ONTÚSTIK-ÖAZAOSTAN MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ Оңтүстік Қазақстан медицина академиясы» АҚ	ская академия»
Foreign languages department	044-36-11( )
Syllabus on educational program 7M10141 "Nursing"	1page. from 20

## **Syllabus** Department «Foreign languages» Discipline academic work program (Syllabus) Educational program 7M10141"Nursing" 2 years (scientific and pedagogical direction)

1.	General information about the Course	11	, vs. com/ K 1 2, Mu, vi o 90
1.1	Course Code: M-Sht	1.6	Academic year: 2023-2024
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	1) St. W.	5 6 77 1 5 4 VS. 60 17 F.

The main content of the discipline: Phonetic norms, grammatical forms and constructions of modern English. The lexical and terminological minimum of the educational program. Development of teaching and professional speech: a) development of reading skills, listening skills, professional literature inspection; b) preparation of written texts on educational and professional topics; c) construction of functional-semantic types of statements in the professional field: monologue-description, monologue-reasoning, dialogue-conversation, dialogue-discussion.

3.5	Summative assessment form	44	(y. 60)	11/4	1. 5	KU	20.00	10. Kr	25/1/1
3.1	Testing	· cki	20.		V	), Y	11, 3.0	9/11.1	F 55
4.	Discipline objectives	1 2	K1, 50.	900	, Kr	15	1/1/10	10, 10,	V 5

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

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

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

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Q5.1 9	Course learnin	ieg gu	KI SKI	us. se	90.10	A V	The learning outcomes of the EP, which are related to the learning outcomes of the course					
OG GIT!	improve the abi	LO 1. To develop strategies to improve reading speed, and to improve the ability to comprehend complex academic texts					LO 4. Summarizes the results and formulates conclusions and practical					
Wg.60								ites kno	wledge, to make fessional activitie			
Skille	with new or unk	known voo					Kus egr	7.KI				
XI.	LO 4. To explor	LO 4. To explore and evaluate research techniques and resources and crediting sources of information.				SKUUS	Segn	41.KT 2K				
Sqn.	to return to early	LO 5. To promote learner independence by encouraging students to return to early study skills to refresh their memories, or see now new skills build on and develop those previously presented.					A skyna. evelu. k					
6.		Details of the course						SKU	Mg. Edy			
6.1		- 61	orium): Contact in um No. 402. e-ma				- OV: \ \ \	4 -	Languages,			
6.2	Number of hour	's	Practical lessons			LIWT	MIL	LIW				
V	chills. 6	SKULUSIE EGOTOK		30			18		42			
7.	Information ab	out teach	ners (1 54	Ma.	60.71	1.1	I SKI	Ug.	Egyn'KI			
No	Full name	ull name Degrees and title Email Scient			c interests,	Achievements						
1. 1.	Zhumagulova G.K.	Head of of Forei	ate of Philology, f the Department gn Languages	dan- adik@m ail.ru	Theo	Theory of speech acts, pragmalinguistics,		Bolashak scholarship, 2015				
1 5	Dzharkimbeko va N.K.	Dzharkimbeko Candida		te of Philology, Coopera foreign u exchang		gn uni ange e eld of	versities to xperience in teaching	Methodological manual for interpretation," "Methodological manual for students of the Faculty of Chemistry and Biology"				
8.	Thematic plan	19. SC	10 / 1 S.	SKILL US	). eg	0.	Kr 2k	Was	is any K			
Week/ Day	Topic name Summary			11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Cours e learni ng outco mes	Nu mb er of ho urs	Forms / med learning technologies		Forms / assessment methods			

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7.00 30.16	Practical lesson: Education and learning	Good study habits Effective reading: survey, skim, scan and intensive reading Education in the UK Comparing and contrasting Degrees of adjective	LO1,4	3.00	Work in pairs// Work in small groups //Discussion Group work on- line/off-line communication mode, Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT Postgraduate education in Kazakhstan	Developing public speech: topic sentences, body sentences, final sentences	LO2,4,5	2	Individual work Demonstration of presentation	Presentation
2	Practical lesson: Education and learning Review	Education in Japan and England: a comparison Checking your writing: sentence length, word order and linking words, missing words	LO1,2,5	3	Work in pairs// Work in small groups //Discussion Group work on- line/off-line,	Question – answer, Test Feedback
	LIWT: Comparing the education system in Kazakhstan with either England or Japan	Writing a comparing and contrasting essay	LO1,3,5	2	Individual work writing essay	Essay
3/1	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 Group work on- line/off-line, Individual work	Checking you writing: punctuation, spelling, grammar
	LIWT: Vaccinations	Developing a paragraph: topic sentences, body sentences, final sentences	LO3,4,5	2	Individual work writing paragraph	Paragraph
4 9 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	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 Group work on- line/off-line, Individual work	Question – answer, discussion on the topic, Test Feedback
	LIWT: Diet and health	Writing a paragraph	LO2,3,	2	Individual work Writing paragraph	Paragraph
-10	Practical lesson: A model of a good	Paragraph purpose. Searching the internet	LO1,2,5	3	Work in pairs// Work in small	Question – answer,

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317. KT	urban planning	efficiently and selecting information	eduit	KI.K	groups //Discussion Group work on- line/off-line.	discussion on the topic, Feedback
TUS	LIWT: Why Shymkent should hold the national/ cultural event Midterm exam 1	Writing a persuasive article	LO2,3,	20	Individual work Demonstration of project	Monologue speech Google forms
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 Group work on- line/off-line communication mode, 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	2	Individual work Demonstration of presentation	Presentation with planned mistakes
17 3.141 3.141	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	35	Work in pairs// Work in small groups //Discussion Group work communication mode, 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	2	Individual work Demonstration of presentation	Presentation wit planned mistake
s survey	Practical lesson Sources of energy Review	Writing to describe and explain	LO1,2,4 ,5	3 5	Work in pairs// Work in small groups //Discussion Group work on- line/off-line communication mode, 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	2	Individual work Writing persuasive article	Article

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9 Practical lesson Free trade and fair trade			ng a point of view g arguments	LO1,2,4 ,5	J.edi	Work in pairs Work in smal groups //Disc Group work of line/off-line communication mode, Individual wo	l ussion on-	Question – answer, discussion on the topic, Test Feedback	
SKI	LIWT: In favour neutral or agains		on essay	LO1,2,3	2	Individual wo Writing opini essay		Written task	
10 du.k	Practical lesson Examples of a fa trade Vocabular development Review  Midterm exam	air ý	meanings	LO2,4,5	3	Work in pairs Work in smal groups //Disc Group work of line/off-line communication mode, Individual wo	l ussion on-	Question – answer, discussion on the topic, Test Feedback Google form	
9.		Teaching Method	s alumin	VI G		That vidual we		Google Torin	
9.1	Practical lesson  LIW / LIWT	Skugiegnik ugiegnienik ienienie	situational properforming ex dialogues, ora self-mastering presentations, performing tes	blems, wr ercises, di l interview the topics writing es st tasks, w sswords, n	ritten of ctions	small groups, dis exercises, perfor ary dictation, con etc. aded in the program info poster, mor g with methodol one control, etc.	ming tempiling ram, pre	est tasks, monologues, eparing -speech,	
9.4	Final examinat	ri. at au	examination in the form of comprehensive testing. Students who have fully mastered the discipline program and scored a 50% admission rating are allowed to the exam.						
10.	<b>Evaluation cr</b>	iteria	2/ Wa. 60	YU.F.	1	CKI, VS.	egn	1. 1 St	
10.1		7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	ning outcomes of t	he discipl	in	34, VO	. ec	W. Y. V.	
	discipline T. 1	Unsatisfactory	Satisfactorily	Good	. ~ .	12 st	Excel		
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	ability to work with a whole text and navigate its structure; ability to extract the main content				Mastering the basics semantic compression the original with the purpose of compiling secondary document (report, abstract and/o annotation); elimination of redunction		

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na.edu.kl. skina.	the text when searching certain facts.	of what is read depending on the nature of the textual information.	internal logical connections and make appropriate generalizations; utilize background tasks to fill in gaps in meaning. in case of implicit nature of information.	material, generalization of semantic blocks and concretization of parts of the original, realization of appropriate lexicogrammatical transformations while preserving semantic identity.
LO 2. To develop strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts	does not have the skills to produce coherent writing/speech	conversation with the use of elements of description, narration and reasoning on the topic; discussing the read or listened text, expressing their opinion and attitude to the narrated text.	presenting an oral report on a given topic (with preliminary preparation); reproduction of a brief or detailed retelling of a listened or read text.	composing a coherent text with using key words on professional topics.
LO 3. To encourage them to adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries and through making effective vocabulary records	unable to work with unfamiliar terminological vocabulary.	choosing the right word meaning from the series of words presented in the dictionary.	expanding the potential vocabulary through conversion and systematization of word formation methods; mastering lexical and phraseological phenomena characteristic of medical and pharmaceutical texts.	expanding the scope of learners' receptive vocabulary; inclusion of general scientific terminologica and professionally oriented vocabulary int the active vocabulary o 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.



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lack of	solves a	solves problems and any	independently solves
independent	reproductive;	teacher's tasks	tasks and any teacher's
activity skills;	VI SK	independently;	assignments;
K. Wo. So.	problem;	procents the regult	presents the obtained
ch vo. 6	uses literature	11+ 1 1/1 1/1	result;
low level of	under the	obtained,	resurt,
motivation in the	teacher's	exercises self-control;	exercises self-control
learning process.	guidance.	The second	1. 15 Ex Via.
3 / Y	410	self-corrects actions;	performs step-by-step
90, Kr 2	1,400	performs adequate self-	self-correction of actions;
C. 11. K	24. Wo. 6,		actions,
J. 60 YN. 17	et vo.	60 111 KM	performs adequate self-
10 60 Mil	12 gt 2	), 60, 114, 1 3, 16	assessment of actions;
Vo. 60, 111	in it skill	19. On 1/1 2,	10, 3; 90, K
K. Vs. 500	11. 1. 3. A	1, 55. SQD, 14.	helps other students.
	independent activity skills; low level of motivation in the	independent activity skills; reproductive; problem; uses literature low level of motivation in the reproductive; problem;	independent activity skills;  problem;  uses literature under the motivation in the reproductive; teacher's tasks independently;  presents the result obtained;  exercises self-control;

# 10.2 Criteria for evaluating the learning outcomes of the discipline

# **Practical lesson's Checklist**

Grading by letter system	Digital equivalent of points	Pro valuable content	Evaluation according to the traditional system	Criteria for assessing students' knowledge
A SKN Sknaedu.K Sknaedu.K Sknaedu.K Sknaedu.K	4.0	95-100	Excellent	<ul> <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>
edu.k.	3.67	90-94	edu.kl skus J.Kl skus J.Kl skus	<ul> <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> </ul>

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1 34	10 3 60 90.	1 2 SK	Hig. En	- timely execution of all types of orders.
Skurgeding	3.33	85-89	is edu.kl	<ul> <li>- assimilation of program material;</li> <li>- complete, consistent, competent, with significant inaccuracies, presentation of answers 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 subject;</li> <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>
KT Skulging	3.0	80-84	2 Sking Skin	<ul> <li>assimilation of program material;</li> <li>consistent presentation of answers to all types tasks with minor errors;</li> <li>skills of applying theoretical knowledge under guidance of a teacher;</li> <li>skills necessary to perform practical tasks;</li> <li>skills of using the recommended literature on 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>
ing equive	2.67	75-79	KI SKIN NA SKINA SKINA SKINA SKINA S SKINA SKINA	<ul> <li>assimilation of program material;</li> <li>the ability to submit answers with minor errors;</li> <li>skills of applying theoretical knowledge under t 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>
Ct. Sking	2.33	70-74	9 59 691. 9 747.KT	<ul> <li>assimilation of the main material;</li> <li>insufficiently correct wording when answering a types of tasks;</li> <li>violation of the sequence in the presentation of t program material;</li> <li>difficulties in independent performance of</li> </ul>

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t sking.edi	egniki skug Priskugieg Skugiego Skugieg	Skulgiegn Skulgi	Karia e Skula e Sku e Skula e Skula e Skula e Skula e Skula e Skula e Skula e	practical tasks; - certain techniques for performing practical task - skills of using the literature recommended by t teacher; - skills of summarizing individual sections of th program material under the guidance of a teache - the ability to correct gross errors with the help teacher; - performance of all types of tasks with eliminat of errors.
Kriskus eg		65-69	Skina.edi.k Skina.edi.k Skina.edi.k Skina.edi.k	<ul> <li>- assimilation of the main material;</li> <li>- misunderstanding of the wording when answer all types of tasks;</li> <li>- lack of consistency in the presentation of material;</li> <li>- difficulties in independent performance practical tasks;</li> <li>- certain methods for performing tasks;</li> <li>- difficulties in using the literature recommended the teacher;</li> <li>- difficulties in summarizing individual sections the studied material;</li> <li>- the ability to correct gross errors with the help teacher;</li> <li>- performance of all types of tasks with eliminate of errors.</li> </ul>
a.edu.kl skina.edu.kl skina.edu.kl	J.67  K. J. Skina	60-64	Satisfactorily	<ul> <li>assimilation of the main material;</li> <li>misunderstanding of the wording when answer all types of tasks;</li> <li>lack of consistency in the presentation of material;</li> <li>significant difficulties in independent implementation of practical tasks;</li> <li>insufficient mastery of certain techniques performing tasks;</li> <li>significant difficulties in using the literare recommended by the teacher;</li> <li>significant difficulties in the synthesis individual sections of the studied material;</li> <li>the ability to correct gross errors with the help teacher;</li> <li>performance of all types of tasks with eliminat of errors.</li> </ul>
D+none	1.33	55-59	s squiki	<ul> <li>assimilation of individual sections of the rematerial;</li> <li>misunderstanding of the wording when answer all types of tasks;</li> </ul>

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9nikt 3	The second of th	M.KI SKILL
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J.K. K. SKUS J. SKUS J. SKUS J. SKUS J. SKUS	1.0 kma.	50-54	KI Si skriv 3. edu. KI 3. edu. KI 3. edu. KI 3. edu. KI 3. edu. KI	<ul> <li>difficulties with the assimilation of certal 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	tory	<ul> <li>misunderstanding of the wording when answerin 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>
J. SKING		0-24	Unsatisfactor	<ul> <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 form of current, modeling and final control.</li> </ul>

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Types of LIWT	Grade	traditi onal grade	Criteria for assessing students' knowledge
na.edu. Na.edu Skina.e Skina.e	A (4.0; 95-100%); A- (3.67; 90-94%)	Excellent	<ul> <li>presentation is exceptionally clear, concise, and focused, with a well-defined message and purpose.</li> <li>content is highly relevant to the topic, demonstrating an in-depth understanding of the subject matter.</li> <li>presenter's research and knowledge are extensive, providing comprehensive insights.</li> <li>presenter effectively supports their arguments with a wide range of compelling evidence and examples</li> <li>the presenter consistently engages the audience, maintaining their interest throughout the info poster.</li> <li>logical and consistent presentation of the text of the work</li> </ul>
Presentation	B+ (3.33; 85- 89%); B (3.0; 80-84%) B- (2.67; 75-79%)	Good	<ul> <li>the presentation is generally clear and focused, with a discernible message and purpose.</li> <li>content is mostly relevant to the topic, demonstrating a solid understanding of the subject matter.</li> <li>the presenter has conducted thorough research and displays adequate knowledge.</li> <li>the organization and structure of the presentation are logical, allowing for a coherent flow of information.</li> <li>the presenter uses a reasonable amount of supporting evidence and examples.</li> </ul>
rwg egn y	C+ (2.33; 70-74%).	Good	<ul> <li>made in the correct literary language, stylistically corresponds to the content;</li> <li>there are single factual inaccuracies;</li> <li>there are minor inconsistencies in the presentation of thoughts;</li> <li>the conclusion contains conclusions that logically follow from the content to main part.</li> </ul>
ia.edu. Kna.e	C (2.0; 65-69%) C- (1.67; 60-64%) D+ (1, 33; 55-59%) D (1.0; 50-54%)	Satisfactory	<ul> <li>-the presentation has a discernible message and purpose, but it may lack clarity and focus.</li> <li>-content is somewhat relevant to the topic, with gaps in understanding.</li> <li>-the level of research and knowledge is basic and may lack depth.</li> <li>-the organization and structure of the presentation are somewhat logical but may be disjointed.</li> <li>-the use of supporting evidence and examples is minimal.</li> <li>-the presentation shows a lack of research and understanding of the subject matter.</li> <li>-there is a lack of relevant literature, data, or sources to support the presentation's content.</li> <li>-It addresses a topic or problem that is irrelevant or trivial</li> </ul>

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- 1. Do not be late for classes;
- 2. Be punctual and mandatory;
- 3. Observe safety precaution and fire safety, follow 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 out missed classes at the time appointed by the teacher;
- 7. Each student must be present until the end of the class;
- 8. Take homework seriously;
- 9. Be tolerant and friendly to fellow students and teachers;
- 10. Wear the appropriate uniform (white robe, cap) at the academy;
- 12. 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. The "Task" module of AIS is the main platform for remote training and placement of all educational methodological materials.

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

Academic policy. 11.4 Student Honor Code

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

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

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

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

The student considers it his duty to fight against all types of academic dishonesty, including: writing off and asking others for help when undergoing knowledge control procedures; Submission of any volume of training materials (abstracts, course, control, diploma and other works), including

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