



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN
FEDERATION
Federal state autonomous educational institution
of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF BIOMEDICINE

«AGREED»

Head of education program
«General medicine»

Khotimchenko Yu.S.

(signature)

(Full name)

«09» of July 2019

«APPROVED»

Director of the Department of Clinical
Medicine

Geltser B.I.

(signature)

(Full name)

«09» of July 2019



WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)

«Russian language (Advanced course)»

Education program

Specialty 31.05.01 «General medicine»

Form of study: full time

year 3,4,5, semester 5,6,7,8,9, A
lectures not provided
practical classes 162 hours
laboratory works not provided
total amount of in-classroom works 162 hours
independent self-work 90 hours
control works ()
credit with rating year 5, semester A
credit 5,6,7,8,9 semester
exam not provided

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of fundamental and clinical medicine. Protocol No. 8, 09 of July 2019

Authors: Snezhana N.Frolova

Annotation to the Work Program for the course “Russian Language (an advanced course)”

The discipline "Russian language (Advanced course)" is intended for the students studying according to the educational program 31.05.01 " General Medicine " enters an optional part of the curriculum.

The discipline is implemented on 3,4,5 courses, in 5,6,7,8,9,10 semester.

Developing the working program of a subject matter Federal state educational standard of the higher education in the specialty 31.05.01 " General Medicine ", the curriculum of training of specialists in the specialty 31.05.01 "General Medicine " are used.

The general labor input of development of discipline is 7 credits, 252 hours. The curriculum provided 162 hours of a hand on lab training classes and individual student's work (90 hours).

Feature in construction and the maintenance of a course is use of methods of active training, program and technical means, fund of methodical, estimated and electronic means of ensuring of discipline. This discipline is directly connected with disciplines "Russian and the standards of speech", "(Russian) Foreign language" is continuation of discipline. Features of course creation is the contingent of the students having basic level of knowledge of Russian.

The program of a course relies on the basic knowledge and competeces gained by the students :

- the readiness to self-development, self-realization, self-education, to use of creativity (GCC-5)
- the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2)
- the readiness for educational activities to eliminate the risk factors and promote healthy lifestyles (PC-16);

- the readiness to analysis and public presentation of medical information based on evidence-based medicine (PC - 20).

The goal of the discipline is mastering of language knowledge (phonetic, lexical, grammatical and spelling), formation and improvement of language skills and oral skills, formation and development of communicative and speech competence of students, improvement speech standard of future experts/At realization of the practical purpose of training - formation of ability and readiness of future expert for cross-cultural communication - occurs gradual and consecutive strengthening of professional and business orientation of training according to adequate abilities of foreign-language speech activity, really necessary for future professional activity of the expert in the field of medicine.

The tasks of discipline are

- To acquaint students with the main standards of modern Russian in its oral and written forms, factors of successful speech behavior and methods of its improvement.

- To develop attention to violations of standards of the literary language and ability to correct them and also the aspiration to get rid of mistakes in own speech.

- To report the main data on the speech, its structural and functional qualities.

- To acquaint students with a concept of functional style. To give an idea of stylistic differentiation of the modern Russian literary language.

- To acquaint students with a concept of functional style. To give an idea of stylistic differentiation of the modern Russian literary language.

- To improve skills of not difficult possession of stylistic resources of language on the basis of judgment of theoretical questions of stylistic differentiation of language means of different levels (from phonetic to syntactic).

- To develop and improve skills of producing texts of different style and genre accessory, texts of scientific and professional medical appointment.

- To develop at the students practicing in medical uchrezhedniya ability to conduct professional dialogue with the patient, to make out results of inquiry in the medical card, to work with material in the conditions of hospital.

- To improve skills of the competent letter and speaking, to prepare student to dialogue with sick patients.

- To impart skills and abilities of a public statement, conducting a business conversation, negotiations, discussions.

As a result of the study of this discipline the students form the following types of the general cultural and general professional competence.

Competence code and formulation	Stages of forming the competence	
GPC-2 the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity	Knows	communication basics, principles and methods of organizing communication in Russian and a foreign language
	Is able to	create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of communication in Russian and a foreign language
	Possesses	skills of business and public communications, basic grammatical structures of the scientific and spoken language
(PC – 20)the readiness to analysis and public presentation of medical information based on evidence-based medicine	Knows	Methods of public presentation of medical information in Russian
	Is able to	To make a report, report, presentation in Russian
	Possesses	Skills of public speaking in Russian

I. STRUCTURE AND CONTENT OF THE THEORETICAL PART OF THE COURSE

The discipline "Foreign Language (Russian)" does not have the theoretical part.

II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE

The basic form of teaching the Russian language are practical exercises which depending on the particular purpose of the lesson may vary in the forms of work and activities (reading and retelling, writing an assignment, discussion of the topic, making a presentation, watching a movie, listening to the news, etc.).

Selection of the organizational form of work corresponds to the type of assignments: 1) language, conditionally communicative tasks involve work in pairs; 2) situational tasks can be implemented when working in groups and in pairs; 3) written assignments are completed, as a rule, individually.

Modern communicative approach to teaching the Russian language involves the widespread use of untraditional forms of training: integrated lesson, lesson-dispute, conference, a trip, video lesson, organizing and conducting role-playing and aspect games of different focus, as well as the use of multimedia technologies.

Discipline "Foreign language (Russian)" is a discipline of humanitarian, social and economic cycle of the fundamental part of the Federal State Educational Standard of higher vocational education (FSES HVE) for specialization 31.05.01. General Medicine.

Russian language fluency provides foreign students with the necessary basis for successful communication in the Russian language environment.

No. п/п	Topic	Number of teaching hours
5 semester		27 hours
	Section 1. "Passport data of the patient" - Conducting dialogue with the patient for establishment of passport data of the last and filling of a passport part of the title page of the medical record at arrival of the patient in reception of medical institution.	10 hours
1	Passport data, full name, the standard terminations in a full name	2
2	Degree of relationship, address, place of residence	2
3	Concept "positions". Professions in medicine.	2
4	The message for a clinical conference on passport data of the patient who came to watch time	2
5	Review unit	2
	The Section 2 - "Complaints of the Patient" is an algorithm of collecting complaints, division of complaints to three groups – leaders the specific, characteristic of pathology of a certain system of internals, been an occasion for addresses for honey the help, other specific, nonspecific complaints	17 hours
6	Specification of the leading complaints of the patient on the system of respiratory organs	2
7	Specification of the leading complaints of the patient on the system of bodies of blood circulation	2
8	Specification of complaints of the patient with pathology gastro intestinal tract	2
9	Specification of complaints of the patient with pathology of the musculoskeletal system	2
10	Specification of complaints of the patient with pathology gastro intestinal tract	2
11	Specification of complaints of the patient with pathology of a system of genitals	2
12	Specification of complaints of the patient with pathology of nervous system	2

13	Review unit	3
6 semester		27 hours
	The section - 3. Anamnesis of a disease. Anamnesis Morbi. Data collection of the anamnesis for the purpose of establishment of the diagnosis.	10 hours
1	Questions when collecting the anamnesis at an acute disease.	4
2	Questions when collecting the anamnesis at a chronic disease	4
3	Review unit	2
	Section 4 - Life story. Anamnesis Vitae. Plan of collecting full volume of information.	17 hours
4	The questions which are used in a conversation with the patient for drawing up Anamnesis Vitae.	2
5	Example of writing of Anamnesis Vitae	2
6	Review unit	3
7	The remarks of the specifying character relating to the different periods of the patient's life, living conditions of his life	2
8	Dialogue of the doctor with the patient having symptoms of a disease of respiratory organs (acute bronchitis) of the Remark – questions of the specifying character.	4
9	Registration of entry of a life story of the patient in the medical file.	2
10	Review unit	2
7 semester		27 hours
	Section 5 – Real (objective) condition of the patient.	10 hours
1	Dialogue of the doctor with the patient having symptoms of a disease of the digestive system (Exacerbation of chronic gastritis) at its survey, a palpation, percussion, an auskultation and other methods of inspection.	2
2		2
3	Registration of entries of complaints of the patient in the medical record on the basis of certain symptoms	2

4	Replacement of a short form of answers of the patient on полныен, record them on behalf of the doctor. Teams of the doctor to the patient	2
5	Review unit.	2
	Section 6 – Alleged diagnosis	10 hours
6	Dialogue of the doctor with the patient having symptoms of a disease of biliary tract (cholelithiasis)	2
7		2
8	Dialogue of the doctor with the patient having symptoms of a disease of bodies of a force diuresis (chronic pyelonephritis)	2
9	Registration of entry in the medical record of the hospital patient.	2
	Review unit	2
10	Section 7 - Summarizing and annotation of the medical text	7 hours
11	Annotational translation of scientific text No. 1. Questions, exercises to the text.	4
12	Annotational translation of scientific text No. 2. Questions, exercises to the text	3
8 semester		27 hours
	Section 8 – Protection of public health system in the Russian Federation.	14 часов
1	The general structure of health care system in the Russian Federation.	4
2	Some figures and the facts on health care system and social protection of citizens.	4
3	Treatment-and-prophylactic institutions in the Russian Federation: hospital, polyclinic, dispensary.	4
4	Review unit.	2
	Section 9 – Diseases and the patient – Part 1	13 hours
6	Registration of patients in medical institutions.	4

7	Diseases of cardio-vascular system. Stenocardia. Myocardial infarction. Hypertension.	8
8	Review unit	1
9 semester		27 hours
	Section 10 – Diseases and the patient – Part 2	20 hours
1	Diseases of respiratory organs. Bronchitis	4
2	Diseases of the digestive system. Gastritis	4
3	Diseases of the digestive system. Stomach ulcer of a stomach and duodenum	6
4	Liver disease. Hepatitis.	4
5	Review unit	2
	Section 11 - Diseases and the patient – Part 3	7 hours
6	Disease of biliary tract. Cholecystitis. Cholelithiasis	4
7	Diseases of bodies of a force diuresis . Nephrite.	2
8	Review unit	1
10 semester		27 hours
	Section 7 - Summarizing and annotation of the medical text	8 hours
1	Annotational translation of scientific text No. 1. Questions, exercises to the text.	4
2	Annotational translation of scientific text No. 2. Questions, exercises to the text	4
	Section 13 – Final	19 hours
3	The message for a clinical conference on passport data of the patient who came to duty time	2
4	Specification of the leading complaints of the patient on various	2

	diseases	
5	Anamnesis of a disease. Anamnesis Morbi	2
6	Lfe story. Anamnesis Vitae.	2
7	Registration of entries of complaints of the patient in the medical record on the basis of certain symptoms.	2
8	Registration of entry in the medical record of the hospital patient	2
9	Treatment-and-prophylactic institutions in the Russian Federation: hospital, polyclinic, dispasary	2
10	Forms of the medical record hospital and outpatient	4
11	Review unit.	1
	Total	162 hours

III. SCHOLASTIC-METHODICAL PROVISIONING FOR THE STUDENTS' INDIVIDUAL WORK

Scholastic-methodical provisioning for the students' individual work in the discipline Russian Language (advanced course) is presented in Supplement 1 and includes:

- - schedule for performing individual work in the discipline, including the approximate time to allocate on each task;
- - description of the tasks for individual work of students and methodical recommendations for their completion;
- - requirements for submission and registration of results of individual work;
- - criteria for evaluation of completion of the individual work.

IV. CONTROL FOR ATTAINING THE COURSE GOAL

№	Controlled sections/topics of the discipline	Codes and stages of forming the competences		Means for evaluation	
				Current control	Half-way attestation
1	Section 1. "Passport data of the patient"	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
2	Section 2 - "Complaints of the Patient"	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
3	Section - 3. Anamnesis of a disease. Anamnesis Morbi. Data collection of the anamnesis for the purpose of establishment of the diagnosis.	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
4	Section 4 - Life story. Anamnesis Vitae. Plan of collecting full volume of information.	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
5	Section 5 – Real (objective) condition of the patient	GPC-2	Knows	The dialogue Test control	Pass

			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
6	Section 6 – Alleged diagnosis	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
7	Section 7 - Summarizing and annotation of the medical text	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
8	Section 8-11 – Diseases and the patient – Part 1-3	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control

The model tests, methodical materials prescribing procedures for evaluation of knowledge, skills and/or practical experience, as well as criteria and indicators necessary to assess knowledge, abilities, skills and the defined stages of forming competencies in the process of acquiring educational program, are presented in Supplement 2.

V. LIST OF EDUCATIONAL LITERATURE AND INFORMATIONAL-METHODICAL REQUIREMENTS FOR THE DISCIPLINE

Primary

1. Cultural and Linguistic Minorities in the Russian Federation and the European Union / DOI <https://doi.org/10.1007/978-3-319-10455-3>
Copyright Information Springer International Publishing Switzerland 2015
Publisher Name Springer, Cham eBook Packages Humanities, Social Sciences and Law Print ISBN978-3-319-10454-6 Online ISBN978-3-319-10455-3 <https://link.springer.com/book/10.1007/978-3-319-10455-3#editorsandaffiliations>
2. Language and Politics in Post-Soviet Russia / DOI <https://doi.org/10.1057/9781137314093> Copyright Information Palgrave Macmillan, a division of Macmillan Publishers Limited 2014
Publisher Name Palgrave Macmillan, London eBook Packages Palgrave Language & Linguistics Collection Print ISBN978-1-349-33668-5 Online ISBN978-1-137-31409-3
<https://link.springer.com/book/10.1057/9781137314093#authorsandaffiliationsbook>

Additional

1. Copular Sentences In Russian / DOI <https://doi.org/10.1007/1-4020-5793-8> Copyright Information Springer Science+Business Media B.V. 2017
Publisher Name Springer, Dordrecht eBook Packages Humanities, Social Sciences and Law Print ISBN978-1-4020-5794-6 Online ISBN978-1-4020-5793-9
<https://link.springer.com/book/10.1007/1-4020-5793-8#authorsandaffiliationsbook>

**The list of resources of the information-telecommunication network
“Internet”**

1. State institute of Russian Language of A.S. Pushkin,
<http://www.pushkin.institute/Certificates/CCT/tests-online.php>
2. Linguistics online, http://linguistics-online.narod.ru/index/resursy_rki/0-483
3. Tekstoteka of TsMO, <http://texts.cie.ru/>
4. The portal on Russian as to foreign "RussNet" (in the English language),
<http://www.russnet.org>
5. Resources for learning Russian and the culture of Russia (Russian Studies Department, Bucknell University) (in English),
<http://www.departments.bucknell.edu/russian>
6. Russian for everybody (Russian for all) – Training course of Russian as foreign, Peoples' Friendship University of Russia of 2000 (Russian and English versions), <http://www.LinguaRus.com>
7. News from Russia – a remote course of Russian as foreign for the advanced level (The center of the international formation of MSU).
<http://www.iec.ru>
8. Russian Web Tutor (Interactive materials on Russian as foreign),
<http://www.auburn.edu/~mitrege/RWT>
9. Materials on Russian as to the foreign prof. T. Bayera (middlebury College), <http://community.middlebury.edu/~beyer/mapryal/>

VI. LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
Multimedia auditorium Vladivostok Russian island,	Windows Seven enterprice SP3x64 Operating System Microsoft Office Professional Plus 2010

Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)	office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.); 7Zip 9.20 - free file archiver with a high degree of data compression; ABBYY FineReader 11 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.
---	---

In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs.

METHODOLOGICAL RECOMMENDATIONS ON THE COMPLETING THE DISCIPLINE

The main purpose of teaching students foreign language (Russian as a foreign language) is to achieve the practical command of language which involves the formation of skills of individual work with the sources in the professional area in order to retrieve scientific and practical information.

Performing students off-class individual work in extracurricular time, as under the guidance of the instructor, and without his/her direct involvement is important in order to achieve the task in hand.

The objectives of students' individual work are: organizing and strengthening the students' knowledge gained by learning Russian language; formation of skills to use in speech various language construct models, to work with texts of different genres and styles, to make different kinds of plans, to answer questions to the texts, the development of the 4 types of speech activities (speaking, reading, writing and listening).

Students' individual work in the course "Foreign language (Russian)» is mandatory for every student, its volume is determined by the State Educational

Standard and curriculum. It is necessary at the very beginning of learning period to carefully plan the time allocated for individual work with sources and literature on the subject.

Individual work includes:

a) reading fiction. The purpose of this type of work is to form an interest in reading and to teach students to overcome language difficulties in reading, to extract the necessary information from the text, to teach to use Russian sources for self-study and skills improving.

Reading should be carried out in conjunction with the mastery of language theory: 1) to analyze the grammatical forms to better understand the material; 2) to make syntax and morphological analysis of the most challenging sentences; 3) to split the complex types of sentences for syntax groups (the group of the subject, the group of the predicate); 4) to interpret the meaning of the idiomatic expressions; 5) to determine the similarity or difference of language forms.

b) work with audio and video materials contributes to the development of listening comprehension of foreign language (Russian).

c) work with resources published on the Internet, and software applications designed for devices using the Android operating system.

Self-control and monitoring by the teacher include various types of testing and individual control.

VII. CLASSROOM, EQUIPMENT AND MATERIAL REQUIREMENTS FOR THE DISCIPLINE

For carrying out practical works and also for the organization of independent work to students well following laboratory equipment and specialized offices meeting the existing sanitary and fire protection standards and also requirements

of safety measures when carrying out educational and research and production works:

The name of the equipped rooms and rooms for independent work the	List of the basic equipment
Multimedia audience	Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeonly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply
Reading rooms of the DVFU Scientific library with open access to fund (building A - level 10)	Monoblock of HP to Rgoopa of 400 All-in-One 19,5 (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD / - RW, GigEth, Wi-Fi, W, usb kbd/mse, Win7Pro (64-bit) of Win8.1Pro(64-bit), 1-1-1 Wty the Speed of Internet access are 500 Mbit/sec. Jobs for physically disabled people are equipped with displays and Braille's printers; are equipped: the portable devices for reading the ploskopechatnykh of texts scanning and reading by cars a videouvelechitel with a possibility of regulation of color ranges; the increasing electronic magnifying glasses and ultrasonic markers
Accreditation simulation the center of School of biomedicine	Scales medical with a bar Centimetric tapes (150x13 mm) Lyuksmetr-UF-radiometr-Lyuksmetr-UF-radiometr-termogigrometr Dynamometer of stanovy Hand dynamometer The height meter medical with a chair (adult)



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal State autonomous education institution of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF BIOMEDICINE

TRAINING AND METHODOLOGICAL SUPPORT
INDIVIDUAL WORK OF TRAINEES

in discipline Russian Language (Advanced Course)
Educational program
Preparation for 31.05.01. General Medicine
Form of training full-time

Vladivostok

2016

**The schedule execution of individual work on discipline
Russian Language (Advanced Course)
(90 hours)**

№	Date / deadlines	Type of independent work	Estimated time to complete rules	Form of control
5 semester				
1	1 week	Textbook №1 pp. 8-13	1 hour	Task check, Answer for questions
2	2 week	Textbook №1 pp.13-19	1 hour	Task check, Answer for questions
3	3 week	Textbook №1 pp.19-25	1 hour	Task check, Answer for questions
4	4 week	Textbook №1 pp.25-30	1 hour	Task check, Answer for questions
5	5 week	Научный текст, Перевод реферирование	1 hour	Translation check
6	6 week	Textbook №1 pp..32-35	1 hour	Task check, Answer for questions
7	7 week	Textbook №1 pp.35-40	1 hour	Task check, Answer for questions
8	8 week	Textbook №1 pp. 40-45	1 hour	Task check, Answer for questions
9	9 week	Textbook №1 pp.45-50	1 hour	Task check, Answer for questions
10	10 week	Textbook №3 pp. 1-7	1 hour	Translation check
11	11 week	Textbook №3	1 hour	Task check,

		pp. 7-14		Answer for questions
12	12 week	Textbook №3 pp. 14-21	1 hour	Task check, Answer for questions
13	13 week	Textbook №3 pp. 22-27	1 hour	Task check, Answer for questions
14	14 week	Preparation for the Test	2 hours	Test control
6 semester				
1	In accordance with calendar theme plan	Textbook №1 pp. 50-55	1 hour	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №1 pp. 55-60	1 hour	Task check, Answer for questions
3	In accordance with calendar theme plan	Textbook №1 pp. 60-65	1 hour	Task check, Answer for questions
4	В соответствии с КТП	Textbook №1 pp. 65-70	1 hour	Task check, Answer for questions
5	In accordance with calendar theme plan	Научный текст, Перевод аннотирование	1 hour	Translation check
6	In accordance with calendar theme plan	Textbook №1 pp. 70-75	1 hour	Task check, Answer for questions
7	In accordance with calendar theme plan	Textbook №1 pp. 75-80	1 hour	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №1 pp. 80-85	1 hour	Task check, Answer for questions
9	In accordance with calendar theme	Textbook №3	1 hour	Task check,

	plan	pp. 27-30		Answer for questions
10	In accordance with calendar theme plan	Textbook №3 pp.30-35	1 hour	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №3 pp. 35-40	1 hour	Task check, Answer for questions
12	In accordance with calendar theme plan	Textbook №3 pp.40-45	1 hour	Task check, Answer for questions
13	In accordance with calendar theme plan	Textbook №3 pp.45-50	1 hour	Task check, Answer for questions
14	In accordance with calendar theme plan	Preparation for the pass	2 hours	Pass
7 semester				
1	In accordance with calendar theme plan	Textbook №3 pp. 50-55	1 hour	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №3 pp. 55-60	1 hour	Task check, Answer for questions
3	In accordance with calendar theme plan	Textbook №1 pp. 94-100	1 hour	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №1 pp. 100-105	1 hour	Task check, Answer for questions
5	In accordance with calendar theme plan	Textbook №1 pp. 105-110	1 hour	Translation check
6	In accordance with calendar theme plan	Textbook №1 pp.110-115	1 hour	Task check, Answer for questions

7	In accordance with calendar theme plan	Textbook №1 pp 115-120	1 hour	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №1 pp 120-125	1 hour	Task check, Answer for questions
9	In accordance with calendar theme plan	Textbook №1 pp. 125-130	1 hour	Task check, Answer for questions
10	In accordance with calendar theme plan	Textbook №1 pp.142-155	1 hour	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №1 pp 155-160	1 hour	Task check, Answer for questions
12	In accordance with calendar theme plan	Textbook №1 pp 161-165	1 hour	Task check, Answer for questions
13	In accordance with calendar theme plan	Medical science text, Annotation translation	1 hour	Translation check
14	In accordance with calendar theme plan	Medical science text, Annotation translation	1 hour	Translation check
15	In accordance with calendar theme plan	Preparation for the test	2 hours	Test control
8 semester				
1	In accordance with calendar theme plan	Textbook №2 pp. 9-15	1 hour	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №2 pp. 15-20	1 hour	Task check, Answer for questions

3	In accordance with calendar theme plan	Textbook №2 pp. 20-30	1 hour	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №2 pp. 30-40	1 hour	Task check, Answer for questions
5	In accordance with calendar theme plan	Textbook №2 pp. 40-50	1 hour	Task check, Answer for questions
6	In accordance with calendar theme plan	Textbook №2 pp. 50-60	1 hour	Task check, Answer for questions
7	In accordance with calendar theme plan	Textbook №2 pp. 60-70	1 hour	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №2 pp. 70-80	1 hour	Task check, Answer for questions
9	In accordance with calendar theme plan	Textbook №2 pp. 80-90	1 hour	Task check, Answer for questions
10	In accordance with calendar theme plan	Textbook №2 pp. 90-100	1 hour	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №2 pp. 130-140	1 hour	Task check, Answer for questions
12	In accordance with calendar theme plan	Textbook №2 pp. 140-150	1 hour	Task check, Answer for questions
13	In accordance with calendar theme plan	Textbook №2 pp. 50-160	1 hour	Task check, Answer for questions
14	In accordance with calendar theme plan	Preparation for the test	2 hours	Pass

9 semester				
1	In accordance with calendar theme plan	Textbook №2 pp. 183-187	1 hour	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №2 pp. 187-194	1 hour	Task check, Answer for questions
3	In accordance with calendar theme plan	Textbook №2 pp. 194 - 205	1 hour	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №2 pp.205-210	1 hour	Task check, Answer for questions
5	In accordance with calendar theme plan	Учебник №2 сс. 210-215	1 hour	Translation check
6	In accordance with calendar theme plan	Textbook №2 pp. 15-220	1 hour	Task check, Answer for questions
7	In accordance with calendar theme plan	Textbook №2 pp..220-225	1 hour	Task check, Answer for questions
8	In accordance with calendar theme plan	Textbook №2 pp. 230-240	1 hour	Task check, Answer for questions
9	In accordance with calendar theme plan	Textbook №2 pp. 240-262	1 hour	Task check, Answer for questions
10	In accordance with calendar theme plan	Textbook №2 pp. 62-268	1 hour	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №2 pp. 268-272	1 hour	Task check, Answer for questions
12	In accordance with calendar theme	Textbook №2	1 hour	Task check,

	plan	pp. 72-278		Answer for questions
13	In accordance with calendar theme plan	Medical science text, Annotation translation	1 hour	Translation check
14	In accordance with calendar theme plan	Medical science text, Annotation translation	1 hour	Translation check
15	In accordance with calendar theme plan	Preparation for the test	2 hours	Test control
10 semester				
1	In accordance with calendar theme plan	Textbook №3 pp 50-55	1 hour	Task check, Answer for questions
2	In accordance with calendar theme plan	Textbook №3 pp 55-60	1 hour	Task check, Answer for questions
3	In accordance with calendar theme plan	Textbook №1 pp. 94-100	1 hour	Task check, Answer for questions
4	In accordance with calendar theme plan	Textbook №1 pp.100-105	1 hour	Task check, Answer for questions
5	In accordance with calendar theme plan	Учебник №1 сс. 105-110	1 hour	Task check, Answer for questions
6	In accordance with calendar theme plan	Textbook №1 pp.10-115	1 hour	Task check, Answer for questions
7	In accordance with calendar theme plan	Textbook №1 pp.115-120	1 hour	Task check, Answer for questions
8	In accordance with calendar theme	Textbook №1	1 hour	Task check,

	plan	pp.120-125		Answer for questions
9	In accordance with calendar theme plan	Textbook №1 pp.125-130	1 hour	Task check, Answer for questions
10	In accordance with calendar theme plan	Textbook №1 pp.142-155	1 hour	Task check, Answer for questions
11	In accordance with calendar theme plan	Textbook №1 pp.155-160	1 hour	Task check, Answer for questions
12	В соответствии с КТП	Textbook №1 pp.161-165	1 hour	Task check, Answer for questions
13	In accordance with calendar theme plan	Medical science text, Annotation translation	1 hour	Translation check
14	In accordance with calendar theme plan	Medical science text, Annotation translation	1 hour	Translation check
15	In accordance with calendar theme plan	Preparation for the test	2 hours	Test control

Recommendations for individual students work

The main forms of individual work of students are:

1. Doing grammatical and lexical exercises from the manual:

No. 1. Dialogue of the doctor with the patient: the manual on development of the speech for foreign students – Physicians / Dyakova V.N.; The 6th edition, St. Petersburg: Zlatoust, 2014, 228 pages.

No. 2. Preparation for clinical practice: a grant on development of the speech for foreign students – Physicians / Dyakova V.N.; The 6th edition, St. Petersburg: Zlatoust, 2014, 308 pages.

No. 3. Collecting anamnesis and execution of the clinical record: The manual on Russian for foreign students / Orlova E.V.; St. Petersburg: Zlatoust, 2012, 60 pages.

2. Reading fiction and preparation of statements of read;

3. Translation - annotation of the scientific medical text

And additional forms of individual work of students are in case of need added.

Methodical instructions for doing of grammatical and lexical exercises

Manuals "Dialogue of the Doctor with the Patient" and "Preparation for Linichesky Practice" by Dyakova V.N. contain about 400 written tasks and exercises of varying complexity with the purpose to prepare foreign medical students for oral communication with the patient, for record of subjective and objective data on the patient in the medical record of the inpatient. The grant contains to a spetsialnyka texts on the basis of textbooks on medicine. The manual is supplied with the application in which answers to the majority of exercises are given that allows students to work mostly independently. Tasks to which answers are not provided, it is planned to sort on a practical training. The purpose of independent work of this type is fixing of the grammatical and lexical material studied during a practical training. Works are submitted in writing, their performance is set off upon, it is not supposed to put down on them marks.

Methodical instructions

For reading literature texts and preparation of statements

This type of samoyatotelny work expansion of the general lexicon of students and better understanding of the written Russian presented in the best samples of the Russian classical and modern literature sets the task. Following the results

of reading of the offered texts students submit the list of new lexicon, statement of their main contents and the translation into English of fragments from the text.

Methodical instructions

to annotation - translation of the text from English into Russian

The summary has to give a preliminary idea of the unfamiliar text and help with search and selection of unfamiliar material. The summary differs from the paper, it does not disclose content, and only reports about availability of material on a certain subject and specifies a source.

The most difficult question is the summary typology. All variety of summaries comes down to the following genres: the general, analytical, group, help and recommendatory.

The general summary characterizes contents of the document in general.

The analytical summary characterizes contents of the document from a certain point of view, in a certain aspect.

The group summary is formed on the basis of several documents of similar contents, one author, publishing house, etc.

The estimated summary estimates the information importance, signals about availability of new social information in the document in relation to already available in the system of social communication.

The recommendatory summary gives general concept of existence, novelty and value of the annotated documents, after their preliminary account, systematization and the analysis.

Structure of the summary

Helpful summary

1. Full name the author in a foreign language. Translation of the name.

2. The output data (the name of the magazine in a foreign language, number, year, the place of the edition, volume, a release series, the number of pages of the annotated article (from — to), the number of drawings, tables. bibliographic names).

Descriptive summary

Same scheme. Summary of work.

The summary can be made in any language, but it is necessary to use impersonal descriptive designs: it is reported ...; it is in detail described ...; it is briefly told ...; special attention is paid.

Contents of the summary

The text of the help summary can include the following data:

- a subject of the annotated document, characteristic of its perspective, the main conclusions of the author;
- a type of the annotated document (the book, the thesis, article);
- purpose of the annotated document;
- the tasks set by the author;
- the method used by the author;
- information about the author;
- characteristic of auxiliary and illustrative materials, including the bibliography;
- characteristic of novelty, originality and relevance of a problem and also theoretical and practical value of the annotated work.

Summary volume

The average volume of the summary – 500 printed characters. Language of the summary has to be short, compressed. The summary can be from 2-3 words to several offers (or 10-15 lines). The summary makes 1/8 originals. The summary of advisory nature is allowed to make summaries which volume is not regulated, for example.

Technique of drawing up summary

Drawing up the summary breaks into several stages:

- a) acquaintance with the text of the document, i.e. viewing reading;
- b) secondary viewing of material for check and specification of basic data;
- c) allocation of a basic provision of the annotated document, i.e. deletion of minor, unimportant data and preservation of the most important minimum which has to enter the summary;
- d) logical integration of related problems, phenomena;
- e) synthesis of the received data in the coherent text (draft option);
- e) final version.

The annotational translation is the type of the translation consisting in drawing up the summary of the original in other language.

Translation process includes three the main a stage: perception, intelligent storing and reproduction. At a translation of article from English into Russian in the center of attention there is a text, at first as object of studying, and then as information source.

Discrepancy in sentence structure of the learned language and native, differences in some regularities of their pokstroyeniye cause difficulties of understanding of the text and lead to need of special consideration of its logical pokstroyeniye, allocation of speech stamps and the analysis of samples of summaries and the annotational translations of books, journal and newspaper articles.

Therefore, the second stage of work includes the analysis of ready summaries and the annotational translations of texts after which studying, it is necessary to answer questions, giving detailed characteristic to process of annotation and annotational transfer.

The simple summary gives the short description of contents of article in a coherent look what written drawing up the logical plan of this text can precede

to. The plan can be made in the form of headings, key offers of the text, theses or questions. To some semantic parts of the text it is difficult to make the logical plan in the form of headings, in that case it is possible to use not only theses or questions, but also terminological chains of words taken from the text.

Having written the logical plan of article, it is necessary to check attentively it and to choose basic elements which will be necessary for a further compression of contents of the text that is an indispensable condition of annotation.

Difficult types of summaries (analytical, group, estimated and recommendatory) can include: citing, assessment of the work, excerpt from the review or the reference to them, the information about the author, about creative history of the work, etc. The difficult summary not only contains the description of the logical plan, but also gives short characteristic of contents of article. In this type of work questions according to contents of the text and questions of the conclusions drawn by the author of article are appropriate. All difficult types of summaries, mentioned above on maintenance and registration more complex, than the general summary.

General requirements to summaries

1. Language of the summary has to be simple and intelligible and stylistically correct. It is necessary to avoid excess introductory phrases. For example: "The author of article considers ...", "Are presented in article ...". It is recommended to use the syntactic designs peculiar to language of the scientific and technical documentation, to avoid the compound sentences including several subordinate clauses.

2. It is desirable to build the summary of short phrases, not to use in the text verbs occurring at different times, for example: "Are described", and "Are described", i.e. to observe unity of time in all offers of the summary.

3. It is necessary to save the text of the summary from excess details.

4. In the text of the summary it is necessary to apply the standardized terminology. Not to use rare terms, or to explain them at the first mention in the text, to observe unity of terminology within the summary.

5. Reductions and symbols, except common, apply in exceptional cases or give their definitions at the first use.

6. Proper names are given in a look in which they are given in the text of article.

7. Place names are provided in a look in which they are given in the text of article.

8. Summaries on articles, except for fiction, include characteristic of a subject, problem, purpose of work and its main results and/or conclusions.

The summary should not

9. To copy the data which are contained in the bibliographic description, in particular, the title of article. The summary cannot repeat the title of article in accuracy.

10. To contain difficult syntactic constructions.

11. To contain estimated characteristics of the bibliographer – the author of the summary.

12. To contain the little-used reductions used in article without their interpretation at the first mention.

13. To use verbs occurring at different times in the text.

The sample of a task for translation – annotation is given in the Addition 2 - Training complex of Discipline.



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal State autonomous education institution of higher education
«**Far Eastern Federal University**»
(FEFU)

SCHOOL OF BIOMEDICINE

FUND ASSESSMENT TOOLS

Russian Language – advanced course
Educational program
Preparation for 31.05.01. General Medicine
Form of training full-time

Vladivostok

2016

Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Competence code and formulation	Stages of forming the competence	
GPC-2 the willingness to communicate in oral and written forms in Russian and foreign languages to solve the problems of professional activity	Knows	communication basics, principles and methods of organizing communication in Russian and a foreign language
	Is able to	create and edit texts of the scientific and professional orientation; summarize and annotate information; create communication materials; organize the negotiating process, including with the use of modern means of communication in Russian and a foreign language
	Possesses	skills of business and public communications, basic grammatical structures of the scientific and spoken language
(PC – 20)the readiness to analysis and public presentation of medical information based on evidence-based medicine	Knows	Methods of public presentation of medical information in Russian
	Is able to	To make a report, report, presentation in Russian
	Possesses	Skills of public speaking in Russian

CONTROL FOR ATTAINING THE COURSE GOAL

№	Controlled sections/topics of the discipline	Codes and stages of forming the competences		Means for evaluation	
				Current control	Half-way attestation
1	Section 1. "Passport data of the patient"	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control

2	Section 2 - "Complaints of the Patient"	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dication Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
3	Section - 3. Anamnesis of a disease. Anamnesis Morbi. Data collection of the anamnesis for the purpose of establishment of the diagnosis.	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dication Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
4	Section 4 - Life story. Anamnesis Vitae. Plan of collecting full volume of information.	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dication Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
5	Section 5 – Real (objective) condition of the patient	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dication Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
6	Section 6 – Alleged diagnosis	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dication Summary of the text	Summary Text Translation

			Possesses	Control work	Test control
7	Section 7 - Summarizing and annotation of the medical text	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control
8	Section 8-11 – Diseases and the patient – Part 1-3	GPC-2	Knows	The dialogue Test control	Pass
			Is able to	The dialogue Dicatation Summary of the text	Summary Text Translation
			Possesses	Control work	Test control

The scale of assessment the level of formation of competences

Code and the wording of competence	Stages of competence		Criteria	Indicators	points
GPC-2 Preparedness to communicate in spoken and written forms in Russian and a foreign language to meet the professional challenges	Knows (begining)	communication bases, the principles and methods of the organization of communication in the Russian and foreign languages	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign languages	supports competent oral and written communication in the Russian and foreign languages	65-71
	Is able to (advanced)	to create and edit texts of scientific and professional appointment; to review and annotate information; to create communicative materials; to organize negotiation process, including with use of modern means of communication in Russian and foreign languages	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	- prepares and edits articles, papers and summaries in a foreign language; - conducts lectures and the presentationstakes part in discussions and discussions	71-84
	Possesses	skills of business and	successful passing of	-speaks at significant	85-100

	(high)	public communications. main grammatical structures of a scientific and spoken language	diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	internal and international conferences on regular basis; -individually prepares materials for them	
PC – 20 the readiness to analysis and public presentation of medical information based on evidence-based medicine	Knows (beginning)	Methods of public presentation of medical information in Russian	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign languages	supports competent oral and written communication in the Russian and foreign languages	65-71
	Is able to (advanced)	To make a report, report, presentation in Russian	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	- prepares and edits articles, papers and summaries in a foreign language; - conducts lectures and the presentations takes part in discussions and discussions	71-84
	Possesses (high)	Skills of public speaking in Russian	successful passing of diagnostic examinations of advanced level - supports competent oral and written communication in the Russian and foreign	-speaks at significant internal and international conferences on regular basis; -individually prepares materials for them	85-100

The methodical recommendations defining procedures of estimation discipline results

For the estimation of actual results of training of students in discipline "Russian Language (advanced course)" the current certification and intermediate certifications are carried out. The current certification is carried out in the form of offset in the fifth, sixth, seventh, eighth, ninth semester. Intermediate certification is carried out in the tenth semester in the form of offset with assessment. All certifications it is carried out by the leading teachers.

Act as subjects to estimation:

- a subject matter (activity on occupations, timeliness performance of different types of tasks, attendance of all types of classes in the certified discipline);
- extent of assimilation of theoretical knowledge;

- level of mastering practical skills on all to types of study;
- results of individual work.

Assesments tools for current certification

Control test 1 semester

Имя _____ Группа _____ Вариант 1

Give Russian equivalents of the words and expressions below

1.abscess	
2.to cough out expectoration	
3.viscous sputum	
4.fever	
5.sweating	
6.paroxyssmal cough	
7. sputum is discharged in the morning	
8.throat itching	
9.resting state	
10.superficial dream /sleep	
11.with localization in low side parts of chest	
12.bad appetite	
13.mucoïd sputum	
14.half glass of sputum	
15.in accordance with emergency indications	
16.passport <u>details/data</u> of the patient	
17.interrupted sleep	
18.ambulance car	
19.lungs	
20.job title, post, position	

21.general practitioner	
22.registered nurse	
23.urologist	
24.surgeon	
25.rubella immunization	
26.dental care	
27.oncology	
28.measles	
29.contagious disease	
30.smallpox	
31.breast milk	
32.hereditary anamnesis	

/32

Answer the questions to the text

Медицина

Практически невозможно представить себе современный мир без медицины. Слово медицина имеет латинское происхождение и означает "искусство исцеления". Будучи древней наукой, медицина всегда помогала лечить людей от опасных заболеваний. Основная задача медицины не только излечить болезнь, но также выявить и предотвратить её. Современная медицина настолько усовершенствована, что врачи могут предвидеть проблемы здоровья у ребенка ещё в утробе матери. Это стало возможным благодаря современным технологиям.

Развитие медицины началось в древние времена, когда для лечения людей использовались части животных, минералы и растения. Это было время «фитотерапии». Некоторые люди все еще следуют этому типу лечения, и находят его эффективным. В Средневековье появились небольшие больницы, закрепленные за соборами или монастырями. Современная медицина привнесла различные вакцины и антибиотики. В современной медицине есть также много направлений и высококлассных специалистов в области здравоохранения. Если кто-то страдает аллергией на некоторые продукты или растения, он или она может посетить аллерголога. Если кто-то страдает от плохого зрения, он или она может обратиться к

офтальмологу. Если проблема связана с зубами, люди идут к стоматологу.

В настоящее время наша страна предлагает два вида медицинского обслуживания. Есть государственные учреждения, которые лечат местных жителей бесплатно, и частные клиники, где все услуги платные и довольно дорогие. Что касается моей семьи, мы обычно стараемся пойти в государственную клинику, если кто-то заболел, но это не всегда легко. Вам нужно записаться на прием заранее и быть жителем региона, где вы хотели бы лечиться.

1. От какого латинского слова произошло слово «Медицина» и что оно означает?

2. Сегодня врачи могут предвидеть проблемы здоровья у ребенка при беременности матери? П Н

3. Что использовали для лечения людей в древние времена ?

4. Некоторые люди и сегодня следуют фитотерапии в лечении. П
Н

5. Где были первые больницы в Средневековье ?

6. Когда появились первые вакцины и антибиотики?

7. К кому обращаются люди, если страдают от плохого зрения?

8. Какие виды медицинского обслуживания предлагает РФ сегодня?

9. В частных клиниках все услуги платные? П
Н

10. Какие условия приема в государственной клинике?

/20

Translate the sentences from Russian into English

1. При поступлении он предъявил жалобы на сильный приступообразный кашель, возникающий в течение дня и усиливающийся к вечеру.

2. Из истории жизни пациента стало известно, что в детском возрасте он перенес двустороннюю пневмонию.

3. Первыми проявлениями заболевания были насморк, кашель, ощущение боли, царапания и першения в горле и за грудиной области и повышение температуры до 37,5, затем ощущение заложенности и болевые ощущения в нижнебоковых отделах грудной клетки при поворотах и кашле.

4. Семейный и наследственный анамнез не отягощены.

5. Головные боли вначале возникали нечасто, длились несколько часов и проходили самостоятельно, поэтому пациент к врачам не обращался и лечился самостоятельно.

6. В детстве он 2 раза болел острым бронхитом, а в 1998 году перенес двустороннюю пневмонию.

7. Врач осмотрел его, послушал легкие, простучал грудную клетку и отправил больного на рентген.

8. Когда началось последнее ухудшение? Когда появились боли в нижнебоковых отделах грудной клетки и повысилась температура?

/40

Total: _____ /92

Имя _____ Группа _____ Вариант 2

Give Russian equivalents of the words and expressions below

1.burn	
2.food poisoning	
3.bleeding	
4.ulcer	
5.nurse-technician	
6. anesthesiologist	
7.dietitian	
8.vaccination	
9.unconventional methods	
10.out-patient treatment	
11.oncology	
12.pain at physical stresses	
13.compressive pain in the heart.	
14. living –household conditions	
15. bad habits	
16. I hear noise in my ears.	
17. premature child	
18. to be fed with breast milk	
19.infantile age	
20.The patient is concerned about paroxysmal cough	
21 Fear of death appears	
22. disordered stomach	
23. tumour	
24. pediatrics	
25. tonsillitis	
26.dysentery	
27.muroid sputum	
28.dyspnea with difficult breath in	

/28

Answer the questions to the text

Медицина

Медицина — это область прикладной науки, ставшая одной из обязательных потребностей в современном мире. Слово «медицина» латинского происхождения. Оно обозначает «искусство исцеления». На самом деле, это отрасль науки помогает в лечении заболеваний. Она также включает диагностику и возможное предотвращение болезней. Сегодня медицина это не только наука о здоровье, но и область общественной жизни. Миллионы людей каждый день обращаются к врачам, чтобы сохранить свое здоровье. В зависимости от заболевания и его осложнений, они получают необходимое лечение. Например, одни люди просто соблюдают диету, вторые — делают упражнения, третьи — принимают предписанные лекарства, ну, а в более сложных случаях требуется оперативное вмешательство. Существуют различные виды медицины. Чаще всего практикуется традиционная медицина и фитотерапия.

Традиционную медицину практикуют уже давно. Это система, в которой медицинские работники используют препараты для лечения симптомов и или заболеваний. Радиация и хирургия также используются в традиционной медицине. Этот тип медицины исключает гомеопатию, иглоукалывание и ароматерапию. По мнению многих ученых, что это наиболее приемлемая система медицинской помощи.

Фитотерапия или траволечение основывается на различных видах растений, включая семена растений, корни, ягоды, листья и кору деревьев, цветы и т. д. Этот тип медицины становится все более распространенным и современным. Многочисленные исследования показывают, что травы могут полностью вылечить или предотвратить определенные заболевания, например, кашель, боль в горле, зубную боль, мигрень, лихорадку, артрит, экзему, бронхиальную астму и многие другие. По сравнению с предыдущими веками, современная медицина сделала большой прогресс. Если в древности пользовались только фитотерапией для лечения людей и других живых организмов, то в Средневековье уже появилось несколько больниц общественного пользования. Отцом медицины считается великий философ и врач Гиппократ. Современное время характеризуется разделением ветеринарии от человеческой медицины. Одно из основных изменений в области медицины произошло благодаря шотландскому бактериологу Александру Флемингу. Именно он

открыл пенициллин в 1928, таким образом, положив начало эре современных антибиотиков. Открытие произошло случайно. В отличие от своих коллег, которые после завершения опытов тщательно очищали посуду от бактериальных культур, Флеминг мог неделями не выбрасывать подопытные культуры. В одной из таких чашек он заметил плесень. Понаблюдав за этим явлением, Флеминг понял, что она угнетает высеянную культуру бактерии. В результате ученый выяснил, что этот компонент не только подавляет рост микроорганизмов, но и обладает бактерицидными свойствами. В последнее время фармакология становится все более изощренной. Если раньше вспышки таких заболеваний, как холера или чума, приводили к смерти, то сегодня большинство инфекционных заболеваний и эпидемий можно вылечить.

1. Слово медицина латинского происхождения. П Н

2. Что включает в себя

медицина? _____

3. Что предпринимают врачи в лечении сложных случаев?

4. Что используют в традиционной медицине

5. Что исключает традиционная медицина?

6. Фитотерапия это траволечение? П Н

7. Какие заболевания могут полностью вылечить или предотвратить травы?

8. Кто такой Гиппократ?

9. Что открыл Александр Флеминг в 1928г.?

10. Открытие пенициллина было случайным?

П

Н

/30

Translate the sentences from Russian into English

1. Больная Мария Л. 47 лет, пришла на прием к терапевту с жалобами на боли в левой половине грудной клетки, возникающие при движении, одышку с затрудненным вдохом и слабостью.

2. Первые боли появились 3 дня назад, во время прогулки в лесу, сопровождались чувством страха смерти, сердцебиением, затем прекратились самостоятельно во время отдыха.

3. Когда у вас бывает одышка? При физической нагрузке или в покое?

4. Семейный и наследственный анамнез не отягощены.

5. Жалобы на сильный кашель приступообразного характера преимущественно в вечернее время, сопровождаемый отделением слизисто-гнойной мокроты желто-зеленого цвета.

-
-
-
-
6. Жилищно – бытовые условия удовлетворительные. Он живет с женой и сыном в 3х комнатной квартире.
-
-
-

/30

Total: _____/88

Task for translation – annotation the text

Text Organ transplants

When Christian Bernard, a South African doctor, performed the first human heart transplant in 1967, the result was a worldwide moral debate on the ethics of transplanting organs. Hearts were

to involve –
включать в себя,
затрагивать

<p>not the first human organs to be transplanted but, in this case, if a donor gave his or her heart, he or she would obviously and necessarily die (or be dead). Kidney transplants, which were already quite common in 1967, often involved the transfer of a single kidney from a close living relative. The chances of survival of the donor were somewhat diminished because he now had only one kidney and if that kidney were affected by disease, he would not have a healthy kidney in reserve. Nevertheless, the donor would certainly not necessarily die.</p>	<p>to survive – ВЫЖИВАТЬ to diminish – СНИЖАТЬ</p>
<p>Undoubtedly, another reason why the first heart transplant was so controversial was the fact that we associate so many personality traits with the heart. Questions were asked of the type: 'If a person had a different heart, would he still be the same person?', or 'If doctors needed a dying person's heart, would they tend to declare him dead prematurely?', and so on.</p>	<p>traits – ЧЕРТЫ характера</p>
<p>Since that time, surgical techniques and techniques to help prevent the patients' immunological systems from rejecting new organs have developed very quickly. Today, not only hearts and kidneys, but also such extremely delicate organs as lungs and livers, are transplanted. These developments have led to a far higher proportion of successful operations and this, in turn, has led to greater demand for transplants. At the same time, many of the original moral questions surrounding heart transplants have been almost forgotten.</p>	<p>in turn – В СВОЮ ОЧЕРЕДЬ demand for – ПОТРЕБНОСТЬ В</p>
<p>However, as a result of the heavy demand for organs, a new moral dilemma has emerged. For example, in the United States there are many people who would survive if lungs were</p>	<p>to emerge – ПОЯВЛЯТЬСЯ</p>

<p>available for transplanting. In fact, about 80% of them die before a suitable donor is found. In these circumstances who would decide if a donor were found whose lungs were equally suitable for two potential recipients?</p>	<p>circumstances – условия</p>
<p>This problem is made worse by the fact that many patients, or their families, become desperate to find a donor. Some succeed in publicizing their situation in newspapers, to politicians or on television. Sometimes, as a result, suitable donors are found. But what would happen if another patient needed the organ more than the one who got the publicity? Who would decide if the other patient should get the organ? Would it be the doctors? Or the donor? Or the family who got the publicity? If such a dilemma developed, it would be very difficult to resolve - and it would be a matter of life or death to the patients involved.</p>	<p>desperate – доведенный до отчаяния</p>

Exercises

I

1. Просмотрите текст. Остановитесь на заглавии, переведите заглавие.
2. Прочитайте текст. Пронумеруйте абзацы.
3. В каком абзаце дается информация по следующим вопросам:
 - Современные достижения в области трансплантации органов?
 - Причина дискуссии о первой пересадке сердца?
 - Этические проблемы, связанные с пересадкой органов и как в это вовлечены пациенты?
4. В 1 абзаце найдите ответ на вопрос: «Что послужило причиной для обсуждения этических проблем во всем мире в 1967г.»?
5. В 1 абзаце показана разница между _____ трансплантацией и _____ трансплантацией. Объясните разницу между двумя этими видами трансплантации.

6. Завершите следующую причинно-следственную связь, которая показывает вероятные последствия для донора при пересадке почки.

причина	следствие/причина	следствие
<p>почка донора, пораженная болезнью</p>		

7. Во 2 абзаце автор утверждает, что первая пересадка сердца была «противоречивой». Назовите две причины, которые объясняют это.
8. В 1 абзаце определите функцию слова “nevertheless” – это причина, дополнение, сравнение, противопоставление.
9. Определите функцию вводных слов, с которых начинаются 2, 3, 4 абзацы.
10. В 3 абзаце найдите предложение, которое начинается с Today... .
Прочитайте и переведите его. О чём свидетельствует данный факт?
11. В 4, 5 абзацах выделите ключевые словосочетания.
12. В каждом абзаце проанализируйте функцию “would”.
13. В каждом абзаце найдите интернациональные слова, слова латинского происхождения. Как они влияют на понимание текста?
14. В 5 абзаце есть вопросы. Как вы считаете, решится ли проблема трансплантации органов, если найти ответы на эти вопросы?

II

1. Прочитайте текст ещё раз.
2. Выделите основные мысли каждого абзаца.
3. Обобщите в одно целое все полученные сведения.
4. Составьте реферативную аннотацию.

5. Что вы узнали нового о трансплантации органов? Поддерживаете ли вы точку зрения автора и почему?

Задание 1. Напишите вопросы к репликам-ответам.

1. _____
2. Меня беспокоят головная боль и головокружения.
3. _____?
4. Боль в затылке.
5. _____?
6. Боль давящая.
7. _____?
8. Боль длится до обеда.
9. _____?
10. Головокружение возникает при изменении положения тела.
11. _____?
12. При головокружении обычно бывает тошнота.
13. _____?
14. Память стала значительно хуже.
15. _____?
16. Внимание тоже снижено.
17. _____?
18. Сон беспокойный. Просыпаюсь несколько раз за ночь

19.

_____?

20. Да, бывает слабость в руках и ногах.

21.

_____?

22. Когда понервничаю, в правом глазу бывают тики

Задание 2 . Разыграйте ролевую игру «Врач - пациент» на основе информации текста.

1. Больная Н., 44 года, жалуется на давящие боли в затылке и головокружения. Боль возникает при смене погоды, при эмоциональной нагрузке, в стрессовых ситуациях. Жалуется на снижение памяти, внимания, бессоницу, вялость, беспричинную тревогу, слабость в конечностях, дрожание рук. Во время приступов головной боли наблюдаются изменения вкуса и обоняния, тошнота и рвота. После рвоты боль уменьшается. Боль купируется отдыхом в тишине без света.

2. Больная О., 39 лет, вызвала на дом участкового терапевта с жалобами на сильные головные боли давящего характера в лобной части, выраженное головокружение, ощущение давления на глаза изнутри, сердцебиение, колющие боли в области сердца. Больна первый день. Утром на работе после стрессовой ситуации внезапно почувствовала себя плохо, появились головная боль, головокружение, тошнота и рвота. Обратилась в здравпункт по месту работы, фельдшером измерены температура тела, АД, сделаны внутримышечные инъекции, отправлена домой с рекомендацией обратиться к врачу. До настоящего времени считала себя здоровой, обращалась только при простудных заболеваниях. Головные боли отмечала ранее, но всегда после стрессовых ситуаций или при смене погоды, считала это нормальным.

Задание 3. Напишите устойчивые медицинские словосочетания, соединив слова в соседних столбцах.

собрать
определить
поставить
пройти
сделать
выписать
принять

диагноз
лекарство
анамнез
рентгенологическое
обследование обследование
биохимическое
исследование
забор крови

Задание 4. К словам из левого столбца подберите синонимы из правого столбца.

обеззараживание территории	иррадиация
регулярные медицинские осмотры	конституция
ночной санаторий	диспансеризация
телосложение	локализация
ослабление заболевания	ремиссия
повышенная выработка секрета	профилактика
окраска	дезинфекция
чувство	локализоваться

Задание 5 . К аббревиатурам из левого столбца подберите синонимы из правого столбца.

РГА	врачебно-консультационная комиссия
РТГА	желудочно-кишечный тракт
РИФ	артериальное давление
ВКК	острое респираторное заболевание
ВТЭК	реакция торможения гемагглютинации
СОЭ	врачебно-трудовая экспертная комиссия
нцц	реакция иммунной флоруляции
ОРВИ	фиброэзофагогастроуденоскопия
ОРЗ	скорость оседания эритроцитов
жкт	реакция гемагглютинации
АД	нейроциркуляторная дистония
ФЭГДС	острая респираторная вирусная инфекция

Задание 6 – Соедините синонимы – разговорное и научное названия заболеваний.

Воспаление легких	Лейкоцитоз
Малокровие	Гепатит
Понос	Диарея

Желтуха	пневмония
Белокровие	Абстинентный синдром
Похмелье	Анемия

Задание 7. Опишите характер заболевания, о котором говорит пациент, научным языком. В случае затруднения обращайтесь к словосочетаниям справа.

Пациент говорит, что у него	Научные синонимы
боли в груди боли в сердце боли под ложечкой боли под рёбрами слева ощущает боль внизу живота справа боль отдаёт в левую руку во время болей тошнит и рвёт	загрудинные боли боли в области сердца боли в эпигастральной области или боли в области мечевидного отростка боли в области проекции желудка боли в подвздошной области справа боль иррадиирует в левую руку
на грудь (в груди) сильно давит грудь сжимает клешами в сердце колет не спит по ночам саднит в горле нет аппетита временами бывает кашель часто просыпается пучит живот тошнит, рвёт, изжога, общая слабость волчий аппетит	тошнота и рвота давящие боли за грудиной сжимающие боли в области грудной колющие боли в области сердца бессонница царапающие боли в горле (в области отсутствие аппетита, анорексия редкий кашель беспокойный сон метеоризм диспепсические расстройства

Задание 47. Распределите данные синонимичные словосочетания по графам.

голова рвётся на части — сильная, распирающего характера боль в области головы

болит сердце — боли локализуются в области сердца

не хватает воздуха — приступ удушья

слезотечение — всё время текут слёзы

боль справа внизу груди — боль в правом нижнебоковом отделе грудной клетки

кровохарканье — кашель с кровью

голова сжимается обручем — спазм сосудов головного мозга

заразился — был инфицирован

извращённая температура — утром температура больше, чем вечером

утром температура ниже 36 °С, а вечером выше 39 °С — гектическая температура

послабляющая, или истощающая, температура — постоянно утром нормальная температура, вечером больше 37 °С.

целую неделю днём температура постепенно повышается, а после 6 вечера постепенно падает — волнообразная температура

Пациент говорит, что у него	Врач записывает в истории болезни

Задание 8. Измените вопросы, где это необходимо сделать, чтобы они стали понятнее пациенту. В случае затруднения обращайтесь к заданию 37.

1. Где локализуется боль?
2. Куда иррадиируют боли?
3. Наблюдаются ли у вас диспепсические расстройства?
4. Наблюдается ли у вас анорексия?
5. Кто вас инфицировал?
6. Какова интенсивность боли?
7. Ощущаете ли вы ригидность мышц?

8. Вам когда-нибудь делали рентгеноскопию грудной клетки?
9. Какова этиология заболевания?
10. Каков патогенез заболевания?
11. Когда вы последний раз проходили диспансеризацию?
12. Давно ли наблюдается ремиссия?
13. Какая конституция была у вашего отца?
14. Чувствуете ли вы боли в левом нижнебоковом отделе грудной клетки?
15. Наблюдается ли у вас ишурия?
16. Чем купируется боль?
- 17.

Tests

1. Корректная последовательность разделов истории болезни:...
 - а) «Жалобы»
 - б) «Паспортная часть»
 - в) «Anamnesis vitae»
 - г) «Anamnesis morbi»
 - д) «Status praesens»
 - 1) а, в, б, г, д
 - 2) б, а, г, в, д
 - 3) д, г, в, б, а
2. Возраст и место работы указываются в разделе
 - 1) «Жалобы»
 - 2) «Паспортная часть»
 - 3) «Anamnesis vitae»
3. В разделе «Жалобы» описываются жалобы, предъявляемые пациентом
 - 1) на день поступления
 - 2) на день курации
 - 3) на день выписки
4. Специфические ведущие жалобы - это жалобы

- 1) характерные для определённой болезни
 - 2) характерные для патологии определённой системы внутренних органов, явившиеся поводом для обращения за медицинской помощью
 - 3) характерные для определённых пациентов
5. При поражении дыхательной системы ведущей жалобой является
- 1) головная боль
 - 2) кашель с мокротой
 - 3) боль в животе
6. При поражении органов кровообращения ведущей жалобой является
- 1) боль в области сердца
 - 2) рвота
 - 3) боль в животе
7. При поражении желудочно-кишечного тракта ведущей жалобой является
- 1) одышка
 - 2) отрыжка
 - 3) отёки
8. При поражении печени и желчного пузыря ведущей жалобой является
- 1) желтуха
 - 2) боль в области сердца
 - 3) удушье
9. При поражении органов мочеиспускания ведущей жалобой является
- 1) нарушение мочеиспускания
 - 2) отёки на ногах
 - 3) сердцебиение
10. История настоящего заболевания описывается в разделе

- 1) «Anamnesis vitae»
 - 2) «Anamnesis morbi»
 - 3) «Status praesens»
11. История жизни описывается в разделе
- 1) «Status praesens»
 - 2) «Anamnesis morbi»
 - 3) «Anamnesis vitae»
12. Динамика жалоб на фоне лечения описывается в разделе
- 1) «Жалобы»
 - 2) «Anamnesis morbi»
 - 3) «Anamnesis vitae»
13. Перенесённые пациентом заболевания перечисляются в разделе
- 1) «Жалобы»
 - 2) «Anamnesis morbi»
 - 3) «Anamnesis vitae»
14. «Не курит, алкоголь и наркотики не употребляет». Эти данные приведены в разделе
- 1) «Anamnesis morbi»
 - 2) «Anamnesis vitae»
 - 3) «Status praesens»