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Syllabus on educational program 7M10140 “Public Health”	

**Department «Foreign languages»**  
**Discipline academic work program (Syllabus)**  
**Educational program 7M10140 “Public health” (scientific and pedagogical direction)**

<b>1.</b>	<b>General information about the Course</b>		
1.1	Course Code: M-Sht	1.6	Academic year: 2023-2024
1.2	Course name: Foreign language (professional)	1.7	Year: I
1.3	Prerequisites: Bachelor course of Foreign language (English)	1.8	Term: I
1.4	Post-requisites: branch disciplines of specialty	1.9	Number of credits (ECTS):5/150 hours
1.5	Cycle: BD (basic discipline)	1.10	Component: UC
<b>2.</b>	<b>Course description (maximum 50 words)</b>		
<p>The main content of the discipline: Phonetic norms, grammatical forms and constructions of modern English. The lexical and terminological minimum of the educational program. Development of teaching and professional speech: a) development of reading skills, listening skills, professional literature inspection; b) preparation of written texts on educational and professional topics; c) construction of functional-semantic types of statements in the professional field: monologue-description, monologue-reasoning, dialogue-conversation, dialogue-discussion.</p>			
<b>3.</b>	<b>Summative assessment form</b>		
3.1	Testing	V	
<b>4.</b>	<b>Discipline objectives</b>		
<p>The purpose of discipline at this stage includes the development of the following competencies:</p> <ul style="list-style-type: none"> <li>- linguistic and cultural competence involves the formation of the necessary knowledge of educational cultural material, knowledge of the minimum of general literary vocabulary, knowledge of linguistic means (phonetic, lexical, grammatical), which allow to be engaged in the process of communication, form life activity in accordance with spiritual and moral, moral and ethical, aesthetic and creative potential;</li> <li>- cognitive competence ensures the formation of language as an integral part of the process of cognition and the formation of thinking;</li> <li>- communication competence contributes to the mastery of complex communication skills and skills, the formation of adequate skills in new social structures, including knowledge of cultural norms and restrictions in communication, knowledge of customs and traditions.</li> </ul>			
<b>5.</b>	<b>Learning outcomes</b>		
LO1.	To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts		
LO2.	To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts		
LO3.	To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records		
LO4.	To explore and evaluate research techniques and resources and crediting sources of information.		
LO5.	To promote learner independence by encouraging students to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.		
5.1	<b>Course learning outcomes</b>	<b>The learning outcomes of the EP,</b>	

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		<b>which are related to the learning outcomes of the course</b>				
	LO 1. To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts	LO 5. Clearly and unambiguously communicates information, ideas, conclusions, problems and solutions to both professionals and non-specialists in the field of public health.				
	LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts					
	LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records					
	LO 4. To explore and evaluate research techniques and resources and crediting sources of information.					
	LO 5. To promote learner independence by encouraging students to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.					
<b>6.</b>	<b>Details of the course</b>					
6.1	Location (building, auditorium): Contact information: SKMA JSC, Department of Foreign Languages, Tokayev st., 27A auditorium No. 402. e-mail: inostr.kaf@mail.ru, inostr.kaf@ukma.kz					
6.2	Number of hours	Practical lessons	LIWT	LIW		
		50	30	70		
<b>7.</b>	<b>Information about teachers</b>					
<b>№</b>	<b>Full name</b>	<b>Degrees and title</b>	<b>Email address</b>	<b>Scientific interests, etc..</b>	<b>Achievements</b>	
1.	Zhumagulova G.K.	Candidate of Philology, Head of the Department of Foreign Languages	<a href="mailto:dan-adik@mail.ru">dan-adik@mail.ru</a>	Theory of speech acts, pragmalinguistics,	Bolashak scholarship, 2015	
2.	Dzharkimbekova N.K.	Candidate of Philology, docent		Cooperation with foreign universities to exchange experience in the field of teaching foreign languages	Methodological manual for interpretation," "Methodological manual for students of the Faculty of Chemistry and Biology"	
<b>8.</b>	<b>Thematic plan</b>					
<b>Week/Day</b>	<b>Topic name</b>	<b>Summary</b>	<b>Course learning outcomes</b>	<b>Number of hours</b>	<b>Forms / methods / learning technologies</b>	<b>Forms / assessment methods</b>
<b>1</b>	<b>Practical lesson:</b>	Good study habits	LO1,4	3	Work in pairs//	Question –

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	Education and learning	Effective reading: survey, skim, scan and intensive reading Education in the UK Comparing and contrasting Degrees of adjective			Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	answer, discussion on the topic, Test Feedback
	LIWT Postgraduate education in Kazakhstan	Developing public speech: topic sentences, body sentences, final sentences	LO2,4,5	2	Individual work Demonstration of presentation	Presentation
2	<b>Practical lesson:</b> Education and learning Review	Education in Japan and England : a comparison Checking your writing: sentence length , word order and linking words, missing words	LO1,2,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line,	Question – answer, Test Feedback
	LIWT: Comparing the education system in Kazakhstan with either England or Japan	Writing a comparing and contrasting essay	LO1,3,5	2	Individual work writing essay	Essay
3	<b>Practical lesson:</b> Innovations in health and medicine	Effective reading: increasing your reading speed; focusing your reading. Main idea, heading and key words	LO1,3,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line, Individual work	Checking your writing: punctuation, spelling, grammar
	LIWT: Vaccinations	Developing a paragraph: topic sentences, body sentences, final sentences	LO3,4,5	2	Individual work writing paragraph	Paragraph
4	<b>Practical lesson:</b> Keeping healthy Review	Recording vocabulary: which words to record; what to record about a word; choosing is suitable method to record vocabulary	LO2,3,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line, Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: Diet and health	Writing a paragraph	LO2,3,5	2	Individual work Writing paragraph	Paragraph
5	<b>Practical lesson:</b> A model of a good urban planning	Paragraph purpose. Searching the internet efficiently and selecting	LO1,2,5	3	Work in pairs// Work in small groups //Discussion	Question – answer,

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		information			Group work on-line/off-line.	discussion on the topic, Feedback
	<b>LIWT:</b> Why Shymkent should hold the national/ cultural event	Writing a persuasive article	LO2,3,5	2	Individual work Demonstration of project	Monologue speech
<b>6</b>	<b>Practical lesson:</b> An international trade fair Review	Text cohesion Using a reference material Prioritizing brainstorming Collocation: adjective +noun; verb +noun	LO2,3,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer, discussion on the topic, Test Feedback
	<b>LIWT:</b> Cultural event in Shymkent	Writing a thesis statement and introduction to the essay	LO1,2,3	2	Individual work Demonstration of presentation	Presentation with planned mistakes
<b>7</b>	<b>Practical lesson:</b> Water, food and energy	Finding information from more than one source (data, numerals, percentage) Identifying language for rephrasing and giving examples Introductions and conclusions	LO1,2,4,5	3	Work in pairs// Work in small groups //Discussion Group work communication mode, Individual work	Question – answer, discussion on the topic, Test Feedback
	<b>LIWT:</b> National event in Shymkent	Writing a thesis statement and introduction to the essay	LO1,2,3	2	Individual work Demonstration of presentation	Presentation with planned mistakes
<b>8</b>	<b>Practical lesson</b> Sources of energy Review	Writing to describe and explain	LO1,2,4,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer, discussion on the topic, Test Feedback
	<b>LIWT:</b> Renewable sources of energy <b>Midterm exam 1</b>	Developing public speech: topic sentences, body sentences, final sentences	LO1,2,3	2	Individual work Writing persuasive article	Article Google forms

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<b>9</b>	<b>Practical lesson</b> Free trade and fair trade	Supporting a point of view Presenting arguments	LO1,2,4 ,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> In favour, neutral or against	An opinion essay	LO1,2,3	2	Individual work Writing opinion essay	Written task
<b>10</b>	<b>Practical lesson</b> Examples of a fair trade Vocabulary development <b>Review</b>	Multiple meanings	LO2,4,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> Describe ways to reduce pollution	producing introduction and conclusion	LO2,3,5	2	Individual work Demonstration of project	Monologue speech
<b>11</b>	<b>Practical lesson</b> Conserving the past	Dealing with longer texts Indicating reason or result Adding information	LO2,3,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> The role of cultural heritage	Reason and result indicators	LO2,3	2	Individual work Demonstration of info-poster	Infor-Poster
<b>12</b>	<b>Practical lesson</b> Checking your writing <b>Review</b>	Stages of writing	LO1,2,4 ,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> The role of	writing an evaluation essay	LO1,2,3	2	Individual work	Essay

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	historic sites				Organized evaluative information	
13	<b>Practical lesson</b> Wonders of the modern world	Hints to make reading easier Avoiding plagiarism	LO1,2,4,5	3	Work in pairs// Work in small groups //Discussion Group work on-line/off-line communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> Write a summary to the text The Sydney Opera House	writing a summary	LO1,2,3	2	Individual work	Article
14	<b>Practical lesson</b> Islands in the sun <b>Review</b>	Dealing with longer texts Hints to make reading easier Suffixes	LO1,2,4,5	3	Work in pairs// Work in small groups //Discussion Group work communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> The role of attractions in modern world	verbs for reporting another writer’s ideas	LO2,3,5	2	Individual work Organized information	Monologue speech
15	<b>Practical lesson</b> Olympic business	Stages of writing Improving your writing	LO2,3,5	3	Work in pairs// Work in small groups //Discussion Group work communication mode, Individual work	Question – answer,  discussion on the topic, Test Feedback
	<b>LIWT:</b> A permanent site for the Olympics	writing a discursive essay	LO1,2,5	2	Individual work	Monologue speech
16	<b>Practical lesson</b> Two Olympic bids	Making notes Avoiding plagiarism	LO2,3,4	3	Work in pairs// Work in small groups //Discussion Group work communication mode,	Question – answer,  discussion on the topic, Test

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					Individual work	Feedback
<b>17</b>	<b>Practical lesson</b> A permanent site for the Olympics <b>Midterm exam II</b>	Expressing contrast Synonyms and antonyms	LO1,2,3	2	Individual work Test	Written form Google forms
<b>9.</b>	<b>Training and Teaching Methods</b>					
9.1	Practical lessons	oral response, work in pairs, small groups, discussions, solving situational problems, written exercises, performing test tasks, performing exercises, dictionary dictation, compiling monologues, dialogues, oral interviewing, etc.				
9.2	LIW / LIWT	self-mastering the topics included in the program, preparing presentations, writing essays, info poster, monologue-speech, performing test tasks, working with methodological developments, preparing crosswords, milestone control, etc.				
9.3	Midterm examination	test in Google form.				
9.4	Final examination	examination in the form of comprehensive testing. Students who have fully mastered the discipline program and scored a 50% admission rating are allowed to the exam.				
<b>10.</b>	<b>Evaluation criteria</b>					
<b>10.1</b>	<b>Criteria for evaluating the learning outcomes of the disciplin</b>					
LO discipline	Unsatisfactory	Satisfactorily	Good		Excellent	
LO 1.To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts	does not understand the text or misunderstands the content of the text;  not oriented in the text when searching certain facts.	ability to work with a whole text and navigate its structure;  ability to extract the main content of what is read depending on the nature of the textual information.	ability to find necessary generalizations in a text or several texts in case of explicit nature of textual information;  ability to draw on a broad context; to recognize internal logical connections and make appropriate generalizations;  utilize background tasks to fill in gaps in meaning. in case of implicit nature of information.		Mastering the basics of semantic compression of the original with the purpose of compiling a secondary document (report, abstract and/or annotation); elimination of redundant material, generalization of semantic blocks and concretization of parts of the original, realization of appropriate lexico-grammatical transformations while preserving semantic identity.	
LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes	does not have the skills to produce coherent writing/speech	conversation with the use of elements of description, narration and reasoning on the topic;	presenting an oral report on a given topic (with preliminary preparation);  reproduction of a brief or detailed retelling of a		composing a coherent text with  using key words on professional topics.	

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from academic texts		discussing the read or listened text, expressing their opinion and attitude to the narrated text.	listened or read text.	
LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records	unable to work with unfamiliar terminological vocabulary.	choosing the right word meaning from the series of words presented in the dictionary.	expanding the potential vocabulary through conversion and systematization of word formation methods;  mastering lexical and phraseological phenomena characteristic of medical and pharmaceutical texts.	expanding the scope of learners' receptive vocabulary;  inclusion of general scientific terminological and professionally oriented vocabulary into the active vocabulary of learners.
LO 4. To explore and evaluate research techniques and resources and crediting sources of information.	research skills are not developed.	ability to work with sources and documents;  ability to work with reference literature;  ability to work with computer search engines.	ability to perform basic logical operations;  ability to make observations;  ability to conduct various types of research;  ability to organize data in various ways.	ability to express one's thoughts (formulate judgments);  ability to present the results of research.
LO 5. To promote learner independence by encouraging students to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.	lack of independent activity skills;  low level of motivation in the learning process.	solves a reproductive;  problem;  uses literature under the teacher's guidance.	solves problems and any teacher's tasks independently;  presents the result obtained;  exercises self-control;  self-corrects actions;  performs adequate self-assessment of actions.	independently solves tasks and any teacher's assignments;  presents the obtained result;  exercises self-control  performs step-by-step self-correction of actions;  performs adequate self-assessment of actions;



helps other students.

## 10.2 Criteria for evaluating the learning outcomes of the discipline

### Practical lesson's Checklist

Grading by letter system	Digital equivalent of points	Pro valuable content	Evaluation according to the traditional system	Criteria for assessing students' knowledge
A	4.0	95-100	Excellent	<ul style="list-style-type: none"> <li>- deep and solid mastering of the program material;</li> <li>- complete, consistent, competent and logical answers;</li> <li>- the ability to freely cope with the tasks;</li> <li>- correct, justified decisions;</li> <li>- skills of using the information of the main and additional specialized literature;</li> <li>- the ability to self-systematize program material;</li> <li>- universal skills and methods for performing all types of tasks;</li> <li>- ability to work with foreign literature and information resources of the Internet;</li> <li>- Timely and high-quality performance of all types of tasks.</li> </ul>
A-	3.67	90-94		<ul style="list-style-type: none"> <li>- deep assimilation of program material;</li> <li>- complete, consistent and logically formulated answers;</li> <li>- ability to cope with assigned tasks;</li> <li>- made the right decisions;</li> <li>- skills of using special literature on the subject;</li> <li>- the ability to independently systematize the program material;</li> <li>- skills and techniques to perform all types of tasks;</li> <li>- timely execution of all types of orders.</li> </ul>
B+	3.33	85-89	Good	<ul style="list-style-type: none"> <li>- assimilation of program material;</li> <li>- complete, consistent, competent, without significant inaccuracies, presentation of answers for all types of tasks;</li> <li>- correct application of theoretical knowledge;</li> <li>- skills required to perform applied tasks;</li> <li>- skills of using the recommended literature on the subject;</li> <li>- skills of systematization of program material;</li> <li>- skills and techniques to perform all types of tasks;</li> <li>- Timely completion of all types of tasks.</li> </ul>
B	3.0	80-84		<ul style="list-style-type: none"> <li>- assimilation of program material;</li> <li>- consistent presentation of answers to all types of tasks with minor errors;</li> <li>- skills of applying theoretical knowledge under the guidance of a teacher;</li> </ul>

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			<ul style="list-style-type: none"> <li>- skills necessary to perform practical tasks;</li> <li>- skills of using the recommended literature on the subject;</li> <li>- skills of systematization of program material under the guidance of a teacher;</li> <li>- skills to perform all types of tasks;</li> <li>- Ability to self-correct mistakes;</li> <li>- timely completion of all types of tasks with the elimination of errors.</li> </ul>
B-	2.67	75-79	<ul style="list-style-type: none"> <li>- assimilation of program material;</li> <li>- the ability to submit answers with minor errors;</li> <li>- skills of applying theoretical knowledge under the guidance of a teacher;</li> <li>- mastering the methods of performing practical tasks;</li> <li>- skills of using the recommended literature under the guidance of a teacher;</li> <li>- skills of generalization of program material under the guidance of a teacher;</li> <li>- the ability to correct mistakes with the help of a teacher;</li> <li>- timely completion of all types of tasks with the elimination of errors.</li> </ul>
C+	2.33	70-74	<ul style="list-style-type: none"> <li>- assimilation of the main material;</li> <li>- insufficiently correct wording when answering all types of tasks;</li> <li>- violation of the sequence in the presentation of the program material;</li> <li>- difficulties in independent performance of practical tasks;</li> <li>- certain techniques for performing practical tasks;</li> <li>- skills of using the literature recommended by the teacher;</li> <li>- skills of summarizing individual sections of the program material under the guidance of a teacher;</li> <li>- the ability to correct gross errors with the help of a teacher;</li> <li>- performance of all types of tasks with elimination of errors.</li> </ul>

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C	2.0	65-69	<b>Satisfactorily</b>	<ul style="list-style-type: none"> <li>- assimilation of the main material;</li> <li>- misunderstanding of the wording when answering all types of tasks;</li> <li>- lack of consistency in the presentation of the material;</li> <li>- difficulties in independent performance of practical tasks;</li> <li>- certain methods for performing tasks;</li> <li>- difficulties in using the literature recommended by the teacher;</li> <li>- difficulties in summarizing individual sections of the studied material;</li> <li>- the ability to correct gross errors with the help of a teacher;</li> <li>- performance of all types of tasks with elimination of errors.</li> </ul>
C-	1.67	60-64		<ul style="list-style-type: none"> <li>- assimilation of the main material;</li> <li>- misunderstanding of the wording when answering all types of tasks;</li> <li>- lack of consistency in the presentation of the material;</li> <li>- significant difficulties in independent implementation of practical tasks;</li> <li>- insufficient mastery of certain techniques for performing tasks;</li> <li>- significant difficulties in using the literature recommended by the teacher;</li> <li>- significant difficulties in the synthesis of individual sections of the studied material;</li> <li>- the ability to correct gross errors with the help of a teacher;</li> <li>- performance of all types of tasks with elimination of errors.</li> </ul>
D+	1.33	55-59		<ul style="list-style-type: none"> <li>- assimilation of individual sections of the main material;</li> <li>- misunderstanding of the wording when answering all types of tasks;</li> <li>- lack of consistency in the presentation of the material;</li> <li>- significant difficulties in independent implementation of practical tasks;</li> <li>- significant difficulties in applying certain techniques to complete tasks;</li> <li>- significant difficulties in using the literature recommended by the teacher;</li> <li>- significant difficulties in the synthesis of individual sections of the studied material;</li> </ul>

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				<ul style="list-style-type: none"> <li>- difficulties in correcting blunders pointed out by the teacher;</li> <li>- untimely completion of all types of tasks with the elimination of errors.</li> </ul>
D	1.0	50-54		<ul style="list-style-type: none"> <li>- difficulties with the assimilation of certain sections of the main material;</li> <li>- lack of consistency in the presentation of the material;</li> <li>- significant difficulties in independent implementation of practical tasks;</li> <li>- significant difficulties in using the literature recommended by the teacher;</li> <li>- inability to generalize certain sections of the studied material;</li> <li>- significant difficulties in correcting gross errors pointed out by the teacher.</li> </ul>
FX	0.5	25-49	<b>Unsatisfactory</b>	<ul style="list-style-type: none"> <li>- misunderstanding of the wording when answering all types of tasks;</li> <li>- inability to use individual techniques to complete tasks;</li> <li>- untimely completion of all types of tasks with the elimination of errors.</li> </ul>
F	0	0-24		<ul style="list-style-type: none"> <li>- ignorance of the program material;</li> <li>- when performing all types of tasks, gross errors are allowed;</li> <li>- lack of skills in applying individual techniques to complete tasks;</li> <li>- non-fulfillment of tasks provided for by the forms of current, modeling and final control.</li> </ul>

**Checklist for LIWT**

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Types of LIWT	Grade	traditional grade	Criteria for assessing students' knowledge
<b>Presentation</b>	A (4.0; 95-100%);  A- (3.67; 90-94%)	Excellent	<ul style="list-style-type: none"> <li>- presentation is exceptionally clear, concise, and focused, with a well-defined message and purpose.</li> <li>- content is highly relevant to the topic, demonstrating an in-depth understanding of the subject matter.</li> <li>- presenter's research and knowledge are extensive, providing comprehensive insights.</li> <li>- presenter effectively supports their arguments with a wide range of compelling evidence and examples</li> <li>-the presenter consistently engages the audience, maintaining their interest throughout the info poster.</li> <li>- logical and consistent presentation of the text of the work</li> </ul>
	B+ (3.33; 85-89%);  B (3.0; 80-84%)  B- (2.67; 75-79%)	Good	<ul style="list-style-type: none"> <li>-the presentation is generally clear and focused, with a discernible message and purpose.</li> <li>-content is mostly relevant to the topic, demonstrating a solid understanding of the subject matter.</li> <li>-the presenter has conducted thorough research and displays adequate knowledge.</li> <li>-the organization and structure of the presentation are logical, allowing for a coherent flow of information.</li> <li>-the presenter uses a reasonable amount of supporting evidence and examples.</li> </ul>
	C+ (2.33; 70-74%).	Good	<ul style="list-style-type: none"> <li>- made in the correct literary language, stylistically corresponds to the content;</li> <li>- there are single factual inaccuracies;</li> <li>- there are minor inconsistencies in the presentation of thoughts;</li> <li>- the conclusion contains conclusions that logically follow from the content to main part.</li> </ul>
	C (2.0; 65-69%) C- (1.67; 60-64%)	Satisfactory	<ul style="list-style-type: none"> <li>-the presentation has a discernible message and purpose, but it may lack clarity and focus.</li> <li>-content is somewhat relevant to the topic, with gaps in understanding.</li> <li>-the level of research and knowledge is basic and may lack depth.</li> <li>-the organization and structure of the presentation are somewhat logical but may be disjointed.</li> <li>-the use of supporting evidence and examples is minimal.</li> </ul>
	D+ (1,33 ; 55-59%)  D (1.0; 50-54%)		<ul style="list-style-type: none"> <li>-the presentation shows a lack of research and understanding of the subject matter.</li> <li>-there is a lack of relevant literature, data, or sources to support the presentation's content.</li> </ul>
			<ul style="list-style-type: none"> <li>-It addresses a topic or problem that is irrelevant or trivial</li> </ul>

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**Checklist for Midterm control**

<b>Computer test</b>	Max. 100	Min. 50
The test is taken electronically in Google forms. The test consists of 50 questions and should be passed in 50 min. The score is calculated on a 100-point scale. Unsatisfactory FX could be repassed. Unsatisfactory F means failed midterm.	90-100	Excellent
	70-89	Good
	50-69	Satisfactory
	25-49	Unsatisfactory FX
	0-24	Unsatisfactory F

**Point-rating letter system for evaluating educational achievements in accordance with the level model and translation into ECTS and the traditional rating scale**

Level and description of language proficiency according to pan-European competence (further - OEC)	Letter System Evaluation	ECTS Score (isities) Digital Points Equivalent	ECTS Score (isities) Digital Points Equivalent	% content	Traditional Rating Scale
C1	A	A	4,0	95-100	excellent
	A-		3,67	90-94	
	B+	B	3,33	85-89	good
	B	C	3,0	80-84	good
	B-		2,67	75-79	
	C+		2,33	70-74	
	C	D	2,0	65-69	satisfactory
	C-		1,67	60-64	
	D+		1,33	55-59	
	D	E	1,0	50-54	satisfactory
F	FX, F	0	0-49	unsatisfactory	

**11. Learning resources**

Electronic resources, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests)	<a href="http://www.BUSU">http://www.BUSU</a> , <a href="http://www.Kahoot">http://www.Kahoot</a> , <a href="http://www.list-english.ru">http://www.list-english.ru</a> , <a href="http://www.englex.ru">http://www.englex.ru</a> <a href="http://www.window.edu.ru">http://www.window.edu.ru</a> : <a href="http://youtu.be/nR-DdgbEVkl">http://youtu.be/nR-DdgbEVkl</a> , <a href="http://youtu.be/FjYcCUMIqHoM">http://youtu.be/FjYcCUMIqHoM</a> , <a href="http://youtu.be/w6JFRiOQm_S">http://youtu.be/w6JFRiOQm_S</a> , <a href="http://youtu.be/BzKOP-nRF0">http://youtu.be/BzKOP-nRF0</a>
Electronic textbooks	New headway Academic skills, level 3, student’s book, Sarah Philpot, L. Curnick 11 <sup>th</sup>

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	edition, Oxford University Press Glendinning, Eric H. Ron Howard, Professional English in Use. textbook-2012 Raymond Murphy, English grammar in Use, A self-study reference and practice book for intermediate learners of English, 5th edition. Cambridge university press, 2019 Проволоцкая Т.А. Петрова М.Н. ENGLISH FOR MEDICAL PURPOSES, Учебно-методическое пособие, © УО «Белорусский государственный медицинский университет», 2016
Journals (electronic journals)	
Literature	Berzegova, L.U. Professional English in medicine. 1 part [Текст]: textbook Berzegova, L.U. Professional English in medicine. 2 part [Текст]: textbook Berzegova, L.U. Professional English in medicine. 3 part [Текст]: textbook Маслова, А. М. Медициналық жоғарғы оқу орындарына арналған ағылшын тілі : оқулық / . - М. : ГЭОТАР - Медиа, 2016. - 336 бет. с Jakeman, V. New Insight into IELTS [Текст] : workbook / V. Jakeman, C. McDowell. - Cambridge : Cambridge university press, 2013. - 144 p Murphy, R Essential Grammar in Use: A self-study reference and practice book for elementary students of English [Текст] : учебник R Murphy. - 3th ed. - [S. 1.] : Cambridge university press, 2013. – 319 Англо- русский медицинский словарь . словарь / под ред. И. Ю. Марковиной. - М. : ГЭОТАР - Медиа, 2013. - 496 с. Англо-русский медицинский словарь [Электронный ресурс] : словарь / под ред. И. Ю. Марковиной, Э. Г. Улумбекова. - Электрон. текстовые дан. ( 30,3 Мб). - М. : ГЭОТАР - Медиа, 2013. - 496 с. эл. опт. диск (CD-ROM) Берзегова, Л. Ю. Английский язык [Электронный ресурс] = English in Dentistry : учебник / Электрон. текстовые дан. ( 45,4 Мб). - М. : ГЭОТАР - Медиа, 2013. - 360 с эл. опт. диск Берзегова, Л. Ю. Essential reading in medicine [Электронный ресурс] : учебное пособие / Л. Ю. Берзегова, Г. И. Филиппских, Н. А. Мотина. - Электрон. текстовые дан. ( 42,8Мб). - М. : ГЭОТАР - Медиа, 2017. - эл. опт. диск (CD-ROM).
	Грамматика английского языка. Учебное пособие Нупилова А.Б., Ким И.С. , 2016/ <a href="https://aknurpress.kz/login">https://aknurpress.kz/login</a>
	Қазақша – ағылшынша сөздік [Мәтін] : 30 мыңға жуық сөз бен сөз тіркестері қамтылған / [Г. Сағидолда, Г. Қожахметова, Ә. Қызырова ; жалпы ред. басқ.: Ж. Түймебаев, Г. Сағидолда]. - Алматы : Қазығұрт, 2017. - 434, [6] б. <a href="http://elib.kaznu.kz/">http://elib.kaznu.kz/</a>
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	К 95 Кутебаев Т.Ж., Ахметова Г.М. «English in General Medicine»: учебное пособие –Алматы: Издательство «Эверо», 2020. – 216 с <a href="https://www.elib.kz/ru/search/read_book/3047/">https://www.elib.kz/ru/search/read_book/3047/</a>
	Workbook on the English language for the students of the specialty

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	<p>“Biology”. – Workbook / G.K. Karimova, A.S. Kelmaganbetova, A.T. Sarbasova, B.K. Usseidinova – Almaty: Evero - 2020. – 152 p  <a href="https://www.elib.kz/ru/search/read_book/847/">https://www.elib.kz/ru/search/read_book/847/</a></p>
	<p>Кутебаев Т.Ж., Ахметова Г.М. Английский язык: Учебное пособие для медицинских вузов. – Алматы: Издательство «Эверо», 2020. – 168  <a href="https://www.elib.kz/ru/search/read_book/3141/">https://www.elib.kz/ru/search/read_book/3141/</a></p>
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<b>12.</b>	<b>Course policy</b>
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1. Do not be late for classes;
2. Be punctual and mandatory;
3. Observe safety precaution and fire safety, follow instructions;
4. Actively participate in the educational process;
5. Do not miss classes, in cases of absence due to illness, provide a certificate;
6. Work out missed classes at the time appointed by the teacher;
7. Each student must be present until the end of the class;
8. Take homework seriously;
9. Be tolerant and friendly to fellow students and teachers;
10. Wear the appropriate uniform (white robe, cap) at the academy;
12. A learner who has scored a low score (less than 50 points) when passing midterm exam has two attempts for retaking and when the next attempt is taken away 10 points from the total score.
13. The "Task" module of AIS is the main platform for remote training and placement of all educational methodological materials.

<b>13.</b>	<b>Academic policy based on the moral and ethical values of the academy</b>
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	<p>Academic policy. 11.4 Student Honor Code</p> <p>The student aspires to become a worthy citizen of the Republic of Kazakhstan, a professional in the chosen specialty, to develop in himself the best qualities of a creative personality.</p> <p>The student respects the elders, does not allow rudeness towards others and shows sympathy for the socially vulnerable and takes care of them to the extent possible.</p> <p>The student's pattern of decency, culture and morality is intolerant of immorality and does not discriminate on the basis of sex, nationality or religion.</p> <p>The student leads a healthy lifestyle and completely abandons bad habits. The student respects the traditions of the university, protects its property, monitors cleanliness and order in the student dormitory. The student recognizes the necessary and useful activities aimed at developing creative activity (scientific, educational, sports, artistic, etc.), at improving the corporate culture and image of the university. Outside the walls, the student always remembers that he is a representative of the higher school and makes every effort not to drop his honor and dignity.</p> <p>The student considers it his duty to fight against all types of academic dishonesty, including: writing off and asking others for help when undergoing knowledge control procedures; Submission of any volume of training materials (abstracts, course, control, diploma and other works), including Internet resources, as results of own work; using family or service relationships to gain a higher rating; absenteeism, delays and skipping training without good reason.</p>
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	The student considers all the listed types of academic unscrupulous as incompatible with obtaining a high-quality and competitive education worthy of the future economic, political and managerial elite of Kazakhstan.		
<b>14.</b>	<b>Approval and revision</b>		
<b>Approval date</b>  26. 05. 2023	<b>Protocol No. _10_</b>	<b>Full name of Head of the Department</b> Zhumagulova G.K.	<b>Signature</b> 