



**Asia-Pacific  
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## **Linguistic Education in the Russian Federation: The Current Situation and Prospects**

Submitted by: Russia



**Third APEC Education Pre-Ministerial  
Research Symposium  
Moscow, Russia  
5-6 February 2012**

### **Linguistic Education in the Russian Federation: The Current Situation and Prospects**

1. In the mid-1990's traditional linguistic education fell into three branches: linguistics and intercultural communication, foreign languages and foreign philology. In fact, different professional language spheres were documented and formatted, namely: interpretation and translation, language teaching at university and at school and foreign literature study.
2. The introduction of new standards had two versions: the one of 1997 and of 2000. It came into being in the period of rapid development of foreign contacts of the Russian Federation in political, economic, humanitarian spheres, both on the federal and regional levels. This resulted in a growing demand for professional linguists and increased interest in linguistic education on the part of employers, applicants and universities. In the Soviet period only a few higher education institutes in Moscow and in the capitals of some Soviet republics produced professional linguists. The situation changed dramatically in the beginning of the 21<sup>st</sup> century when linguistic professions moved to the top of the professions most in demand along with those of economist and lawyer.
3. By 2005 there were 160 state and commercial universities. Professional linguistic training had been by that time launched not only in traditional language-teaching universities, but also at philological departments of classical universities, at foreign-language departments of pedagogical and technical universities.
4. The profession of translator and translation studies is the most popular educational program. At present about 140 Russian universities are licensed to carry it out. Geographically, almost all regions of the Russian Federation train interpreters and translators.
5. Optional vocational qualification of interpreter in the sphere of professional communication occupies a special place in linguistic education. The curriculum is targeted at senior non-linguistic students and leads to an additional professional degree. This qualification enables specialists to work with professional texts in their core sphere of professional activity. At present the programme is being carried out by approximately 350 Russian universities.
6. As degrees in linguistics became more and more popular, it is only fair that quality control over the training of specialists in this field has become of great importance. In Russia this control is exercised by the Academic Association of Institutes of Higher Education that offer graduate programmes in linguistics. Presently the Academic Association includes 204 higher education institutes in Russia. The Association develops all educational standards in the sphere of linguistics. One of its major tasks is to coordinate academic work of universities providing educational programmes in linguistics.
7. The transition to the system of levels in higher education qualification (4 years for the Bachelor's Degree and 2 years for a Master's Degree) entails a number of vital changes, which will greatly influence the system of linguistic education in Russia.

a) All courses in linguistics will be united in a single BA and MA programme 'Linguistics'. Depending on the specialisation, students will be taught relevant subjects, which coincide with the content of former educational programmes. This ensures continuity of educational traditions in the sphere of linguistics.

b) The introduction of a Master's Degree extends the educational process by one year thus opening up new perspectives for the education of specialists with the highest level of qualification. For instance, in the field of translation it becomes possible to develop Master courses in literary translation, methods of teaching translation, and others.

c) The division of higher education into two levels is certain to bring about the stratification of the whole system of education in linguistics. It is clear that Master's programmes can only be taught in a small number of leading universities with highly qualified academic staff and adequate financial resources. Regional features of the labour market will also be of great significance.

*I. I. Khaleeva*

**Linguistic Education  
in the Russian Federation:  
Current Situation  
and Prospects**

**The 1980's**

- 12 foreign language educational institutions
- 70 pedagogical institutions

**By the year 2005**

- 160 public and private universities offering degree programmes in linguistics and cross-cultural communication
- around 140 Russian universities licensed to offer these programmes

## Academic Association

- MSLU – the core university of the Academic Association of the RF
- the Academic and Educational Association of the RF Universities includes 204 higher education institutions in the RF

Results of sociological research:

### *«The current status and dynamics of the linguistic translators' market in the Russian Federation»*

#### Empirical base of research:

**Expert-interrogation: N=99** (representatives of 46 enterprises, organizations and firms)

**Questionnaire: N=657** (graduates of 89 universities with a translator's degree and specialists with a degree in foreign languages from 45 Russian Federation cities and 6 foreign states; the mistake of sample in the total number of interviewed people  $\Delta = \pm 3,6\%$ )

**Express-research: N=303**







