

ONTÜSTIK-QAZAQSTAN MEDISINA AKADEMIASY «Онтыстік Қазақстан медицина академиясы» АҚ	 SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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Syllabus

Department «Foreign languages»

Discipline academic work program (Syllabus)

Educational program 7M10144 Medicine 2 years (scientific and pedagogical direction)

1.	General information about the Course		
1.1	Course Code: M-Sht	1.6	Academic year: 2025-2026
1.2	Course name: Foreign language (professional)	1.7	Year: I
1.3	Prerequisites: Bachelor course of Foreign language (English)	1.8	Term: I
1.4	Post-requisites: branch disciplines of specialty	1.9	Number of credits (ECTS):3/90 hours
1.5	Cycle: BD (basic discipline)	1.10	Component: UC

2. Course description (maximum 50 words)

Extension and development of skills for practical usage proficiency language of specialty, for active application of a foreign language both in daily, and in professional communication: lexicon, grammar, possession of oral speech, written skills, audition, translation.

3.	Summative assessment form		
3.1	Testing	∨	

4. Discipline objectives

The purpose of discipline at this stage includes the development of the following competencies:

- linguistic and cultural competence involves the formation of the necessary knowledge of educational cultural material, knowledge of the minimum of general literary vocabulary, knowledge of linguistic means (phonetic, lexical, grammatical), which allow to be engaged in the process of communication, form life activity in accordance with spiritual and moral, moral and ethical, aesthetic and creative potential;
- cognitive competence ensures the formation of language as an integral part of the process of cognition and the formation of thinking;
- communication competence contributes to the mastery of complex communication skills and skills, the formation of adequate skills in new social structures, including knowledge of cultural norms and restrictions in communication, knowledge of customs and traditions.

5.	Learning outcomes		
LO1.	To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts		
LO2.	To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts		
LO3.	To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records		
LO4.	To explore and evaluate research techniques and resources and crediting sources of information.		
LO5.	To promote learner independence by encouraging learners to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.		
5.1	Course learning outcomes		The learning outcomes of the EP, which are related to the learning outcomes of the course
	LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts		LO 2. Is engaged in professional growth,

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<p>LO 5. To promote learner independence by encouraging learners to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.</p>	<p>demonstrates introspection skills and experience for teaching at the higher and postgraduate levels, taking into account the principles of student-centered learning and assessment, pedagogical interaction with stakeholders; development of teaching materials taking into account the integration of education, science, innovation and digital technologies.</p>					
<p>LO 1. To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts</p>	<p>LO 4. Demonstrates knowledge and understanding of the interdisciplinary nature of scientific research in modern education and in the field of medicine.</p>					
<p>LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records</p>	<p>LO 4. Demonstrates knowledge and understanding of the interdisciplinary nature of scientific research in modern education and in the field of medicine.</p>					
<p>LO 4. To explore and evaluate research techniques and resources and crediting sources of information.</p>	<p>LO 4. Demonstrates knowledge and understanding of the interdisciplinary nature of scientific research in modern education and in the field of medicine.</p>					
6. Details of the course						
<p>6.1 Location (building, auditorium): Contact information: SKMA JSC, Department of Foreign Languages, Tokayev st., 27A auditorium No. 402. e-mail: inostr.kaf@mail.ru, inostr.kaf@ukma.kz</p>	<p>6.2 Number of hours</p>	<p>Practical lessons</p>	<p>LIWT</p>			
<p>90</p>	<p>30</p>	<p>9</p>	<p>LIW</p>			
7. Information about teachers						
№	Full name	Degrees and title	Email address	Scientific interests, etc..		
<p>1.</p>	<p>Zhumagulova Gulshat Kopzhanovna</p>	<p>Candidate of Philology, Head of the Department of Foreign Languages</p>	<p>dan-adik@mail.ru</p>	<p>Theory of speech acts, pragmalinguistics,</p>		
<p>2.</p>	<p>Dzharkimbekova Nazikha Karzhaubekovna</p>	<p>Candidate of Philology, docent</p>	<p></p>	<p>Cooperation with foreign universities to exchange experience in the field of teaching foreign languages</p>		
8. Thematic plan						
Week/ Day	Topic name	Summary	Course learning outcomes	Number of hours	Forms / methods / learning technologies	Forms / assessment methods
<p>1</p>	<p>Practical lesson: Education and learning</p>	<p>Good study habits Effective reading: survey, skim, scan and intensive reading Education in the UK Comparing and contrasting</p>	<p>LO1,4</p>	<p>3</p>	<p>Work in pairs// Work in small groups //Discussion Individual work</p>	<p>Question – answer, discussion on the topic, Test</p>

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		Degrees of adjective				Feedback
	LIWT Postgraduate education in Kazakhstan	Developing public speech: topic sentences, body sentences, final sentences	LO2,4,5	1/4	Individual work Demonstration of presentation	Monologue speech
2	Practical lesson: Education in Japan and England Review	Education in Japan and England : a comparison Checking your writing: sentence length , word order and linking words, missing words	LO1,2,5	3	Work in pairs// Work in small groups //Discussion	Question – answer, discussion on the topic, Test Feedback
	LIWT: Comparing the education system in Kazakhstan with either England or Japan	Writing a comparing and contrasting essay	LO1,3,5	1/5	Individual work writing essay	Essay
3	Practical lesson: Innovations in health and medicine	Effective reading: increasing your reading speed; focusing your reading. Main idea, heading and key words	LO1,3,5	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: Vaccinations	Developing a paragraph: topic sentences, body sentences, final sentences	LO3,4,5	1/5	Individual work writing paragraph	Essay
4	Practical lesson: Keeping healthy Review	Recording vocabulary: which words to record; what to record about a word; choosing is suitable method to record vocabulary	LO2,3,5	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: Diet and health	Writing a paragraph	LO2,3,5	1/4	Individual work Writing paragraph	Essay
5	Practical lesson: A model of a good urban planning	Paragraph purpose. Searching the internet efficiently and selecting information	LO1,2,5	3	Work in pairs// Work in small groups //Discussion	Question – answer, discussion on the topic, Feedback
	LIWT: Why Shymkent should hold the national/ cultural event Midterm exam 1	Writing a persuasive article	LO2,3,5	1/5	Individual work Demonstration of project	Monologue speech Google forms

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6	Practical lesson: An international trade fair Review	Text cohesion Using a reference material Prioritizing brainstorming Collocation: adjective +noun; verb +noun	LO2,3,5	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: Cultural event in Shymkent	Writing a thesis statement and introduction to the essay	LO1,2,3	1/5	Individual work Demonstration of presentation	Presentation with planned mistakes
7	Practical lesson: Water, food and energy	Finding information from more than one source (data, numerals, percentage) Identifying language for rephrasing and giving examples Introductions and conclusions	LO1,2,4 ,5	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: National event in Shymkent	Writing a thesis statement and introduction to the essay	LO1,2,3	1/4	Individual work Demonstration of presentation	Presentation with planned mistakes
8	Practical lesson Sources of energy Review	Writing to describe and explain	LO1,2,4 ,5	3	Work in pairs// Work in small groups //Discussion, Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: Renewable sources of energy	Developing public speech: topic sentences, body sentences, final sentences	LO1,2,3	1/5	Individual work Writing persuasive article	Project: Article
9	Practical lesson Free trade and fair trade	Supporting a point of view Presenting arguments	LO1,2,4 ,5	3	Work in pairs// Work in small groups //Discussion Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: In favour, neutral or against	An opinion essay	LO1,2,3	1/5	Individual work Writing opinion essay	Essay
10	Practical lesson	Multiple meanings	LO2,4,5	3	Work in pairs// Question –	

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Examples of a fair trade Vocabulary development Review Midterm exam II				Work in small groups //Discussion Individual work	answer, discussion on the topic, Test Feedback Google form
Preparation and carrying out of midterm exam (10% of the total number of hours allocated to the discipline)					9
9. Training and Teaching Methods					
9.1 Practical lessons					oral response, discussions, performing test tasks, performing exercises, dictionary dictation, compiling monologues, dialogues, oral interviewing, etc.
9.2 LIW / LIWT					self-mastering the topics included in the program, preparing presentations, writing essays, info poster, monologue-speech, project etc.
9.3 Midterm examination					test in Google form.
9.4 Final examination					examination in the form of comprehensive testing. Learners who have fully mastered the discipline program and scored a 50% admission rating are allowed to the exam.
10. Evaluation criteria					
10.1 Criteria for evaluating the learning outcomes of the discipline					
LO discipline	Unsatisfactory	Satisfactorily	Good	Excellent	
LO 1. To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts	does not understand the text or misunderstands the content of the text; not oriented in the text when searching certain facts.	ability to work with a whole text and navigate its structure; ability to extract the main content of what is read depending on the nature of the textual information.	ability to find necessary generalizations in a text or several texts in case of explicit nature of textual information; ability to draw on a broad context; to recognize internal logical connections and make appropriate generalizations; utilize background tasks to fill in gaps in meaning. in case of implicit nature of information.	Mastering the basics of semantic compression of the original with the purpose of compiling a secondary document (report, abstract and/or annotation); elimination of redundant material, generalization of semantic blocks and concretization of parts of the original, realization of appropriate lexico-grammatical transformations while preserving semantic identity.	
LO 2. To develop strategies to produce	does not have the skills to produce	conversation with the use of	presenting an oral report on a given topic	composing a coherent text with	

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more coherent writing, and to make clear, appropriate, and relevant notes from academic texts	coherent writing/speech	elements of description, narration and reasoning on the topic; discussing the read or listened text, expressing their opinion and attitude to the narrated text.	(with preliminary preparation); reproduction of a brief or detailed retelling of a listened or read text.	using key words on professional topics.
LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records	unable to work with unfamiliar terminological vocabulary.	choosing the right word meaning from the series of words presented in the dictionary.	expanding the potential vocabulary through conversion and systematization of word formation methods; mastering lexical and phraseological phenomena characteristic of medical and pharmaceutical texts.	expanding the scope of learners' receptive vocabulary; inclusion of general scientific terminological and professionally oriented vocabulary into the active vocabulary of learners.
LO 4. To explore and evaluate research techniques and resources and crediting sources of information.	research skills are not developed.	ability to work with sources and documents; ability to work with reference literature; ability to work with computer search engines.	ability to perform basic logical operations; ability to make observations; ability to conduct various types of research; ability to organize data in various ways.	ability to express one's thoughts (formulate judgments); ability to present the results of research.
LO 5. To promote learner independence by encouraging learners to return to early study skills to refresh their memories, or see how new skills build on and develop those previously presented.	lack of independent activity skills; low level of motivation in the learning process.	solves a reproductive; problem; uses literature under the teacher's guidance.	solves problems and any teacher's tasks independently; presents the result obtained; exercises self-control; self-corrects actions; performs adequate self-assessment of actions.	independently solves tasks and any teacher's assignments; presents the obtained result; exercises self-control performs step-by-step self-correction of actions; performs adequate self-assessment of actions; helps other learners.



10.2 Criteria for evaluating the learning outcomes of the discipline

Practical lesson's Checklist

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

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Test

The test is taken electronically in Google forms.
The test consists of 10 questions and should be passed in 5 min.
The score is calculated on a 10-point scale.

Excellent 9-10
Good 7-8
Satisfactory 5-6
Unsatisfactory 0-4

Checklist for LIWT

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Types of LIWT	Grade	traditional grade	Criteria for assessing learner's knowledge
Presentation	A (4.0; 95-100%); A- (3.67; 90-94%)	Excellent	<ul style="list-style-type: none"> - presentation is exceptionally clear, concise, and focused, with a well-defined message and purpose. - content is highly relevant to the topic, demonstrating an in-depth understanding of the subject matter. - presenter's research and knowledge are extensive, providing comprehensive insights. - presenter effectively supports their arguments with a wide range of compelling evidence and examples -the presenter consistently engages the audience, maintaining their interest throughout the info poster. - logical and consistent presentation of the text of the work
	B+ (3.33; 85-89%); B (3.0; 80-84%)		<ul style="list-style-type: none"> -the presentation is generally clear and focused, with a discernible message and purpose. -content is mostly relevant to the topic, demonstrating a solid understanding of the subject matter. -the presenter has conducted thorough research and displays adequate knowledge. -the organization and structure of the presentation are logical, allowing for a coherent flow of information. -the presenter uses a reasonable amount of supporting evidence and examples.
	B- (2.67; 75-79%)	Good	<ul style="list-style-type: none"> - made in the correct literary language, stylistically corresponds to the content; - there are single factual inaccuracies; - there are minor inconsistencies in the presentation of thoughts; - the conclusion contains conclusions that logically follow from the content to main part.
	C (2.0; 65-69%) C- (1.67; 60-64%)		<ul style="list-style-type: none"> -the presentation has a discernible message and purpose, but it may lack clarity and focus. -content is somewhat relevant to the topic, with gaps in understanding. -the level of research and knowledge is basic and may lack depth. -the organization and structure of the presentation are somewhat logical but may be disjointed. -the use of supporting evidence and examples is minimal.
	D+ (1, 33; 55-59 %)	Satisfactory	<ul style="list-style-type: none"> -the presentation shows a lack of research and understanding of the subject matter. -there is a lack of relevant literature, data, or sources to support the presentation's content. -It addresses a topic or problem that is irrelevant or trivial
	D (1.0; 50-54%)		<ul style="list-style-type: none"> • The content is inaccurate or irrelevant to the topic. • Major points are missing, or the information is superficial, lacking depth and explanation.
	F (0; 0-49 %)		

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Checklist for Midterm control			
Computer test		Max. 100	Min. 50
The test is taken electronically in Google forms.		90-100	Excellent
The test consists of 50 questions and should be passed in 50 min.		70-89	Good
The score is calculated on a 100-point scale.		50-69	Satisfactory
Unsatisfactory FX could be repassed.		25-49	Unsatisfactory FX
Unsatisfactory F means failed midterm.		0-24	Unsatisfactory F

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

Level and description of language proficiency according to pan-European competence (further - OEC)	Letter System Evaluation	ECTS Score (isities) Digital Points Equivalent	ECTS Score (isities) Digital Points Equivalent	% content	Traditional Rating Scale
C1	A	A	4,0	95-100	excellent
	A-		3,67	90-94	
	B+	B	3,33	85-89	good
	B	C	3,0	80-84	
	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, including, but not limited to: databases, animation simulators, professional blogs, websites, other electronic reference materials (for example: video, audio, digests)	<p>Электронная библиотека ЮКМА - https://e-lib.skma.edu.kz/genres</p> <ul style="list-style-type: none"> • Республикаанская межвузовская электронная библиотека (РМЭБ) – http://rmebrk.kz/ • Цифровая библиотека «Aknurpress» - https://www.aknurpress.kz/ • Электронная библиотека «Эпиграф» - http://www.elib.kz/ • Эпиграф - портал мультимедийных учебников https://mbook.kz/ru/index/ • ЭБС IPR SMART https://www.iprbookshop.ru/auth • информационно-правовая система «Зан» - https://zan.kz/ru • Medline Ultimate EBSCO • eBook Medical Collection EBSCO • Scopus - https://www.scopus.com/

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Electronic textbooks	<p>Англо-русский медицинский словарь [Электронный ресурс] : словарь / под ред. И. Ю. Марковиной, Э. Г. Улумбекова. - Электрон. текстовые дан. (30,3 Мб). - М. : ГЭОТАР - Медиа, 2013. - 496 с. эл. опт. диск (CD-ROM)</p> <p>Кисметова Г.Н. Ағылшын тілі грамматикасы: оқу құралы. «Medet Group» ЖШС, Қарағанды, 2024. – 304 бет. https://aknurpress.kz/reader/web/2687</p> <p>Грамматика английского языка. Учебное пособие Нупилова А.Б., Ким И.С. , 2016/ https://aknurpress.kz/reader/web/2344</p> <p>Сатбаева А.А., Сагантаева С.Х. Английский язык для фармацевтов. – Алматы: «Эверо», 2020. – 296с. https://www.elib.kz/ru/search/read_book/375/</p> <p>Workbook on the English language for the students of the specialty "Biology". – Workbook / G.K. Karimova, A.S. Kelmaganbetova, A.T. Sarbasova, B.K. Usseidinova – Almaty: Evero - 2020. – 152 р https://www.elib.kz/ru/search/read_book/847/</p> <p>Гуляя, Т. М. English Tests : сборник тестовых заданий / Т. М. Гуляя. — Москва : Евразийский открытый институт, 2009. — 246 с. https://www.iprbookshop.ru/10589.html</p> <p>Саниязова, Ж.Г., Торгаева, Р.К. Профессионально-ориентированный иностранный язык для неязыковых специальностей: Учебное пособие. - Усть-Каменогорск: Издательство ВКГУ им. С. Аманжолова, 2014. - 69с. http://rmebrk.kz/book/1161498</p> <p>Лукина, Л. В. Курс английского языка для магистрантов. English Masters Course : учебное пособие для магистрантов по развитию и совершенствованию общих и предметных (деловой английский язык) компетенций / Л. В. Лукина. — Воронеж : Воронежский государственный архитектурно-строительный университет, ЭБС АСВ, 2014. — 136 с. https://www.iprbookshop.ru/55003.html</p> <p>Шкабара, И. Е. Английский язык для студентов магистратуры = English for master's degree students. В 2 частях. Ч. 1 : учебное пособие / И. Е. Шкабара. — Москва : Ай Пи Ар Медиа, 2025. — 142 с. — ISBN 978-5-4497-4297-1 (ч. 1), 978-5-4497-4298-8. — Текст : электронный // Цифровой образовательный ресурс IPR SMART : [сайт]. — URL: https://www.iprbookshop.ru/149922.html</p>
Main Literature	<p>Маслова, А. М. Медициналық жоғарғы оқу орындарына арналған ағылшын тілі : оқулық /. - М. : ГЭОТАР - Медиа, 2016. - 336 бет. с</p> <p>Berzegova, L.U. Professional English in medicine. 1 part : textbook</p> <p>Berzegova, L.U. Professional English in medicine. 2 part : textbook</p> <p>Berzegova, L.U. Professional English in medicine. 3 part : textbook</p> <p>Камянова, Т. English grammar. Грамматика английского языка : теория и практика: учебник / Т. Камянова. - М. : "Дом Славянской Книги", 2013. - 1024 с.</p>
Additional Literature	<p>Case study : оқу-әдістемелік құрал / Г. К. Жумагулова [және т.б.]. - Шымкент : ЮКМА, 2023. - 55 б.</p> <p>Жумагулова, Г. К. Intensive english : оқу-әдістемелік құрал / Г. К. Жумагулова, К. С. Таукеева, Г. Ә. Алипбаева. - Шымкент : ЮКМА, 2023. - 93 б.</p> <p>Oxford Qazaq Dictionary: қазақша-ағылшынша және ағылшынша-қазақша</p>

	<p>сөздік / ed. З. Башбаева [et. al.]. - 1-ші бас. - Алматы : "Ұлттық аударма бүрөсі" корпоративтік қоры, 2023. - 1368 бет</p> <p>Jakeman, V. New Insight into IELTS [Текст] : workbook / V. Jakeman, C. McDowell. - Cambridge : Cambridge university press, 2013. - 144 p</p> <p>Murphy, R Essential Grammar in Use: A self-study reference and practice book for elementary students of English : учебник R Murphy. - 3th ed. - [S. l.] : Cambridge university press, 2013. – 319</p> <p>Shoibekova, A. Zh. Latin and fundamentals of medical terminology for medical students with training english : book / A. Zh. Shoibekova. - Алматы : Эверо, 2016. - 164 р</p> <p>Англо- русский медицинский словарь . словарь / под ред. И. Ю. Марковиной. - М. : ГЭОТАР - Медиа, 2013. - 496 с.</p>
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12. Course policy

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

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

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

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

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

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

A learner who has scored a low score (less than 50 points) when passing midterm exam has two attempts for retaking and when the next attempt is taken away 10 points from the total score.

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

Academic policy. 11.4 Learner Honor Code

The learner aspires to become a worthy citizen of the Republic of Kazakhstan, a professional in the chosen specialty, to develop in himself the best qualities of a creative personality.

The learner respects the elders, does not allow rudeness towards others and shows sympathy for the socially vulnerable and takes care of them to the extent possible.

The learner's pattern of decency, culture and morality is intolerant of immorality and does not discriminate on the basis of sex, nationality or religion.

The learner leads a healthy lifestyle and completely abandons bad habits. The learner respects the traditions of the university, protects its property, monitors cleanliness and order in the learner dormitory. The learner recognizes the necessary and useful activities aimed at developing creative activity (scientific, educational, sports, artistic, etc.), at improving the corporate culture and image of the university. Outside the walls, the learner always remembers that he is a representative of the higher school and makes every effort not to drop his honor and dignity.

The learner considers it his duty to fight against all types of academic dishonesty, including: writing off and asking others for help when undergoing knowledge control procedures; Submission of any volume of training materials (abstracts, course, control, diploma and other works), including Internet resources, as results of own work; using family or service

relationships to gain a higher rating; absenteeism, delays and skipping training without good reason.

The learner considers all the listed types of academic unscrupulous as incompatible with obtaining a high-quality and competitive education worthy of the future economic, political and managerial elite of Kazakhstan.

14.

Approval and revision

Agreement date with
bibliography and
information center

Protocol №_7_

Head of the BIC
Darbicheva R.I.

Signature

4.06.2025



Approval date

Protocol №_11_

Head of the
department
Zhumagulova G.K.

16.06.2025



Acceptance date

27.06.2025

Protocol №_12_

Head of the AC on
Magistracy and
Doctoral Studies
Orynbasarova K.K.



Revision date on department

Protocol №_____

Head of the
department
Zhumagulova G.K.

Revision date on the AC on
Magistracy and Doctoral
Studies

Protocol №_____

Head of the AC on
Magistracy and
Doctoral Studies
Orynbasarova K.K.



Foreign languages department

Syllabus on educational program 7M10144 "Medicine"

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