

Federal State Budgetary Educational Institution of Higher Education

“NORTH OSSETIAN STATE MEDICAL ACADEMY”

The Ministry of Health of the Russian Federation



O. V. Remizov

"31" August 2020

THE WORKING PROGRAM OF THE DISCIPLINE

“Russian as a Foreign Language”

Specialty 31.05.01 General Medicine (educational program partially implemented in English)

Form of study _____ full-time education _____

Assimilation period of basic professional educational program of higher education 6 years

Department _____ Foreign Languages _____

In the development of the working program the discipline is based on:

Federal state educational standard of higher education, speciality 31.05.01 "General Medicine", approved by the Ministry of Education and Science of the Russian Federation "9" February 2016.

The curriculum on speciality 31.05.01 "General Medicine", approved by the scientific Council of the state budgetary educational institution of the higher professional education, North-Ossetian State Medical Academy, Ministry of Health of Russia "19" February 2020, Protocol No. 3.

The working program of the discipline was approved at the meeting of the Department of foreign languages, from "26" August 2020, Protocol No. 1.


The working program of the discipline was approved at the meeting of the Central coordinating educational and methodical Council of "28" August 2020, Protocol No. 1.


The work program of the discipline was approved by the scientific Council of the state budgetary educational institution of the higher professional education, North-Ossetian State Medical Academy, Ministry of Health of Russia on "31" August 2020, Protocol No.1.

Head of the department  (D. T. Khatsaeva)

Developers:

Associate Professor, candidate of Pedagogics  L. A. Aladzhikova

Associate Professor, candidate of Pedagogics  I. E. Mamieva

Senior lecturer  I. T. Totrova

Reviewers:

I. B. Tolasova – Russian Philology faculty Dean, associate Professor of the Department of Russian and Foreign Literature of the faculty of Russian Philology, Kosta Levanovich Khetagurov North Ossetian state University, candidate of Sciences in Philology;

Z. R. Alikova – Doctor of medical Sciences, Professor, Head of the Department of public health and socio-economic Sciences, doctor of medical Sciences of the North Ossetian State Medical Academy

Content of the work program

1. Name of the discipline.
2. The list of planned learning outcomes in the discipline, correlated with the planned results of the development of the educational program.
3. Indication of the place of discipline in the structure of the educational program.
4. The volume of discipline in credit units indicating the number of academic or astronomical hours allocated to the contact work of students with the teacher (by type of training) and independent work of students.
5. The content of the discipline, structured by topics (sections) with an indication of the number of academic or astronomical hours and types of training sessions.
6. The list of educational and methodological support for independent work of students in the discipline.
7. Fund of evaluation tools for the interim certification of students in the discipline.
8. The list of basic and additional educational literature necessary for the development of the discipline.
9. The list of resources of information and telecommunication network-the Internet. (here and after – the Internet), necessary for the development of the discipline.
10. Methodical instructions for students on the development of the discipline.
11. The list of information technologies used in the implementation of the educational process in the discipline, including a list of software and information reference systems (if necessary).
12. Description of the material and technical base necessary for the implementation of the educational process in the discipline.
13. Conducting educational activities using e-learning and distance learning technologies.

2. The list of planned results of training in the discipline and the results of the development of the educational program

p/№	index of competence	content of the discipline (or parts of)	the learning outcomes		
			To know	To be able to	To own
1	2	3	4	5	6
1.	General professional competence -2	Lexical and grammatical material is studied on the basis of educational medical texts: "Cell structure", "Body tissues", "Location of internal organs", "Blood vessels", "Heart", "Structure of respiratory organs", "Organ System", "Skin", "Blood composition", "Digestive process", "Liver", "Endocrine system", "Endocrine glands", "Pancreas»; "Preparing for clinical practice" by topic: "Diseases of the cardiovascular system", "Diseases of the respiratory system", "Liver diseases", "Means of communication between parts of the text", "Expression of a predicative feature". Improvement of communicative competence in the field of writing: annotation, abstracting and reviewing of scientific medical texts. Topics: "Biochemistry of nutrition", "Vitaminology", "Discussion: "Theoretical and practical problems of nutrition of a healthy and sick person", " collecting	basic rules of speech behavior in typical situations of communication of educational profession-flax, socio-cultural and official business areas	to reproduce the informative content of the text in written and oral (monologue-reproduction, monologue-message based on text material) form	the main logical methods of information arrangement in oral and written texts

		anamnesis for the medical history in the form of a dialogue between a doctor and a patient".			
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3. Place of the discipline in the structure of the educational program

3.1. The discipline "Russian as a foreign language" refers to the Block 1 Federal state educational standard of higher education of the specialty "Medical business".

3.2. For the study of the discipline (module) requires the following knowledge, abilities and skills, formed by the previous disciplines:

Basic (pre-threshold) level characterizes the level of Russian language proficiency at the end of the first semester of the preparatory faculty.

At this level, the student must:

Have an understanding of the main categories of the language system;

Be able to use the language in four types of speech activity (listening, speaking, reading, writing);

Know the features of the Russian vocal system;

Own a lexical base of 1500 words within the household, socio-cultural and educational spheres of communication.

Specialization in the framework of the natural science profile, which is held in the 2nd semester of training, allows you to purposefully prepare students for admission to the University in their chosen specialty.

1 course - the period of intensive inclusion of students in the educational process; students acquire the skills and abilities necessary to listen to lectures and reading literature on General subjects; get some skills and abilities necessary for oral statements at seminars, for exams and tests.

On the 1st year in the field of **reading**, the student must:

Be able to read and understand texts of any content from the educational, professional, social and socio-cultural spheres of communication;

Use different types of reading depending on the nature of the text and the target settings – studying, familiarization, as well as their varieties.

In *learning* reading the student must:

Be able to fully and accurately understand the information contained in the text (at a reading speed of 40-45 words / min.);

Be able to fully and briefly convey the idea and the main content of the perceived information;

Acquire 80-90 % of the information.

The text is given to read silently, without a dictionary. Reading time is not regulated. The volume of the text should be 300-320 words (1 typewritten page), by the end of the second semester – 320-350 words (1-1,5 typewritten pages).

The indicator of the formation of skills is the quantity and quality of the perceived information.

In the *introductory* reading the student must:

Be able to read and understand the General line of content, arguments, evidence (not less than 70 %) at a speed of 70-100 words/min in 1 semester, in II-100-140 words;

Accept 70% of the information.

The text is given to read silently, with a dictionary, the time is regulated. The volume of texts should be 600-650 words (2 typewritten pages). The indicator of the formation of skills is the quantity and quality of the perceived information.

In the field of **listening**, the student must:

Have an idea of the division of the sound stream into words and sentences;

Be able to listen to and understand the most important part of the oral message, presented at a normal pace, on the selected topics.

The text should contain at least 30% of the excess information. The text is presented 1 time, the presentation time-5-7 minutes at a rate of not less than 2 syllables/sec. Preparation of a monologue is given 5-10 min, depending on the topic. Indicator of the formation of the ability is the adequacy of the monologue given topic, logical presentation, duration of expression, the rate of speech.

In the field of **writing**, the student must:

When reproducing - *be able to* reproduce the text read or listened to in the form of plans of different types: question, title and thesis (1 semester), abstract (II semester).

The plan is made after reading the paragraph or listening to the semantic fragment of the text. An indicator of the formation of skills is the correct ranking of information on the degree of its value and the correctness of the written design of information in the form of plans of different types.

Be able to take notes from the sheet and from the ear;

Be able to distinguish from the text the basic information and record it in writing with a preliminary reduction. The degree of the text should not be less than 1/4.

The indicator of formation of the skill is the separation of the basic information in accordance with the semantic units of the source text, the degree of convolution of texts in the abstract, the use of shortened words and abbreviated sentences.

In the field of **speaking**, the student must:

Have an idea of Dialogic and monological speech;

Know the tactics of speech behavior;

Be able to navigate in the conditions and tasks of speech; to retell the text, meaningfully approach the main and secondary information;

Own the educational and speech situations of communication.

II and III courses are the period of formation of more perfect skills and abilities in reading, listening, speaking, writing in relation to different communicative spheres.

In the 2nd year, the student improves the ability to read and understand texts of any content, use different types of reading depending on the nature of the text and the target settings.

In the learning reading the student must:

Acquire 90 % of information;

Be able to read about yourself, without a dictionary (at a speed of reading at least 50-60 words/min). Time is not regulated. By the end of 2 years of study at the University the volume of the text should be 600-700 words (2-2.5 typewritten page).

The indicator of the formation of skills is the quantity and quality of the perceived information.

In the introductory reading:

To perceive at least 70-75 % of information;

To be able to read silently, with a dictionary, the time is regulated (at a reading speed of 140-180 words/min). By the end of the second year of study the text should be 750-800 words

(2.5-3 typewritten pages). The indicator of the formation of the ability is the quantity and quality of the perceived information, the speed of reading.

In the viewing reading:

To be able to read silently, without a dictionary, the time is regulated. By the end of 2 years, the reading speed should be at least 400 words/min.

An indicator of the formation of the ability is the informative value of the extracted material and the speed of its separation.

In the field of listening, the student must:

Have an idea of the subtext;

Be able to listen to the sound of texts;

Perceive at least 60% of the information.

The text should contain no more than 0.5 unfamiliar words per page and 30-35% of excess information. Temp sound 200-220 words/min. the Time of presentation 8-9 min. Amount of text 500-600 words (2 typewritten pages).

The rate of formation of the ability is the amount of perceived information.

In the field of ***speaking***, the student must:

Have an idea of the full and concise presentation of educational material;

Have a coherent and logically constructed speech;

In dialogical speech:

To be able to conduct a dialogue (questioning and conversation) using elements of persuasion and argument on a given topic on the basis of the texts read and listened to. By the end of 2 years the number of stimulating and responses should be in the range of 10. Dialogue-the conversation starts after 2-3 min of preparation.

The indicator of the formation of the skill is the adequacy of the topic, the number and variety of replicas, the deployment of persuasive replicas, the speed of reaction, speech activity.

In monologue speech:

To be able to build a monologue statement (description, narrative, and explanation) of reproductive and productive character with evaluation and argumentation on the basis of previously obtained information;

When reproducing - *to be able to* reproduce the text read or listened to, highlighting the necessary information and presenting it in a certain form and sequence;

When producing - *to create* own text in these areas, defining the plan and program of expression, observing the logical sequence, using adequate language means.

The duration of the statement - within 7 minutes and above, depending on the individual characteristics of speech. The speech rate of 2.5 syllables/sec. Monologue is carried out after 10-minute preparation.

The indicator of the formation of the ability is the amount of perceived information, the rate of speech, the severity of assessments, arguments, and the desire to protect their point of view.

In the field of ***writing***, the student must:

When reproducing - *be able to* make theses on the material of selected read or listen to texts, as well as the conducted semantic analysis and their subsequent correction. The volume of abstracts depends on the volume of the source text and the amount of main and secondary information.

The indicator of the formation of the skill is the correct breakdown of the source text into semantic fragments; the correctness of the transformation of the text parts carrying the basic information into the form of theses; the logic of the location of the abstracts in accordance with the written task.

When producing - *be able to* produce a written statement in the form of various types of monologue, including the basis of the thesis expansion.

On the 3rd course in the field of *reading*, the student develops and improves the skills and abilities of the transition from one type of reading to another

In the *introductory reading*, the student must:

Be able to read texts of 1250-1450 words (4-4.5 typewritten pages) at a speed of 200-220 words / min;

Perceive at least 70% of the information.

In *combined reading* the student must:

Be able to read texts of 1100-1200 words/min (3.5-4 typewritten pages) at a speed of 160-180 words/min.

Perceive at least 70-75% of the information.

In the *abstract and view-abstract reading* the student must:

Be able to read texts of 1000-1200 words (3.5-4 typewritten pages);

Perceive at least 70-75% of the information.

In the *viewing reading* the student must:

Be able to read texts on selected semantics at a speed of 500 words/min.

In the field of *listening*, the student must:

Be aware of the mechanisms of listening;

Be able to listen and fully understand the information of the oral message;

Perceive at least 70% of the information.

The number of unfamiliar words is not more than 3 %. The rate of presentation is normal for native speakers (about 120 words/min.) the volume of the text is 1000-1100 words (3-3,5 typewritten pages).

The indicator of formation of skills in all of the above types of speech activity is the quantity and quality of the perceived information, the correctness of its ranking by degree of importance.

In the field of *speaking*, the student must:

- In dialogical speech:

Be able to conduct a dialogue discussion on a certain problem on the basis of the texts read or listened on the selected subject. The dialogue is held after the preliminary home preparation. The number of question-and-answer replicas is not regulated.

The indicator of the formation of the skill is the adequacy of the topic, the amount of material used, the variety of replicas of incentives and responses, the ability to stimulate the interlocutor to speak, motivated statement of his own point of view, bringing arguments and counterarguments.

- In monologue speech:

Be able to produce monologue reasoning on the problem. The duration of the utterance for at least 10 min of speech 2.5-3 syllables/sec. Pre-training: 10-15 min.

The indicator of the formation of the skill is the adequacy of the topic, the form of reasoning (inductive or deductive), the logic of the evidence, the expressiveness of the statement, the ability to use quotes from the texts.

In the field of *writing*, the student must:

Be able to annotate the text (in the form of a list of main provisions). The size of the abstract depends on the size of the source text. Abstract volume of 50-70 words is made after reading and semantic analysis of the source text. An abstract can contain evaluative elements.

The indicator of formation of the ability is the correct identification of the main information of the source text and its transfer with the desired degree of convolution, compliance with the structural features of the text of the abstract, the logic of presentation, abstract review.

The abstract is made on the material of one text, and the abstract-review – on the material of several texts. The abstract volume: 1/3 of the volume of the source text.

The indicator of formation of the ability is the correct identification of the basic information, generalization, logic and objectivity of presentation, reasonableness of conclusions, compliance with the compositional features of the abstract (introduction, description, and conclusion), and the use of binding elements of the text of the abstract.

The student must *be able to* make a written statement in the form of a monologue-a message, speech, report.

The 2nd certification level characterizes the level of language training of foreign medical students of the 4th course of medical profile.

At this level, the student must:

Own a lexical base of 10 thousand units with an active dictionary of 6 thousand units;

Have experience in the implementation of communicative intentions in different areas of communication and types of speech activities.

In the field of **speaking**, the student must be able to:

Achieve certain goals of communication in various spheres of communication, taking into account social and behavioral roles in dialogue and monologue forms of speech;

Organize speech in the form of dialogue, be the initiator of dialogue-questioning, using the developed tactics of speech communication (start and end a conversation in situations of varying degrees of complexity, verbally Express the communicative task, specify the details of the message of the interlocutor);

Produce monologue statements containing: description of specific and abstract objects; narrative about relevant events for the speaker in all kinds of contemporary plans; reasoning on relevant topics for the speaker, containing the expression of opinion, arguments with elements of evaluation, conclusions;

Achieve the goal of communication in a situation of free conversation, where the role of the initiator of communication belongs to the interlocutor and where the ability to implement the tactics of speech behavior, characteristic of untrained communication in a free conversation.

In the field of **listening**, the student must be able to:

Understand by hearing the finished content within the meaning of the text;

Achieve the necessary levels of understanding in different areas and situations of communication in accordance with the specified parameters of social and behavioral characteristics of communication;

Understand the main thematic content, as well as the most functionally significant semantic information, reflecting the intention of the speaker;

Understand the semantics of individual text fragments and key units that determine the features of the development of thematic content.

Have an idea of the stages of semantic perception.

The volume of the audio text is determined within 250-300 words, the text is presented once in the average pace of native speakers, it can be up to 10% of unfamiliar words, semantic through the context.

In the field of **reading**, the student must be able to:

Extract from the text basic and secondary information, understand the attitude of the author;

Define the theme and idea of the text, to represent a logical scheme of text deployment, to express the attitude to the read.

Speed while learning reading – 50 words/min in reading with a total coverage of the content of 200-250 words/min, at the screening reading - 450-500 words/min.

In the field of **writing**, the student must be able to:

Transmit the content of the printed and audio text, demonstrating the ability to highlight the basic information, to compress the text by excluding the main information;

Create your own text of different genres (plan, thesis, abstract, statement, presentation, essay, abstract) from different areas of communication, using the techniques of description, narrative, reasoning, evidence.

4. The amount of the discipline.

№ №	Type of work	Total credits	Total hours	Semesters						
				1	2	3	4	5	6	
				hours	hours	hours	hours	hours	hours	
1	2	3	4	5	6	7	8	9	10	
1	Contact work of students with teacher including: (total),	-	568	120	144	120	34	90	60	
2	Lectures -		-							
3	Practical training	-	568	120	144	120	34	90	60	
4	Seminars		-							
5	Laboratory works		-							
6	Independent work of the student	-	116	24	18	42	2	18	12	
7	type of intermediate certification	credit		3	3	3	3	3		
		exam	-	36					36	
8	TOTAL: total labor	hours		720	144	162	162	36	108	108
		The credit unit of labor intensity	20	20	4	4,5	4,5	1	3	3

5. Content of the discipline.

№/	№ of	Name of subject (section)	learning activities (in hours)	Form of
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	semes ter	discipline	Lectio ns	Lab or at ory wor k	Prac tical class	Inde pen dent wor k of stud ents	Total	ongoing monitoring of progress
1	2	3	4	5	6	7	8	9
1.	1	Grammar and conversation course			120	24	144	Tests , Control work , Seminars, Home task, Control tasks, Practical work
2.	2	1. Social sphere of communication. 2. Educational and professional sphere of communication.			144	18	162	Tests , Control work , Seminars, Home task, Control tasks, Practical work
3.	3	1. Social sphere of communication. 2. Educational and professional sphere of communication.			120	42	162	Tests , Control work , Seminars, Home task, Control tasks, Practical work
4.	4	1. Social and cultural sphere of communication. 2. Educational and professional sphere of communication.			34	2	36	Tests , Control work , Seminars, Home task, Control tasks, Practical work

5.	5	1. Social and cultural sphere of communication. 2. Educational and professional sphere of communication.			90	18	108	Tests , Control work , Seminars, Home task, Control tasks, Practical work
6.	6	1. Social and cultural sphere of communication. 2. Educational and professional sphere of communication.			60	12	72	Tests , Control work , Seminars, Home task, Control tasks, Practical work
		TOTAL:			568	116	684	

6. The list of educational and methodological support for independent work of students on the discipline.

№/	№ of semester	Name of educational and methodical development
1	1	Learn Russian. Practical course for foreign medical students who speak English. Tutorial / Comp. V. I. Lysenko, N. K. Mayatskaya, L. M. Belik, E. V. Bolkunova. Stavropol, 2009. Lysenko V. I., Mayatskaya I. K., Belik L. M., Bolkunova E. V. Manual on the scientific style of speech for English-speaking foreign medical students studying the Russian language. Stavropol, 2009. Havronina S. A., Shirochenskaya A. I. Russian language in the exercises. M., 2015 Tsvetova N. E. 112 tests on the Russian language. St. Petersburg, 2009 Andryushina, N. P., Makova M. N., Slingshot N. I. Training tests in Russian as a foreign language: I certification level: General knowledge. St. Petersburg, 2014 Tests, tests, tests...: a guide to prepare for the certification exam in vocabulary and grammar. I certification level. St. Petersburg, 2014
2	2	Learn Russian. Practical course for foreign medical students who speak English. Tutorial / Comp. V. I. Lysenko, N. K. Mayatskaya, L. M. Belik, E. V. Bolkunova. Stavropol, 2009.

		<p>Lysenko V. I., Mayatskaya I. K., Belik L. M., Bolkunova E. V. Manual on the scientific style of speech for English-speaking foreign medical students studying the Russian language. Stavropol, 2009.</p> <p>Havronina S. A., Shirochenskaya A. I. Russian language in the exercises. M., 2015</p> <p>Tsvetova N. E. 112 tests on the Russian language. St. Petersburg, 2009</p> <p>Andryushina, N. P., Makova M. N., Slingshot N. I. Training tests in Russian as a foreign language: I certification level: General knowledge. St. Petersburg, 2014</p> <p>Tests, tests, tests...: a guide to prepare for the certification exam in vocabulary and grammar. I certification level. St. Petersburg, 2014</p>
3	3	<p>Learn Russian. Practical course for foreign medical students who speak English. Tutorial / Comp. V. I. Lysenko, N. K. Mayatskaya, L. M. Belik, E. V. Bolkunova. Stavropol, 2009.</p> <p>Lysenko V. I., Mayatskaya I. K., Belik L. M., Bolkunova E. V. Manual on the scientific style of speech for English-speaking foreign medical students studying the Russian language. Stavropol, 2009.</p> <p>Havronina S. A., Shirochenskaya A. I. Russian language in the exercises. M., 2015</p> <p>Lukyanova L. V. Russian language for foreign medical students. St. Petersburg, 2015</p> <p>Tsvetova N. E. 112 tests on the Russian language. St. Petersburg, 2009</p> <p>Andryushina, N. P., Makova M. N., Slingshot N. I. Training tests in Russian as a foreign language: I certification level: General knowledge. St. Petersburg, 2014</p>
4	4	<p>Dyakova V. N. Preparation for clinical practice, a Guide to speech development for foreign medical students. St. Petersburg, 2009.</p> <p>Dyakova V. N. The dialogue of the doctor with the patient. A Handbook on the development of speech for foreign medical students. St. Petersburg, 2002.</p> <p>Lukyanova L. V. Russian language for foreign medical students. St. Petersburg, 2015</p> <p>Havronina S. A., Shirochenskaya A. I. Russian language in the exercises. M., 2015</p> <p>Andryushina, N. P., Makova M. N., Slingshot N. I. Training tests in Russian as a foreign language: I certification level: General knowledge. St. Petersburg, 2014</p> <p>Tests, tests, tests...: a guide to prepare for the certification exam in vocabulary and grammar. II certification level. St. Petersburg, 2014</p>

5	5	Dyakova V. N. Preparation for clinical practice, a Guide to speech development for foreign medical students. St. Petersburg, 2009.
6	6	Dyakova V. N. The dialogue of the doctor with the patient. A Handbook on the development of speech for foreign medical students. St. Petersburg, 2002.
7	7	Andryushina N. P., Makova M. N. Training tests in Russian as a foreign language: level II certification: the General knowledge. St. Petersburg, 2014

7. Evaluation tools fund for the interim certification of students on the discipline.

№/	the List of competencies	№ of semester	Indicator(s) of evaluation	Criteria(s) of evaluation	Scale of evaluation	Name of Federal educational standards
1	2	3	4	5	6	7
1	General professional competence - 2	1,2,3,4,5,6	See the standard of education quality assessment, approved. Order of the state budgetary educational institution of higher professional education, North-Ossetian State Medical Academy, Ministry of Health of Russia from 10.07.2018 No.264/o	See the standard of education quality assessment, approved. Order of the state budgetary educational institution of higher professional education, North-Ossetian State Medical Academy, Ministry of Health of Russia from 10.07.2018 No.264/o	See the standard of education quality assessment, approved. Order of the state budgetary educational institution of higher professional education, North-Ossetian State Medical Academy, Ministry of Health of Russia from 10.07.2018 No.264/o	exam tickets; test task; control tasks

8. The list of basic and additional educational literature necessary for the development of the discipline.

p/ №	Name	Author(s)	Year, place of publicatio n	number of copies	
				in the library	at the departmen t
1	2	3	4	5	6
Basic educational literature					
1.	Русский язык для иностранных студентов-медиков	Лукьянова Л. В.	СПб.: Златоуст, 2009	20	-
2.	Подготовка к клинической практике Пособие по развитию речи для иностранных студентов-медиков	Дьякова В. Н.	СПб.: Златоуст, 2009	67	-
3.	Диалог врача с больным. Пособие по развитию речи для иностранных студентов-медиков	Дьякова В. Н.	СПб.: Златоуст, 2002	5	1
4.	Научный текст: аннотирование, реферирование, рецензирование / Учебное пособие для студентов-медиков и аспирантов	Орлова Е. В.	СПб.: Златоуст, 2013	10	-
5.	Русский язык в упражнениях	Хавронина, С. А., Широченская А. И.	М.: Русский язык, 2016	145	1
6.	Тесты, тесты, тесты...: пособие для подготовки к сертификационному экзамену по лексике и грамматике. I сертификационный уровень	Капитонова Т. И. и др.	СПб.: Златоуст, 2014	2	-
7.	Тесты, тесты, тесты...: пособие для	Капитонова Т. И. и др.	СПб.:	2	-

	подготовки к сертификационному экзамену по лексике и грамматике. II сертификационный уровень		Златоуст, 2014		
8.	Тесты, тесты, тесты...: пособие для подготовки к сертификационному экзамену по лексике и грамматике. III сертификационный уровень	Капитонова Т. И. и др.	СПб.: Златоуст, 2014	2	-
9.	Типовой тест по русскому языку как иностранному. Элементарный уровень. Общее владение. Варианты	Журавлева Л.С. и др.	СПб.: Златоуст, 2014	2	-
10.	Типовые тесты по русскому языку как иностранному. Базовый уровень. Общее владение. Варианты	Журавлева Л. С. и др.	СПб.: Златоуст, 2013	1	-
11.	Типовой тест по русскому языку как иностранному. Первый сертификационный уровень. Общее владение. Второй вариант	Журавлева Л. С. и др.	СПб., ЦМО МГУ: Златоуст, 2013	1	-
12.	Требования к первому сертификационному уровню владения русским языком как иностранном. Общее владение: профессиональный модуль	Андрюшина Н. П. и др.	СПб.: Златоуст, 2012	2	-
13.	Тренировочные тесты по русскому языку как иностранному: I сертификационный уровень: общее владение	Андрюшина, Н. П., Макова М. Н., Працук Н. И.	СПб.: Златоуст, 2014	2	-
14.	Тренировочные тесты по русскому языку как иностранному: II	Андрюшина Н. П., Макова М. Н.	СПб.: Златоуст, 2014	2	-

	сертификационный уровень: общее владение				
15.	112 тестов по русскому языку	Цветова Н. Е.	СПб.: Златоуст, 2009	1	-
Additional educational literature					
1.	Изучаем русский язык. Практический курс для иностранных студентов-медиков, говорящих на английском языке. Учебное пособие	Сост. В. И. Лысенко, Н. К. Маяцкая, Л. М. Белик, Е. В. Болкунова Е.В.	Ставрополь, 2009	-	50
2.	Начинаем изучать русский язык. Вводно-фонетический курс русского языка для иностранных студентов. Учебное пособие	Аладжикова Л.А., Мамиева И. Э., Тотрова И. Т.	Владикавказ, 2016	-	50
3.	Пособие по научному стилю речи для англоговорящих иностранных студентов-медиков, изучающих русский язык	Лысенко В. И., Маяцкая И. К., Белик Л. М., Болкунова Е. В.	Ставрополь, 2009	-	50
4.	Азбука тестирования. Практическое руководство для преподавателя	Кирейцева А. Н.	СПб.: Златоуст, 2013	2	
5.	10 уроков русского речевого этикета.	Максимова А. Л.	СПб.: Златоуст, 2012	1	-
6.	Лексический минимум по русскому языку как иностранному. Элементарный уровень. Общее владение	Под. ред. Н. П. Андрюшиной	СПб.: Златоуст, 2013	2	-
7.	Лексический минимум по русскому языку как иностранному. Базовый уровень. Общее владение	Под. ред. Н. П. Андрюшиной	СПб.: Златоуст, 2013	2	-
8.	Лексический минимум по русскому языку как иностранному. Первый сертификационный уровень. Общее	Под. ред. Н. П. Андрюшиной	СПб.: Златоуст, 2014	2	-

	владение				
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9. The list of resources of Internet, necessary for the development of the discipline.

Electronic information educational environment. Электронно-информационная образовательная среда (ЭИОС СОГМА) eios.sogma.ru
Video Conferencing www.zoom.us

Information and reference portal "Russian language" www.gramota.ru

Writing culture www.gramma.ru

Fundamental electronic library "Russian literature and folklore" www.feb-web.ru

Russian Philology the portal www.philology.ru

National corpus of the Russian language www.ruscorpora.ru

Russian dictionaries <http://www.slovari.ru/>

The portal of the Russian language <http://yarus.aspu.ru/index.php>

Phraseology <http://www.frazeologiya.ru/>

Phraseological seminar of Professor V. M. Mokienko <http://phraseoseminar.narod.ru/>

The center for international education MSU www.cie.ru

MAPRYAL www.mapryal.org

Ropryal – Russian www.ropryal.ru

Links to open resources on Russian as a Foreign Language
<http://russianforall.ru/conf/links.php>

Time to speak Russian! Russian language course for beginners. A. N. Bogomolov, A. Y. Petanova, J. E. Kovalenko. International education center of Moscow state University. M. V. Lomonosov: www.speak-russian.cie.ru/time_new

Russian verb: www.webmetod.narod.ru/ddd/Veb1.htm

RussNet. Educational portal of the American Association of Russian language teachers: www.russnet.org

Master Russian.com Oh? The educational portal, which presents various types of online learning resources in Russian as a foreign language for the initial, secondary and advanced stages, has educational materials on phonetics with sound, provides links to other Internet resources: www.masterrussian.com

Russian Language Mentor. Resource center for foreign students, containing educational materials on Russian grammar, literature and culture, as well as materials on various types of speech activities (reading, writing, listening): www.russianmentor.net

Web application to printed textbooks and tutorials

Vladimir: www.learning-russian.gramota.ru/vladimir

The web application for the training complex for beginners to learn Russian language "Vladimir" – a web application for the training complex for beginners to learn Russian language "Vladimir-1" / G. M. Levin, E. Y. Nikolenko, A. V. Golubev, 2003 (network version demo).

Voices: www.gwu.edu/~slavic/golosa

Web application to the training course of Russian as a foreign "Voice" Robin.R., Evans-Romaine K., Shatalina G., Robin J.

News from Russia: www.mllc.utsa.edu/smi

Web application to the Russian language textbook for students of modern Russian media (average level of Russian language proficiency "News from Russia" / A. Bogomolov, M. Nummikoski. Yale University Press. 2005.

Russian for Russian: www.gwu.edu/~slavic/rdr

"Russian for Russian" -web application to the textbook "Russian for Russians" for children of compatriots / Olga Kagan, Tatiana Akishina, and Richard Robin. Slavica Publishers, 2002.

On the Air Russian Television and Politics: www.sais-jhu.edu/languages/russian/ontheair/texts/air2.2.1.html

Online Russian lessons for beginners and advanced www.russian-plus.com

Russian Web Tutor: www.auburn.edu/~mitrege/RWT/-welcome.html

Web application to the tutorial for the initial stage of training "Beginning 1, 2": "Nachalo" Lubensky, Ervin, McLellan, Jarvis. Textbook and Workbook (1st and 2nd edition) 1996-2001.

Network test systems

Testing program (a block of test tasks in grammar). Moscow linguistic center: www.language-learning.ru/retest.html

Block test tasks for the course " Russian language remotely (based on media)." International education center of Moscow state University. M. V. Lomonosov: www.dist-learn/webpage/tests.ru

Russian Language Test Online: www.russian.language.ru/test.htm

Electronic training test of Elementary, Basic, First level of General knowledge of Russian as a foreign language. I. N. Afanasyeva, L. P. Klobukova, I. Yatsenko. ACG, USA, 2004: www.sras.org/text.phtml?m=708

Electronic test in Russian as a foreign language For citizens of foreign countries. Common ownership. Elementary level (I. N. Afanasyeva, L. A. Dunaeva, L. P. Klobukova). Portal "Russian for all" www.russianforall.ru/learning/tests.php

Electronic test in Russian as a foreign language for citizens of the CIS and Baltic countries. Common ownership. Basic level (I. N. Afanasyev, L. A. Dunaeva, L. P. Klobukova).

Reference and information resources

Charter.ru – informational and educational portal: www.gramota.ru

www.learningrussian.gramota.ru

Russian word-portal Of the Russian society of teachers of Russian language and literature: www.ropryal.ru

Russian dictionaries – informational portal: www.slovari.ru

Russian biographical dictionary: the network version of the reprint ed. by A. A. Polovtsov: www.rulex.ru/xPol/index.htm

RusWord – informational site on Russian language: www.rusword.org

Category: encyclopedias, dictionaries, reference-reference and information portal: www.rubricom.com/default.asp

Russian virtual library: www.rvb.ru

Lib.Ru: Maxim Moshkov Library: www.lib.ru

Megabook.ru – collection of online encyclopedias: www.mega.km.ru/bes_98

Biblioid: www.biblioid.ru

10. Methodical instructions for students on the development of the discipline

Training consists of classroom activities (568 hours), including practical training and independent work (116 hours). The main training time is allocated for practical work on types of speech activity in order to prepare foreign students for clinical practice in Russian.

In the study of the discipline it is necessary to use visual materials and technical means of training, to master the practical skills of communicative productive and reproductive speech.

Practical classes are held in the form of individual and group forms of training; the following organizational forms are distinguished: classroom practical classes (lesson in language practice), extracurricular practical training, consultation, credit, exam, interview, home training. The ultimate goal of training is the formation and development of speech skills in different types of speech activity.

Tables, cards, audio equipment are used.

In accordance with the requirements of the educational process active and interactive forms of conducting classes are widely used with the use of intense forms of training objectives: role play, situational exercises, reproductive exercises, discontinue exercises, etc. Teaching students to work independently when using intensive technology contributes to the optimization of the RFL teaching process. The share of classes conducted in interactive forms is not less than 39 % of classroom lessons.

During the study of the discipline, students independently prepare for classes, to control and verification works, tests and exams, submit reports, abstracts. Independent work of students involves language training and includes mastering the strategy of independent work in the study of Russian as a foreign language. Each student is provided with access to the library collections of the Academy and the Department.

Current control of mastering of the subject is determined by an oral examination in the classroom, in solving typical situational tasks and the answers to the test tasks and the test after the development of the theme, test your knowledge of the linguistic material and the ability to use it in oral speech.

At the end of the study of the discipline is the final control of knowledge using test material, control material for different types of speech activities of social and professional orientation, situational problems of different levels of complexity corresponding to the levels of competence of students.

11. The list of information technologies used in the implementation of the educational process on the discipline.

Microsoft Office, PowerPoint, Internet Explorer.

12. Description of the material and technical base necessary for the implementation of the educational process on the discipline

The material and technical base of the Department is represented by:

The North-Ossetian State Medical Academy: the educational building 8 Shegrena st.

Total area of the training base of (SOGMA) North-Ossetian State Medical Academy is 166,7 m², including 6 classrooms – total area 116,2 m², assistant rooms – 50,5 m².

Equipment of training rooms:

- study room for students 6
- boards 10
- desks 50
- chairs 106
- tables 6

№/ p	Name of equipment	Quantity	Technical condition
1	2	3	4

Special equipment			
1.	Computer	4	need to be replaced – 2
2.	Notebook	1	need to be replaced
3.	TV set	1	needs to be replaced
4.	Music center	1	good
5.	Video player	5	good
6.	Copying equipment	2	good – 1; needs to be replaced – 1
Tables			
7.	Thematic tables	35	need to be replaced

13. Conducting educational activities using e-learning and distance learning technologies.

In conditions of introduction of restrictive measures (quarantine) associated with an unfavorable epidemiological situation, the threat of the spread of a new coronavirus infection, and other force majeure events that do not allow conducting training sessions in person, it is possible to study this discipline or part of it using e-learning and distance education technologies.

Teaching the discipline in the above situations will be carried out through the development of an electronic course with access to video lectures and interactive course materials: presentations, articles, additional materials, tests and various tasks. When conducting training sessions, current monitoring of academic performance, as well as intermediate certification of students, the Academy's electronic information and educational environment platforms and/or other e-learning systems recommended for use in the Academy, such as Moodle, Zoom, Webinar, etc. can be used.

Lectures can be presented in the form of audio, video files, "live lectures", etc.

Seminars and practical classes can be held on-line in both synchronous and asynchronous modes. Seminars can be held in the form of web conferences.