

<p style="text-align: center;"> ONTÜSTİK-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 language department		36/11( )
Syllabus for the Discipline "Foreign Language"		1page. from 32

**Educational work program of discipline (Syllabus)  
Educational program 6B10117 «Dentistry» B2 Level**

1.	General information about the Course		
1.1	Course Code: FL 1106	1.6	Academic year: 2025-2026
1.2	Course name: Foreign language (English language B2-B2 advanced)	1.7	Year:I
1.3	Prerequisites: School course of Foreign language (English language A1,A2,B1)	1.8	Term: 1/2
1.4	Post-requisites: Fundamentals of anatomy	1.9	Number of credits (ECTS):10
1.5	Cycle: CD (comprehensive disciplines)	1.10	Component: RC (required component)
2.	Course description (maximum 150 words)		
Development of skills in using linguistic and speech resources based on a system of grammatical knowledge for building communication strategies in a foreign language, self-improvement, and professional success; communication in oral and written forms in a foreign language to address tasks of interpersonal, intercultural, and professional interaction; analysis of information in accordance with the communication context and the ability to engage in interpersonal, social, and professional communication in a foreign language.			
3.	Summative assessment form		
3.1	Testing ✓	3.5	Term Paper
3.2	Written	3.6	Essay
3.3	Oral	3.7	Project
3.4	Assessment of Practical Skills	3.8	Other (specify)
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 (Course learning outcomes)		
LO1.	Compare and selects the forms and types of speech/communication corresponding to the communicative intent with an adequate type of speech by logical construction		
LO2.	Possess of methods of linguistic description and analysis of causes and consequences of events in scientific and social texts		
LO3.	Presents well-reasoned information, including possible solutions to contemporary issues, in a foreign language using digital technologies and artificial intelligence		



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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		3page. from 32

1	Human and nature. Environment and environmental problems. <i>Articles</i>	People, nature, the man-nature relationship, man in the realm of nature Environment, environmental problems, pollution, scientific and technical progress, innovations	LO1,4,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	Global environmental problems of today and their solutions. How to choose a balance between renewable energy, oil and coal?	Commercialization of science, renewable resources of the Republic of Kazakhstan and the ESC. People, nature, environmental problems, pollution	LO1,4,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
2	<b>Practical lesson:</b> World map. Geographical location and boundaries. Travelling. Vacation planning. <i>Present Continuous Past Continuous. Future Continuous</i>	Map of the world, geographical location of Kazakhstan and the country of the studied language. Tourism; rest and recovery; entertainment; journey, transport, hotel. Travel and holidays; travelling around the world, wonders and sights.	LO1,2,3	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Create an advertising booklet for those who want to visit your country. Develop a route of attractions of the country.	Recreation Recreation organization; active, passive recreation; Tourism; rest and recovery; entertainment; journey, nationality, city, transport, orientation in the city, sights of the city.	LO1,2,3	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech



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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		4page. from 32

3	Mass media. Advertising. <i>Prepositions</i>	News, media Advertising, banner, rack, outdoor advertising, signs, business cards	LO2, 3,4	4	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	World's media and the latest world events. Create your own brand, advertise it, using logo, slogan	News, media Advertising, banner, rack, outdoor advertising, signs, business cards	LO2, 3,4	1/5	Individual work Pair work Speaking on the topic, Working with internet resources Oral survey	Monologue speech/ dialogue speech
4	<b>Practical lesson:</b> Holidays and festivals, traditions and customs of the Republic of Kazakhstan and English speaking countries <i>Pronouns</i>	National, state, professional and other holidays in the Republic of Kazakhstan and ESC; their historical significance; holiday rituals, cultural projects	LO1, 3,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Unusual festivals and holidays in the Republic of Kazakhstan (your country) and the ESC.	Holiday rituals, cultural projects and traditions of the Republic of Kazakhstan and English speaking countries	LO1, 3,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
5	Outstanding cultural figures of the Republic of Kazakhstan and English speaking countries. <i>Modal verbs</i>	Writers, poets, artists, politicians, leaders, actors and actresses	LO2, 3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback

<div><div><div>ONTÜSTİK-QAZAQSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ</div><div></div><div>SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»</div></div></div>		
Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		5page. from 32

	Outstanding cultural figures of the Republic of Kazakhstan/ of ESC	Writers, poets, artists, politicians, leaders, actors and actresses	LO2, 3,4	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
6	The magic of music. Behind the lyrics Film and fiction, genres of films, books and their screen versions <i>Present Perfect Past Perfect Tense Future Perfect Tense</i>	Art, music, films, outstanding people	LO1, 3,4	4	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	Music that inspires you. Great musician of the world. The movie would you like to live in/ the best movie you've ever seen	Art, music, films, outstanding people	LO1, 3,4	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
7	<b>Practical lesson:</b> The educational system and medical education in the Republic of Kazakhstan and English speaking countries. Medical colleges and Universities <i>Phrasal verbs</i>	The education system, medical education, levels of education higher professional education, educational program, choice of university, specialty, enrollment standards, individual curriculum	LO3, 4,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback

	<b>SWIT:</b> Future Doctors and Scholars: Education Beyond Borders	Compare the structure of education (with a focus on medical colleges/universities) in Kazakhstan and ESC, including entrance exams, degrees, and student life.	CLO3 ,4, 5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
	<b>Midterm control 1</b>	Themes 1-7			Test, written task, oral task	Test, writing, speaking
8	<b>Practical lesson:</b> Government, legal institutions, political system and national symbols of the Republic of Kazakhstan and English speaking countries. <i>Present Perfect Continuous</i>	History; the formation of the state; cultural and historical background of the national symbols; political system, branches of the economy.	LO2 ,3,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Compare the political system of Kazakhstan and ESC. State symbols of Kazakhstan and ESC	History; the formation of the state; cultural and historical background of the national symbols; state flag, national emblem, national anthem; slogans, emblems, state and political system.	LO2 ,3,5	1/6	Individual work Pair work Speaking on the topic, Working with internet resources Oral survey	Monologue speech/ dialogue speech
9	<b>Practical lesson:</b> Science and technology. Inventions and innovations. Introducing AI <i>Interrogative sentences. Question words</i>	Science and technology, significant scientific discoveries, technological advancements, and the transformative potential of inventions and innovations, with a focus on the emerging field of Artificial Intelligence.	LO1 ,2,5	4	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback



	<b>SIWT:</b> 1.The latest scientific achievements and discoveries.	present 3 revolutionary inventions + an introduction to Artificial Intelligence. Include visuals, inventors, dates, and how each invention changed our lives.	LO1, 2,5	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>10</b>	<b>Practical lesson:</b> Health Care Technology and Innovations in medicine. <i>Active and passive voice</i>	Innovation in medicine/ education.	LO1, 3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> The advancements in medicine and public health contributed to an increase in the life expectancy	Innovation in medicine/ education	LO1, 3,4	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>11</b>	<b>Practical lesson:</b> First aid. <i>The participle I</i>	Doctor, nurse, future profession, professional competence; professional qualities.	LO2, 4,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> First aid.	Doctor, nurse, future profession, professional competence; professional qualities.	LO2, 4,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech

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Foreign language department	36/11( )
Syllabus for the Discipline "Foreign Language"	8page. from 32

12	<b>Practical lesson:</b> Mind, body and dependency. Drug abuse. Alcohol abuse. Disability. <i>The participle II</i>	Drug abuse; alcohol; the influence of alcohol to our organism; smoking; passive smoking.	LO1, 2,5	4	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Mind, body and dependency. Drug abuse. Alcohol abuse. Disability.	Drug abuse; alcohol; the influence of alcohol to our organism; smoking; passive smoking.	LO1, 2,5	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
13	<b>Practical lesson:</b> Medical ethics. <i>Reported speech: statements and questions</i>	Ethics; how to work with people; relationship;	LO1, 3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Medical ethics.	Ethics; how to work with people; relationship;	LO1, 3,4	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
14	<b>Practical lesson:</b> Health and healthy lifestyle. <i>Reported imperative and requests, orders</i>	Healthy lifestyle; sport; healthy food; vegetables and fruits;	LO2, 3,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback



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Foreign language department		
Syllabus for the Discipline "Foreign Language"		

	<b>SIWT:</b> Health and healthy lifestyle.	Healthy lifestyle; sport; healthy food; vegetables and fruits;	LO2,3,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>15</b>	<b>Practical lesson:</b> Dental service in Kazakhstan and ESC. Patients care. <i>Connectors and determiners:</i> <i>although, or, but, however/ despite;</i> <i>Sequence of tenses.</i> Control work. Test.	Concept about Primary Health Care. Organization of health services. Levels of Health care. Health of citizens of Kazakhstan is a strategic problem of the country and foundation for the work of the health agency of the RK.	LO1, 4,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/ Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/ Written tasks/ Mind Map/ Oral survey/ Reflection Feedback
	<b>SIWT:</b> Dental service in Kazakhstan. Patients care.	Health of citizens of Kazakhstan is a strategic problem of the country and foundation for the work of the health agency of the RK.	LO1, 4,5	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
	<b>Midterm control 2</b>	Themes 8-15			Test, written task, oral task	Test, writing, speaking
<b>8.</b>	<b>Thematic plan</b>					
<b>Week/Day</b>	<b>Topic name</b>	<b>Summary</b>	<b>Learning outcomes</b>	<b>Number of hours</b>	<b>Forms / methods / learning technologies</b>	<b>Forms / assessment methods</b>
<b>B2 level Advanced</b>						
<b>1</b>	<b>Practical lesson:</b> Parts of the body <i>Conditionals (0,1<sup>st</sup>)</i>	Asking about health, sickness, recovery. Parts of the body, referring to parts of the body, describing radiation of pain	LO 1,3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/ Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/ Written tasks/ Mind Map/ Oral survey/ Reflection Feedback

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Foreign language department		10page. from 32
Syllabus for the Discipline "Foreign Language"		

	<b>SIWT</b> Advise your groupmates how to keep fit and well	Asking about health, sickness, recovery. Parts of the body, referring to parts of the body, describing radiation of pain	LO 1,3,4	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
2	<b>Practical lesson:</b> The history of dentistry <i>Conditionals (2<sup>nd</sup>, 3<sup>rd</sup>)</i>	Science of dentistry, middle ages barbers ancient methods of teeth problems, an ancient form of drilling tool invention of toothbrush, first mass-produced toothpaste.	LO 1,2,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/ Case-study/ Problem solving tasks/ Game-based learning/ creating word cloud	Topic-based tests/ Role-plays & Simulations/ Written tasks/ Mind Map/ Oral survey/ Reflection Feedback
	<b>SIWT:</b> • The evolution of dentistry from ancient civilizations to modern times • The role of barbers in early dental care	Historical development of dentistry as a field of healthcare. Includes exploring how dental practices, tools, treatments, have progressed from their earliest beginnings in ancient societies.	LO 1,2,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
3	<b>Practical lesson:</b> Dental professions <i>Unreal expressions in conditionals: wish, rather, if only, unless, even if, provided, as long as, etc.</i>	Dental therapist, dentist-prosthodontist, Periodontist, orthodontist, dental surgeon, dental technician	LO 3,4,5	4	Whole-class instruction/ Group work/ Pair work/ Individual work/ Case-study/ Problem solving tasks/ Game-based learning/ creating word cloud	Topic-based tests/ Role-plays & Simulations/ Written tasks/ Mind Map/ Oral survey/ Reflection Feedback
	<b>SIWT:</b> Roles and responsibilities of a general dentist, orthodontist, dental surgeon, prosthodontist	Various careers and specialized roles within the field of dentistry that are focused on the prevention, diagnosis, and treatment of oral health issues.	LO 3,4,5	1/5	Individual work Pair work Speaking on the topic, Working with internet resources Oral survey	Monologue speech/ dialogue speech



4	<b>Practical lesson:</b> Anatomy of the tooth <i>Future forms, Other ways to express future – be about to, be due to, etc.</i>	Parts and structure of the tooth, gum and a narrowed neck root, crown root canal, the root cavity dentine, enamel, cement and pulp.	LO 2,3,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> • Structure, the role and function of enamel, dentin, and pulp, cementum in tooth stability. • Blood supply and nerve pathways in a tooth	The anatomical structure and physiological roles of the four primary components of a tooth — enamel, dentin, pulp, and cementum with a focus on how each contributes to the stability and function of the tooth within the oral cavity.	LO 2,3,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
5	<b>Practical lesson:</b> Types of the teeth <i>Future in the past</i>	The different types of human teeth — incisors, canines, premolars, and molars, including their structure, location, and specific functions in the process of chewing, biting, and speaking.	LO 1,2,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Incisors: Functions and structure Canines: Role in the dental arch and evolution. • Premolars vs. Molars: What makes them different?	The different types of human teeth — incisors, canines, premolars, and molars, including their structure, location, and specific functions in the process of chewing, biting, and speaking.	LO 1,2,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
6	<b>Practical lesson:</b> Dental instruments <i>Gerunds and infinitives</i>	Diagnostic, preventive, restorative, surgical, orthodontic instruments,	LO 4,3,5	4	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/	Topic-based tests/ Role-plays & Simulations/Written tasks/



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Foreign language department		
Syllabus for the Discipline "Foreign Language"		

		Endodontic instruments.			/Problem solving tasks/ Game-based learning/creating word cloud	Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> • Common tools used in dental examinations • The function and sterilization of high-speed handpieces • Dental X-ray machines: How they work and safety measures	Classifying and explaining the different types of dental instruments, including their functions	LO 4,3,5	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>7</b>	<b>Practical lesson:</b> Dental problems and their causes <i>Compound adjectives</i>	Periodontal disease, gingivitis, plaque, tooth decay, tooth sensitivity, bad breath (halitosis), tooth erosion, dental abscess, malocclusion	LO 2,4,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> • The causes and effects of tooth decay • What leads to gum disease and how to prevent it • Causes of tooth sensitivity and treatment options	Explain the causes of each of these dental problems — meaning what factors or behaviors lead to or contribute to the development of these issues.	LO 2,4,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
	<b>Midterm control 1</b>	Themes 1-7			Test, written task, oral task	Test, writing, speaking
<b>8</b>	<b>Practical lesson:</b> Oral hygiene and prevention of dental diseases <i>Modals in the past</i>	Flossing and brushing, professional cleaning, oral hygiene, hygiene and prevention of infectious processes keeping the mouth clean.	LO 2,3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback

	<b>SIWT:</b> Proper brushing techniques and their impact on oral health Mouthwash: Benefits and limitations Diet and its effect on oral health	Describe how to brush teeth correctly. Explain why these techniques matter — how proper brushing removes plaque, prevents cavities, gum disease, and keeps breath fresh.	LO 2,3,4	1/6	Individual work Pair work Speaking on the topic, Working with internet resources Oral survey	Monologue speech/ dialogue speech
<b>9</b>	<b>Practical lesson:</b> Treatment of dental diseases <i>Adverbs and adverbial phrases</i>	Procedures like fillings, root canal therapy, crowns, or extraction. Professional cleaning. Drainage of the abscess, antibiotics, and sometimes extraction.	LO 2,3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Describe treatment methods. Treatments vary from repositioning teeth, splinting, to restorative work.	Emphasize regular dental check-ups, proper oral hygiene, and lifestyle changes to prevent disease recurrence.	LO 2,3,4	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>10</b>	<b>Practical lesson:</b> Dental Practice technology <i>Relative clauses</i>	Understanding the tools and equipment used in modern dental clinics: Examples include dental chairs, X-ray machines, ultrasonic scalers, dental drills, curing lights, and sterilization equipment.	LO 1,3,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Fillings: Materials and procedure Root canal treatment: When and why it's needed Scaling and root planning in gum disease treatment	Treatment technologies: Laser dentistry for soft tissue procedures, computerized anesthesia delivery, and CAD/CAM systems for restorations. Practice management technology.	LO 1,3,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech



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Foreign language department		14page. from 32
Syllabus for the Discipline "Foreign Language"		

11	<b>Practical lesson:</b> Pediatric Dentistry: Managing Oral Health in Children <i>If and wish</i>	Focus on child-specific dental issues such as early childhood caries, space maintenance, behavior management, and preventive care for children.	LO 2,4,5	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Early Childhood Caries: Causes and Prevention	Risk factors and protective habits. Managing Dental Emergencies in Children – Fractured teeth, avulsions, and soft tissue injuries.	LO 2,4,5	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
12	<b>Practical lesson:</b> Advances in Digital Dentistry: From Diagnosis to Restoration <i>Present perfect continuous</i>	Cover cutting-edge tools like intraoral scanners, 3D printing, CAD/CAM restorations, and digital treatment planning. Discuss how these technologies improve accuracy, speed, and patient satisfaction.	LO 1,3,5	4	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback
	<b>SIWT:</b> Intraoral Scanners: Replacing Traditional Impressions Overview of how they work, Benefits	CAD/CAM Technology in Restorative Dentistry Impact of Digital Technology on Patient Experience and Practice Efficiency	LO 1,3,5	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
13	<b>Practical lesson:</b> Ethical and Legal Issues in Dental Practice <i>Organizing text / Linking words</i>	Cover patient consent, confidentiality, professional responsibility, malpractice, and ethical dilemmas in treatment planning and decision-making.	LO 2,3,4	3	Whole-class instruction/ Group work/ Pair work/ Individual work/Case- study/ /Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/Written tasks/ Mind Map/ Oral survey /Reflection Feedback



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Foreign language department	36/11( )
Syllabus for the Discipline "Foreign Language"	15page. from 32

	<b>SIWT:</b> Professionalism and Communication Ethics in Dental Practice	Respect, honesty, and proper interaction with patients and colleagues	OH 2,3,4	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>14</b>	<b>Practical lesson:</b> Management of Dental Anxiety and Pain Control Techniques <i>Past perfect continuous</i>	Focus on strategies to help patients with dental fear — including behavioral techniques, sedation options, and pain control methods (local anesthesia, nitrous oxide, etc.).	LO 1,2,3	3	Whole-class instruction/ Group work/ Pair work/ Individual work/ Case-study/ Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/ Written tasks/ Mind Map/ Oral survey/ Reflection Feedback
	<b>SIWT:</b> Understanding Dental Anxiety: Causes and Patient Profiles	Psychological and physiological roots Recognizing signs in different age groups Assessment tools (e.g., Dental Anxiety Scale)	LO 1,2,3	1/6	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
<b>15</b>	<b>Practical lesson:</b> Vitamins and minerals <i>Collocations</i> Control work. Test.	Defining vitamins and minerals. Explaining their roles in the body. Sources of vitamins and minerals. Effects of deficiency or excess.	LO 1,3,5	4	Whole-class instruction/ Group work/ Pair work/ Individual work/ Case-study/ Problem solving tasks/ Game-based learning/creating word cloud	Topic-based tests/ Role-plays & Simulations/ Written tasks/ Mind Map/ Oral survey/ Reflection Feedback
	<b>SIWT:</b> <ul style="list-style-type: none"> <li>The role of calcium and phosphorus in tooth health</li> <li>Vitamin D and C deficiency and its impact on teeth and bones</li> </ul>	Defining vitamins and minerals. Explaining their roles in the body. Sources of vitamins and minerals. Effects of deficiency or excess.	LO 1,3,5	1/5	Individual work/ Pair work/ Speaking on the topic/ Working with internet resources/ Topic-based tasks/ Discussion.	Monologue/ Dialogue speech
	<b>Midterm control 2</b>	Themes 8-15			Test, written task, oral task	Test, writing, speaking

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Foreign language department			36/11( )
Syllabus for the Discipline "Foreign Language"			16page. from 32

9. Training andTeachingMethods					
9.1	Practicallessons	oral response, work in pairs, small groups, discussions, solving situational problems, role-playing games, exercises, performing test tasks, performing exercises, dictionary dictation, compiling			
		monologues, dialogues, oral interviewing, etc.			
9.2	SIW / SIWT	self-mastering the topics included in the program, preparing presentations, writing essays, info poster, monologue-speech, performing test tasks, working with methodological developments, preparing crosswords, milestone control, etc.			
9.3	Mid-term examination	Weeks 7 and 15 Test, Oral Survey or written work			
9.4	Final examintion	Testing			
10. Evaluation criteria					
10.1 Criteria for evaluating the learning outcomes of the discipline					
	LO disciplines	unsatisfactory	Satisfactorily	Good	Excellent
LO1	Systematizes the conceptual foundations for understanding the communicative intentions of the partner, the authors of the texts at this level	<ul style="list-style-type: none"><li>- Usually passive in development conversation .</li><li>- Remarks are not related to the speech of others speakers .</li><li>- Very limited into interaction.</li></ul>	<ul style="list-style-type: none"><li>- Adequately develops dialogue , but requires minimal effort to start conversation .</li><li>- Needs constant queue prompt .</li></ul>	<ul style="list-style-type: none"><li>- Interaction proper way initiated and developed .</li><li>- May rotate but needs counterquestions/ small n prompting</li></ul>	<ul style="list-style-type: none"><li>- Can initiate and logically develop a simple conversation to acquaintances themes .</li><li>- Maybe change partner.</li><li>- Understands the communicative intentions of the partner, authors of texts at this level.</li></ul>
LO2	-Knows the techniques of linguistic description and analysis of the causes and consequences of events in texts of a scientific and social nature	<ul style="list-style-type: none"><li>• Does not understand the text or misunderstands the content of the text .</li><li>• Not oriented in the text</li><li>• Does not know how to semantize unfamiliar vocabulary .</li></ul>	<ul style="list-style-type: none"><li>• Remembers and consistently retells the information in the text.</li><li>• Identifies the topic and main idea of the text.</li><li>• Answers questions about the content of the text.</li></ul>	<ul style="list-style-type: none"><li>• Explain and justify your answers.</li><li>• Formulates a conclusion from what has been read.</li></ul>	<ul style="list-style-type: none"><li>• Gives an opinion on what has been read.</li><li>• Offers his improved version/way of solving the problem. Owns techniques of linguistic description and analysis of causes and consequences of events in texts of scientific and social nature</li></ul>

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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		17page. from 32

LO3	-Expresses in a foreign language possible solutions to modern problems based on the use of reasoned information	- Unable to independently produce a monologue speech, enter into a discussion.	- Ready to speak abstractly, repetitions are noticeable. - fluctuates and/or selfcorrects; sometimes loses	- Speaks without noticeable effort, with little repetition - Demonstrates hesitation in finding words or using	- Speaks fluently, almost without repetitions with minimal hesitation. - Reveals the topic completely and coherently, the style of the speech corresponds to the type of task, the
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			consistency – The topics of the utterance are mostly developed, but usually not logically completed.	correct grammatical structures and/or selfcorrection - some aspects specified in the assignment are not reflected, the argumentation is not always at the appropriate level.	argumentation is at the level, the norms of politeness are observed. - Adequate natural reaction to the interlocutor's remarks. - Speech initiative is manifested to solve the set communicative tasks. The statement corresponds to the topic; the argumentation is not always at the appropriate level
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LO4	- Evidence-based use of language material with reasoned linguistic means sufficient for a given level, timely and independently corrects mistakes made with 75% of error-free oral and written statements	- The statement is illogical, there are no introductory and final phrases; means of logical connection are not used .	- The statement is basically logical, but there is no introductory or final phrase, there are one or two violations in the use of logical connection means. Speech volume: 6-8 phrases/sentences	- The statement is logical and has a complete character; there are introductory and concluding phrases corresponding to the theme. Speech volume: 9-11 phrases/sentences .	- The goal of communication is achieved; the topic is disclosed in full (full, accurate and detailed disclosure of all aspects specified in the task). Speech volume: 12 – 15 phrases/sentences- The means of logical connection are used correctly.
LO5	- Possesses the strategy and tactics of constructing a communicative act, correctly forms speech intonation, based on lexical sufficiency within the framework of speech topics and grammatical correctness	- Speech is not perceived by others. has significant phonetic and gross lexical and grammatical errors . - Uses very primitive vocabulary to express a point of view .	- Mostly correct pronunciation and clear articulation, except for occasional errors . -There are some errors in pronunciation, but without damage for understanding oral speech. - Sometimes uses complex forms and sentence structures; has a limited vocabulary.	-Mostly correct pronunciation and clear articulation . - Speech is intelligible most of the time; very few phonological errors . -Demonstrates the ability to use complex sentence forms and structures most of the time, using sufficient vocabulary .	- Maybe pronounce correctly and articulate clearly . - Speech is always understandable ; – uses relevant intonation . - Can be expressed on various topics such as family, hobbies, work, travel and current events . - Often uses complex forms and sentence structures; has enough vocabulary to express his thoughts . - Demonstrates the ability to use complex sentence forms and structures most of the time, using sufficient vocabulary .
10.2	<b>Criteria for evaluating the learning outcomes of the discipline</b>				

### Practice Checklist

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

B-	3.0	80-84	Good	<ul style="list-style-type: none"> <li>- assimilation of program material;</li> <li>- consistent presentation of answers to all types of tasks with minor errors;</li> <li>- skills of applying theoretical knowledge under the guidance of a teacher;</li> <li>- skills necessary to perform practical tasks;</li> <li>- skills of using the recommended literature on the subject;</li> <li>- skills of systematization of program material under the guidance of a teacher;</li> <li>- skills to perform all types of tasks;</li> <li>- Ability to self-correct mistakes;</li> <li>- timely completion of all types of tasks with the elimination of errors.</li> </ul>
B-	2.67	75-79		<ul style="list-style-type: none"> <li>- assimilation of program material;</li> <li>- the ability to submit answers with minor errors;</li> <li>- skills of applying theoretical knowledge under the guidance of a teacher;</li> <li>- mastering the methods of performing practical tasks;</li> <li>- skills of using the recommended literature under the guidance of a teacher;</li> <li>- skills of generalization of program material under the guidance of a teacher;</li> <li>- the ability to correct mistakes with the help of a teacher;</li> <li>- timely completion of all types of tasks with the elimination of errors.</li> </ul>
C+	2.33	70-74		<ul style="list-style-type: none"> <li>- assimilation of the main material;</li> <li>- insufficiently correct wording when answering all types of tasks;</li> <li>- violation of the sequence in the presentation of the program material;</li> <li>- difficulties in independent performance of practical tasks;</li> <li>- certain techniques for performing practical tasks;</li> <li>- skills of using the literature recommended by the teacher;</li> <li>- skills of summarizing individual sections of the program material under the guidance of a teacher;</li> <li>- the ability to correct gross errors with the help of a teacher;</li> <li>- performance of all types of tasks with elimination of errors.</li> </ul>



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

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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		22page. from 32

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

#### Checklist \_\_ for SIWT

Grade	Criteria for assessing students' knowledge	
A (4.0; 95-100%);	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 and additional materials required for its coverage, the ability to draw conclusions and generalizations;</li> <li>- harmonious in composition, logical and consistent presentation thoughts;</li> </ul>
A- (3.67; 90.94%)		<ul style="list-style-type: none"> <li>- the problem is clearly formulated, coherently and fully proved advanced thesis;</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, additionally material used.</li> <li>- the conclusion contains conclusions that logically follow from the content main part.</li> </ul>

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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		23page. from 32

<p>B+ (3.33; 85-89%);</p> <p>B (3.0; 80-84%)</p> <p>B- (2.67; 75-79%)</p>	Good	<ul style="list-style-type: none"> <li>- the topic is sufficiently fully and convincingly disclosed with minor deviations from it;</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>
		<p>C+ (2.33; 70.74%).</p> <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 main part.</li> <li>- - mainly reveals the topic;</li> </ul>
<p>C (2.0; 65-69%)</p> <p>C- (1.67; 60-64%)</p>		<ul style="list-style-type: none"> <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>
<p>D+ (1, 33 ; 55-59%)</p> <p>D (1.0; 50-54%)</p>		<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>- Numerous (60-100%) text borrowings from other sources; - characterized by the presence of gross speech errors.</li> </ul>

#### Intermediate certification

The form control	Grade	Criteria for evaluation
Midterm control Paperwork	Excellent A (4.0; 95-100%);	It is set if the teacher did not make any mistakes or inaccuracies during the answer. He orients himself in theories, concepts and directions in the discipline under study and gives them a critical assessment, uses the scientific achievements of other disciplines. • Control of simple grammatical constructions. Errors occur when trying to create complex structures.



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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		24page. from 32

<b>Great A-</b> (3.67; 90-94%)	Punctuation and spelling are mostly accurate. Mistakes do not interfere with understanding. Vocabulary sufficient to answer questions. Uses simple connected techniques to organize responses in a linear sequence of sentences.
<b>Good</b> B+ (3.33; 85-89%); B (3.0; 80-84%)	It is put in the event that the teacher during the answer did not make gross errors in the answer, made unprincipled inaccuracies or fundamental errors corrected by the student himself, managed to systematize the program material with the help of the teacher.
<b>Good</b> B- (2.67; 75-79%) C+ (2.33; 70-74%).	Uses simple grammatical structures to write text at the sentence level. Errors with simple structures are common and sometimes interfere with understanding. Noticeable punctuation and spelling errors. Vocabulary is not enough to answer the question(s). Incorrect choice of vocabulary is noticeable and sometimes interferes with understanding. The responses are lists of suggestions and are not organized as coherent texts.
<b>Satisfy effectively</b> C (2.0; 65-69%) C- (1.67; 60-64%)	It is put in the event that the teacher made inaccuracies and non-principled errors during the answer, limited himself only to the educational literature indicated by the teacher, experienced great difficulties in systematizing the material. Noticeable punctuation and spelling errors. Vocabulary is not enough to answer the question(s).
<b>Satisfactorily</b> D+ (1, 33 ; 55-59%) D (1.0; 50-54%)	Uses simple grammatical structures to write text at the sentence level. Errors with simple structures are common and sometimes interfere with understanding. Incorrect choice of vocabulary is noticeable and sometimes interferes with understanding. Vocabulary is limited. The answers are lists of suggestions and are not organized as linked text.

<b>Final score</b>		
<b>Computer test</b>	Max. 100	Min. 5
The test is taken electronically. The test consists of 50 questions. The score is calculated on a 100-point scale.	90-100	excellent
	70-89	good
	50-69	good
	<50	satisfactory

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

Level and description of language proficiency according to pan-European competence (further - OEC)	Letter System Evaluation	ECTS Score (isities) Digital Points Equivalent	ECTS Score (isities) Digital Points Equivalent	% content	Traditional Rating Scale
B2	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

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Foreign language department		25page. from 32
Syllabus for the Discipline "Foreign Language"		

	B-		2,67	75-79	
	C+		2,33	70-74	
	C	D	2,0	65-69	satisfactory
	C-		1,67	60-64	
	D+		1,33	55-59	
	D	E	1,0	50-54	satisfactory
	F	FX, F	0	0-49	unsatisfactory

#### 11. Learning Resources

Electronic resources; websites, electronic reference materials ( for example: video, audio, digest)	<p>Электронная библиотека ИЮМА - <a href="https://e-lib.skma.edu.kz/genres">https://e-lib.skma.edu.kz/genres</a></p> <ul style="list-style-type: none"> <li>Республиканская межвузовская электронная библиотека (РМЭБ) – <a href="http://rmebrk.kz/">http://rmebrk.kz/</a></li> <li>Цифровая библиотека «Aknurpress» - <a href="https://www.aknurpress.kz/">https://www.aknurpress.kz/</a></li> <li>Электронная библиотека «Эпиграф» - <a href="http://www.elib.kz/">http://www.elib.kz/</a></li> <li>Эпиграф - портал мультимедийных учебников <a href="https://mbook.kz/ru/index/">https://mbook.kz/ru/index/</a></li> <li>ЭБС IPR SMART <a href="https://www.iprbookshop.ru/auth">https://www.iprbookshop.ru/auth</a></li> <li>информационно-правовая система «Зан» - <a href="https://zan.kz/ru">https://zan.kz/ru</a></li> <li>Medline Ultimate EBSCO</li> <li>eBook Medical Collection EBSCO</li> <li>Scopus - <a href="https://www.scopus.com/">https://www.scopus.com/</a></li> </ul>
Electronic textbooks	Англо-русский медицинский словарь [Электронный ресурс] : словарь / под ред. И. Ю. Марковиной, Э. Г. Улумбекова. - М. : ГЭОТАР - Медиа, 2013. - 496 с. эл. опт. диск (CD-ROM)
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Foreign language department	36/11( )
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Foreign language department	36/11( )
Syllabus for the Discipline "Foreign Language"	27page. from 32

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## 12. Politics of discipline

1. Do not be late for classes;
  2. Be punctual and obligatory;
  3. Observe safety and fire safety, follow the instructions;
  4. Actively participate in the educational process;
  5. Do not miss classes, in cases of absence due to illness, provide a certificate;
  6. Work off missed classes at the time appointed by the teacher;
  7. Each student must be present until the end of the class;
  8. Take your homework seriously;
  9. Do not talk during class, turn off your cell phone, do not bring food and drinks into the classroom;
  10. Be tolerant and friendly to fellow students and teachers;
  11. Wear the appropriate uniform (white coat, cap) at the academy;
  12. A student who scored a low score (less than 50 points) when passing the midterm control has two attempts to retake and at the next attempt 10 points are subtracted from the score.
  13. For each absence for the SROP session, a point is deducted from the total score (one "nb" 2 points).
- Failure to comply with these rules is considered a violation of the requirements of ethical conduct.

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

academic policy. 11.4 Student honor code

The student strives to become a worthy citizen of the Republic of Kazakhstan, a professional in the chosen specialty, to develop the best qualities in oneself creative personality.

The student treats elders with respect, does not allow rudeness towards others and shows empathy for socially vulnerable people and take care of them as much as possible.

A student of decency, culture and morality, intolerant of manifestations immorality and does not allow manifestations of discrimination based on sex, national or religious grounds.

The student leads a healthy lifestyle and completely refuses harmful habits.

The student respects the traditions of the university, protects its property, keeps cleanliness and order in the student hostel.

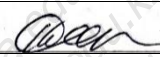


The student recognizes the necessary and useful activity aimed at development of creative activity (scientific and educational, sports, artistic and etc.), to improve the corporate culture and image of the university.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">             ONTUSTIK-QAZAQSTAN  <b>MEDISINA              AKADEMIASY</b>              «Оңтүстік Қазақстан медицина академиясы» АҚ           </div> <div style="text-align: center;">  </div> <div style="text-align: center;">             SOUTH KAZAKHSTAN  <b>MEDICAL              ACADEMY</b>              АО «Южно-Казахстанская медицинская академия»           </div> </div>	
Foreign language department	36/11( )
Syllabus for the Discipline "Foreign Language"	28page. from 32

	<p>Outside the walls, the student always remembers that he is a representative of the highest schools and makes every effort not to drop his honor and dignity.</p> <p>The student considers it his duty to fight all types of academic dishonesty, including: cheating and turning to other persons for assistance in passing knowledge control procedures; representation of any size ready-made educational materials (abstracts, term papers, control, diploma and other works), including Internet resources, as the results of their own work; using family or service ties to get a higher grade; absenteeism, tardiness and skipping classes without a good reason.</p> <p>The student considers all of the listed types of academic unscrupulous as incompatible with obtaining high-quality and competitive education worthy of the future economic, political and management elite of Kazakhstan.</p>
	<p><b>12. Grading Policy</b></p> <p><b>Undergraduate</b></p> <ol style="list-style-type: none"> <li>1. Evaluation of educational achievements of students involves the evaluation of current control, boundary control and final certification of students.</li> <li>2. The current control of students' knowledge is carried out within the framework of practical (seminar, laboratory) classes with daily filling of the educational journal student progress and an electronic journal by the end of the week. student who missed a lesson, lecture and SIWT (if not released from classes in accordance with by the order of the dean of the faculty) the mark "g" is set (the language of filling is Kazakh); "n" (filling language - Russian); "a" (filling language - English).</li> <li>3. Missed classes for an unexcused reason are not made up. Students who missed classes for an unexcused reason or did not work in the electronic journal next to the mark "n" is rated "0" in the last week academic period.</li> <li>4. Missed classes for a good reason are worked out when providing a supporting document (due to illness, family reasons or other objective reasons). The student must submit a certificate no later than 5 business days from receipt. In the absence of supporting documents or when they are submitted to the dean's office later than 5 working days after the study reason is considered disrespectful. The student submits an application to the dean and receives a worksheet indicating the due date, which is valid for 30 days from the date of its receipt in the dean's office. Students who missed classes good reason in the electronic journal next to the mark "n" is set grade obtained as a result of practicing the lesson. In this case, the mark "n" automatically is cancelled.</li> <li>5. For students who missed classes due to the dean's order for release, the mark "n" is not set, the mark obtained as a result of working out is set lessons. The form of control is determined by the department (the policy of the department).</li> <li>6. By the 1st day of each month, the departments submit information about progress to the dean's office student attendance.</li> <li>7. The boundary control of students' knowledge is carried out at least two times during one academic period at 7-8/14-15 weeks of theoretical training with putting down the results of milestone controls in the educational journal of progress and electronic journal, taking into account penalty points for missing lectures (missing lectures in in the form of penalty points are subtracted from the midterm control scores). Penalty point for skipping 1 lecture is 1.0 points. A student who did not appear at the border control without good reason, is not allowed to take the exam in the discipline. student, not who appeared at the border control for a good reason, immediately after started classes, submits an application addressed to the dean, provides exculpatory documents (due to illness, family circumstances or other objective reasons), receives a work sheet, which is valid for the period specified in paragraph 12.4. The results of midterm control are provided to the dean's office in the form of a report to the end control week. Midterm control scores are set in accordance with the points of the practical lesson.</li> <li>8. The assessment of the SIW is given in the SIW classes according to the schedule in the academic academic journal and electronic journal, taking into account penalty points for omissions SIW classes</li> </ol>



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Foreign language department	36/11( )
Syllabus for the Discipline "Foreign Language"	29page. from 32

<p>(missing SIW classes in the form of penalty points are deducted from the marks SRS). The penalty point for missing 1 session of the SIWT is 2.0 points.</p> <p>9. A student who did not score a passing score (50%) for one of the types of controls (current control, boundary control No. 1 and / or No. 2) is not allowed to take the exam in discipline.</p> <p>10. Correction of estimates of current and boundary controls is carried out when technical errors in filling out an electronic journal on the basis of an explanatory notes of the teacher (signed by the head of the department) indicating the reason; submission of supporting documents (progress log, etc.); permissions vice-rector for academic and methodological work.</p> <p>11. The assessment of students' knowledge is carried out according to the point-rating letter system, according to which 60% is current control, 40% - final control.</p> <p>12. The final grade is calculated automatically based on the average grade current control, average assessment of midterm controls and final control assessment:  Final Grade (100%) = Tolerance Rating (60%)+ Final Control (40%)  Acceptance rating (60%) = Average score of intermediate controls (20%) + Average score current control (40%)  Average score of midterm controls = Midterm control1 + Midterm control2  Average current control score = arithmetic mean sum of current scores with taking into account the average score for the SRS  Final score (100%) = RKav x 0.2 + TKav x 0.4 + IC x 0.4  RKav - average score of boundary controls  TKav - average assessment of the current control  IC - assessment of the final control</p> <p>13. The level of student mastery of the academic discipline is reflected in examination sheet on a 100-point scale, corresponding to the one adopted in international practice of an alphabetic system with a digital equivalent (positive grades, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F") and estimates according to the traditional system.</p>			
<b>14. Approval and revision</b>			
<b>Date of agreement with the Library and Information Center</b>	<b>Protocol No.7</b>	<b>Head of the Library and Information Center</b>	<b>Signature</b>
25.06.2025			
<b>Date of approval at the department</b>	<b>Protocol No.11</b>	<b>Head of the department Zhumagulova G.K.</b>	
26.06.2025			
<b>Date of Approval by the Academic Committee of the Educational Programme "General Education Disciplines"</b>	<b>Protocol No.11</b>	<b>Full Name of the Chairperson: Nurzhanbayeva Zh.O.</b>	
27.06.2025			
<b>Date of revision</b>	<b>Protocol No.</b>	<b>Head of the department Zhumagulova G.K.</b>	



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Foreign language department		36/11( )
Syllabus for the Discipline "Foreign Language"		30page. from 32

<b>Date of Review by the Academic Committee of the Educational Programme "General Education Disciplines"</b>	<b>Protocol No.</b>	<b>Full Name of the Chairperson:</b> <b>Nurzhanbayeva Zh.O.</b>	

Foreign language department

36/11( )

Syllabus for the Discipline "Foreign Language"

31page, from 32

Foreign language department

36/11( )

Syllabus for the Discipline "Foreign Language"

32page, from 32