

**Methodological guidelines for the discipline (module)**

**Foreign Language**

Educational programme **31.05.01 General Medicine**

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## General provisions

The purpose of the present guidelines is to provide students with a well-organised learning process, including various self-study activities.

Mastering the discipline requires both in-class learning and self-study work. In-class learning includes lectures and seminars. In-class learning is specified in the programme curriculum and discipline (module) syllabus.

First, it is recommended to review the discipline (module) syllabus, its structure, contents and assessment methods prior to starting the course.

While reviewing the syllabus, pay attention to the following:

- Some topics and units are not covered during lectures instead students are required to do self-study according to the recommended list of main and supplementary literature and educational and methodological manuals;
- Covered theory, methodology and formulas included in the self-study topics and units should be self-assessed according to self-check questions;
- The content of self-studied topics is integrated in the formative and interim assessment.

Each discipline (module) syllabus is accompanied by methodological materials.

Some educational and methodological manuals for the discipline, such as study aids or lecture notes, guidelines to laboratory work and case study, etc., can be found on MAU Electronic Information and Educational Environment (LMS Moodle).

Students are also suggested to get educational literature needed for all types of in-class learning, as well as self-study work, from MAU library.

Types of academic work, scheduled deadlines, as well as assessment system are compiled in the discipline checklist.

**Table 1. Formative and interim assessment checklist (interim assessment – “credit” and “graded credit”)**

No.	Milestones	Credit points		Assessment period (weeks)
		min	max	
<b>Formative assessment</b>				
1.	Seminars	40	60	
2.	Test	10	20	
3.	Class attendance	10	20	
	In total for semester	min - 60	max - 100	
<b>Interim assessment “credit” and “graded credit”</b>				
	<b>In total for the discipline</b>	<b>min - 60</b>	<b>max - 100</b>	

Mastering the discipline (module) requires a systematic approach. It is necessary to regularly attend lectures, actively participate in class discussions, do written assignments, study lecture notes, and devote time and effort to self-study on the discipline (module) to successfully learn theoretical material on the discipline.

To successfully complete the discipline (module), students should independently manage the study load according to the study schedule.

### 1. Guidelines to seminars

In the beginning, the student must carefully read the thematic lesson plan, the list of suggested literature and the checklist of the discipline. It is necessary to understand the sequence of completing individual educational tasks.

An important role in learning a foreign language is played by students' self-study work in preparation for seminars, during which the teacher acts as an assistant and consultant. Their task is to teach students research skills: to find the necessary information, using various kinds of reference books, dictionaries, catalogues, Internet resources, to analyse, systematise and generalise the studied material. Students can receive the necessary recommendations and assistance from the teacher during seminars and specially designated office hours.

To successfully learn a foreign language, systematic, properly organized self-study work is necessary. It involves practicing educational material studied in classroom lessons, preparing students for seminars (regular homework), preparing for final tests, tests, and exams. In addition, interested students are invited to work on research projects in a foreign language and complete tasks provided in the additional block of the checklist (in agreement with the teacher).

Properly organized self-study work contributes to the development of educational and cognitive skills, critical thinking of students, the ability to independently construct their knowledge, and navigate the information space.

The seminar involves a free exchange of opinions on the topics provided for in the work programme. When preparing for a seminar, students have the opportunity to take advantage of teacher consultations. In addition to these topics, students have the right, in agreement with the teacher, to choose other topics that interest them.

The teacher evaluates the quality of students' academic work using the discipline's checklist presented on the MAU website.

The student's participation in the seminar is assessed as follows:

a) in the process of interactive forms of work; The student receives a certain number of points for each presentation in accordance with the checklist of the discipline, depending on the completeness and quality of the answer.

b) student can earn points in the process of discussing questions if they complement the answers of other students.

c) written work (essays) may be offered for a seminar, the completion of which is also included in the assessment of in-class performance.

During the study of this training course, students complete tasks on Internet training platform (i-exam). Based on the results of completing the course, students complete an online test in the discipline (a positive grade of more than 60%). Students have the right to find out the assessment of their work results in points after each lesson and in the table of the overall group rating in the subject.

## **2. Guidelines to organising self-study**

Successful competencies development formed by the discipline implies efficient use of time for self-study work.

Self-study is a way of learning that involves studying alone under the teacher's assignment, guidance and observation. Students possessing self-study skills get a better and deeper knowledge of the study material, are better prepared for creative work, self-education and continuing education.

Self-study work can be both in-class and out-of-class. The types of self-study work often overlap.

In-class self-study is performed under the teacher's assignment during learning sessions, including:

- individual tasks, tests;
- practical assignments;
- problem solving, drawing up images (such as schemes, diagrams, tables, etc.);
- reviewing reference, methodological, and special literature;
- writing a report on performed work;
- preparation for discussions, completing tasks in a role-play simulation, etc.

Out-of-class self-study (in MAU library, laboratory, at home, in self-study rooms, etc.) is obligatory (according to the syllabus) and it does not involve immediate and constant guidance from the teacher.

Out-of-class self-study may include:

- preparation for in-class learning sessions (lectures, seminars, etc.) and homework;
- self-studying single chapters of the course (module) according to the syllabus;
- reviewing the recommended list of main and supplementary literature in connection to lecture notes;
- writing reports, essays, preparing presentations, compiling glossaries, etc.;
- preparing for different types of practical training and completing the tasks according to the syllabus;
- preparing for different types of formative, interim and final assessment;
- participating in research, project and creative activities within a discipline (module);
- preparing for competitions, Olympiads, conferences, work in student scientific associations and clubs;
- other types of self-study.

The syllabus of the discipline, practical training, final assessment programme determine the contents of self-study work. The assignments for self-study have scheduled deadlines.

Any type of self-study includes the following steps:

1. Setting the goal.
2. Specifying a learning (problem or practical) objective.
3. Self-assessing your preparedness to work independently on an assigned or selected objective.
4. Selecting a course of action to address the objective.
5. Planning (independently or with the instructor) self-study to address the solution.
6. Following the self-study plan.
7. Checking the progress of self-study, assessing the results.
8. Reflecting on your study performance.

### **Reviewing the scientific and educational literature**

Reviewing educational and scientific literature is the keynote of self-study; it is necessary to read for seminars, quizzes, tests, and "credit" assessments.

While reviewing educational and scientific literature, students can:

- make a short or detailed outline (make a list of the main issues);
- summarise (cite the most important information from an article or monograph, make a short summary of the key ideas expressed by the author);
- make abstracts (a short summary of the main issues);
- make notes (detailed information).

Upon selecting the appropriate resource, students should find the relevant chapter in the contents or index, as well as related lecture notes or chapter from a textbook. In case understanding the educational material is difficult, students may refer to other sources that may cover the issue more clearly. It should be noted that the skill of reviewing literature helps to gain better knowledge within a discipline and becomes a part of being a professional practitioner.

### **Preparing for tests**

The purpose of a test is to assess students' knowledge of the theoretical material on the discipline (the content and scope of general and special concepts, terms, factors and mechanisms) and the development of educational skills.

Tests also let students control their level of knowledge, identify knowledge gaps and address them. Tests include key questions on theoretical and practical foundations of a discipline (module).

To prepare for testing, students should:

- review the material on the discipline,
- learn the details of testing in advance: how many tests you will need to take, how much time is allotted, the result assessment system, etc.

While taking a test, it is necessary to:

- carefully and fully read the questions and the given answers, choose the correct one(s) (there may be several correct answers);
- use different approaches to complete the tasks (this allows you to find the solution flexibly and effectively);
- skip "difficult" questions on the first pass, go back to them later;
- leave time to double-check the answers to avoid any errors.

Typical test tasks can be found in the assessment materials on the discipline (module).

### **Creating multimedia presentation**

Multimedia presentation is a type of individual work that involves creating visual information materials (slides), created with Microsoft PowerPoint multimedia computer software. This work requires such skills as the gathering, systematization, processing of the information, and arranging it in a form of a selection of materials that briefly describe major issues of the studied topic, in electronic form.

Any self-study results may be presented in the form of a presentation.

*Recommendations for creating a multimedia presentation:*

1. Total number of slides – from 10 to 12; each slide highlights a single idea.
2. The title slide contains the following:
  - the title of the topic,
  - the presenter's name.
3. The final slide contains the information on used reference sources.
4. The text on screen should consist of keywords and phrases. Write only the most important facts.
5. Each slide should be accompanied by brief explanations of what it illustrates.
6. Design: font and objects size, text and objects placement should allow using the free space on the slide most efficiently; 6-8 lines on a slide; left-aligned text.
7. The student may use diagrams, charts, photographs, pictures, etc.

8. The use of sound effects and animation should illustrate the oral presentation and not disturb the audience.

After the slide show, the student should give a personal assessment of the studied issue and answer the questions asked.

### **3. Guidelines to preparing for interim assessment**

“Foreign Language” discipline ends in “credit” and “graded credit” assessment according to the syllabus.

The interim assessment aims at checking the final outcomes of completing the discipline (module).

The “credit” and “graded credit” assessment supposes competence development based on the results of formative assessments within the discipline (module) in accordance with the checklist.

Students receiving the sufficient number of credit points within the course get a “pass”.

Thus “credit” discipline means preparing for in-class learning and out-of-class formative assessment.

To prepare for the examination, it is suggested:

- to study the list of questions attentively and determine what resources may give the required data to answer the questions;
- to read the suggested literature attentively;
- to make brief notes of the answers (answer plans).

While reviewing the material, it is recommended to use a limited amount of literature sources. The main source for examination preparation is the lectures notes. It is suggested to learn the terminology and categories because these contain the characteristics that help understand their nature and differentiate them from other terms. While preparing, students should pay attention not only to their memorization, but also to the degree of understanding of these categories and real professional problems. Preparation for the examination should be aimed both at memorizing and understanding the educational material equally. During this period, communication between students and teachers either in group or individually may be useful.

Examination card preparation should begin with what you remember best. However, when preparing for a particular question, keep writing notes on other questions that come to your mind.

During the exam, students may use the syllabus, as well as reference literature with the permission of the examiner.

After completing the answer, the examiner may ask the student additional and clarifying questions.

The student's desire to present various points of view on the issue under consideration, express their attitude to it, and apply theoretical knowledge to modern problems is welcomed.