


<p style="text-align: center;"> ONTUSTIK-QAZAQSTAN  MEDISINA  AKADEMIASY  «Оңтүстік Қазақстан медицина академиясы» АҚ </p>  <p style="text-align: center;"> SOUTH KAZAKHSTAN  MEDICAL  ACADEMY  АО «Южно-Казахстанская медицинская академия» </p>			
Foreign languages department			044-36-11( )
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**Syllabus**  
**Department «Foreign languages»**  
**Discipline academic work program (Syllabus)**  
**Educational program 7M10102 “Public health” 1 year (profile direction)**

1.	General information about the Course		
1.1	Course Code: M-Sht	1.6	Academic year: 2024-2025
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):2/60 hours
1.5	Cycle: BD (basic discipline)	1.10	Component: UC
2.	Course description (maximum 50 words)		
Purpose of discipline: allows to develop communication skills in a foreign language, intercultural competencies and business correspondence skills. The main types reading original sources of foreign-language, preparation of written reports on scientific topics by specialty. Listen to lectures, messages containing professional information.			
3.	Summative assessment form		
3.1	Testing	V	
4.	Discipline objectives		
The purpose of discipline at this stage includes the development of the following competencies: - 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; - cognitive competence ensures the formation of language as an integral part of the process of cognition and the formation of thinking; - 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.			
5.	Learning outcomes		
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	Course learning outcomes		The learning outcomes of the EP, which are related to the learning outcomes of the course



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	LO 1. To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts			LO 6 Uses scientific information to develop the field of public health and introduce new approaches within the framework of their qualifications.		
	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. Demonstrates knowledge and understanding of the interdisciplinary nature of experimental work in the field of public health.		
	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.					
6.	Details of the course					
6.1	Location (building, auditorium): Contact information: SKMA JSC, Department of Foreign Languages, Tokayev st., 27A auditorium No. 402. e-mail: <a href="mailto:inostr.kaf@mail.ru">inostr.kaf@mail.ru</a> , <a href="mailto:inostr.kaf@ukma.kz">inostr.kaf@ukma.kz</a>					
6.2	Number of hours	Practical lessons		LIWT		LIW
		20		12		28
7.	Information about teachers					
№	Full name		Degrees and title		Email address	
1.	Zhumagulova Gulshat Kopzhanovna		Candidate of Philology, Head of the Department of Foreign Languages		<a href="mailto:dan-adik@mail.ru">dan-adik@mail.ru</a>	
2.	Dzharkimbekova Nazikha Karzhaubekovna		Candidate of Philology, docent		<a href="mailto:inostr.kaf@mail.ru">inostr.kaf@mail.ru</a>	
8.	Thematic plan					
Week/ Day	Topic name	Summary	Cours e learni ng outco mes	Nu mb er of ho urs	Forms / methods / learning technologies	Forms / assessment methods
1	Practical lesson: Education and learning	Good study habits Effective reading: survey, skim, scan and intensive reading Education in the UK Comparing and contrasting Degrees of adjective	LO1,4	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT Postgraduate education in	Developing public speech: topic sentences, body sentences, final sentences	LO2,4,5	2/3	Individual work Demonstration of presentation	Presentation

	Kazakhstan					
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 Individual work	Question – answer, Test Feedback
	<b>LIWT:</b> Comparing the education system in Kazakhstan with either England or Japan	Writing a comparing and contrasting essay	LO1,3,5	2/4	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 Individual work	Question – answer, discussion on the topic, Test Feedback
	<b>LIWT:</b> Vaccinations  <b>Midterm exam I</b>	Developing a paragraph: topic sentences, body sentences, final sentences	LO3,4,5	2/4	Individual work writing paragraph	Essay  Google form
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 Individual work	Question – answer, discussion on the topic, Test Feedback
	<b>LIWT:</b> Diet and health	Writing a paragraph	LO2,3,5	2/3	Individual work Writing paragraph	Essay
5	<b>Practical lesson:</b> A model of a good urban planning	Paragraph purpose. Searching the internet efficiently and selecting information	LO1,2,5	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Feedback
	<b>LIWT:</b> Why Shymkent should hold the national/ cultural event <b>Midterm exam 1</b>	Writing a persuasive article	LO2,3,5	2/4	Individual work Demonstration of project	Project  Google forms
6	<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 Individual work	Question – answer, discussion on the topic, Test

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						Feedback
	<b>LIWT:</b> Cultural event in Shymkent	Writing a thesis statement and introduction to the essay	LO1,2,3	2/4	Individual work Demonstration of presentation	Presentation with planned mistakes
<b>7</b>	<b>Practical lesson:</b> Water, food and energy  <b>Midterm exam II</b>	Finding information from more than one source (data, numerals, percentage) Identifying language for rephrasing and giving examples Introductions and conclusions	LO1,2,4,5	2	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback  Google form
	<b>Preparation and carrying out of midterm exam</b> (10% of the total number of hours allocated to the discipline)					<b>6</b>
<b>9.</b>	<b>Training and Teaching Methods</b>					
9.1	Practical lessons	oral response, discussions, 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, project 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		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-

			information.	grammatical transformations while preserving semantic identity.
LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts	does not have the skills to produce coherent writing/speech	conversation with the use of elements of description, narration and reasoning on the topic;  discussing the read or listened text, expressing their opinion and attitude to the narrated text.	presenting an oral report on a given topic (with preliminary preparation);  reproduction of a brief or detailed retelling of a listened or read text.	composing a coherent text with  using key words on professional topics.
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	lack of independent activity skills;	solves a reproductive;	solves problems and any teacher's tasks independently;	independently solves tasks and any teacher's


early study skills to refresh their memories, or see how new skills build on and develop those previously presented.	low level of motivation in the learning process.	problem; uses literature under the teacher's guidance.	presents the result obtained; exercises self-control; self-corrects actions; performs adequate self-assessment of actions.	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.
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## 10.2 Criteria for evaluating the learning outcomes of the discipline

### Practical lesson's Checklist

Type of assessment	Criteria for assessing learner's knowledge	Grade
Question-Answer	<b>Clarity:</b> Ensure the question is clear, focused, and aligned with the learning objectives.	0-5
	<b>Relevance:</b> Does the question reflect theoretical or applied linguistic concepts covered in the course?	0-5
	<b>Depth:</b> Check if the question encourages critical thinking or application of knowledge.	0-5
	<b>Answer Completeness:</b> Is the learner's answer comprehensive and accurate?	0-5
	<b>Citations/Evidence:</b> Has the learner provided relevant examples or references to support their answer?	0-5
Type of assessment	Criteria for assessing learner's knowledge	Grade
Discussion on the Topic Checklist	<b>Participation</b>	
	Did the learner actively participate in the discussion?	0-5
	Were the contributions timely and relevant to the topic?	0-5
	<b>Quality of Contributions</b>	
	Did the learner present original ideas or perspectives?	0-5
	Were arguments well-supported with references, theories, or examples?	0-5
	Did the learner critically engage with peers' ideas (e.g., ask questions, build on points)?	0-5
	<b>Communication Skills</b>	
	Was the language clear, professional, and appropriate for the academic context?	0-5
	Did the learner maintain respect and courtesy during the	0-5



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	discussion?	
<b>Type of assessment</b>	<b>Criteria for assessing learner's knowledge</b>	<b>Grade</b>
Feedback	<b>Constructiveness:</b> Is the feedback specific, actionable, and constructive?	<b>0-5</b>
	<b>Balance:</b> Does the feedback highlight both strengths and areas for improvement?	<b>0-5</b>
	<b>Focus:</b> Is the feedback relevant to the content and skills assessed?	<b>0-5</b>
	<b>Tone:</b> Is the feedback encouraging and respectful?	<b>0-5</b>
	<b>Examples:</b> Does the feedback include examples or suggestions to support improvement?	<b>0-5</b>
	<b>Clarity:</b> Is the feedback easy to understand and well-structured?	<b>0-5</b>
<b>Type of assessment</b>	<b>Criteria for assessing learner's knowledge</b>	<b>Grade</b>
Test	The test is taken electronically in Google forms. The test consists of 10 questions and should be passed in 5 min. The score is calculated on a 10-point scale.	Excellent 9-10 Good 7-8 Satisfactory 5-6 Unsatisfactory 0-4

#### Checklist for LIWT

Types of LIWT	Grade	traditional grade	Criteria for assessing students' knowledge
Presentation	A (4.0; 95-100%);  A- (3.67; 90-94%)	Excellent	- 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	-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.

Info poster	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> <li>-It addresses a topic or problem that is irrelevant or trivial</li> </ul>
	F (0; 0-49 %)	Unsatisfactory	<ul style="list-style-type: none"> <li>• The content is inaccurate or irrelevant to the topic.</li> <li>• Major points are missing, or the information is superficial, lacking depth and explanation.</li> <li>• There is a lack of clear argument or purpose.</li> <li>• Evidence and examples are poorly chosen or absent.</li> <li>• The presentation lacks a clear introduction, body, and conclusion.</li> <li>• Ideas are disorganized, making it hard to follow the main points.</li> <li>• The presenter shows little or no engagement with the audience.</li> <li>• The delivery is monotonous, lacking enthusiasm, or confidence.</li> <li>• The presenter reads from slides or notes excessively, showing little interaction with the audience.</li> <li>• The presenter is unable to respond to questions or engage in discussion.</li> <li>• The answers provided are vague or irrelevant, demonstrating a lack of preparation or understanding of the topic.</li> </ul>
	A (4.0; 95-100%); A- (3.67; 90-94%)	Excellent	<ul style="list-style-type: none"> <li>-visual aids are clear, well-designed, and directly contribute to the presentation's effectiveness.</li> <li>-the design and layout of visuals are consistent and visually pleasing.</li> <li>-visuals are thoughtfully chosen and strategically placed to enhance comprehension.</li> <li>- organization and structure of the info-poster are flawless, facilitating a smooth flow of information.</li> <li>- the problem is clearly formulated, coherently and fully proved</li> <li>-visual aids are not only visually appealing but also enhance the audience's understanding significantly.</li> </ul>



	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%).		- 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 ; 55-59 %)  D (1.0; 50-54%)		-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.
	F (0; 0-49 %)	Unsatisfactory	<ul style="list-style-type: none"> <li>• The information presented is inaccurate, misleading, or irrelevant to the topic.</li> <li>• The key message or purpose of the poster is unclear or missing.</li> <li>• Essential details are omitted or not explained adequately.</li> <li>• There is a lack of factual evidence, supporting data, or credible sources.</li> <li>• The poster fails to convey a clear, coherent message.</li> <li>• The main idea or purpose is unclear, or there is too much irrelevant information.</li> <li>• Text is overly complicated or uses jargon without explanation.</li> <li>• No clear distinction between the most important points and supplementary details.</li> <li>• The text is poorly written with numerous spelling or grammatical errors.</li> <li>• Typography choices (font style, size, spacing) are inconsistent or difficult to read.</li> <li>• The poster has too much empty space (lack of content) or is overcrowded with text and images.</li> <li>• Poor use of white space makes the poster look unbalanced or unprofessional.</li> <li>• Elements are crowded together with no breathing room, making the poster difficult to read.</li> </ul>

Essay	A (4.0; 95-100%);  A- (3.67; 90-94%)	Excellent	<ul style="list-style-type: none"> <li>- the content of the work is fully consistent with the topic;</li> <li>- the topic is deeply and reasonably revealed, which indicates excellent knowledge of the problem</li> <li>-additional materials required for its coverage, the ability to draw conclusions and generalizations;</li> <li>- harmonious in composition, logical and consistent presentation of thoughts;</li> <li>- the problem is clearly formulated, coherently and fully proved</li> <li>- written in the correct literary language and stylistically corresponds to the content;</li> <li>- there are no actual errors;</li> <li>- the semantic unity of the text has been achieved</li> <li>- the conclusion contains conclusions that logically follow from the content to main part.</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>- content is relevant to the topic</li> <li>- 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;</li> <li>- logical and consistent presentation of the text of the work;</li> <li>- clearly formulated thesis corresponding to the topic ,</li> <li>- in the main part is logical, coherent, but not complete enough the thesis put forward is proved .</li> </ul>
	C+ (2.33; 70-74%).		<ul style="list-style-type: none"> <li>- written 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 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>- mainly reveals the topic;</li> <li>- a correct, but one-sided or insufficiently complete answer is given to topic</li> <li>- deviations from it or individual errors in the presentation were made factual material;</li> <li>- insufficient ability to draw conclusions and generalizations is revealed;</li> <li>- the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts;</li> <li>- the conclusions do not fully correspond to the content of the main part.</li> </ul>
	D+ (1, 33 ; 55-59 %)  D (1.0; 50-54%)		<ul style="list-style-type: none"> <li>- the topic is not fully disclosed, which indicates a superficial knowledge;</li> <li>- consists of a confused retelling of individual events, without conclusion and generalizations;</li> <li>- characterized by a random arrangement of the material, the absence connections between parts;</li> <li>- conclusions do not follow from the main part;</li> </ul>

			<ul style="list-style-type: none"> <li>- numerous (60-100%) text borrowings from other sources;</li> <li>- characterized by the presence of gross speech errors.</li> </ul>
	F (0; 0-49 %)	Unsatisfactory	<ul style="list-style-type: none"> <li>• The essay includes little or no evidence or reference to credible sources. (if sources are used, they are either irrelevant, incorrect, or improperly integrated).</li> <li>• There is a lack of academic depth or engagement with existing research, theories, or literature.</li> <li>• Citations are missing, inaccurate, or improperly formatted.</li> <li>• The essay lacks a clear structure (e.g., no introduction, body, or conclusion).</li> <li>• Paragraphs are poorly organized or do not follow a logical progression.</li> <li>• The essay may jump from one point to another with no clear connection or coherence.</li> <li>• Arguments are weak, underdeveloped, or not substantiated with evidence.</li> <li>• The writer does not provide sufficient reasoning to support claims or conclusions.</li> <li>• There is no attempt to critically evaluate or synthesize information.</li> <li>• Frequent spelling, punctuation, or grammatical errors significantly hinder understanding.</li> <li>• The writing lacks coherence, with awkward phrasing, unclear pronouns, or repetitive language.</li> <li>• Vocabulary is overly simplistic or inappropriate for an academic essay.</li> <li>• The essay may be submitted late or fail to follow basic submission guidelines.</li> </ul>
Project	A (4.0; 95-100%);	Excellent	<ul style="list-style-type: none"> <li>-the presenter's verbal communication is exceptional, featuring clear articulation, an engaging tone, and a well-paced delivery,</li> <li>-non-verbal communication is outstanding, with confident and appropriate eye contact, gestures, and body language,</li> <li>- visuals, such as charts, graphs, and images, are used effectively to enhance understanding,</li> <li>- the problem is clearly formulated, coherently and fully proved,</li> <li>- technical aspects, clarity of slides and audio quality</li> <li>-demonstrates a high degree of creativity and innovation in style or content, setting it apart from others.</li> </ul>
	A- (3.67; 90-94%)		
	B+ (3.33; 85-89%);	Good	<ul style="list-style-type: none"> <li>-verbal communication is generally clear and understandable, with few issues related to articulation, tone, or pace.</li> <li>-non-verbal communication, including eye contact, gestures, and body language, is generally appropriate.</li> <li>-the presenter engages the audience effectively, maintaining their interest during most of the project.</li> <li>-visual aids contribute to the presentation's understanding, although there may be some minor improvements needed.</li> </ul>
	B (3.0; 80-84%)		
	B- (2.67; 75-79%)		
	C+ (2.33; 70-74%).		<ul style="list-style-type: none"> <li>-the presentation demonstrates some creativity and innovation in style or content, although there's room for enhancement</li> <li>-the project follows 70% any specific guidelines, formatting, or requirements provided by the instructor</li> <li>- it demonstrates 70% significance and relevance in its chosen context</li> </ul>

Monologue speech	C (2.0; 65-69%) C- (1.67; 60-64%)	Satisfactory	-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 %) D (1.0; 50-54%)	Satisfactory	-the project lacks clear scope, objectives, or purpose, making it difficult to understand its focus - 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.
	F (0; 0-49 %)	Unsatisfactory	<ul style="list-style-type: none"> <li>• The project lacks clear objectives or a defined scope.</li> <li>• There is no clear understanding or articulation of the purpose and outcomes of the project.</li> <li>• The project lacks adequate research or data, or the research is irrelevant or inaccurate.</li> <li>• The project is incomplete or parts of it are missing or not functioning as intended.</li> <li>• The project lacks originality or creativity.</li> </ul>
	A (4.0; 95-100%); A- (3.67; 90-94%)	Excellent	<ul style="list-style-type: none"> <li>- verbal communication, clear articulation, tone, and pace;</li> <li>- the topic is deeply and reasonably revealed, which indicates excellent knowledge of the problem</li> <li>-additional materials required for its coverage, the ability to draw conclusions and generalizations;</li> <li>- harmonious in composition, logical and consistent presentation of thoughts;</li> <li>- the problem is clearly formulated, coherently and fully proved</li> <li>-the speaker adeptly answers questions and engages in meaningful discussions, demonstrating a deep understanding of the topic;</li> <li>- correct literary language and stylistically corresponds to the content;</li> <li>- there are no actual errors</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>-verbal communication is generally clear and understandable, with few issues related to articulation, tone, or pace.</li> <li>-non-verbal communication, including eye contact, gestures, and body language, is generally appropriate.</li> <li>- logical and consistent presentation of the text of the work;</li> <li>- clearly formulated thesis corresponding to the topic ,</li> <li>- in the main part is logical, coherent, but not complete enough the thesis put forward is proved.</li> </ul>
	C+ (2.33; 70-74%).		<ul style="list-style-type: none"> <li>-the speaker responds adequately to questions and engages in discussions, demonstrating a reasonable understanding of the topic.</li> <li>-audience engagement strategies, while speaking, may require some improvement.</li> <li>-challenges or interruptions are addressed satisfactorily.</li> </ul>

			<ul style="list-style-type: none"> <li>- there are single factual inaccuracies;</li> <li>- there are minor inconsistencies in the presentation of thoughts</li> </ul>
	C (2.0; 65-69%) C- (1.67; 60-64%)	Satisfactory	<ul style="list-style-type: none"> <li>- mainly reveals the topic;</li> <li>- a correct, but one-sided or insufficiently complete answer is given to topic</li> <li>- verbal communication is understandable but may have noticeable issues with articulation, tone, or pace.</li> <li>- non-verbal communication, including eye contact, gestures, and body language, is somewhat lacking or inappropriate at times</li> <li>- the material is presented quite logically, but there are separate violation of the sequence of expression of thoughts;</li> <li>- the conclusions do not fully correspond to the content of the main part.</li> </ul>
	D+ (1, 33 ; 55 -59 %)		<ul style="list-style-type: none"> <li>- the topic is not fully disclosed, which indicates a superficial knowledge;</li> <li>- consists of a confused retelling of individual events, without conclusion and generalizations;</li> <li>- characterized by a random arrangement of the material, the absence connections between parts;</li> <li>- conclusions do not follow from the main part;</li> <li>- characterized by the presence of gross speech errors.</li> </ul>
	D (1.0; 50-54%)		
	F (0; 0-49 %)	Unsatisfactorily	<ul style="list-style-type: none"> <li>• The speech lacks a clear central message or purpose.</li> <li>• The content is irrelevant, off-topic, or does not address the assigned prompt or objective.</li> <li>• Key points are missing, underdeveloped, or not clearly explained.</li> <li>• The speech fails to provide meaningful or accurate information.</li> <li>• The speech lacks a clear structure (e.g., introduction, body, conclusion).</li> <li>• The ideas or arguments are presented in a confusing or illogical</li> <li>• There is a lack of eye contact, poor posture, or limited use of gestures.</li> <li>• The speaker's voice lacks variation in tone, pace, or volume, making the speech dull.</li> </ul>

#### 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-	Letter System Evaluation	ECTS Score (ities) Digital Points	ECTS Score (ities) Digital Points	% content	Traditional	
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European competence (further - OEC)	n	Equivalent	Equivalent		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		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)	1.Электронная библиотека ЮКМА- <a href="http://e-lib.skma.edu.kz/genres">http://e-lib.skma.edu.kz/genres</a> 2.Республиканская межвузовская электронная билиотека (РМЭБ) - <a href="http://rmebrk.kz/">http://rmebrk.kz/</a> 3. Цифровая библиотека “Aknurpress” <a href="http://www.aknurpress.kz/">http://www.aknurpress.kz/</a> 4. Электронная библиотека «Эпиграф» -- <a href="http://elib.kz/">http://elib.kz/</a> 5. Эпиграф –портал мультимедийных учебников - <a href="http://mbook.kz/ru/index/">http://mbook.kz/ru/index/</a> 6. ЭБС IPR SMART <a href="http://iprbookshop.ru/auth">http://iprbookshop.ru/auth</a> 7.Информационно-правовая система «Заң»- <a href="http://zan.kz/ru">http://zan.kz/ru</a> 8.Cochrane Library - <a href="http://www.cochranelibrary.com">http://www.cochranelibrary.com</a>
Electronic textbooks	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 Кисметова Г.Н. Ағылшын тілі грамматикасы: оқу құралы. «Medet Group» ЖШС, Қарағанды, 2024. – 304 бет. <a href="https://aknurpress.kz/reader/web/2687">https://aknurpress.kz/reader/web/2687</a> Грамматика английского языка. Учебное пособие Нупилова А.Б., Ким И.С. , 2016/ <a href="https://aknurpress.kz/reader/web/2344">https://aknurpress.kz/reader/web/2344</a>
	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>
Literature	Berzegova, L.U. Professional English in medicine. 1 part : textbook
	Berzegova, L.U. Professional English in medicine. 2 part : textbook



	Berzegova, L.U. Professional English in medicine. 3 part : textbook
	Камянова, Т. English grammar. Грамматика английского языка : теория и практика: учебник / Т. Камянова. - М. : "Дом Славянской Книги", 2013. - 1024 с.
	Маслова, А. М. Медициналық жоғарғы оқу орындарына арналған ағылшын тілі : оқулық /. - М. : ГЭОТАР - Медиа, 2016. - 336 бет. с
Additional Literature	Case study : оқу-әдістемелік құрал / Г. К. Жумагулова [және т.б.]. - Шымкент : ЮКМА, 2023. - 55 б.
	Жумагулова, Г. К. Intensive english : оқу-әдістемелік құрал / Г. К. Жумагулова, К. С. Таукеева, Г. Ө. Алипбаева. - Шымкент : ЮКМА, 2023. - 93 б.
	Oxford Qazaq Dictionary: қазақша-ағылшынша және ағылшынша-қазақша сөздік / ed. З. Башбаева [et. al.]. - 1-ші бас. - Алматы : "Ұлттық аударма бюросы" корпоративтік қоры, 2023. - 1368 бет
	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 : учебник R Murphy. - 3th ed. - [S. l.] : Cambridge university press, 2013. – 319

## 12. Course policy

Minimum attendance of 50 % is required to pass the course. Absences exceeding may affect eligibility for certification.

Timely submission of assignments is required. Extensions are only granted with prior approval and valid reasons. Late work may result in a grade reduction.

Assessment based on participation, written assignments, presentations, and a final exam. Final grades reflect overall performance throughout the course.

Active engagement in class discussions, group activities, and debates is expected. C1 learners should demonstrate a high level of fluency and critical thinking.

Materials (articles, case studies, professional documents) will be provided. Learners are encouraged to bring additional resources relevant to their industry or profession.

Regular feedback will be provided. Instructors are available for one-on-one consultations during office hours to address specific learning needs.

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. Academic policy based on the moral and ethical values of the academy

Academic policy. 11.4 Student Honor Code

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.

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.

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.

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.

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

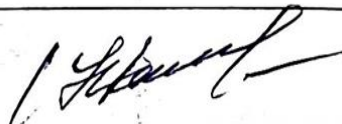

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volume of training materials (abstracts, course, control, diploma and other works), including Internet resources, as results of own work; using family or service relationships to gain a higher rating; absenteeism, delays and skipping training without good reason.  
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.

#### 14. Approval and revision

Approval date	Protocol NO.	Full name	Signature
Bibliography and information center 14.06.2024	Protocol No. 9	Darbicheva R.I.	
Head of the AC on Magistracy and Doctoral studies 17.06.2024	Protocol No. 10	Orynbasarova K.K.	
Head of the Foreign languages department 10.06.2024	Protocol No. 11	Zhumagulova G.K.	