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"NORTH - OSSETIAN STATE MEDICAL ACADEMY" of the Ministry of
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PSYCHOLOGY AND PEDAGOGY

EDUCATIONAL AND METHODICAL RECOMMENDATIONS FOR

EXTRA-DETERMINED INDEPENDENT WORK OF STUDENTS for

foreign students of medical faculty

for students speciality "31.05.01 General Medicine"

Approved 25 12 2020

Guidelines are designed to assist students in the organization of extracurricular independent work in the disciplines. The recommendations provide basic requirements for the organization of independent work, technology organization, types of independent work, the organization of control and planning of independent work of students, the criteria for evaluation. Guidelines are based on the requirements of the standard.

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INTRODUCTION

The most relevant now are the requirements for the personal qualities of the student - the ability to independently replenish and update knowledge, conduct a search for the necessary educational materials; The role of independent work of students on educational material is increasing, the teacher's responsibility for the development of independent work skills, for stimulating students' professional growth, nurturing their creative activity and initiative is increasing.

In this regard, the independent work of students is an important and integral part of the educational process.

Independent work of students in SOGMA is an important type of educational and scientific activities of the student. The federal state educational standard provides, as a rule, 50% of the hours of the total labor intensity of the discipline for extracurricular independent work of students (hereinafter referred to as WRSN). In this regard, training in SOGMA includes two, almost identical in volume and interaction of the part - the learning process and the process of self-learning. Therefore, the FRS should become an effective and purposeful work of the student.

The concept of modernization of Russian education defines the main tasks of vocational education "training a qualified worker of an appropriate level and profile, competitive in the labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of working effectively in the world standard, ready to continuous professional growth, social and professional mobility. "

Solving these problems is impossible without enhancing the role of independent work of students on educational material, strengthening the responsibility of teachers for the development of skills for independent work, for stimulating the professional growth of students, nurturing creative activity and initiative.

The modern specialist has a fairly wide range of requirements, among which the graduates have certain abilities and the ability to independently acquire knowledge from various sources, systematize the information received, and assess the specific financial situation. The formation of this skill occurs during the entire period of study through the participation of students in practical classes, the implementation of control tasks and tests, writing of course and final qualifying works. At the same time, the extracurricular independent work of students plays a crucial role during the whole educational process.

The concept, functions, tasks and types of independent work of students

Independent work is the planned work of students, performed on the instructions and with the methodological guidance of the teacher, but without his direct participation.

Independent work performs a number of **functions**, among which it should be noted:

- developing (improving the culture of mental labor, familiarizing with creative activities, enriching the intellectual abilities of students);
- orienting and stimulating (the learning process is given acceleration and motivation);
- educational (professional qualities of a specialist are formed and developed);
- research (a new level of professional and creative thinking);
- information and educational (educational activities of students in the classroom).
  The tasks of independent work of students are:
- systematization and consolidation of the received theoretical knowledge and practical skills of students;
- deepening and expanding theoretical knowledge;
- the formation of the ability to use reference books;
- development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- the formation of independent thinking, abilities for self-   development, self-improvement and self-realization;
- development of research skills.

In the educational process of an educational institution there are two **types** of independent work: classroom and extracurricular.

Auditorium independent work on the discipline is performed in the classroom under the direct supervision of the teacher and on his assignments.

Extracurricular independent work is performed by the student on the instructions of the teacher, but without his direct participation. Out-of-class independent work includes such **forms of work** as:

- individual classes (home classes):
- study of the program material of the discipline (work with the textbook and lecture notes);
- study of recommended references;
- note taking of sources;
- work with dictionaries and reference books;
- use of audio and video recordings;
- work with electronic information resources and Internet resources;
- drawing up a plan and theses response in class;
- drawing up charts, tables, for the systematization of educational material;
- performance of test tasks;
- problem solving;
- preparation of presentations;
- answers to test questions;
- writing an essay, theses, reports, abstracts;
- work with computer programs;
- preparation for offset;
- group independent work of students:

- preparation for classes conducted using active forms of education (round tables, business games);
- participation in scientific student conferences
- receiving advice for clarification on the subject of study.

The content of extracurricular independent work is determined in accordance with the educational and methodological complex in the disciplines.

Teaching and methodological support of students independent work

The Academy provides teaching and material and technical base for the organization of independent work of students.

The library provides:

- the educational process with the necessary literature and information (it completes the library fund of educational, methodical, scientific, periodical, reference and fiction literature in accordance with the curriculum and programs, including on electronic media);
- access to the main information educational resources, information database, including bibliographic, the ability to access the Internet.

Subject-cyclic commission:

- ensures the availability of all the necessary educational and reference materials;
- develops: educational-methodical complexes, programs, aids, materials on educational disciplines in accordance with state educational standards;
- methodical recommendations, manuals on the organization of independent work of students;
- tasks for independent work;
- topics of abstracts and reports;
- questions to offset;
- provides students with information on the availability of educational and methodical literature, modern software tools in their discipline.

Organization of independent work of the student

Proper organization of self-study classes, their systematic nature, appropriate work-time planning allows students to develop skills and abilities in mastering and systematizing acquired knowledge, to ensure a high level of academic performance during the period of study, to gain skills to improve their professional level.

The tasks of the teacher in planning and organizing the independent work of the student:

1. Drawing up a plan for independent work of the student in the discipline.

2. Development and issuance of tasks for independent work.

3. Teaching students how to work independently.

4. Organization of consultations on the implementation of tasks (oral instructions, written instructions).

5. Monitoring the progress of the implementation and the result of independent work of the student.

The student should know:

- which sections and topics of the discipline are intended for self-study (in whole or in part);
- what forms of independent work will be used in accordance with the work program of the discipline;
- what form of control and in what timeframe is provided.
- Methodical materials, directing the independent work of students are:
- educational complex for the discipline;
- guidelines for the implementation of tests;
- guidelines for students on the organization of independent work.

Methodical instructions for students are an obligatory part of an educational and methodical complex. The purpose of the guidelines is to draw the student's attention to the most important, essential in the discipline under study, to teach to link theoretical positions with practice, to teach specific methods and techniques for performing various learning tasks (problem solving, writing abstracts, preparing presentations, etc.).

Methodical instructions for students in preparation for classes

Practical lesson - a form of systematic training sessions, through which students learn a particular section of a particular scientific discipline, which is part of the curriculum.

In order for practical exercises to bring maximum benefit, it is necessary to remember that the exercise and problem solving are carried out according to the material read during the lectures and are connected, as a rule, with a detailed analysis of individual issues of the lecture course. It should be emphasized that only after mastering the lecture material from a certain point of view (namely, the one with which it is presented in lectures) it will be consolidated in practical exercises both as a result of discuss situations, tasks. Under these conditions, the student will not only learn the material well, but also learn how to apply it in practice, and also receive an additional incentive (and this is very important) for active study of the lecture.

When solving problems independently, it is necessary to substantiate each stage of the decision based on the theoretical positions of the course. If a student sees several ways to solve a problem (problem), then you need to compare them and choose the most rational one. It is useful to make a short plan for solving the problem (problem) before starting the calculations. The solution of problem tasks or examples should be set forth in detail, the calculations should be arranged in a strict order, separating the auxiliary calculations from the main ones. Solutions, if necessary, must be accompanied by comments, diagrams, drawings and drawings.

It should be remembered that the solution of each educational problem should be communicated to the final logical answer, which the condition requires, and, if possible, with a conclusion. The received answer should be checked in the ways following from the essence of

the given task. It is also useful (if possible) to solve in several ways and compare the results obtained. The solution of problems of this type must be continued until the acquisition of solid skills in their solution.

In preparing for practical exercises, you should use the main literature from the list provided, as well as be guided by the instructions and recommendations provided. For the most profound mastering of the discipline, it is recommended to study the literature designated as "additional" in the presented list.

In practical classes, active participation in the discussion of specific situations is welcomed, the ability to find the most effective solutions to the problems posed, to be able to find useful additional material on the subject of lessons, based on the knowledge gained.

The student is recommended the following scheme of preparation for the lesson:

1. Work out lecture notes;

2. Read the main and additional literature recommended for the section under study;

3. Answer the questions of the seminar plan;

4. Do homework;

5. Work out test tasks and tasks;

6. In case of difficulties, formulate questions to the teacher.

Classes can be held in the form of conversations with all students of a group or with individual students. This type of activity is called **a colloquium (interview).** Colloquiums are held on specific issues of discipline. The colloquium differs, first of all, in the fact that during this lesson all students or a significant part of the students of the group can be interviewed.

In the course of the colloquium, the degree of students' learning of concepts and terms on the most important topics, the ability of students to apply this knowledge to solve specific practical problems is clarified.

To prepare for the colloquium, students receive an assignment from the teacher in advance. In the course of preparation, they study the sources of literature recommended by the teacher, as well as independently search for relevant information, and also can gather practical material. A colloquium can also be held in the form of students 'answers to ticket questions, discussion of students' messages;

Criteria for assessing students' knowledge

Evaluation of theoretical knowledge

Grade 5 - "excellent" is exhibited if the student has a deep knowledge of educational material on the topic of practical work, shows the mastery of the relationship of the basic concepts used in the work, and was able to answer all the clarifying and additional questions.

Grade 4 - "well" is exhibited if the student showed knowledge of the educational material, learned the main literature, and was able to answer almost completely all the additional questions asked and clarifying questions.

Grade 3 - "satisfactory" is set if the student as a whole has mastered the material of practical work, has answered not all clarifying and additional questions. On and analysis of lecture material, and by solving problem

Grade 2 - "unsatisfactory" is given to the student if he has significant gaps in the knowledge of the basic educational material of practical work, which did not fully disclose the content of the questions, could not answer the clarifying and additional questions.

Self test

After studying a particular topic using notes in the abstract and a textbook, as well as solving a sufficient number of relevant tasks in practical classes and independently, it is recommended that the student use the list of reference signals to reproduce the definitions, conclusions of formulas, formulations of the main provisions and evidence from memory.

Sometimes the lack of assimilation of a question becomes clear only when studying further material. In this case, you need to go back and repeat poorly learned material. An important criterion for the assimilation of theoretical material is the ability to solve problems or to be tested on the material passed. However, it should be remembered that the correct solution of the problem can result from the use of mechanically learned formulas without an understanding of the essence of theoretical principles.

Methodical recommendations for drawing up the abstract:

1. Carefully read the text. Specify incomprehensible words in reference books. When recording, do not forget to make reference data on the fields of the outline;

2. Highlight the main plan;

3. Briefly formulate the main provisions of the text, mark the argument of the author;

4. Outline the material, clearly following the points of the plan. When taking notes, try to express the thought in your own words. Records should be kept clearly.

5. Competently write quotes. When quoting, consider conciseness, significance of thought.

In the text of the abstract, it is desirable to present not only theses, but also their proofs. When making notes, it is necessary to strive for the capacity of each sentence. The thoughts of the authors should be summarized, taking care of the style and expressiveness of the written. The number of additional elements of the abstract should be logically justified; the records should be distributed in a certain sequence, corresponding to the logical structure of the educational material. Mastering the skills of note-taking requires a dedication from the student, daily independent work.

Consultation

If in the process of independent work on the study of theoretical material or when solving problems, the student has questions that cannot be resolved on their own; you should contact the

teacher for clarifications or instructions from him. In his questions, the student must clearly express, in which he is having difficulty, the nature of this difficulty. A consultation should be contacted if there are doubts about the correctness of the answers to the self-test questions.

Guidelines for preparing for the offset

The study of the discipline of psychology and pedagogy ends with certain methods of control, which include: current certification, offset.

Requirements for organizing preparation for a test are the same as during classes during the semester, but they must be observed more strictly. In preparation for the test, the student must have a good textbook or a summary of the literature read at the direction of the teacher during the semester.

First, you should review all the material on the discipline, note for yourself difficult questions. Be sure to understand them. In conclusion, it is once again advisable to repeat the main themes, while using supporting lecture notes.

Guidelines for writing and design abstracts

Abstract - written work on a specific scientific problem, a summary of the content of scientific work or scientific problems. It is an effective form of independent research of scientific problems based on the study of texts, special literature, as well as on the basis of personal observations, research and practical experience. The abstract helps to develop the skills and techniques of independent scientific research, a competent and logical presentation of the selected problem and contributes to students' involvement in scientific activities.

Work sequence

1**. The choice of the research topic.** The topic of the essay is selected on the basis of its scientific interest. The teacher can also help in choosing a topic.

2**. Planning a study**. Includes a plan for the proposed essay. . The outline of the essay characterizes its content and structure.

It should include:

- introduction, where the relevance of the problem is justified, the goal and objectives of the research are set;
- the main part, which reveals the content of the problem;
- Conclusion, where conclusions on the topic are summarized and practical recommendations are given.

1**. Search and study of literature**

To identify the necessary literature should contact the library or the teacher. Selected literature is studied in the following order:

- o acquaintance with the literature, viewing it and selective reading with a view to a general presentation of the problem and the structure of future scientific work;

- study of the necessary sources, continuous reading of individual works, their study, note-out of the necessary material (when taking notes, it is necessary to indicate the author, name of the work, place of publication, publisher, year of publication, page);
- appeal to the literature for additions and clarifications at the stage of writing the abstract. For the development of the essay is enough to study the 4-5 most important articles on the selected issue. When studying literature, it is necessary to choose a material that not only confirms the position of the author of the essay, but also material for controversy.

Registration of the abstract   At registration of the abstract it is recommended to adhere to the following rules:

- write only what the author wants to express the essence of the problem, its logic;
- write consistently, logically, demonstratively (according to the scheme: thesis - justification - conclusion);
- follow the rules of grammar; write meaningfully, without abusing scientific expressions.

In presenting the material, it is necessary to adhere to the adopted plan.   The abstract is printed on a standard sheet of A4 paper. Left margin - 30 mm, right - 15 mm, upper and lower - 20 mm. Font Times New Roman size 14, line spacing 1.5.

Each new section begins with a new page; the same rule applies to other main structural parts of the work (introduction, conclusion, list of references, applications, etc.).

Pages of the abstract with figures and appendices should have continuous numbering. The first page is a title page on which the page number is not affixed. The sheet number is affixed with Arabic numerals in the center of the bottom of the sheet without a dot.

The title of the section is highlighted in bold and is located symmetrically to the line without word wrap. There is no dot at the end of the name. The name is not underlined.

Phrases beginning with a new line are printed with a paragraph indent from the beginning of the line (1.25 cm).

In the work you can use only conventional abbreviations and conventions.

It is necessary to take into account a number of features when writing numerals. Single-digit cardinal numbers, if there are no units of measurement, are written in words (five firms, not 5 firms). Multi-digit cardinal numbers are written in numbers, with the exception of the numerals with which the sentence begins. Such numerals are written in words.

An important point when writing an essay is the design of references to the sources used. When making them, you should follow the following rules:

- the text of the quote is in quotes and is given in the grammatical form in which it is given in the source, while preserving the features of the author's writing;
- each quote should be accompanied by a reference to the source;
- scientific terms proposed by other authors are not quoted.

When quoting a text, the quotation is given in quotation marks, and after it, a reference to a literary source in the list of references and the number of the page on which the quoted text is placed is

indicated in square brackets. For example: [15, p. 237-239]. It is possible to design references when citing text in the form of endnotes with continuous numbering. A sample of the title page of the abstract is presented in Appendix 1.

Criteria for evaluation:

- relevance of the topic;
- compliance with the content of the topic;
- depth of study of the material;
- literacy and full use of sources;
- Compliance with the requirements of the design.

A rating of "5" (excellent) is set if the topic matches the content; problem identified and highlighted; on the basis of primary sources the problem is independently studied; The material is logically presented, the regulations of the statement are observed.

A rating of "4" (good) is set if the topic corresponds to the content; problem identified and highlighted; based on primary sources, the problem is not sufficiently studied; The material is logically presented, the rules of presentation are not observed.

A rating of "3" (satisfactory) is set if the topic does not correspond to the content; the problem is not identified or highlighted; based on primary sources, the problem is not sufficiently studied; the material is not logically stated, the rules of statement are not observed.

Score "2" (unsatisfactory) - the topic of the essay is not disclosed, there is a significant misunderstanding of the problem.

Grade "1" - abstract of the graduate is not represented.

Guidelines for preparing to write and design informational message

Informational message is a type of extracurricular independent work on the preparation of a small volume of oral message for sound at a seminar, a practical lesson. The reported information has the character of clarification or generalization, brings novelty, reflects the modern view on certain problems.

The message differs from reports and abstracts not only in the volume of information, but also in its character - the messages supplement the studied question with actual or statistical materials. The assignment is made in writing; it may include elements of clarity (illustration, demonstration).

The time limit for the sound of the message - up to 5 minutes.

The time spent on preparing a message depends on the difficulty of collecting information, the complexity of the material on the topic, the individual characteristics of the student and are determined by the teacher. Approximate time for the preparation of an information message - 1 hour.

Additional tasks of this kind can be planned in advance and entered into the independent work card at the beginning of the study of the discipline.

Requirements for implementation

- collect and study literature on the topic;
- make a plan or graphic structure of the message;
- highlight the basic concepts;
- enter into the text additional data characterizing the object of study;
- draw up the text in writing;
- to pass on the control of the teacher and voice in the prescribed period.

Criteria for evaluation:

- relevance of the topic;
- compliance with the content of the topic;
- depth of study of the material;
- literacy and full use of sources;
- the presence of visual elements.

A rating of "5" (excellent) is set, with the relevance of the topic; the content of the subject; deep study of the material; literacy and comprehensive use of sources; the presence of elements of clarity. The student clearly and clearly voiced the message, but did not read.

The grade "4" (well) is set if the topic is relevant; the content of the topic; literacy and comprehensive use of sources; lack of visual elements. Student monotonously reads the message.

A rating of "3" (satisfactory) is set if the message does not correspond to the content of the topic; There are no visual elements. Student monotonously reads the message

Guidelines for the preparation of multimedia presentations and reports

Multimedia presentations are a type of independent work of students in creating visual information aids made using the multimedia computer program PowerPoint (Appendix 2). This type of work requires the coordination of student skills in collecting, organizing, processing information, designing it in the form of a collection of materials, briefly reflecting the main issues of the topic being studied, in electronic form. That is, the creation of presentation materials expands the methods and means of processing and presenting educational information forms the skills of working with a computer for students.

Presentation materials are prepared by the student in the form of slides using Microsoft PowerPoint. As presentation materials can be presented the results of any kind of extracurricular independent work, in the format corresponding to the mode of presentations.

The time spent on creating presentations depends on the degree of difficulty of the material on the topic, its volume, the level of difficulty of creating the presentation, the individual characteristics of the student and are determined by the teacher.

Requirement for students to prepare and present a report in class.

1. The report is a message on a given topic, in order to bring knowledge from additional literature, to systematize the material, to illustrate with examples, to develop the skills of independent work with scientific literature, cognitive interest in scientific knowledge.

2. The topic of the report should be coordinated with the teacher and correspond to the topic of the lesson.

3. The materials for its preparation must meet the scientific and methodological requirements of the university and should be specified in the report.

4. It is necessary to comply with the regulations, agreed upon receipt of the task.

5. Illustrations should be sufficient, but not excessive.

6. The student's work on the presentation paper includes the development of public speaking skills and the ability to organize and conduct a dispute.

7. The student during the work on the presentation of the report works out the ability to navigate the material and answer additional questions from the audience.

8. The student, during the work on the presentation of the report, works out the ability to independently summarize the material and draw conclusions in the conclusion.

9. The presentation of the student's essay corresponding to the subject of the lesson can also be a report.

10. The student is obliged to prepare and make a report in a strictly allotted time by the teacher, and in time.

Instructions for speakers and co-rapporteurs

The speakers and co-rapporteurs are the main actors. They largely determine the content, style, activity of this lesson. The difficulty is that speakers and co-rapporteurs must know and be able to do a lot:

- report new information;
- use technical means;
- know and be well versed in the subject of the entire presentation (seminar);
- be able to discuss and quickly answer questions;
- clearly comply with the established regulations: speaker - 10 min.; co-rapporteur - 5 min; discussion - 10 min.;
- have an idea of the compositional structure of the report.
- It must be remembered that the speech consists of three parts: the introduction, the main part and the conclusion.

Entry helps to ensure the success of performances on any topic. Entry must contain:

- the title of the presentation (report);
- message of the main idea;
- modern evaluation of the subject matter;

- a short list of issues addressed;
- lively interesting form of presentation;
- emphasis on originality of approach.

The main part, in which the speaker must deeply reveal the essence of the topic touched upon, is usually built on the principle of a report. The task of the main part is to provide enough data so that the audience will be interested in the topic and want to get acquainted with the materials. At the same time, the logical structure of the theoretical block should not be given without visual aids, audio - visual and visual materials.

The conclusion is a clear, clear summary and brief conclusions that listeners are always waiting for.

Guidelines for the preparation and presentation of the essay

Writing an essay is a kind of extracurricular independent work of students on writing a small volume and a free composition on a particular topic, which is interpreted subjectively and usually incomplete (Appendix 3). The subject of the essay should be relevant, affecting the current problems of the field of study of the discipline. The student should reveal not only the essence of the problem, bring different points of view, but also express their own views on it. This type of work requires the student to be able to clearly express thoughts, both in writing and through logical reasoning, to clearly express his point of view.

An essay, as a rule, has a task dedicated to solving one of the problems relating to the field of academic or scientific interests of the discipline, a common problem field, on the basis of which the student formulates the topic himself. In disclosing the topic, he should show originality of the approach to solving the problem, realism, usefulness and significance of the proposed ideas, brightness, imagery, artistic originality of the presentation.

The time spent on preparing the material depends on the difficulty of collecting information, the complexity of the material on the topic, the individual characteristics of the student and are determined by the teacher. Approximate preparation time - 4 hours.

As an additional task, it is planned in advance and entered into the independent work card at the beginning of the study of the discipline.

The essay can be presented at a practical lesson, at a competition of student works, scientific conferences.

Student Role:

- carefully read the assignment and formulate the topic not only relevant in its meaning, but also original and interesting in content;
- select and examine sources on the topic, the information contained in them;
- choose the main and secondary;
- make a plan for an essay;
- concisely, but succinctly disclose the content of the problem and its approaches to its solution;
- issue an essay and submit it in due time

Criteria for evaluation:

- novelty, originality of the idea, approach;
- realistic assessment of the status quo;
- the usefulness and realism of the proposed idea;
- the significance of the implementation of this idea, approach, breadth of coverage;
- artistic expression, brightness, figurative presentation;
- literacy presentation;
- essay submitted on time.

A rating of "5" (excellent) is set if the topic matches the content; problem identified and highlighted; the student revealed not only the essence of the problem, but also brought different points of view and expressed his own views on it; The essay does not contain speech and grammatical errors.

A rating of "4" (good) is set if the topic corresponds to the content; problem identified and highlighted; the essence of the problem is not disclosed; The essay contains 1-2 speech and grammatical errors.

A rating of "3" (satisfactory) is set if the topic does not correspond to the content; the problem is not identified or highlighted; the material is not logically described; there are grammatical and speech errors.

Guidelines for the use of information technology

In the study of academic disciplines, it is necessary to use advanced information technologies - computer equipment, electronic databases, the Internet. When using online resources, students should consider the following recommendations:

- you must be critical of the information;
- you should learn how to handle large amounts of information presented in sources, be able to see strengths and weaknesses, select the most significant part of the material presented;
- you must avoid plagiarism! (plagiarism is the appropriation of the fruits of someone else's creativity: the publication of other people's works under your own name without specifying the source or using them without transformative creative changes made by the borrower). Therefore, if the source text remains unchanged, do not forget to make links to the author of the work.

Independent work on the Internet

New information technologies (NIT) can be used for:

- **search for information in the network** - the use of web browsers, databases, use of information retrieval and information systems, automated library systems, electronic journals;
- **organization of dialogue in the network** - the use of e-mail, synchronous and deferred teleconferencing;
- **creating thematic web-pages and web-quests** - using html-editors, web-browsers, graphic editors.

Useful Internet addresses:

- http://www.prevention.com/
- http://www.webmd.com/
- http://www.healthcentral.com/
- http://www.localhealth.com/
- https://client.myoptumhealth.com/myoptumhealth
- http://www.medicineonline.com/
- http://www.mayoclinic.com/
- http://health.nih.gov/ http: // www.ivillage.com/health
- http://www.cancer.org/
- http://www.cdc.gov/
- http://www.cdc.gov/
- http://www.sharecare.com/
- http://www.nimh.nih.gov/health/index.shtml
- www.gks.ru - Federal State Statistics Service;
- www.infopravo.by.ru - Legislation of the Russian Federation;
- www.consultant.ru - Internet version of the Consultant Plus system;
- www.garant.ru - Internet version of the Garant system;
- www.rsl.ru - Russian State Library;
- www. alleng.ru - library of textbooks;
- www. bibliotekar.ru - Electronic library;
- www.finansy.ru/ - Books, articles from collections and journals on economics and other disciplines.

Making mental maps

Mental maps (Intellect cards) is a schematic representation of the key thoughts of the book, the main points of the speaker's speech or your most important action plan. With their help, it is convenient to clean up information chaos. Intellect cards have many names - mental map, mind mapping, thought map, communication diagram, Mind map.

The word mind is translated as mind. Psychologists are sure: drawing maps with felt-tip pens on sheets will make you really smarter and unleash the potential of your brain. Let's leave these thoughts to scientists and talk about the practical implementation of mind mapping.

What, where and how to draw?

The card is vaguely like a tree. Or a spider. Or an octopus. In general, something that has a center and branches.

In the center - the main idea or problem. Key points depart from it. Each item, too, if necessary, is divided into several smaller items. And so, until the whole problem is clearly worked out.

What is a good card format?

1. The schematic text is perceived better than the sheets, because it is shorter and simpler.

2. Saves time perception of information.

3. In the process of compiling the map, memorization of the material is improved.

4. When working on projects using colorization of branches, zones are clearly shown.

The map has a main idea, themes and subthemes. Blocks can be interconnected

How to create cards

We will not be wise and complex - we will use the algorithm of the author of the maps Tony Buzan himself.

- Observe the hierarchy of thoughts;
- In the center - the most important question. Graphic images (drawings, icons) are welcome;
- Give images, blocks, volume of rays. Thus, the map is more easily perceived;
- Leave the distance between the blocks, do not fence the rays;
- If you want to emphasize the connection between the elements, use the lines, arrows of the same color;
- Express your thoughts briefly and clearly. Simple font, one keyword above the corresponding line, main lines smoother and bold, arranges the words horizontally.
- Intellect card - as a service Glavred, only for the brain. Helps to clear the trash from thoughts.

Intelligence Cards are useful...

... at work:

- Planning work projects. In many programs, all team members can share. Changes are made to the map, tasks are prioritized, the implementation process is monitored;
- Get ready and have meetings. With the help of maps you will chart the performance, highlight the key points, set the logic of the narration. Programs have the ability to create a presentation - this will help you visualize materials for scheduling a meeting;

- Make a strategy. Maps, in my opinion, perfect. They help to move from the general to the particular;
- Brainstorm. Some programs even have a special mode.

... in training:

- Record key thoughts of the seminar, lectures. Such a summary will help to remember the train of thought;
- Organize information. You always have free space to complete an important thought.

... in everyday life:

- Plan. I use maps to create plans for the week, month, prepare for important events;
- Make lists. This may be a list of books, films, webinars, purchases, gifts, or just a list of things you need to do sometime;
- Write notes about read books. One main branch is one chapter. Brief thoughts, theses, main points fit perfectly into the format of maps. In addition, some programs have the ability to make hidden notes. Hover over a specific block, and a window opens with a detailed description of what is written in the block.

List of programs

The collection includes popular services for drawing and little-known. They differ in design, export capabilities, ease of management. Some programs are more suitable for personal use, others help to plan work and study effectively. The description applies only to free versions.

1. Link to the MindMeister website: https://www.mindmeister.com/ru

MindMeister features:

- Registration required. The alternative is to log in through external services and social media accounts; * Synchronization with MeisterTask - project management application;
- There are standard templates (about 60 pieces) and the ability to upload your own pictures or backgrounds;
- The card is easy to share with colleagues, which gives the selective right to edit the card;
- Integrates with Google tools, as well as with Dropbox, Evernote, Twitter, etc.

2. Mind Map

Link to the website: https://www.mindmup.com/

Mind Map Features:

- There are all the basic possibilities for creating high-quality design;
- Easy control;
- Free export to PDF (link available during the day);
- Maps are synchronized, if the devices have one account;
- Import images from disk or cloud in 2 clicks.

**Link to the website:** http://www.xmind.net/
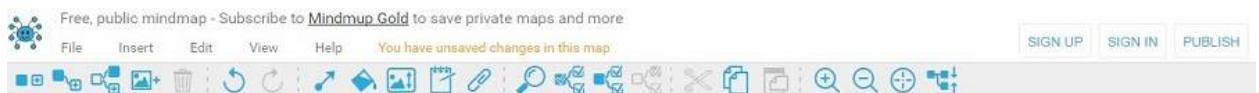
XMind Features:

- A large number of templates: fishbone, business plans, SWOT analysis and other useful things;

- Stylish design, bright design - the background on the entire map or separately on the blocks, a large selection of styles, lines, colors and shapes;
- Brainstorming;
- Easy creation of presentations.
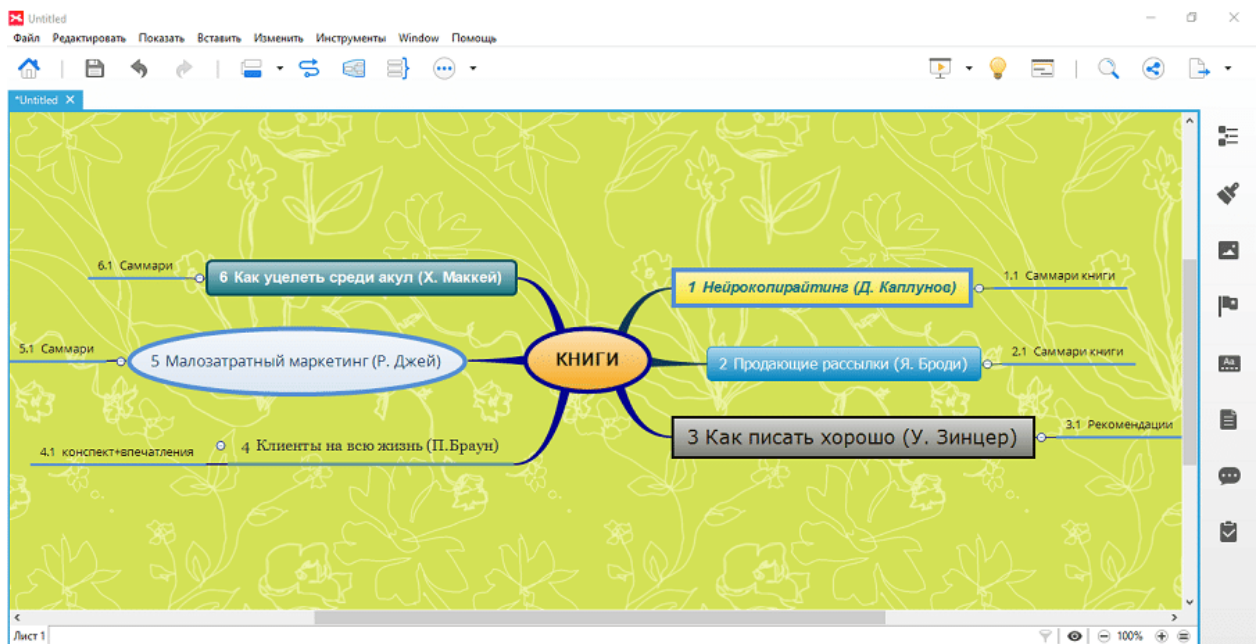
4. MindJet Mindmanager   **Link to the site:**   http://www.mindjet.
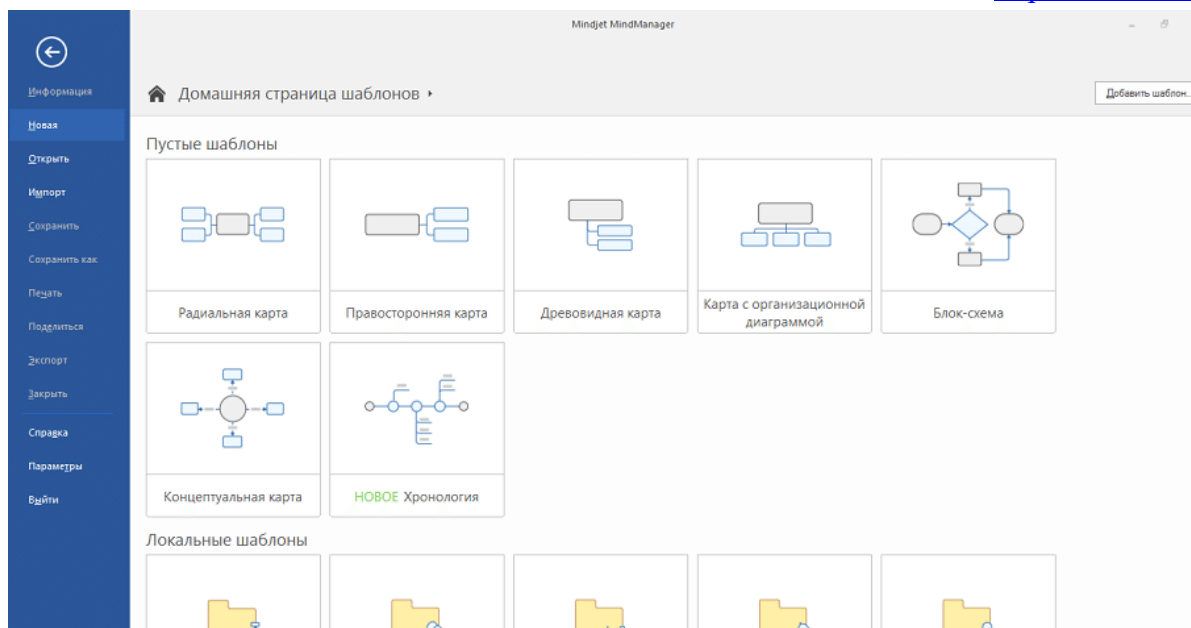

For each type of work-its own card template

Features MingManager:

- Templates are categorized - meetings and events, management, strategic planning, personal productivity, troubleshooting, flowcharts;

- According to the design possibilities, it resembles Word - just as easily and easily choose the text color, the form of a flowchart, fill, font, alignment, bulleted lists;
- Prioritization of actions. You can set the sequence of tasks, put beacons such as "risk", "discuss", "postpone", "costs", "for", "against";
- You can brainstorm, build Gantt charts, link cards together. Easily switch between tabbed maps;
- There is a web account MindManager Plus to save files in the cloud;
- Transfer data from Microsoft Outlook.
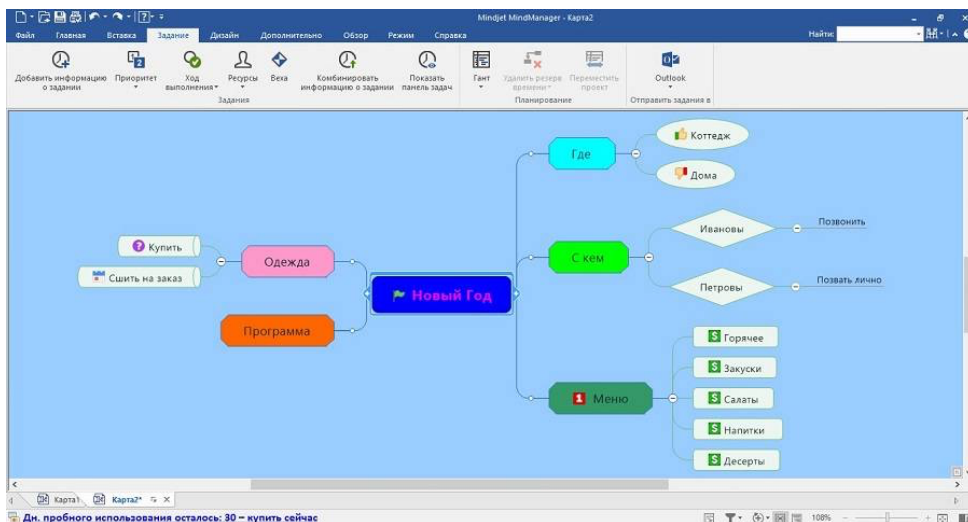
1. iMind Map

Link to the website: https://imindmap.com
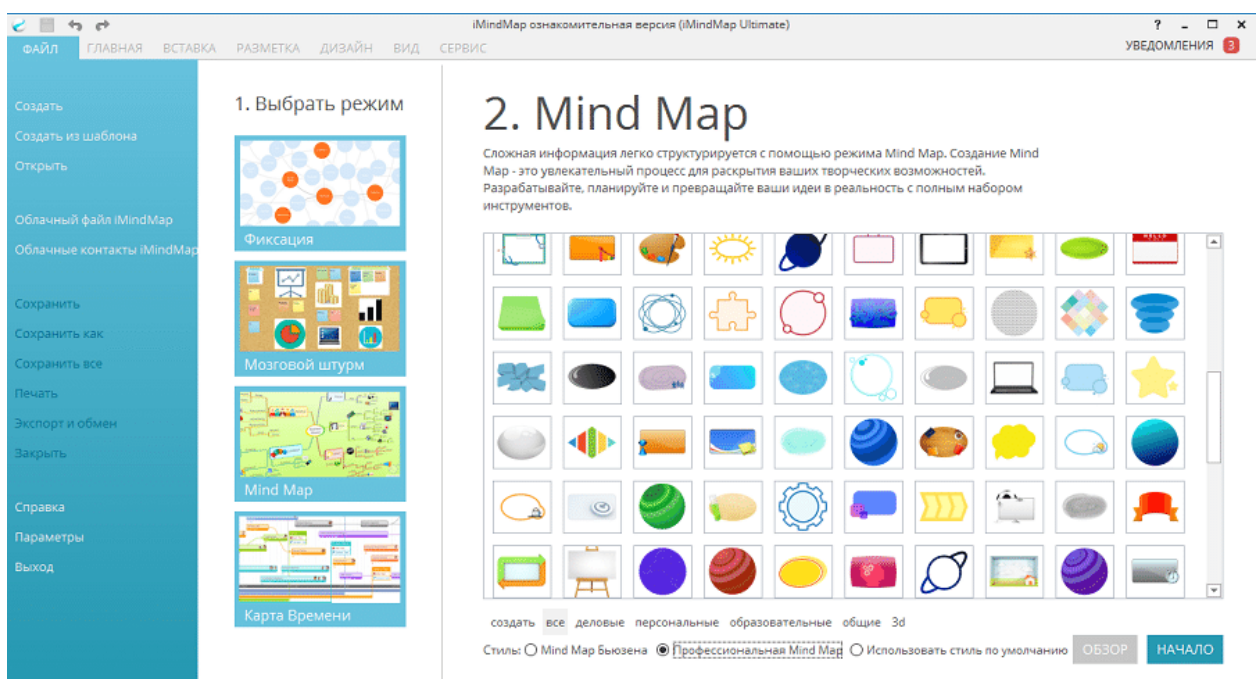
*iMind Map - a program with a bright map design and great features.*

Features iMindMap:

- The program offers 4 modes: fixing ideas and thoughts, brainstorming, creating mind maps, converting data into 2D and 3D presentations, pdf files, spreadsheets and other formats;
- About 130 types of styles;
- At the beginning of work there are prompts: click on the icon, use Tab and Enter;
- There is a spell checker;
- Very bright animated presentations;
- You can take notes to each branch, use the icons from a series of finance, transport, arrows, calendar, communications, flags, numbers, people, etc., change the flowchart formats, set deadlines and priorities, add audio files;
- Time card;
- Import files in IMX, Doc, Docx, IMM, MM, MMAP;
- Export files in PDF, SVG, 3D image, table, web page, project, audio, DropTask, Power Point presentation, archiving to a zip file.
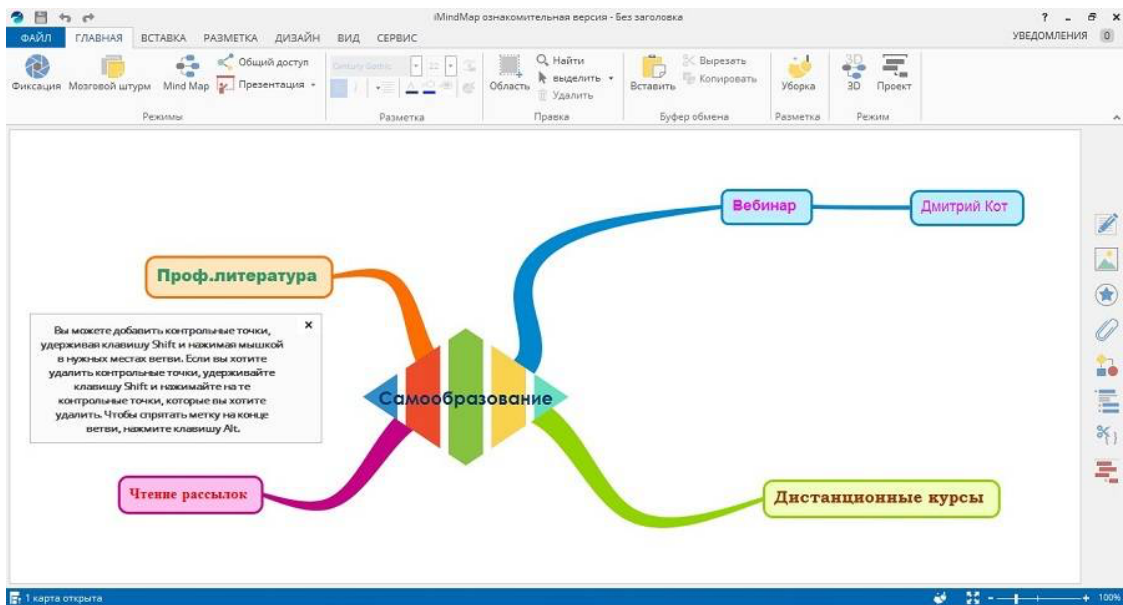
Intellect card in iMind Map

6.   **LOOPY**   **Link**   **to**   **the**   **website:**   http://ncase.me/loopy
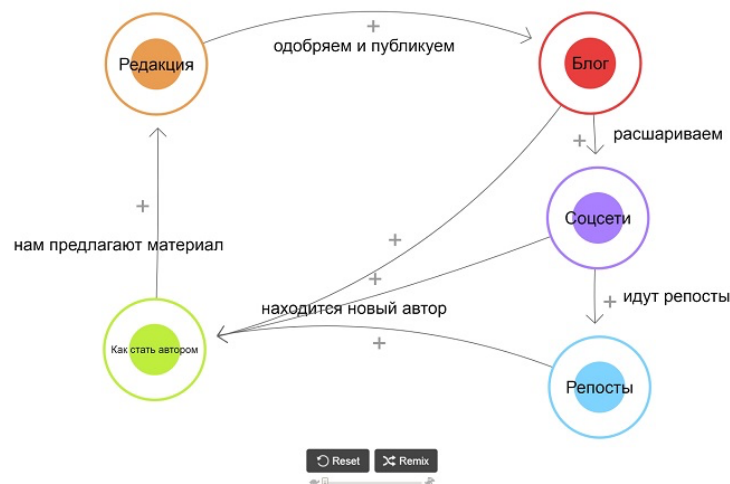
LOOPY Features:

The service allows you to create "live" schemes in which elements move between blocks. This allows you to illustrate some kind of cyclical processes. The service is free, registration is not required. Very small possibilities for the design of maps. The main thing is that the cards turn out to be "alive", with their help it is convenient to depict dynamic processes. The resulting scheme can be inserted into the site as an interactive element.

For drawing simple maps with plans for the day, lists and ideas are well suited:

- Mind Meister
- Mind Manager
- Mind Map

The programs are easy to manage, all the necessary functions right at your fingertips. Looking for a handy tool for teamwork or strategic planning? Create presentations and assign tasks to the entire department using mental maps.

Choose:

- MindMeister
- XMind
- Mind Manager
- MindGenius
- Mindomo
- Coggle
- ConceptDraw
- iMindMap.

To choose a suitable program, decide what additional features you need Mind Meister, XMind and iMindMap, but I also follow other programs with interest.

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

п/№	Name	Author (s)	Year, place of publication	Number of copies	
				in library	on depart ment
1	2	3	4	5	6
		Basic literature			
1.	Clinical psychology	Sidorov P. I., Parnyakov A. V.	M: GOATER 2008, 2010	205, ELS "Consultant of a student»205 ,	5
2.	Scientific organization of educational process	Belogurova V. A.	M:GOATER, 2014	ELS "Consultant of a student»205 ,	-
3.	Pedagogy in medicine .	Under. N. N.V.Kudryavaya.	M.: Academy, 2006	51	5
4.	Pedagogical science. History and modernity: textbook	Lukatsky M. A	M:GOATER, 2008		20
5.	Pedagogical technologies in medicine: studies. benefit	Romanov M. G., Sologub T. V.	M:GOATER,, 2007	ELS "Consultant of a student»205 ,	1
6.	Psychiatry and medical psychology: textbook	Ivanets N. N., Tulpen Y. G., M. A. Kinkulkin	M:GOATER, 2014	ELS "Consultant of a student», 205,	1
7.	Psychology M.: M.:GOATER -Media, 2010	Lukatsky M. A., Ostrikova M. E.	M.: M.:GOATER - Media, 2010 2013	ELS "Consultant of a student», 200,	5
		Additional literature			
8.	Pedagogy. Educational method. manual for students of medical specialties.	Under. edited by A. S. Tatrov	M.: Academy of natural Sciences, 2010	10	5

9.	Psychology. Educational method. manual for students of medical specialties.	Under. edited by A. S. Tatrov M.:	Academy of natural Sciences, 2010	10	5
10.	Psychology and pedagogy for foreign students of medical faculty: manual /	Tatrov A.S	North-Ossetian State Medical Academy. Vladikavkaz. - 2016. – 125	-	5