list of methodologically oriented works published mainly in Russian.

4. Linguistic methodology in an interdisciplinary aspect

This publication will highlight general scientific and special methods associated with changes in scientific paradigms in linguistics in the late 20th and early 21st centuries. The methods and techniques of structural linguistics, comparative-typological and comparative analysis will be discussed. The book will also present recommendations for mastering new interdisciplinary methods in the field of linguoconceptology, psycholinguistics, cognitive linguistics, ethnolinguistics, Russian and Slavic ethnophrasiology, theory and practice of literary translation, discursology, folklore language, and onomastics. Attention is also given to the corpus-oriented approach.

5. Interlingual homonymy in genetically related languages (on the example of Russian and Slovak)

The purpose of this book is to familiarize the doctoral candidate with the phenomenon of interlingual homonymy in related languages (for example, Russian-Slovak interlingual homonymy). The doctoral student will be able to use the acquired knowledge in lexicography, translation studies, linguistics, lexical semantics, lexical pragmatics and Slavic studies.

6. Modern Trends in the Study of Russian Phraseology

This textbook will deal with modern tendencies in the study of Russian phraseology: the sources and formation of new phraseological units, the disappearance of obsolete

phraseological units, as well as the transformations of phraseological units. The doctoral student will acquire theoretical knowledge of modern Russian phraseology and will be acquainted with the analysis of individual transformations of phraseological units in practice.

7. Lexicographic Minimum: Dictionary Theory and Practice

The manual will be designed to convey to doctoral students basic information about linguistic concepts and sections of theoretical and applied lexicography. As a result, the doctoral student will have an understanding of the main problems and methods of lexicography, possess the scientific apparatus of lexicography and be able to apply the acquired knowledge in practice.

8. Innovations and Semantic Dynamics of the Russian Language

The manual will be devoted to new trends in the development of the Russian language in various discursive practices (current processes and phenomena in media discourse and co-temporary journalism, advertising texts, types and genres of Internet communication, social networks). Phraseological innovations and transformations in the language of newspapers, active processes of word production, political discourse, and the theory of ethnic stereotypes will also be considered.

In order to strengthen **soft skills,** we develop the following additional aids:

1. How do I write an application for a grant project?

The purpose of this handbook is to explain the procedure, and to identify the specific steps, for writing an application to develop a grant project that can be approved and funded, and

subsequently successfully implemented.

2. How to manage a project?

This handbook will provide guidance on the proper way to coordinate a project, assign individual tasks, and set deadlines so that all the goals of a given project can be accomplished properly and on time.

3. How to write a scientific text and present it successfully?

This textbook will cover the following topics: features of the scientific style in Russian, the specificity and structure of the scientific article, and the language tools used, methods of presentation of the results of scientific work at the conference.

4. Where to look for relevant sources and how to work with bibliography?

This manual will cover the following topics: scientometric databases, full-text resources (digital libraries and other electronic resources), analysis of literary sources using software VosViewer, bibliographic design of the scientific text etc.

Final word

All of the abovementioned methodological materials will be developed in the second and third stages of the Erasmus+ project *The innovation of the concept and curriculum of doctoral study programs and increasing their effectiveness, 2021-1-SK01-KA220-HED-000022917*, and together with this publication *Elaboration of analysis of doctoral study programs at participating universities, eliminating weaknesses of analyzed programs and proposals for their innovation in order to increase their efficiency* are placed on the web-sites of all Erasmus+ projects partners.

The three participating universities are The University of Ss. Cyril and Methodius in Trnava, Masaryk University in Brno, and the University of Granada.

Elaboration of analysis of doctoral programs at participating universities, eliminating weaknesses of analyzed programs and proposals for their innovation in order to increase their efficiency

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