

Federal State Autonomous Educational Institution of Higher Education
«Peoples' Friendship University of Russia»

Medical Institute

Recommended MCSD

SYLLABUS
(STUDY GUIDE)

Subject

Russian as a Foreign Language

Recommended for the direction of training (specialty)

31.05.01 General Medicine

Program (profile, specialization)

General Medicine

1. Aims and objectives of the Discipline

Aims: The course focuses on the teaching and mastering of the medical students' general communicative and professional communicative competences.

Objectives: knowledge of, correct and adequate usage of general medical terminology; professional vocabulary and idioms; competence in effective general and professional communication with a Russian-speaking hospital personnel or clinical setting in the situations of interaction with patients and specialists; ability to work with professional documents; ability and willingness to realize, correctly interpret the Russian hospital culture concepts; ability and willingness to carry out professional mediation between Russian specialists and those from his native country.

2. Place the discipline in the structure of Educational Programme (EP):

Discipline "Russian (as a Foreign)" refers to the basic part of block 1 of the curriculum. Table 1 shows the previous and subsequent disciplines aimed at the formation of discipline competencies in accordance with the competence matrix of EP HE.

Table №1

Preceding and following the discipline aimed at creating competencies

Item №	Code and name of the competence	Previous disciplines	Subsequent disciplines (groups of disciplines)
Cultural competence			
1	UK-4. UK-4.1. UK-4.2.	"Russian as a foreign language" (I certification level of proficiency in RFL)	-

3. The process of studying the discipline is aimed at the formation of the following competencies:

Table 2

Formed competencies

Competencies	Name of competence	Indicators of achievement of competencies
UK-4.	Being able to apply modern communication technologies, including in a foreign language/foreign languages to interact in academic and professional areas	UC-4.1. Defending their stance and ideas in a well-argued and constructive manner in academic and professional discussions in the state language of the Russian Federation and in a foreign language. UC-4.2. Making up, translating and editing various academic texts (reference works, essays, reviews, articles, etc.), including in a foreign language.

As a result of mastering the discipline the student should possess the general and professional communicative competencies, i.e. ability and willingness to communicate in main communicative Domains.

Communicative Competence Level¹ involves:

- ability to understand the main ideas of complex text on both concrete and abstract topics, including professional discussions in his (her) field of specialization;
- ability to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Communicative Competence includes as components:

- **sociolinguistic competence**, which refers to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence;
- **pragmatic competence**, concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed;
- **linguistic competence**, which includes lexical, phonological, syntactical knowledge and skills and other dimensions of Russian language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations.

Sociolinguistic competence involves the following skills and abilities:

- to contribute to group discussions even when speech is fast and colloquial;
- to sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker;
- to express him (herself) appropriately in situations and avoid crass errors of formulation.

Sociolinguistic competence is concerned with the knowledge of politeness conventions, register differences and skills to use appropriately verbal and non-verbal markers of social relations denoting:

a) social status,

b) closeness of relation,

c) register of discourse, etc.

• use and choice of greetings in accordance with the social context: on arrival;

• use and choice of address forms: formal; informal, e.g. first name only, informal, e.g. no address form; familiar;

¹ 1. Requirements for Russian as a foreign language. The second level of Russian language proficiency in educational and socio-professional macro spheres. For students of natural science, biomedical and engineering profiles / Ed.count: Gapochka, I. K., V. B. Kurylenko, L. A. Titova. – M.: publishing house of PFUR, 2005

2. Russian as a foreign language program. The second level of Russian language proficiency in educational and socio-professional macro spheres. For students of medical and biological profile / Ed.count: Gapochka, I. K., V. B. Kurylenko, L. A. Titova, T. A. Smondyrev, M. A. Makarova. – M.: RUDN, 2005

- conventions for turntaking.

Politeness conventions:

1) 'positive' politeness, e.g.:

- showing interest in a person's wellbeing;
- sharing experiences and concerns, 'troubles talk';
- expressing admiration, affection, gratitude;
- offering gifts, promising future favours, hospitality;

2) prevention of 'negative' politeness, e.g.:

- avoiding face-threatening behaviour (dogmatism, direct orders, etc.);
- expressing regret, apologising for face-threatening behaviour (correction, contradiction, prohibitions, etc.);
- using hedges, etc. (e.g. 'Я думаю', tag questions, etc.);

3) appropriate usage of 'пожалуйста', 'извините', etc.

Register differences:

- frozen,
- formal,
- neutral,
- informal,
- familiar,
- intimate.

Linguistic competence includes as components:

Medical Terminology Competence

General Medical Terminology Competence involves:

- knowledge of basic Russian lexical units, medical terms and idioms on the problems of the medical help organization and drug support of different population groups including the patients with certain nozologies; the clinical manifestations, course features and the prognosis of the most common dental diseases; physiotherapy, nutritional care, indications and contraindications to the treatment strategies; on the main points in normal and pathological anatomy and physiology, biology, pharmacology;
- skills and abilities of correct and adequate usage of Russian basic lexical units and medical terminology according to the Russian language rules and norms;
- skills and abilities of adequate usage of basic Russian lexical units and medical terminology according to the aims, intentions and situation of professional communication.

Requirements to speech activity

Understanding

Listening

Students should be able to understand extended sounding Russian professionally oriented speech and lectures in formal situations; in situation of everyday conversations, which may occur in hospital practice; follow even complex lines of arguments. They should be aware of the rules of professional listening etiquette.

Completeness of understanding – 80 – 90 % at average speed of sounding of 200 – 220 syllables/min.

Reading

a) Students should be able to understand full and exactly the information of the professional text (85–90 %) at speed of reading of 50-60 words/min.

b) In skimming, scanning reading students should be able to read and understand the general content of texts of scientific publicism (not below 70–75 %): the basic components of the content (the argument, proofs), using techniques of fast reading – 120–150 words/min.

Speaking

Dialogue

Students should be able to take part in professional dialogue:

- to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible;
- to take an active part in discussion in familiar professional contexts, accounting for and sustaining his (her) views;
- to get into communicative contact with a patient: greetings, encouraging open communication by using appropriate verbal reactions, means of expression empathy, check for understanding, etc.;
- to make inquiries of the patient: questioning a patient, understanding answers, produce adequate speech reactions with the purpose of finding-out of
 - a) the possible reasons of illness;
 - b) the conditions promoted occurrence of illness;
 - c) character of display of symptoms of disease, etc.;
- to consult a patient: to recommend and explain diagnostic procedures, to give necessary treatment information to the patient;
- to rule over actions or behavior of the patient;
- to communicate with colleagues: enter the discussion; express or ask for opinions; agree and disagree; ask for and give clarification; make suggestions, etc.

Monologue

Students should be able:

- to present clear, detailed descriptions on a wide range of subjects related to the field of professional interest;
- to name, describe, define object (dental disease, medical preparation, procedure, etc.), to list its basic intrinsic attributes;
- to list objects and to compare them;
- to classify objects;
- to characterize object and to assess separate characteristics;

- to give examples, etc.;
- to give reason for the point of view (for example, concerning expediency / efficiency of choice of a medical product, medical procedure, a method of treatment on the whole etc.);
- to recommend the interlocutor (patient) necessary sequence of actions;
- to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Writing

Students should be able:

- to know and use necessary general medical terminology;
- to know and to be able to use logical-semantic and composite schemes of record registration in the case history;
- to know and to be able to make variants of records in the case history depending on character of disease;
- to carry out necessary transformations: conversational speech – bookish speech;
- to be able to compress the information of the message heard during inquiry of the patient etc.;
- to write clear, detailed texts on a wide range of subjects related to professional interests in according to standard form of their representation: report, explanatory notes, application, request, letters of recommendation etc.

4. The volume of disciplines and types of training work

Volume of Discipline: 4 credits

Form of study activity	Total hours	Semester	
		1	2
Classroom training (total)	104	68	36
Including:			
Lectures			
Practical classes	104	68	36
Of these interactive form			
<i>Students' self-guided work</i>	76	40	36
Including:			
Self-guided work of separate topics	76	40	36
Total labor intensity	Hours	144	72
	Credits	4	2

5. Contents of discipline

5.1. The contents of the sections of discipline:

Sections of the disciplines	Summary of sections
UNIT 1. OBJECT AND ITS CHARACTERISTICS	
Theme 1. The structure of an object	Identification of components of an object Complete set of components: complete/ incomplete set of components.

	<p>Presence / absence of a component (components) in the structure of an object; Quantitative characteristics of components of an object.</p> <p>Localization of components in an object; place of a component in an object; mode of localization of a component in an object; arrangement of components in an object; connection of components in an object</p> <p>Qualitative and quantitative composition of the object.</p>
Theme 2. Qualitative and quantitative characteristics, properties of the object	<p>The shape, relief of the surface of the object: the shape of the object; surface's relief of the object.</p> <p>The consistency, properties, color, taste, smell of an object: the color of an object; the taste and smell of the object; object consistency, object properties.</p> <p>Quantitative characteristics of the object: the exact size of the object; fluctuations in the size of the object; maximum object size.</p>
Theme 3. The function of the object	<p>Function of the object. The essence of the function. Conditionality of the function of the object.</p>
Theme 4. Classification of objects	<p>Classes of objects. Characteristic of classification and classes of objects. Members of object's class.</p>
UNIT 2. BIOLOGICAL OBJECT (PATHOGENIC MICROORGANISM) AND ITS CHARACTERISTICS	
Theme 1. General characteristics of the object	<p>Structure of a microorganism. Localization of a biological object. Mode of nutrition of an organism. Mode of reproduction of an organism.</p>
Theme 2. Development (life-cycle) of a biological object	<p>Host of a parasitic microorganism. Stages of life-cycle / development of a microorganism. Processes of a stage of a life-cycle.</p>
Theme 3. General characteristic of a disease caused by pathogenic microorganism	<p>Identification of a disease caused by pathogenic microorganism. Area of the disease activity. Ways and conditions of infecting. Symptoms and signs of a disease. Clinical outcome.</p> <p>Disease prevention.</p>
UNIT 3. PHYSIOLOGICAL PROCESS AND ITS CHARACTERISTICS	

Theme 1. General characteristic of a physiological process	Definition of a process. Classification of processes. Essence of a process. Stages of a process.
Theme 2. Main mechanisms of a process	Alteration of qualitative and quantitative characteristics of an object. Appearance (birth) and disappearance (destruction, death) of a new object. Change of localization of an object (movement).
Theme 3. Alteration dynamics of process	Alteration in the intensity of the process. Violation and termination of the process.
Theme 4. Role of the physiological process	The significance of the process. The characteristic of the benefit / harm of the physiological process for the organism.

5.2. Sectors of the disciplines and types of classes

№	Sector of the Discipline	Lect.	Practical classes	Lab.	Semin.	Self-guided work	Total hours
1	OBJECT AND ITS CHARACTERISTICS	-	34	-	-	20	54
2	BIOLOGICAL OBJECT (PATHOGENIC MICROORGANISM) AND ITS CHARACTERISTICS	-	34	-	-	20	54
3	PHYSIOLOGICAL PROCESS AND ITS CHARACTERISTICS		36	-	-	36	72
<i>Total</i>		-	104	-	-	76	180

6. Laboratory workshops. (no)

7. Practical classes

№	unit	Description	Hours
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1	1	<p>1. Themes and situations of academic and professional communication: <i>The structure of an object, Qualitative and quantitative characteristics, properties of the object, The function of the object, Classification of objects.</i></p> <p>2.Communicative competence:</p> <p>READING: skimming</p> <p>LISTENING: listening for the main idea</p> <p>ORAL SPEECH:</p> <p>Monologue: prepared monologue message with a given content, based on the plan</p> <p>Dialogue: academic dialogue, thematic conversation</p> <p>Writing: complex nominative plan</p> <p>3.LANGUAGE COMPETENCE: professionally-oriented vocabulary, functional-communicative grammar for the sub-themes: <i>Identification of components of an object, Complete set of components: complete/ incomplete set of components. Presence / absence of a component (components) in the structure of an object. Quantitative characteristics of components of an object. Localization of components in an object; place of a component in an object; mode of localization of a component in an object; arrangement of components in an object; connection of components in an object. Qualitative and quantitative composition of the object. The shape, relief of the surface of the object: the shape of the object; surface's relief of the object. The consistency, properties, color, taste, smell of an object: the color of an object; the taste and smell of the object; object consistency, object properties. Quantitative characteristics of the object: the exact size of the object; fluctuations in the size of the object; maximum object size. Function of the object. The essence of the function. Conditionality of the function of the object. Classes of objects. Characteristic of classification and classes of objects. Members of object's class.</i></p>	54
2	2	<p>1. THEMES AND SITUATIONS OF ACADEMIC AND PROFESSIONAL COMMUNICATION: The structure of an object, Qualitative and quantitative characteristics, properties of the object, The function of the object, Classification of objects.</p> <p>2.COMMUNICATIVE COMPETENCE:</p> <p>READING: skimming, scanning</p> <p>LISTENING: listening for the main idea, selective listening</p> <p>ORAL SPEECH:</p> <p>Monologue: prepared monologue message with a given content, based on the plan</p> <p>Dialogue: academic dialogue, thematic conversation</p> <p>Writing: complex nominative plan</p> <p>3.LANGUAGE COMPETENCE: professionally-oriented vocabulary, functional-communicative grammar for the sub-themes: <i>Structure of a microorganism. Localization of a biological object. Mode of nutrition of an organism. Mode of reproduction of an organism. Host of a parasitic</i></p>	54

		<i>microorganism. Stages of life-cycle / development of a microorganism. Processes of a stage of a life-cycle. Identification of a disease caused by pathogenic microorganism. Area of the disease activity. Ways and conditions of infecting. Symptoms and signs of a disease. Clinical outcome. Disease prevention.</i>	
3	3	<p>1. THEMES AND SITUATIONS OF ACADEMIC AND PROFESSIONAL COMMUNICATION: The structure of an object, Qualitative and quantitative characteristics, properties of the object, The function of the object, Classification of objects.</p> <p>2.COMMUNICATIVE COMPETENCE:</p> <p>READING: skimming, scanning, intensive reading</p> <p>LISTENING: listening for the main idea, selective listening, informational listening</p> <p>ORAL SPEECH:</p> <p>Monologue: prepared monologue message with a given content, based on the plan</p> <p>Dialogue: academic dialogue, thematic conversation</p> <p>Writing: complex nominative plan</p> <p>3.LANGUAGE COMPETENCE: professionally-oriented vocabulary, functional-communicative grammar for the sub-themes: <i>Definition of a process. Classification of processes. Essence of a process. Stages of a process. Alteration of qualitative and quantitative characteristics of an object. Appearance (birth) and disappearance (destruction, death) of a new object.Change of localization of an object (movement). Alteration in the intensity of the process. Violation and termination of the process. The significance of the process. The characteristic of the benefit / harm of the physiological process for the organism.</i></p>	72

8. Logistics management of a discipline:

Sl.No.	Objects, disciplines (modules) in accordance with the curriculum	Name-equipped classrooms, facilities for practical lessons with a list of the main hardware and / or software	Actual Address classrooms and objects	Ownership, use (ownership, operative management, leasing uncompensated use, etc.).
1.	Russian language as foreign (entrance test, the final test)	Comp. classes Medical Institute	Str. Mikluho-Maklaya, 10	operational control
2.	Russian language as foreign (practical exercises)	Training rooms at RUDN University. 374.375, 376 (Multimedia projector, a personal computer, audio, video).	Str. Mikluho-Maclaya, 10	operational control

9. Information technology of discipline

Training is conducted in the form of practical training (classroom, extracurricular, standalone. Workshops are held with the following technologies and learning methods – role playing games, round tables, workshops, presentations, discussions, debates, classes in computer lab. Held the final computer testing.

- a) site of the department of Russian Medical Institute
- b) site for additional information that students and teachers can use in their work.

10. Literature

MAIN LITERATURE

a) textbooks:

1. Kurlenko V.B., Titova L.A., Smoldyрева T.A., Makarova M.A. Speak about medicine in Russian. Russian language for foreign students. : Textbook. – Moscow. Flinta, 2018. 392 p.
2. Khvorikova E.G. Russian language. Scientific style. Grammar. RUDN publishing. 81 p. http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466177&idb=0
3. Makhankova I.P. Russian language. Scientific style. Grammar. RUDN publishing. 79 p. http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466175&idb=0
4. Soboleva N.I., Gadalina I.I., Ivanova A.S. Practical grammar. RUDN Publishing. 220 p. http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=478129&idb=0

б) methodological literature for teacher:

1. Requirements for Russian as a foreign language. The second level of Russian language proficiency in educational and socio-professional macro spheres. For students of natural science, biomedical and engineering profiles / Ed.count: Gapochka, I. K., V. B. Kurylenko, L. A. Titova. – M.: publishing house of PFUR, 2005
2. Russian as a foreign language program. The second level of Russian language proficiency in educational and socio-professional macro spheres. For students of medical and biological profile / Ed.count: Gapochka, I. K., V. B. Kurylenko, L. A. Titova, T. A. Smondyrev, M. A. Makarova. – M.: RUDN, 2005

ADDITIONAL LITERATURE

1. Gracheva O. A. Lexico-grammatical minimum in the system of exercises. Classification. Measurement. Process (scientific style of speech). – Moscow: Publishing house of RUDN, 2018. – 40 p. http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=477883&idb=0
2. Horikova E. G. Training the test on Russian as a foreign language: 2 certification level. – Moscow: Publishing house of RUDN, 2018. – 73 p. http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470183&idb=0
3. Makarova M. A., Chekhonina I. E., Kurilenko V. B., Smoldyрева T. A. Russian cases. – M., RUDN, 2017.

<http://esystem.pfur.ru/mod/resource/view.php?id=258797>

4. Scherbakova O. M., Shatalova L. S., Sokolova N. Aspects of verb. – M., 2017.
<http://esystem.rudn.ru/mod/resource/view.php?id=258800>

11. Methodological recommendations

The Course is aimed at acquisition of communicative proficiency by the foreign students. The Course combines two main parts: teaching General Russian and Medical Russian to foreign students of Medical faculties and Institutes. Main attention is paid to training foreign students in effective professional communication interactions.

The methodological basis of the Course includes the principles of FGOS, State Educational Standard on Russian as a Foreign Language (Professional Module), Common European Framework of Reference for Languages (Learning, Teaching, Assessment):

Language learning, teaching and assessment must relate to a systematic, communicative and active view of language use and learning. The approach adopted here is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of professionally significant circumstances, in a specific professional environment and within a particular field of professional activity. While acts of speech occur within language activities, these activities form part of a wider social and professional context, which alone is able to give them their full meaning. The action-based approach also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent;

discourse and competence approaches also adopted in the course declare that language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences:

- competences are the sum of knowledge, skills and characteristics that allow a person to perform actions;
- general competences are those not specific to language, but which are called upon for actions of all kinds, including language activities;
- communicative competences are those which empower a person to act using specifically linguistic means.

The course is aimed at mastering the students’ communicative competence in academic and professional domains. Domain refers to the broad sectors of social life in which social agents operate;

strategic approach is another significant component of methodological basis of the Course. A strategy is any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted.

Instructors will find in this Program: characteristic of aims and objectives of the discipline, description of requirements both for those who start studying the Course and who have finished mastering the Discipline. The Program also contains the detailed description of skills, abilities, competences in the spheres of general and professional communication.

The complete list of language units necessary for effective and adequate professional communication is also presented in the Program. The language units are arranged on the Discourse oriented principle. The main category of the system is typical class of professional texts (typical theme). The authors' investigation shows that in medical discourse there exist certain number of text types which have regular realizations in communicative practice. In educational purposes all text types may be arranged in certain text zones.

The approach of teaching Medical Russian to foreign students adopted in the present document has shown good educational results for many years. Method of : a) division of content which is actual and important for specialists into integral, holistic logic (semantic) units; b) revealing means of language manifestation of these logic (semantic) units in medical discourse; c) arrangement of language means in concordance with typical communicative units (text – its formal and semantic components: microtext, sentence, syntactic form of word/ syntaxeme) gives the instructor opportunity of quick and effective teaching professional communication to foreign students.

12. Fund of assessment tools for intermediate certification of students in the discipline " Russian as a foreign language "

Materials for assessing the level of mastering the educational material of the discipline "Russian as a foreign language" (evaluation materials), including a list of competencies with an indication of the stages of their formation, a description of indicators and criteria for assessing competencies at various stages of their formation, a description of the assessment scales, standard control tasks or other materials necessary for the assessment of knowledge, abilities, skills and (or) experience of activities, characterizing the stages of the formation of competencies in the process of mastering the educational program, methodological materials that determine the procedures for assessing knowledge, skills, skills and (or) experience of activities that characterize the stages of formation of competencies , developed in full and available for students on the discipline page at TUIS RUDN.

The program is compiled in accordance with the requirements of the FSES HE.

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