

Methodical recommendation for students` individual works

Discipline: Foreign language (English) B1 level

Code of discipline: FL 1103

Name of EP: 6B10115 «Medicine»

6B10117 “Dentistry”

6B10118 «Medical and preventive care»

6B10116 «Pediatrics»

6B10106 «Pharmacy»

6B07201 “Technology of pharmaceutical industry”

6B10111 “Public Health”

6B10104 “Nursing”

Credit: 150/5

Course: 1

Semester: 1

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This methodical recommendation for practical lessons was composed on the basis of the educational work program of discipline (syllabus) and discussed at the meeting of the department.

Protocol № 11 10.08, 2024 y

The head of the department  Zhumagulova G.K.

Student`s individual work #1

1. Theme Modern family and its problems (budget, relationships, generation gap)

Family in modern society; modern young family and its problems; types of modern families in the world; relationships in the family.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

2 week

7. Bibliography (on last page)

Student`s individual work #2

1. Theme: Daily routine of successful people. My leisure time.

Study the daily routine of successful people. Write a life hack of successful people about the right mode of the day.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

2 week

7. Bibliography (on last page)

Student`s individual work #3

1. Theme: Types of housing and advices of designers.

Housing construction; types of housing (urban, rural house, apartment)

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

3 week

7. Bibliography (on last page)

Student`s individual work #4

1. Theme: Unusual traditions in the Republic of Kazakhstan and the ESC.

Holiday rituals, cultural projects and traditions of the Republic of Kazakhstan and English speaking countries.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

4 week

7. Bibliography (on last page)

Student`s individual work #5

1. Theme: Create an advertising booklet for those who want to visit your country.

Develop a route of attractions of the country.

Recreation organization; active, passive recreation; Tourism; rest and recovery; entertainment; journey, nationality, city, transport, orientation in the city, sights of the city.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

5 week

7. Bibliography (on last page)

Student's individual work #6

1. Theme: Compare the political system of Kazakhstan and ESC. State symbols of Kazakhstan and ESC.

History; the formation of the state; cultural and historical background of the national symbols; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher's speech and making up dialogues according to the theme
-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

6 week

7. Bibliography (on last page)

Student's individual work #7

1. Theme: Future of medical education in the Republic of Kazakhstan and the ESC.

Midterm examination (test)

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher's speech and making up dialogues according to the theme
-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

7 week

7. Bibliography (on last page)

Student's individual work # 8

1. Theme: The latest scientific achievements and discoveries Science and technology, innovation.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

-to form understanding of the teacher's speech and making up dialogues according to the theme
-to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

8 week

7. Bibliography (on last page)

Student`s individual work # 9

1. Theme: The most developed industries of the Republic of Kazakhstan and the ESC.

History; the formation of the state; cultural and historical background of the national symbols; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy..

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

9 week

7. Bibliography (on last page)

Student`s individual work # 10

1. Theme: First Aid Basics

Discuss essential first aid skills, like how to treat minor cuts, burns, or sprains. Explain the importance of having a first aid kit at home

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher`s speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

10 week

7. Bibliography (on last page)

Student's individual work # 11

1. Theme: Key aspects of the Cultural Policy Concept of the Republic of Kazakhstan History; the formation of the state; cultural and historical background of the national symbols; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

11 week

7. Bibliography (on last page)

Student's individual work # 12

1. Theme: The similarities and differences of the calendar of holidays in the Republic of Kazakhstan and the ESC.

History; the formation of the state; cultural and historical background of the national symbols; state flag, national emblem, national anthem; slogans, emblems, state and political system, branches of the economy.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

12 week

7. Bibliography (on last page)

Student's individual work # 13

1. Theme: Imagine that you are famous producer and what kind of TV program or film you would produce

Writers, poets, artists, politicians, leaders, actors and actresses

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

13 week

7. Bibliography (on last page)

Student's individual work #14

1. Theme: The movie would you like to live in/ the best movie you've ever seen
Music that inspires you. Great musician of the world.

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

14 week

7. Bibliography (on last page)

Student's individual work # 15

1. Theme: Music that inspires you. Great musician of the world.
Art, music, films, outstanding people

Midterm examination (test)

2. Objectives:

To acquire knowledge and skills in speaking, reading, writing and listening;

3. Tasks:

- to form understanding of the teacher's speech and making up dialogues according to the theme
- to extract the information from the text

4. The form of activity:

Monologue speech/Dialogue speech

5. Criteria for assessing students' knowledge (on last page)

6. Deadline:

15 week

7. Bibliography (on last page)

Bibliography:

Basic:

1. Маслова, А. М. Медициналық жоғарғы оқу орындарына арналған ағылшын тілі : оқулық /. - М. : ГЭОТАР - Медиа, 2016. - 336 бет. с.
2. Маслова, А. М. Английский язык для медицинских вузов : учебник / - 5-е изд., испр. . - М. : ГЭОТАР - Медиа, 2015. - 336
3. English for the pharmaceutical industry: textbook / M. Bucheler [and etc.]. - New York: Oxford University Press, 2014. - 96 p. +эл. опт. диск (CD-ROM).
Маслова, А. М. Английский язык для медицинских вузов : учебник . - 5-е изд. испр. - М. : ГЭОТАР - Медиа, 2013.

Additional:

1. Англо- русский медицинский словарь. словарь / под ред. И. Ю. Марковиной. - М. : ГЭОТАР - Медиа, 2013. - 496 с.
2. Ж.М.Какуля, О.Н.Сорокина Профессиональному английскому языку для студентов по специальности «Общая медицина» 2014.
3. 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
4. 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)
5. 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).
6. 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.
<http://elib.kaznu.kz/>
7. Английский язык [Электронный ресурс] English in Dentistry: учебник / Л.Ю. Берзегова; под ред. Л. Ю. Берзеговой 2-с из., испр. и доп. Электрон. текстовые дан. (45,4 Мб). М.: ГЭОТАР-Медиа, 2013. - 360 с эл. опт.диск (CD-ROM): ил.
8. Сатбаева А.А., Сагантаева С.Х. Английский язык для фармацевтов. – Алматы: «Эверо», 2020. – 296с. <https://www.elib.kz>
9. Новый англо-русский и русско-английский словарь. 100000 слов и словосочетаний [Текст]: словарь. - М.: ООО "Дом Славянской книги", 2014. - 992 с
10. Англо- русский медицинский словарь [Текст]: словарь / под ред. И. Ю. Марковиной. - М.: ГЭОТАР - Медиа, 2013. - 496 с.

5. Criteria for perform SIWT

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

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| | D+ (1, 33 ; 5 5 -5 9 %) D (1.0; 50- 54%) | satisfactory | -the presentation shows a lack of research and understanding of the subject matter. -there is a lack of relevant literature, data, or sources to support the presentation's content. -It addresses a topic or problem that is irrelevant or trivial |
| Info poster | A (4.0; 95- 100%); A- (3.67; 90- 94%) | excellent | -visual aids are clear, well-designed, and directly contribute to the presentation's effectiveness. -the design and layout of visuals are consistent and visually pleasing. -visuals are thoughtfully chosen and strategically placed to enhance comprehension. - organization and structure of the info-poster are flawless, facilitating a smooth flow of information. - the problem is clearly formulated, coherently and fully proved -visual aids are not only visually appealing but also enhance the audience's understanding significantly. |
| | B+ (3.33; 85- 89%); B (3.0; 80- 84%) B- (2.67; 75- 79%) | Good | -visual aids are mostly clear and adequately designed but may have some minor issues. -the design and layout of visuals are generally consistent. -visuals generally contribute to the info poster's effectiveness. -the info poster presents not so clear, not complete, or not correctly organized results or findings -It offers not so unique perspective or solution to the problem -It addresses a topic or problem that is relevant or trivial. |
| | C+ (2.33; 70- 74%). | Good | - made in the correct literary language, stylistically corresponds to the content; - there are single factual inaccuracies; - there are minor inconsistencies in the presentation thoughts; - the conclusion contains conclusions that logically follow from the content to main part. |
| | C (2.0; 65- 69%) C- (1.67; 60- 64%) | satisfactory | - mainly reveals the topic; - the presenter engages the audience to some extent but may struggle to maintain their interest. -visual aids, if used, contribute minimally to the presentation's understanding. - the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts |
| | D+ (1, 33 ; 5 5 -5 9 %) D (1.0; 50- 54%) | satisfactory | -the info poster documentation is disorganized, lacks detail, and is poorly structured. -visuals, if used, do not effectively enhance understanding or are irrelevant. -the material is unclear, unengaging, and fails to communicate the info poster's key points effectively. |

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|--------------|--|--------------|---|
| Essay | A (4.0; 95-100%); A- (3.67; 90-94%) | excellent | <ul style="list-style-type: none"> - the content of the work is fully consistent with the topic; - the topic is deeply and reasonably revealed, which indicates excellent knowledge of the problem -additional materials required for its coverage, the ability to draw conclusions and generalizations; - harmonious in composition, logical and consistent presentation of thoughts; - the problem is clearly formulated, coherently and fully proved - written in the correct literary language and stylistically corresponds to the content; - there are no actual errors; - the semantic unity of the text has been achieved - the conclusion contains conclusions that logically follow from the content to main part. |
| | B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%) | Good | <ul style="list-style-type: none"> - content is relevant to the topic - good knowledge of literary material is revealed, and other sources on the topic of the essay and the ability to use them to justify , their thoughts, as well as draw conclusions and generalizations; - logical and consistent presentation of the text of the work; - clearly formulated thesis corresponding to the topic , - in the main part is logical, coherent, but not complete enough the thesis put forward is proved . |
| | C+ (2.33; 70-74%). | Good | <ul style="list-style-type: none"> - written in the correct literary language, stylistically corresponds to the content; - there are single factual inaccuracies; - there are minor inconsistencies in the presentation thoughts; - the conclusion contains conclusions that logically follow from the content to main part. |
| | C (2.0; 65-69%) C- (1.67; 60-64%) | satisfactory | <ul style="list-style-type: none"> - mainly reveals the topic; - a correct, but one-sided or insufficiently complete answer is given to topic - deviations from it or individual errors in the presentation were made factual material; - insufficient ability to draw conclusions and generalizations is revealed; - the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts; - the conclusions do not fully correspond to the content of the main part. |
| | D+ (1,33 ; 55-59%) | satisfactory | <ul style="list-style-type: none"> - the topic is not fully disclosed, which indicates a superficial knowledge; - consists of a confused retelling of individual events, without |

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|----------------|--|--------------|---|
| | D (1.0; 50-54%) | | <p>conclusion and generalizations;</p> <ul style="list-style-type: none"> - characterized by a random arrangement of the material, the absence connections between parts; - conclusions do not follow from the main part; - numerous (60-100%) text borrowings from other sources; - characterized by the presence of gross speech errors. |
| Project | A (4.0; 95-100%); A- (3.67; 90-94%) | excellent | <ul style="list-style-type: none"> -the presenter's verbal communication is exceptional, featuring clear articulation, an engaging tone, and a well-paced delivery, -non-verbal communication is outstanding, with confident and appropriate eye contact, gestures, and body language, - visuals, such as charts, graphs, and images, are used effectively to enhance understanding, - the problem is clearly formulated, coherently and fully proved, - technical aspects, clarity of slides and audio quality -demonstrates a high degree of creativity and innovation in style or content, setting it apart from others. |
| | B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%) | Good | <ul style="list-style-type: none"> -verbal communication is generally clear and understandable, with few issues related to articulation, tone, or pace. -non-verbal communication, including eye contact, gestures, and body language, is generally appropriate. -the presenter engages the audience effectively, maintaining their interest during most of the project. -visual aids contribute to the presentation's understanding, although there may be some minor improvements needed. |
| | C+ (2.33; 70-74%). | Good | <ul style="list-style-type: none"> -the presentation demonstrates some creativity and innovation in style or content, although there's room for enhancement -the project follows 70% any specific guidelines, formatting, or requirements provided by the instructor - it demonstrates 70% significance and relevance in its chosen context |
| | C (2.0; 65-69%) C- (1.67; 60-64%) | satisfactory | <ul style="list-style-type: none"> -the project has a discernible message and purpose, but it may lack clarity and focus. -content is somewhat relevant to the topic, with gaps in understanding. -the level of research and knowledge is basic and may lack depth. -the organization and structure of the project are somewhat logical but may be disjointed. -the use of supporting evidence and examples is minimal. |
| | D+ (1,33 ; 55-59%) | satisfactory | <ul style="list-style-type: none"> -the project lacks clear scope, objectives, or purpose, making it difficult to understand its focus |

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| | D (1.0; 50-54%) | | <ul style="list-style-type: none"> - the project fails to draw meaningful conclusions based on the results -the goals of the project are poorly defined, unrealistic, or unachievable - the project shows a lack of research and understanding of the subject matter. |
| Monologue speech | A (4.0; 95-100%); A- (3.67; 90-94%) | excellent | <ul style="list-style-type: none"> - verbal communication, clear articulation, tone, and pace; - the topic is deeply and reasonably revealed, which indicates excellent knowledge of the problem -additional materials required for its coverage, the ability to draw conclusions and generalizations; - harmonious in composition, logical and consistent presentation of thoughts; - the problem is clearly formulated, coherently and fully proved -the speaker adeptly answers questions and engages in meaningful discussions, demonstrating a deep understanding of the topic; - correct literary language and stylistically corresponds to the content; - there are no actual errors |
| | B+ (3.33; 85-89%); B (3.0; 80-84%) B- (2.67; 75-79%) | Good | <ul style="list-style-type: none"> -verbal communication is generally clear and understandable, with few issues related to articulation, tone, or pace. -non-verbal communication, including eye contact, gestures, and body language, is generally appropriate. - logical and consistent presentation of the text of the work; - clearly formulated thesis corresponding to the topic , - in the main part is logical, coherent, but not complete enough the thesis put forward is proved. |
| | C+ (2.33; 70-74%). | Good | <ul style="list-style-type: none"> -the speaker responds adequately to questions and engages in discussions, demonstrating a reasonable understanding of the topic. -audience engagement strategies, while speaking, may require some improvement. -challenges or interruptions are addressed satisfactorily. - there are single factual inaccuracies; - there are minor inconsistencies in the presentation of thoughts |
| | C (2.0; 65-69%) C- (1.67; 60-64%) | satisfactory | <ul style="list-style-type: none"> - mainly reveals the topic; - a correct, but one-sided or insufficiently complete answer is given to topic -verbal communication is understandable but may have noticeable issues with articulation, tone, or pace. -non-verbal communication, including eye contact, gestures, and body language, is somewhat lacking or inappropriate at times |

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| | | | <ul style="list-style-type: none"> - the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts; - the conclusions do not fully correspond to the content of the main part. |
| | <p>D+ (1, 33 ; 5 5 -5 9 %)</p> <p>D (1.0; 50- 54%)</p> | satisfactory | <ul style="list-style-type: none"> - the topic is not fully disclosed, which indicates a superficial knowledge; - consists of a confused retelling of individual events, without conclusion and generalizations; - characterized by a random arrangement of the material, the absence connections between parts; - conclusions do not follow from the main part; - characterized by the presence of gross speech errors. |



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