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MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean Faculty of Medicine and Biology

The working program of the discipline

LATIN LANGUAGE

Specialty: 31.05.01 General Medicine

Mode of training: Full-time

Year of commencement of studies: 2026

Delivered in Semester 1, 2

Developed by:

Professor of the Department of Linguistics

Gusarenko Sergey Victorovich

Stavropol, 2026

1. Aim and Objectives of Mastering the Discipline Latin Language

The goal of the Latin Language course is to train terminologically competent physicians and medical specialists who are easily familiar with professional terminology and possess strong skills in pronunciation and application of Latin terms, as well as terms of Greco-Latin origin, transcribed into Russian and Latin.

Therefore, the main objectives of this course are:

- teaching the elements of Latin grammar required for understanding and correctly using Latin terms;
- developing students' specialized vocabulary of medical Latin at the level of long-term memory;
- teaching pharmaceutical nomenclature, including chemical nomenclature, and the rules for writing and presenting prescriptions in Russian and Latin.

2. Place of the Discipline in the Structure of the Training (educational) Program

The discipline Latin language belongs to the compulsory part.

3. List of Potential Learning Outcomes for the Discipline (Module), Correlated with the Outcomes of Mastering the Educational Program

Code and definition of the competence	Code and definition of the indicator	Planned learning outcomes for the discipline describing the stages of competency and indicator development
UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction	AI-1 UC-4. Chooses an acceptable style of business communication in the state and foreign languages, verbal and non-verbal means of interaction with partners in oral and written forms. AI-2 UC-4. Uses information and communication technologies to increase the efficiency of professional interaction and search for necessary information in the process of solving standard communicative tasks in the state and foreign languages. AI-3 UC-4. Evaluates the effectiveness of communication technologies used in professional interaction in the state and foreign languages, and makes the choice of optimal ones	Readiness to communicate orally and in writing

4. Volume of the Academic Discipline (Module) and Control *

Volume of classes: Total: _____ ECTS credits, _____ academic hours.	Full-time type of study, in academic hours
Face-to-face work	86
Lectures / including practical training	18
Laboratory works / including practical training	
Practical classes / including practical training	68
Independent work	104
Forms of control	
Examination	36
Credit (Pass/Fail)	
Graded credit (Graded Pass/Fail test)	

* The discipline (module) provides for the use of e-learning and remote learning technologies (unless otherwise set by the educational standard).

5. Content of the Discipline (Module), Structured by Topics (Sections) with an Indication of the Hours and Types of Classes

	Section (topic) of the discipline and brief content	Competenci es and indicators to be developed	Full-time training			Independent work, hours	Forms of current control of academic progress
			Contact work of students with the teacher / of them practical skills training, hours				
			Lectures	Practical classes	Laboratory work		
1.	The Latin Alphabet. Rules for Reading Letters and Letter Combinations Sound Classification Pronunciation of Vowels and the Letter "j" Pronunciation of Vowel Combinations Pronunciation of Consonants Consonant-Vowel Combinations Pronunciation of Consonant Combinations	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
2.	Stress placement rules. Stress placement rules for words consisting of two syllables The length and shortness of the penultimate syllable as a criterion for determining stress in words consisting of three or more svllables	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>

	Stress in words with initially long and short penultimate vowels. Word-formation elements with long and short penultimate syllables Long suffixes Short suffixes Determining the length of the penultimate syllable based on its composition and the position of its vowel Determining the shortness of the penultimate syllable based on the position of its vowel Stress discrepancies in some Russian transliterated terms and their Latin equivalents	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1			3	<i>Interview, Colloquium</i>
3.	Noun (NOMEN SUBSTANTIVUM). Grammatical categories and dictionary form of nouns. Grammatical characteristics of declensions Nouns of Greek origin not included in the Latin declensional system Definition of noun stems Noun endings Combination of nouns within a term (inconsistent definition)	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
4.	Adjective (NOMEN ADJECTIVUM). Grammatical categories and principles of adjective classification Adjectives of the 1st and 2nd declension Adjectives of the 3rd declension Dictionary form of adjectives Agreement of adjectives with nouns Synonymy of adjectives Nonstantivization of adjectives	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>

5.	Comparative and superlative degrees of comparison of adjectives. Education and comparative declension degrees of adjectives Education and declination excellent degrees of adjectives Features of the formation and meaning of the superlative forms of some adjectives Features of the use of degrees comparison of adjectives “big” and “small” in anatomical terminology Word order in multiword terms with agreed and inconsistent definition	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2	3	Interview, Colloquium
6.	The endings of masculine nouns of the third declension in the nominative case and models of their transition to the genitive case. Masculine noun endings kind of III declension in Nominatīvus singulāris and variants of these endings in Genetīvus singulāris. Exceptions to the usual patterns of masculine noun endings.	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2	3	Interview, Colloquium
7.	Nominative case endings for feminine nouns of the third declension and patterns of their transition to the genitive case. Feminine noun endings in Nominatīvus singulāris and variants of these endings in Genetīvus singulāris. Exceptions to the usual patterns of feminine endings	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2	3	Interview, Colloquium
8.	Third-declension neuter noun endings in the nominative case and variants of these endings in the genitive case. Neuter endings of the third declension in Nominatīvus singulāris and variants of these endings in Genetīvus singulāris. Exceptions to the usual patterns of neuter noun endings	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2	3	Interview, Colloquium
9.	Nominative Plural (NOMINATĪVUS PLURĀLIS). Formation of the nominative case plural of nouns and adjectives.	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2	3	Interview, Colloquium

10.	Genitive Plural (Genitive Plural). Formation of the Genitive Plural of Nouns and Adjectives	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
11.	Accusative singular and plural (Accusativus singularis et pluralis). Formation of Accusativus singularis et pluralis Prepositions used with Accusativus	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
12.	Ablative singular and plural (ABLATIVUS SINGULARIS ET PLURALIS). Ablative case (ablative) Prepositions used with the ablative Summary table of case endings for nouns of the 1st–5th declensions and adjectives of the 1st–3rd declensions	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
13.	Terms denoting muscle names by their function, features of their grammatical structure and translation. Latin names of muscles by their function and features of their translation Features of the use of muscle names in Latin multi-word terms	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
14.	Prefixes in anatomical and histological terminology. Prefixation as a method of word formation Latin and Greek prefixes that impart a similar semantic connotation to a word Latin and Greek prefixes that have no mutual semantic analogues in anatomical and histological terminology Latin and Greek numerals as prefixes	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>
15.	Introduction to Latin Pharmaceutical Terminology. General Characteristics of Pharmaceutical Terminology Capital and Lowercase Letters in Dictionary Form and within Pharmaceutical Terms Main Dosage Forms Formation of Plant Names in Liquid Dosage Forms Formation of Plant Parts	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	<i>Interview, Colloquium</i>

16.	Rules for the formatting of single-word and multi-word terms. Names of medicinal products prepared by processing raw materials or synthetically. Suffixes, prefixes, and numerals as prefixes The concept of frequency segments. Frequency segments - cyllin-, -cyclin-, -cycl(o)-, -menth-, -mycin-, myc(o)-, -pyr-, -strept Some lexical and grammatical specifications of the formatting of pharmaceutical names with dosage forms	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	Interview, Colloquium
17.	The verb and the Imperatīvus and Conjunctīvus forms conveying commands in the Latin part of a prescription Formation of the Imperative Mood (Imperatīvus) Formation of the Subjunctive Mood (Conjunctīvus) Use of the Imperatīvus and Conjunctīvus forms in standard prescription formulations The verb fiēri in prescription formulations Frequency segments -cyt-, -form-, -fura-, -ichthy-, poly-, -rhe(o)-	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4	1	2		3	Interview, Colloquium
	TOTAL in Semester		18	34		54	
18.	Prescription. Rules for the Latin part of a prescription Rules for the Latin part of a prescription Frequency segments -anth-, -ephedr- (-eph-, -phedr-), -glyc(y)-, -phyll-, phyt-, -stroph-, the(o)-, indicating alkaloids and glycosides of plant origin, with a wide range of pharmacological effects	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	Interview, Colloquium

19.	Prescription of medicinal forms in the accusative singular and plural Medicinal forms prescribed in Accusativus singularis Medicinal forms prescribed in Accusativus pluralis Frequency segments -aesthes- (-aesth-, -asthes-, -esthes-), -cain-, -camph-, -erythr- (eryth-, -ery-, -thr(o)-), -haem-, -oestr-, -test-, -thym-, -thyr-	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
20.	Latin Chemical Terminology Names of Chemical Elements Names of Oxides, Hydroxides, and Peroxides Names of Acids Frequency Ranges Conveying Chemical Information	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
21.	Names of Salts. Names of Oxygen-Containing and Oxygen-Free Anions Characteristics of the Latin Names of Some Salts Latin Names of Some Substances Formed in the Pattern of Salt Names with Oxygen-Containing Anions Frequency Intervals -aeth-, -meth-, -morph-, -phen	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
22.	Vitamin Names. Systematization of Pharmaceutical Names of Vitamins Designation of the Duration or Intensity of Action of Medicinal Products Frequency Ranges: -lysin-, -lytin-, -ozo-, -thromb-, -zym-, -zy	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
23.	Abbreviations in prescriptions. The most important prescription abbreviations Systematization of frequency segments with complex spelling Special cases of determining the spelling of Latin names	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
24.	Introduction to Clinical Terminology. Characteristics of Clinical Terms and Their Structure Stress Patterns in Single-Word Clinical Terms Methodology for Working with Single-Word Terms	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>

25.	Names of Medical Sciences and Specialists Terms and Names of Biomedical Sciences, Specialties, and Sections of Clinical Medicine Names of Specialists in Biomedical Sciences and Clinical Medicine Names of Examination Methods Names of Treatment Methods Root Initial Term Elements and Their Latin Equivalents Final Term Elements	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
26.	Names of functional disorders, pathological processes and conditions. Names of functional disorders Names of pathological processes and conditions Root initial terminological elements and their Latin equivalents Final terminological elements	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		2	<i>Interview, Colloquium</i>
27.	Names of qualitative and quantitative deviations from the norm in anatomical and histological structures and physiological processes. Enhancement or weakening of function Increase or decrease in the size of anatomical and histological structures Increase or decrease in quantitative characteristics Features of the use of some terminal elements Initial terminological elements Final terminological elements	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		4	<i>Interview, Colloquium</i>
28.	Names of inflammatory diseases. Names of accumulations and other pathological conditions of fluid substances and their transport pathways. Names of inflammatory processes. Names of accumulations of liquid and gaseous substances. Terms denoting vascular occlusion and cessation of fluid flow. Root initial terminological elements. Final terminological elements.	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		2		4	<i>Interview, Colloquium</i>

29.	Names of endogenous pathological changes in tissues and formations Names of adhesions, fissures, cracks and clefts. Designation of the concepts of "softening," "decomposition of density," "compaction and hardening," "thickening," "necrosis," "decay" ("destruction") Designation of the concepts of "narrowing" and "expansion" Names of pathological cavities Initial terminological elements Final terminological elements	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		4		4	Interview, Colloquium
30.	Names of tissue and organ damage caused by external factors. Names of abnormalities in the normal shape and location of anatomical structures. Names of tissue damage. Names of tumors and neoplasms. Names of ulcerative tissue lesions. Names of rashes (eruptions). Names of stones. Initial terminological elements. Final terminological elements.	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		4		4	Interview, Colloquium
31.	Names of Surgical Procedures. Names of Surgical Procedures Latin Prefixes Used in Surgical Terms Initial Term Elements Final Term Elements	AI-1 UC-4 AI-2 UC-4 AI-3 UC-4		4		2	Interview, Colloquium
	TOTAL in Semester			34		40	
	TOTAL		18	68		94	

6. Assessment Tools Fund for the Discipline (Module)

The assessment tools fund (ATF) for the discipline Latin Language is based on the list of competencies to be mastered, indicating the stages of their formation in the process of mastering the discipline (module). The ATF provides an objective control over the achievement of the planned learning outcomes. The ATF includes:

- A description of indicators and criteria for evaluating competencies at various stages of their formation, a description of evaluation scales;
- Methodological materials determining the procedures for evaluating knowledge, skills, abilities and (or) work experience characterizing the stages of competency formation;
- Standard control tasks and other materials necessary for assessing knowledge, skills, and the level of mastery of the formed competencies in the process of mastering the discipline (module).

The ATF is an appendix to this discipline (module) program.

7. Methodological Guidelines for Students on Mastering the Discipline

When starting work, each student must take into account the following provisions.

The discipline Latin Language is structured on a thematic principle; each topic represents a logically completed section.

The lecture material is dedicated to the consideration of key, basic provisions of the courses and the clarification of learning tasks assigned for the independent work of students.

Practical classes are conducted with the aim of consolidating the mastered information, acquiring skills for its application in solving practical problems in the relevant subject area.

Laboratory works are aimed at gaining practical experience in the relevant subject area.

The independent work of students is aimed at the independent study of additional material, preparation for practical and laboratory classes, as well as the execution of all types of independent work.

In order to successfully master the discipline, it is important to complete all types of independent work employing the recommended sources of information.

8. Educational, Methodological, and Informational Support for the Discipline

8.1. List of Main and Additional Literature Required for Mastering the Discipline (Module)

8.1.1. List of Main Literature:

The Latin Language: учеб.-метод. пособие / А. З. Цисык. – Минск : БГМУ, 2013. – 168 с. – URL: <https://www.neweraeducation.in/assets/Study-Material/LAITIN.pdf>

Latin medical terminology in the English language: учебное пособие для студентов медицинских вузов / авторы-составители: С. В. Станевич, И. Г. Назарова, Н. Г. Медведева. – НовГУ им. Ярослава Мудрого, 2022. – URL: <https://novsu.bookonlime.ru/reader/book/4482>

8.1.2. List of Additional Literature:

1. Tsisyk, A. Z. Latin language (Lingua Latina): textbook / A. Z. Tsisyk. - Minsk: New knowledge, 2024. - 424 p. - ISBN 978-985-24-0586-7. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/414701> (date of access: 06.02.2025). - Access mode: for authorized users.

2. Marshalok, N. V. Latin language and Latin terminology in modern international law: textbook / N. V. Marshalok, I. L. Ulyanova. - Moscow: Prometheus, 2023. - 530 p. - ISBN 978-5-00172-443-8. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/445709> (date of access: 06.02.2025). — Access mode: for authorized users.

3. Nosacheva, M. I. Latin Language and Fundamentals of Medical Terminology = The Latin Language and Fundamentals of Medical Terminology: a textbook for first-year foreign students of the bilingual department (English Media) of medical universities / M. I. Nosacheva; edited by N. I. Danilina. — Moscow: IPR Media, 2021. — 124 p. — ISBN 978-5-4497-0979-0. — Text: electronic // Digital educational resource IPR SMART: [site]. — URL: <https://www.iprbookshop.ru/106014.html>

8.2. List of Educational and Methodological Support for the Independent Work of Students in the Discipline (Module)

1. Guidelines for laboratory work in the discipline "Latin Language," SKFU, 2025 (electronic version)

2. Guidelines for independent work in the discipline "Latin Language," SKFU, 2025 (electronic version)

8.3. List of Resources of the Information and Telecommunications Network **Internet Required for Mastering the Discipline (Module)**

1. www.elibrary.ru – Electronic Scientific Library

2. medbiol.ru – Knowledge Base on Biology and Medicine
3. biomolecula.ru – News on Advances in Modern Biology and Medicine

9. List of Information Technologies Employed through the Discipline (Module), Including a List of Software and Information Reference Systems

When delivering lectures, computer equipment and demonstrations of multimedia presentation materials are used. In seminars and practical classes, students deliver presentations prepared by them during the hours of independent work.

Information Reference Systems:

Information-reference and information-legal systems used in the study of the discipline:

1.	https://www.iprbookshop.ru/	
2.	https://biblioclub.ru/	
3.	Консультант ПЛЮС	
4.	webofknowledge.com	
5.	http://scopus.com/	

Software:

1.	Office software package – P7-Office
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10. Description of the Material and Technical Resources Required for the Educational Process for the Discipline (Module)

Lecture classes	A classroom equipped with multimedia equipment and technical training facilities.
Laboratory classes	
Practical classes	A classroom, equipped with multimedia equipment and technical training facilities.
Independent work	A room for the independent work of students, equipped with computer hardware with the capability to connect to the Internet network and provide access to the electronic information and educational environment of the university.
Practical training	Carried out in the structural subdivisions of the university and (or) in organizations engaged in activities matching the profile of the respective training program, including its structural subdivision.

11. Specific Features of Mastering the Discipline (Module) by Persons with Disabilities

Students with disabilities shall be provided with special textbooks, teaching aids, and didactic materials, special technical training facilities for collective and individual use, the services of an assistant (helper) providing the necessary technical assistance to the students, as well as the services of sign language interpreters and tactile sign language interpreters.

The mastery of the discipline (module) by students with disabilities may be organized jointly with other students, as well as in separate groups.

Mastering the discipline (module) by students with disabilities is to be carried out taking into account the peculiarities of psychophysical development, individual capabilities, and health status.

In order to ensure the accessibility of higher education under the educational program for persons with disabilities, the following is provided during the mastery of the discipline (module):

- 1) for persons with visual impairments:
 - the presence of an assistant offering the student the necessary technical assistance, taking into account individual features (help taking the workplace, moving around, reading and formatting the task, including writing under dictation),

- written tasks, as well as instructions on the procedure for their execution, are formatted in an enlarged font,
- special textbooks, teaching aids, and didactic materials (having a large font or audio files), individual uniform lighting of at least 300 lux, if necessary, a magnifying device is provided to the student to complete the task;

2) for persons with hearing impairments:

- the presence of an assistant providing the student with the necessary technical assistance, taking into account individual characteristics (helps to take a workplace, move around, read and format the task, including writing with dictation),
- the availability of sound-amplifying equipment for collective use is ensured; if necessary, sound-amplifying equipment for individual use is provided to the student;
- provision with proper sound means of reproducing information is ensured;

3) for persons with musculoskeletal disorders (including severe motor function impairments of the upper limbs or the absence of upper limbs):

- written tasks are performed on a computer with specialized software or are dictated to an assistant;
- at the request of the student, tasks may be performed verbally.

12. Specific Features of Implementing the Discipline with the Use of Distance Learning Technologies and E-Learning

Subject to Part 1 of Article 16 of the Federal Law of December 29, 2012, No. 273-FZ On Education in the Russian Federation, e-learning shall be viewed as the arrangement of educational activities employing information contained in databases and used in the implementation of educational programs, as well as information technologies, technical means, and information and telecommunication networks that ensure the processing and transmission of the specified information via communication lines, and the interaction of students and pedagogical workers.

Remote (distance) learning technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks during the indirect (at a distance) interaction of students and pedagogical workers.

The implementation of the discipline may be carried out with distance learning technologies and e-learning in full or in part. The components of the Educational And Methodological Complex (EMC) of the discipline (working program of the discipline, assessment and methodological materials, forms of attestation) implemented with the use of distance learning technologies and e-learning contain an indication of their use.

When arranging educational activities with distance learning technologies and e-learning, asynchronous and synchronous methods of interaction between participants in educational relations via the information and telecommunications network Internet may be offered.

When using distance learning technologies and e-learning, the schedule for the discipline shall indicate: methods of interaction among participants in educational relations via the information and telecommunications network Internet (VCC – videoconferencing, ET – electronic testing); links to the electronic information and educational environment of NCFU, to educational platforms and resources of other organizations to which open access is provided via the information and telecommunications network Internet; for synchronous learning – the time of online classes and instructors; for asynchronous learning – the authors of online courses.

When arranging intermediate attestation with distance learning technologies and e-learning, the Methodological Recommendations on the use of technical means ensuring the objective reliability of results when conducting intermediate and state final attestation for higher education educational programs – Bachelor's Degree programs, Specialist's Degree programs, and Master's Degree programs with distance learning technologies are used (Letter of the Ministry of

Science and Higher Education of Russia dated December 7, 2020, # MN-19/1573-AN On sending methodological recommendations).

The implementation of the discipline with the use of e-learning and distance learning technologies is carried out using the electronic information and educational environment of NCFU, to which students are provided access via the information and telecommunications network Internet, or using the resources of other organizations, including platforms providing services for videoconferencing, online meetings, and distance learning (MTS-Link), as well as using the capabilities of social networks to carry out communication between students and instructors.

The educational and methodological support for a discipline shall be ensured with e-learning and distance learning technologies includes the working program presented in electronic form, educational and methodological manuals or a course of lectures, methodological guidelines for performing various types of educational activities of students provided for by the discipline, and other educational and methodological materials posted in the information and educational environment of NCFU.

**MINISTRY OF SCIENCE AND HIGHER EDUCATION
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NORTH-CAUCASUS FEDERAL UNIVERSITY**

APPROVED
Prof. Likhovid A.A.
Doctor of Geographical Sciences
Dean
Faculty of Medicine and Biology
_____ of _____, 20 ____

**ASSESSMENT TOOLS FUND FOR THE DISCIPLINE
LATIN LANGUAGE**

Specialty: 31.05.01 General Medicine
Mode of training: Full-time
Year of commencement of studies: 2026
Delivered in Semester 1, 2

Introduction

1. Intended for carrying out current control of academic performance progress and intermediate attestation in the discipline of Latin Language for students of the specialty (majoring in) 31.05.01 General Medicine.
2. The ATF is an appendix to the program of the discipline Latin Language
3. Developer(s): Gusarenko Sergey Victorovich, professor of the Department of Linguistics
4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: _____ (Full Name, Position)

Committee members: _____ (Full Name, Position)

_____ (Full Name, Position)

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period for the ATF shall be determined by the period of implementation of the educational program.

1. Description of Evaluation Criteria at Various Stages of Their Formation, Description of Evaluation Scales

Levels of formation of competence(s), indicator(s)	Descriptors			
	Minimum level not achieved (Unsatisfactory) 2 points	Minimum level (Satisfactory) 3 points	Intermediate level (Good) 4 points	High level (Excellent) 5 points
UC-4. Capable of applying modern communication technologies, including in foreign language(s), for academic and professional interaction.				
Learning outcomes for the discipline (module): <i>Indicator:</i> AI-1 UC-4. Chooses an acceptable style of business communication in the state and foreign languages, verbal and non-verbal means of interaction with partners in oral	Incorrectly selects an acceptable style of business communication in the state(s) and foreign languages, verbal and non-verbal means of interaction with partners in oral and written forms.	With some errors, selects an acceptable style of business communication in the state(s) and foreign languages(s), verbal and non-verbal means of interaction with partners in oral and written forms.	Correctly selects an acceptable style of business communication in the state(s) and foreign languages, verbal and non-verbal means of interaction with partners in oral and written forms.	Independently and competently selects an acceptable style of business communication in the state(s) and foreign(s) languages, verbal and non-verbal means of interaction with partners in oral and written forms.

and written forms.				
AI-2 UC-4. Uses information and communication technologies to increase the efficiency of professional interaction and search for necessary information in the process of solving standard communicative tasks in the state and foreign languages.	Does not use information and communication technologies to improve the efficiency of professional interaction, search for necessary information in the process of solving standard communication problems in the state(s) and foreign languages.	Poorly uses information and communication technologies to improve the effectiveness of professional interaction, search for necessary information in the process of solving standard communication problems in the state(s) and foreign languages.	Makes good use of information and communication technologies to improve the efficiency of professional interaction and search for necessary information in the process of solving standard communication problems in the state(s) and foreign languages.	Excellent use of information and communication technologies to improve the efficiency of professional interaction, search for necessary information in the process of solving standard communication problems in the state(s) and foreign languages.
AI-3 UC-4. Evaluates the effectiveness of communication technologies used in professional interaction in the state and foreign languages, and makes the choice of optimal ones.	Incorrectly assesses the effectiveness of the communication technologies used in professional interaction in the state(s) and foreign(s) languages, and makes the optimal choice.	With some errors, evaluates the effectiveness of the communication technologies used in professional interaction in the state(s) and foreign(s) languages, and makes a choice of the optimal ones.	Correctly evaluates the effectiveness of the communication technologies used in professional interaction in the state(s) and foreign(s) languages, and selects the optimal ones.	Independently and competently evaluates the effectiveness of the communication technologies used in professional interaction in the state(s) and foreign(s) languages, makes a choice of the optimal ones.

The evaluation of the competency formation level in the discipline is carried out on the basis of the Regulations on conducting current control of academic progress and intermediate attestation of students in higher education educational programs – Bachelor’s programs, Specialist’s programs, Master’s programs – at the Federal State Autonomous Educational Institution of Higher Education NORTH-CAUCASUS FEDERAL UNIVERSITY in its current edition.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF COMPETENCY DEVELOPMENT

Task Number	Correct Answer	Content of the Question	Competency
Full-time education, Semester 1-2			

2.	A	Read and explain the pronunciation of the letter c: <i>cávitās – cavity; búcca – cheek; búccae – cheeks; récipe – take; mísce – mix; Ácidum acetylsalicylicum – acetylsalicylic acid; carcinóma vesicae felleae – cancer of the gallbladder; sáccus lacrimális – lacrimal sac</i>	UC-4
3.	A	Read the terms and pay attention to the pronunciation of the letters g and h: <i>húmerus – humerus; haemoglobínus – hemoglobin; Heparínus – heparin; génu – knee; hiátus – gap, cleft; nérvus hypoglóssus – hypoglossal nerve; súlcus gingivális – gingival sulcus; gémma gustatoria – taste bud</i>	UC-4
4.	A	Read the terms, paying attention to the pronunciation of the combinations ngu and qu: <i>ápex línguae – the tip of the tongue; quántum sátis – as much as needed; sánguis venósus – venous blood; vértebra quinta – the fifth vertebra; vas sanguíneum – blood vessel; unguéntum Streptocídi – streptocide ointment</i>	UC-4
5.	A	Read, paying attention to the pronunciation of the diphthongs: <i>líneae – lines; vértebrae – vertebrae; gangraéna – gangrene (tissue death); forámen caécum línguae – the blind opening of the tongue; Eucalýptus – eucalyptus; coerúleus – blue; Caudate process; intermediate sacral crests;</i>	UC-4
6.	A	Read, paying attention to the pronunciation of the consonant combinations: <i>cóncha – shell; thymus – thymus gland; Anaesthesínus – anesthesin; Aethylmorphínus – ethylmorphine; Phenolphthaleínus – phenolphthalein; thoracic vertebrae – thoracic vertebrae; pharyngeal cavity; xiphoid process; bronchial asthma – bronchial asthma</i>	UC-4
7.	A	The term <i>-porōsis</i> denotes: A) Rarefaction B) Expansion C) Softening D) Destruction, disintegration D) Splitting	UC-4
8.	A	The term <i>splanchn-</i> denotes: A) Viscera B) Vertebra C) Cecum D) Renal pelvis D) Tumor	UC-4
9.	A	The term <i>-thōrax</i> denotes: A) accumulation of fluid or air in the chest cavity B) excretion or condition of urine C) accumulation of fluid in the fallopian tube D) cessation of fluid flow or stagnation D) secretion of gastric juice	UC-4
10.	A	The term <i>dacry-</i> denotes: A) tears B) fat, adipose tissue	UC-4

		C) milk D) sweat E) saliva	
11.	A	The term <i>-mnēsia</i> denotes: A) memory B) mental development C) strength D) sensitivity E) vision	UC-4
12.	A	The term <i>sphygm-</i> denotes: A) pulse, blood pulsation B) rapid, increased C) thyroid gland D) heat, increased temperature E) bone marrow	UC-4
13.	A	The term <i>-phobia</i> denotes: A) obsessive fear B) a painful condition, disease C) a tendency D) a cramp, spasm E) profuse discharge	UC-4
14.	A	The term <i>trich-</i> denotes: A) hair B) dry C) light D) uterus E) skin	UC-4
15.	A	The term <i>-paedia</i> denotes: A) correction of deficiencies, restoration of normal function B) measurement of physical parameters (size, volume, etc.) C) treatment, method of treatment D) instrumental-visual observation or examination E) examination of the condition	UC-4
16.	A	The term <i>mast-</i> denotes: A) mammary gland B) woman C) illness, disease D) child E) spirit, consciousness	UC-4
17.	A	Translate the word <i>adeips, ĭpis m</i> into English A) fat B) wax C) kidney D) greens E) laxative	UC-4
18.	A	Translate the word <i>Schizandra, ae f</i> into English. A) Schisandra B) Comfrey C) Grapes D) Almonds	UC-4

		D) Elecampane	
19.	A	Translate the word <i>perlutio, ōnis f</i> into English A) washing B) rubbing C) waxed D) pill D) hydrate	UC-4
20.	A	Translate the word <i>Acīdum acetīcum</i> into English A) acetic acid B) carbolic acid C) formic acid D) lactic acid D) nicotinic acid	UC-4
21.	A	Translate the word <i>obturātus, a, um</i> into English A) corked, sealed B) glass B) lyophilized D) hemostatic D) stretched	UC-4
22.	A	Translate the word <i>Glycyrrhiza, ae f</i> into English. A) Licorice B) Buckthorn C) Nettle D) Hawthorn D) Yarrow	UC-4
23.	A	Translate the word <i>enterosolubīlis</i> into English. A) enteric-soluble B) medicinal, pharmaceutical C) sterilized D) activated D) distilled	UC-4
24.	A	Translate the word <i>Ricīnus, i m</i> into English A) castor bean B) blackberry B) mustard D) lily of the valley D) calendula	UC-4
25.	A	The term <i>-porōsis</i> denotes: A) Rarefaction B) Expansion C) Softening D) Destruction, disintegration D) Splitting	UC-4
26.	A	The term element <i>splanchn-</i> means: A) Entrails B) Vertebra B) Caecum D) Renal pelvis D) Tumor	UC-4
27.	A	The term <i>-thōrax</i> denotes: A) accumulation of fluid or air in the chest cavity	UC-4

		B) excretion or condition of urine C) accumulation of fluid in the fallopian tube D) cessation of fluid flow or stagnation D) secretion of gastric juice	
28.	A	The term <i>dacry-</i> denotes: A) tears B) fat, adipose tissue C) milk D) sweat E) saliva	UC-4
29.	A	The term <i>-mnesia</i> denotes: A) memory B) mental development C) strength D) sensitivity E) vision	UC-4
30.	A	The term <i>sphygm-</i> denotes: A) pulse, blood pulsation B) rapid, increased C) thyroid gland D) heat, increased temperature D) bone marrow	UC-4
31.	A	The term <i>-phobia</i> denotes: A) obsessive fear B) a painful condition, disease C) a tendency D) a cramp, spasm D) profuse discharge	UC-4
32.	A	The term <i>trich-</i> denotes: A) hair B) dry C) light D) uterus E) skin	UC-4
33.	A	The term <i>-paedia</i> denotes: A) correction of deficiencies, restoration of normal function B) measurement of physical parameters (size, volume, etc.) C) treatment, method of treatment D) instrumental-visual observation or examination D) examination of the condition	UC-4
34.	A	The term <i>mast-</i> denotes: A) mammary gland B) woman C) illness, disease D) child D) spirit, consciousness	UC-4
35.	A	Translate the word <i>adepts</i> , <i>īpis m</i> into English A) fat B) wax C) kidney	UC-4

		D) greens E) laxative	
36.	A	Translate the word <i>Schizandra, ae f</i> into English. A) Schisandra B) Comfrey C) Grapes D) Almonds D) Elecampane	UC-4
37.	A	Translate the word <i>perlutio, ōnis f</i> into English A) washing B) rubbing C) waxed D) pill D) hydrate	UC-4
38.	A	Translate the word <i>Acidum acetīcum</i> into English A) acetic acid B) carbolic acid C) formic acid D) lactic acid D) nicotinic acid	UC-4
39.	A	Translate the word <i>obturātus, a, um</i> into English A) sealed, corked B) glass C) lyophilized D) hemostatic D) stretched	UC-4
40.	A	Translate the word <i>Glycyrrhiza, ae f</i> into English. A) Licorice B) Buckthorn C) Nettle D) Hawthorn D) Yarrow	UC-4
41.	A	Translate the word <i>enterosolubīlis</i> into English. A) enteric-soluble B) medicinal, pharmaceutical C) sterilized D) activated D) distilled	UC-4
42.	A	Translate the word <i>Ricīnus</i> into English. A) Castor oil plant B) Blackberry C) Mustard D) Lily of the valley D) Calendula	UC-4
43.	A	The term <i>mast-</i> denotes: A) mammary gland B) woman C) illness, disease D) child D) spirit, consciousness	UC-4
44.	A	Translate the word <i>adepts, īpis m</i> into English	UC-4

		A) fat B) wax C) kidney D) greens E) laxative	
45.	A	Translate the word <i>Schizandra, ae f</i> into English. A) Schisandra B) Comfrey C) Grapes D) Almonds D) Elecampane	UC-4
46.	A	Translate the word <i>perlutio, ōnis f</i> into English A) washing B) rubbing C) waxed D) pill D) hydrate	UC-4
47.	A	Translate the word <i>Acidum aceticum</i> into English A) acetic acid B) carbolic acid C) formic acid D) lactic acid D) nicotinic acid	UC-4

48. Description of the Evaluation Scale

Within the framework of the rating system, students' academic progress in each discipline is evaluated during current control and intermediate attestation. The rating system for assessing students' knowledge is based on the use of a combination of control activities to check the covered material (checkpoints), optimally located throughout the entire time interval of studying the discipline. The principles of the rating system for assessing students' knowledge are based on the requirements described in the Regulations on the organization of the educational process based on the rating system for assessing students' knowledge at NCFU.

49. Criteria for Evaluating Competencies

The grade **Excellent** shall be awarded to a student if the theoretical content of the course has been mastered completely, without gaps; the material is presented exhaustively, consistently, clearly, and logically; the student freely copes with tasks, questions, and other types of knowledge application; uses additional material in the answer; all tasks provided for by the program are completed, and the quality of their execution is evaluated by a number of points close to the maximum; analyzes the obtained results; demonstrates independence when performing tasks.

The grade **Good** is to be awarded to a student if the theoretical content of the course is mastered completely, the necessary practical competencies are mainly formed, all educational tasks provided for by the training program are completed, and the quality of their execution is sufficiently high. The student firmly knows the material, presents it competently and strictly on the merits of the matter, without allowing significant inaccuracies in answering the question.

The grade **Satisfactory** is awarded to a student in case the theoretical content of the course has been mastered in part only, but the gaps are not of a significant nature, most of the tasks provided for by the program are completed, but contain errors, the student allows inaccuracies and

insufficiently correct wording when answering the question, and violations of logical sequence are observed in the presentation of the program material.

The grade **Unsatisfactory** is awarded to a student if they do not know a significant part of the program material, allow significant errors, perform practical works with great difficulty and uncertainty, the necessary practical competencies are not formed, most of the educational tasks provided for by the training program are not completed, and the quality of their execution is evaluated by a number of points close to the minimum.

