Methodological guidelines for the discipline (module)

<u>The Latin Language</u>

Educational programme **<u>31.05.01 General Medicine</u>**

Specialization **<u>General Medicine</u>**

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Methodological guidelines for the discipline (module) **<u>The Latin Language</u>** were reviewed and approved at the Foreign Languages Department meeting dated June 4, 2024, record no. 9.

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 – "examination")

№	Milestones	Credit points		Assessment period (weeks)
		min	**max**	
Formative assessment				
1.	Laboratory work	min	max	
2.	Seminars	min	max	
3.	Report (essay)	min	max	
4.	Test	min	max	
5.	Calculation and graphic work	min	max	
6.	Control work	min	max	
7.	Class attendance	min	max	
8.	Timely performance	min	max	
1.	Points for the semester in total	min - 60	max - 80	
Interim assessment				
2.	**Examination**	min – 10	max - 20	
3.	**Final credit score on the discipline**	**min - 70**	**max - 100**	

Table 1. Formative and interim assessment checklist_____ (interim assessment – "credit" and "graded credit")

№	Milestones	Credit points		Assessment period (weeks)
		min	max	
Текущий контроль				
1.	Laboratory work	min	max	
2.	Seminars	min	max	
3.	Report (essay)	min	max	
4.	Test	min	max	
5.	Calculation and graphic work	min	max	
6.	Control work	min	max	
7.	Class attendance	min	max	
8.	Timely performance	min	max	
1.	Points for the semester in total	min - 60	max - 100	
Interim assessment "credit" and "graded credit"				
2.	**Final credit score on the discipline**	**min – 60**	**max - 100**	

Table 1. Formative and interim assessment checklist _____ (interim assessment – "coursework / project")

№	Milestones	Credit points		Assessment period (weeks)
		min	min	
Course work / project completion				
1.	……….	min	max	
2.	……….	min	max	
3.	……….	min	max	
…	……	min	max	
n.	Timely performance	min	max	
1.	Points in total	min - 60	max - 80	
Interim assessment				
2.	**Coursework / project presentation**	min – 10	max - 20	
3.	**Final credit score for the course work / project**	**min - 70**	**max - 100**	

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 course (module), students should independently manage the study load according to the study schedule.

1. Guidelines to lectures

Lectures and similar sessions are presentations of study material given by a lecturer.

The purpose of lectures is to introduce students to the science, its basic categories, patterns of the studied discipline and its methodological foundations. All this determines the contents and characteristics of the whole student's study period.

From the very beginning of the lecture, you should prepare yourself for attentive listening. Do not waste space in your notebook (always leave margins), this will allow you to make comments and notes. Remember that any topic and its main ideas should be found in the shortest possible time. Good lecture notes greatly facilitate preparation for seminars, and subsequently for the examination.

Lecture notes are not a copy of a lecture but the representation of its main idea. The notes are written for later reading, meaning that they should be made in such a way that they can be easily and quickly read after some time. Notes help to understand and retain information.

It is recommended to ask the lecturer follow-up questions to deepen the understanding of the theoretical concepts and clarify controversial issues. When preparing for seminars, students can finish the lecture notes by adding relevant ideas from the studied literature indicated in the work program of the discipline.

Lecture topics are listed in the discipline (module) syllabus.

2. Guidelines to preparing for seminars

Seminar sessions are an integral part of the study process at university. They include seminars, practical classes, case studies, laboratory work, colloquiums and similar activities.

The effectiveness of such classes highly depends on the quality of lectures and self-study. Seminar sessions are given within disciplines (modules) that require scientific and theoretical summary of literary sources, they provide advanced knowledge and skills to work with various sources of information.

Seminar sessions outlines, topics, recommended reading, learning goal and objectives are introduced during first classes, and in the methodological guidelines on MAU LMS Moodle.

A two-step approach to preparing for seminars is the following:

Step 1 – organisational. Students plan their work in the following way: understanding the task; identifying relevant reading; making an outline to set the milestones for preparation. Making outlines improves student's self- discipline and time-management skills.

Step 2 – consolidation and deepening of the theoretical knowledge. This step supposes preparation for the seminar. Students are advised to begin with recommended literature. Remember that only some material is covered in lectures. Therefore, working with the recommended literature is mandatory. Pay attention to the main concepts and conclusions, explanations of phenomena and facts, grasping practical application of theoretical material. Students should understand and memorise the main points of the material, examples, as well as examine visual aids. Finalise your preparation by making an outline (summary) of the material (topic). This allows you to get a concentrated, contracted knowledge of the studied chapters.

There are four types of notes:

Outline notes – a detailed plan that covers points that require explanation.

Summary notes – writing down the most important concepts and facts.

Free-structure notes - writing down clearly and briefly the main statement after comprehending the material. You may include extracts, citations, bullet-points; some material may be organized as an outline.

Issue-related notes – compiling the information from different sources on a particular diagram (issue).

Practical classes are designed for students to work on one or more practice assignments under the guidance of a teacher. While lectures mainly focus on the theoretical part of a course, practical classes teach methods of theory application. The main goal of such classes is to acquire methods of theory application and skills necessary to complete subsequent courses.

Preparation for a practical lesson should begin right after a lecture on the topic or consultation with a teacher. It is necessary to identify relevant reading for the class and review it.

Students should comprehend theoretical problems, connect them with real life and possible ways of their implementation.

Seminar. Students are supposed to work actively during a seminar – present reports, answer teacher's questions, discuss issues collectively. A seminar topic is the same for the whole group of students, and each should prepare to answer any question if the teacher hasn't divided questions between the students individually. Reports presented at a seminar are discussed, and students may add or make remarks on something. This way the students learn to clearly form their ideas, give reasons for their thoughts, debate, as well as consider their opponents' points of view. Besides, there is an opportunity to identify students' weak points during the seminar.

Laboratory work is an activity during which students master specific methods of studying the discipline, learn experimental ways of analysing reality, and the ability to work with modern equipment. In preparation for laboratory work, it is necessary to: study or repeat lecture material on the relevant topic; study materials of educational and methodological guidelines on a given topic, paying special attention to calculation formulas; when performing home calculation tasks, study and repeat typical tasks performed in classroom classes.

If necessary, ask the teacher for advice.

3. Group and one-to-one office hours

Office hours are times when students can meet the teacher outside of class to discuss the material or related issues.

Office hours are offered:
- to address in detail some practical issues that were insufficiently covered or omitted in lectures;
- to advise on self-study (writing term papers, essays, tests, calculation and graphic papers, course papers (projects), preparing for interim assessment, participating in a conference, etc.);
- to assist students in addressing controversial or difficult issues within the discipline (module).

Before attending office hours, think carefully about the issues that require clarification. If you have difficulty understanding theoretical material, you need to specify which of the points you failed to understand.

If you have difficulty solving a problem or preparing a laboratory work report, indicate the stage of the problem you cannot solve or the requirement you cannot fulfil.

4. 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 an oral presentation

This is a type of independent work on preparing a small oral report at a seminar or practical lesson. The information provided is clarifying or generalizing, is new, and reflects a modern view on certain issues.

An oral report differs from a presentation not only by the amount of information, but also by its structure, i.e. the oral report presents additional factual or statistical data on the studied issue. Students may do such task in a written form; it may include images (illustrations or presentation).

The time limit for a report presentation is under 5 min.

Oral report presentation

Oral report presentation contains information and reflects the main idea of the issue or research on a particular topic, is an effective means of clarifying the result of the conducted research.

Usually, the teacher suggests topics that are not covered on lectures, as topics for reports. Therefore, the reports presented by students at seminars, on the one hand, make it possible to broaden the lecture material, and on the other, give the teacher opportunity to assess the students' ability to work independently with educational and scientific material.

Preparing a report requires independence and serious mental effort from the student. It will be more beneficial if it includes the following:

– study of the most important scientific works on this topic, a list of which, as a rule, is given by the teacher;

– analysis of the studied material, highlighting the most significant facts for elaborating on the topic of the report, opinions of various scientists and scientific positions;

– generalization and logical construction of the report material, for example, in the form of a detailed plan;

– writing the text of the report in compliance with the requirements of scientific style.

The structure of a report, like any other scientific work, traditionally includes three parts: introduction, main part and conclusion. The introduction indicates the topic of the report, establishes its logical connection with other topics or the place of the problem under consideration among other problems, provides a brief overview of the sources on which the topic is revealed, etc. The conclusion usually summarizes the results, formulates conclusions, emphasizes the significance of the problem considered, etc.

Writing a report

The report (from Latin – *referre* – "to report") is a brief presentation, oral or written, of the content of a question or topic based on a critical review of the information.

Any report contains material that supplements and expands main topics covered in class. Preferable topics for term papers are the ones that meet areas of interest or are novel. As a written assignment, it describes a primary source – a scientific paper, a monograph, an article. The report may include an overview of several sources and serve as the basis for a presentation on a specific topic at seminars and conferences.

The purpose of writing reports is to develop the skill of self-studying literature, while analysing and generalizing the material, students can draw their own theoretical and practical conclusions, and justify them.

Reports should meet research content and structure requirements.

To prepare a report, it is suggested to follow the steps:

1. Define the idea and aim. Remember that the other people will read the report. Therefore, constantly ask yourself whether what is written will be clear to others, what interesting and new things they will find in their work.

2. State the topic or problem clearly. It should not be too vague.

3. Find the relevant literature on the topic. Make a list of literature that you should read.

4. You should start writing the paper after preliminary preparation. First of all, make a plan, highlight the parts in it.

Any report consists of an introduction, the main part and a conclusion.

In the introduction, students briefly explain the relevance of the chosen topic, formulate the problem, set specific goals and objectives that they are going to address in the course of their small research. The main part reveals in detail the nature of the question(s) of the topic and a consistent presentation of the structure of the text material with obligatory citations. In general, the content should reflect the positions of individual authors, compare these positions, and the highlight key issues of discourse on the topic. In the conclusion, the obtained research results should be briefly described and conclusions should be given. The author of the report should also formulate a personal position on the studied problem and suggest, perhaps, their own ways of solving it. In addition, the conclusion may include the author's suggestions, including on further study of the problem. The list of references includes only those sources that they used for citation. The tables, graphs, diagrams and other complementary materials that are referenced in the text, may be attached.

The paper should include no more than 12-15 A4 pages.

Unlike theoretical seminars, during which students acquire, in particular, the skills of expressing their opinion and giving the authors' opinion from the reviewed literature, writing reports will give them the skills to do the same better, but in written form, in a proper language and fine style.

The time limit for the report presentation is 7-10 minutes.

Writing an essay

An essay is one of the forms of written work, the most effective in mastering basic disciplines and developing universal competencies. It is a short independent written work on a topic that is proposed by the teacher.

The purpose of the essay is to develop the skills of independent creative thinking and written presentation of one's own conclusions.

Essay writing rules:

1. The specific topic or question. The topic of the essay is always specific and devoted to solving one of the problems related to the area of educational or scientific interests of the discipline (module), a general problem field.

2. The personal nature of the perception of the problem and its understanding. The essay clearly expresses the author's position. An essay is a subjective genre, it is interesting and valuable precisely because it makes it possible to see the personality of the author, the originality of his position, style of thinking, speech, and attitude to the world.

3. Small volume. There are no strict boundaries, but it is worth limiting your essay to two or three pages (in this case, one sheet of paper and several succinct, thought-provoking phrases are enough).

4. Free composition. The free composition of the essay is subject to its internal logic.

5. Ease of narration, it is noted that a good essay can only be written by someone who is fluent in the topic, sees it from different sides and is ready to present to the reader a not exhaustive, but multi-dimensional view of the phenomenon that became the starting point of his thoughts.

6. Internal semantic unity, i.e. consistency of key theses and statements, internal harmony of arguments and associations, consistency of those judgments in which the author's personal position is expressed.

7. Special language. The essay is characterized by the use of numerous means of artistic expression: metaphors, allegorical and parable images, symbols, comparisons. In terms of speech structure, the essay is a dynamic alternation of polemical statements, questions, and a focus on conversational intonation and vocabulary.

Essay structure:

Introduction - defining the main question of the essay.

The main part is the answer to the question posed. One paragraph contains: thesis, proof, illustrations, sub-conclusion, which is partly an answer to the question posed.

Conclusion is a summation of the sub-conclusions already made and the final answer to the essay question.

The essay can be presented at a practical lesson, at a student work competition, or at scientific conferences.

Writing an abstract

This is a type of students' self-study activity to write a brief description of a book, article, or manuscript. It outlines the main content of the work and provides information about the circle of readers it is intended for. Working on an abstract helps you navigate a number of sources on one topic, as well as when preparing a literature review.

The student should list the main ideas, problems raised by the author, their conclusions, suggestions, and determine the significance of the text.

Student's task:

- carefully study the information;
- draw up an abstract plan;
- briefly reflect the main content of the annotated information;
- prepare an abstract and submit it on time.

The abstract can be presented during a seminar or checked by the teacher.

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).

Preparing for colloquiums

The purpose of a colloquium is to assess student's knowledge on studied topic or particular section in a form of teacher-student discussion with a set of questions.

The teacher makes up a set of questions in advance and states the topic of a colloquium for the joint discussion.

To successfully pass a colloquium and receive a positive result, it is necessary to prepare for it properly. First, one should get acquainted with the colloquium topics and questions. Students should choose and review relevant literature, including published works of the well-known researchers, in order to find answers to announced questions. While reviewing the literature, each student should be able to identify key points in the work. Moreover, while searching for information, students may use one or several resources, referring to them when answering.

Compiling the glossary

Glossary presents a form of self-study that involves selection and systematization of terminology or unclear words and expressions that students come across while studying a topic. It helps students develop the skill of identifying key concepts in the topic and formulate them. The glossary is compiled in written form and includes terms and their meaning, words and expressions, all in the alphabetical order.

To compile a glossary, it is necessary to:
- read through the source material, pick key terms and unclear words;
- choose and write relevant definitions for the concepts;
- process the selected definitions and try to modify them (simplify them in terms of eliminating redundancy and repetition);
- lay out the work and present it before the scheduled deadline.

Compiling a graphological work

This is a productive type of student's independent work to systematize information within a logical diagram with a clear graphical representation of it.

The work of creating even the simplest logical structures contributes to the development in students of systems analysis techniques, identifying common elements and recording additional ones, and the ability to abstract from them in the right situation. Unlike other methods of graphically displaying information (tables, figures, diagrams), the graphological structure places emphasis on the logical connection of elements with each other, graphics act as a means of expression (visibility).

Student's task:
- study information on the topic;
- conduct a systemic and structural analysis of the content, highlight the main (core), secondary elements and mutual logical connections;

- select the form (shell) of graphic display;
- assemble the structure together (cover the core with a shell);
- critically comprehend the option and try to modify it (simplify it in terms of eliminating redundancy and repetition);
- carry out graphic and color design;
- compose a short logical story about the content of the work and voice it in class, or submit the work on time to the teacher.

Drawing up diagrams, illustrations (drawings), graphs, diagrams

This is a simpler type of graphical way of displaying information. The purpose of this work is to develop the student's ability to identify the main elements, establish a relationship between them, track the progress of development, changes in any process, phenomenon, relationship of any quantities, etc. Secondary details of a descriptive nature are omitted.

The drawings are often schematic in nature. They highlight and designate common elements and their topographic relationships. The picture can be a representation of the action, which promotes clarity and, accordingly, better memorization of the algorithm.

Solving case tasks

Case task is a problematic task (illustrative, analytical) connected to a particular event or sequence of situations, and directed at analysing, understanding, and solving an actual professionally-oriented situation.

The purpose of solving case tasks is to form a skill of analysing the information in a short time, making a decision in conditions of insufficient information, being ready to use individual creative skills for solving research tasks.

To prepare for solving case tasks, students should:
- thoroughly read given information to imagine the situation in its entirety; simply highlight the important data without jumping into its analysis;
- describe the situation, determine its primary and secondary details and problems;
- evaluate all the data related to the main problem (not all data is directly connected to it) and try to find the connection between the elements;
- form the criterion for solution assessment; try to find alternative solutions if possible and determine the better option;
- in conclusion, list a series of practical measures that would contribute to implementation of the suggested solution;
- present the solution in form of a multimedia presentation, image, etc., or write a report on the case task.

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.

Control work completion

Control work is one of the forms of testing and assessing acquired knowledge, as well as obtaining information about the level of independence and activity of students. Specific forms of course work, a list of control tasks, and design requirements are posted in LMS Moodle.

The control work is suggested after studying a certain section (sections) of the discipline and is a written work completed in accordance with the assignments.

Completing the control work allows you to master the relationships between concepts or individual sections of a topic, consolidate theoretical knowledge, and develop a willingness to use individual abilities to solve professional and research problems.

Stages of the control work:

1) studying lecture notes that cover the material, the knowledge of which is tested by the control work;

2) study of additional literature, which specifies the content of the knowledge being tested;

3) compiling answers to the questions posed in the control work.

Completing calculation and graphic work

Calculation and graphic work (CGW) is a student's independent written work, which is based on the solution of a cross-cutting problem, covering several topics of the discipline and including the implementation of calculations, justifications and conclusions.

CGWs require knowledge in several disciplines at once, as well as the ability to work with professional literature, tables, and analyse data.

The CGW should be a single coherent chain of written conclusions and mathematical calculations that lead to the solution of a graphical problem. The work includes the formulation of the task, initial data. Then they give practical solutions based on the rationality of their application, and finally write conclusions on the problem and analyse the information reflected in the form of graphs, diagrams, and drawings. The text must be written without grammatical and spelling errors. The process of creating a work also involves the design of a title page, table of contents, list of references, and a decoding of all terms and symbols that are used in the solution.

CGW parts:

1) The descriptive part begins with a clarification-introduction, which substantiates the arguments in favour of the significance of this task for practical activities - production, etc. Next comes the scientific theory, basic laws, models and terms that are needed for the solution.

2) The analytical part contains the formulation of the task and the characteristics of the object of study. Here the student carries out mathematical calculations and makes all the necessary graphs and diagrams. All data is displayed graphically.

3) Conclusions imply the student's independent reasoning about the process of solving the problem and its results, evaluation of the results, their realism, applicability in life, as well as recommendations.

Coursework (course project) completion

The most important aspect of independent work is completing coursework (course project).

Coursework is an independent written analytical work associated with the study of any topical issue within the discipline (or at the intersection of various disciplines), often having scientific value; contains summarized data about the research or analysis performed.

The main purpose of the course work is to update, formulate a problem or concept, and present conclusions. The course work must contain a proposal for solutions to the problem, which are based on the analysed information.

A course project is an independent written analytical work with a practical orientation; its implementation is based on the study of all topics of the discipline, involves searching for a solution to a practical problem and justifying this option.

Coursework (project) is an important stage in preparation for writing a final qualifying thesis.

Stages of work:

1. Selection of topic and its agreement with the supervisor

2. Studying of the problem and goal setting

3. Development of a plan for coursework (project) and its approval by the supervisor

4. Specification and clarification of goals, objectives and work plan

5. Collection of materials necessary to complete the course work (project)

6. Selection of methods and means for solving problems; detailed study of the stages of solving specific problems

7. Step-by-step execution of planned actions

8. Systematization, processing and generalization of the results obtained, selected material for each section of the work or problem

9. Reflection (determining whether the obtained result corresponds to the plan)

10. Formulating conclusions and discussing them with the supervisor

11. Writing the work in accordance with the requirements for its implementation and design

If necessary, the material presented should be illustrated with tables, diagrams, etc.

5. Guidelines to preparing for interim assessment

According to the syllabus, the following form(s) of interim assessment for the discipline "The Latin language" are suggested:

1) Credit;

2) Graded credit;

3) Examination;

4) Graded credit for coursework (project).

Interim assessment is aimed at checking the final outcomes of mastering 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 sufficient number of credit points within the discipline are considered assessed.

Thus, "credit" courses mean 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.