Methodological guidelines for the discipline (module)

Modern Russian Language (optional course)

Educational programme / speciality **31.05.01 General medicine**

Specialization   **General Medicine (in a foreign language)**

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Methodological guidelines for the discipline (module) <u>Modern Russian Language (optional course)</u> were reviewed and approved at the Philology, Intercultural Communication, and Journalism Department meeting dated March 21, 2024, record no. 6.

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 (module) 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 training.

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 (module), 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 (module) checklist.

Table 1. **Formative and interim assessment checklist "Modern Russian Language (optional course)" (interim assessment – "credit" and "graded credit")**

No.	Milestones	Credit points		Assessment period (weeks)
		min	max	
Formative assessment				
1.	Seminars	40	60	
2.	Test	10	20	
3.	Class attendance	10	20	
	In total for semester	min - 60	max - 100	
Interim assessment – "credit" and "graded credit"				
	In total for the discipline	**min – 60**	**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 discipline (module), students should independently manage the study load according to the study schedule.

1. Guidelines to preparing for seminars

When starting the discipline acquisition, the student should study the syllabus, recommended literature and assessment materials. It is necessary to understand the sequence of individual training tasks.

Self-study plays an important role in any foreign language acquisition. During self-study, the teacher acts as an assistant and consultant. Teacher's task is to develop the skills of research work in students: looking for necessary information, using various reference books, dictionaries, catalogues, Internet resources, analysing and summarizing the studied material. Students can receive the necessary recommendations and assistance from a teacher during seminars and office hours.

Any foreign language acquisition requires systematic and well-organized self-study. It involves working out the educational material studied in the classroom, preparing for seminars, final tests, credits, and exams. In addition, interested students are invited to work on research projects in a foreign language, perform tasks provided for in the additional block of the syllabus (with the approval of the teacher).

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

Seminars involve an unstructured exchange of views on the topics provided for in the syllabus. When preparing for a seminar, students have the opportunity to get the office hours. In addition to the stated topics, students have the right, with the approval of the teacher, to choose other interesting topics.

The teacher evaluates the quality of students' work using the assessment materials available at the MAU website.

The student's participation in seminar is evaluated as follows:

a) in the form of interactive work; the student receives a certain number of points for each performance in accordance with the assessment materials, depending on the completeness and quality of the answer.

b) a student can earn points during the discussion of questions if they complete the answers of other students.

c) written papers (essays) may be offered for practical training, the performance of which is also included in the assessment of class work.

During the study, students complete tasks with the help of Internet simulators (i-exam). According to the results, students are to complete an online test (a positive mark for more than 60%). Students have the right to get their results (in points) after each lesson and as the overall group rating.

2. Guidelines to organizing self-study

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

Self-study is a way of learning that involves studying alone under the instructor'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 done during learning sessions under the teacher's assignment. It includes:

-individual tasks;

- tests, practical and laboratory work;

- problem solving, drawing up images (such as schemes, diagrams, tables, etc.)

- reviewing reference, methodological, and special literature;

- writing a report on performed work;

- preparing for a discussion, completing tasks in a role-play simulation, etc.

Out-of-class self-study (in the library, in the 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.

 It includes:

- preparation for in-class learning sessions (lectures, seminars, lab work, etc.) and homework;

- self-studying single chapters of the discipline (module) according to the syllabus;

- reviewing the recommended list of main and supplementary literature in connection to lecture notes;

- writing reports, essays, preparing presentations, speeches, compiling glossary, etc.;

- preparing for different types of practical training and completing the tasks according to the syllabus;

- writing term papers, completing calculations;

- preparing for different types of formative, interim and final assessment, including writing and preparing for a graduation thesis defence;

- 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 determines 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 source, 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.

To successfully take a test, students should:

- 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

Modern Russian Language (optional course) discipline ends in "credit" assessment according to the syllabus.

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

The "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".

"Credit" discipline means preparing for in-class learning and out-of-class formative assessment.