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ФИО: Кубанов Сергей Исмаилович

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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

ASSESSMENT TOOLS FUND FOR THE DISCIPLINE

Intensive course of Russian conversational speech and grammar

- 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 **Intensive course of Russian conversational speech and grammar** for students of the specialty (majoring in) 31.05.01 General Medicine.
2. The ATF is an appendix to the program of the discipline (module) **Intensive course of Russian conversational speech and grammar**
3. Developer(s): Associate Professor at the Department of Linguistics, I.B. Avanesyan
4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: Kubanov S.I., Associate Professor of the Department of Surgery, Orthopedics, and Traumatology

Committee members: Ivchenko G.S., Acting Head of the Department of Internal Medicine Propaedeutics

Kotelevets S.M., Professor of the Department of Internal Medicine Propaedeutics

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
Competency: UC-4				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Indicator: ID-1 UC-4 Selects an acceptable style of business communication in the official state language(s) and foreign language(s), verbal and non-verbal means of interaction with partners in verbal and written forms	Does not select an acceptable style of business communication	Selects an acceptable style of business communication in the official state language(s) and foreign language(s)	Selects an acceptable style of business communication in the official state language(s) and foreign language(s), verbal and non-verbal means	Selects an acceptable style of business communication in the official state language(s) and foreign language(s), verbal and non-verbal means of interaction with partners in verbal and written forms
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Indicator: ID-2 UC-4 uses information and communication technologies to increase the efficiency of professional interaction, and to search for necessary information in the process of solving	Does not use information and communication technologies	Uses information and communication technologies to increase efficiency	Uses information and communication technologies to increase the efficiency of professional interaction	Uses information and communication technologies to increase the efficiency of professional interaction, and to search for necessary information in the process of solving standard communicative tasks in the official state language(s) and foreign language(s)

standard communicative tasks in the official state language(s) and foreign language(s).				
Learning outcomes for the discipline (module): Readiness for communication in verbal and written forms. Indicator: ID-3 UC-4 assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s), and makes the selection of the optimal ones.	Does not assess the effectiveness of applied communication technologies	Assesses the effectiveness of applied communication technologies	Assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s)	Assesses the effectiveness of applied communication technologies in professional interaction in the official state language(s) and foreign language(s), and makes the selection 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
1	Форма «в Ставрополе» отвечает на вопрос П.п. «где?» и выражает пространственное значение (предложный в значении места). Употребляется с	Прочитайте предложение «Сейчас я живу в Ставрополе». Скажите, на какой вопрос отвечает форма «в Ставрополе». Она обозначает место или направление»? В какой падежной форме она употребляется? Приведите собственные примеры.	UC-4

	глаголами «работать», «отдыхать», «жить» и т.д.		
2	В этих предложениях используется В.п., П.п. и Р.п. Первый обозначает «направление движения (в, на)», второй – «место (в/на)», третий – «исходный пункт движения (из, с)».	Прочитайте предложения «Я иду в университет», «Я в университете», «Я иду из университета». Какие падежи в них используются? Объясните, почему.	UC-4
3	Все эти формы объединяет использование Т.п. В русском языке он используется с предлогом и без предлога. а) без предлога: • с глаголами заниматься, интересоваться • характеристика лица, предмета (при глаголах быть, стать, являться и др.) б) с предлогами: • совместность • местонахождение (над, под, рядом с)	Прочитайте предложения «Я всегда пью чай с сахаром», «Я хочу быть хорошим специалистом в своей области», «В лаборатории пользуются микроскопом». Скажите, что объединяет формы «с сахаром», «специалистом» и «микроскопом»? Расскажите, что вы знаете о творительном падеже.	UC-4
4	В данных предложениях используются Р.п. и П.п. в зависимости от контекста.	Прочитайте предложения «Сейчас сентябрь», «Занятия начинаются в сентябре», «Сейчас 20 сентября 2023 года», «1 сентября 2023 года я начал учиться», «Я начал учиться в 2023 году». Расскажите, какие падежи здесь используются. Объясните, почему.	UC-4
5	мы	Вставьте местоимение на месте пропуска. Когда потеплеет, ... пойдём гулять	UC-4
6	ешь	Вставьте верное окончание глагола на месте пропуска. Если ты планиру... учиться на этом факультете, тебе надо много заниматься	UC-4
7	делаю	Вставьте нужно слово на месте пропуска. Сейчас я ... домашнее задание	UC-4

8	буду	Вставьте нужно слово на месте пропуска - Антон, что ты будешь делать в субботу? - В субботу я ... смотреть новый фильм по телевизору	UC-4
9	друзей	Продолжите высказывания. Не имей 100 рублей, а имей 100 ...	UC-4
10	зим	Продолжите высказывания. Сколько лет, сколько ... !	UC-4
11	зонт зонтик	Продолжите фразу: На улице идет дождь, не забудь взять с собой ...	UC-4
12	К черту!	Продолжите диалог. Укажите, какой должен быть ответ в данной ситуации: « – Ни пуха ни пера! –... »	UC-4
13	Сколько лет, сколько зим!	Какую фразу говорят русские, если они встречают человека, с которым давно не виделись?	UC-4
14	На здоровье!	Прочитайте ситуацию. Ответьте на вопрос. Какая ответная реплика, когда мы угощаем кого-либо?	UC-4
15	Приятного аппетита!	Какую фразу мы говорим друг другу перед тем, как начать есть?	UC-4
16	суббота	Продолжите фразу: Вчера был рабочий день – четверг. Сегодня уже пятница. У меня есть занятия в университете. Завтра будет Завтра я отдыхаю, у нас нет занятий.	UC-4
17	Б) читал	Вчера студент журналы в библиотеке. А) читает Б) читал В) читаешь	UC-4
18	А) наступил	После жаркого дня наконец ... вечер. А) наступил Б) выступил В) выступила	UC-4
19		Прочитайте текст, вставив следующие пропущенные слова по смыслу и в правильной форме: <i>американский, недорого, кафе, столовая, французы, картошка, жить, есть, любить, русский, вкусно, ресторан, говорить, американцы, овощи.</i> Текст. Любимая еда молодых людей — пицца и гамбургеры. Мы ... в России, многие ... русскую еду. Но молодёжь ...	UC-4

		итальянскую и еду. Студенты часто ходят в «Макдоналдс». Они ... , что там и Правда, сами считают, что их жареная — очень вредная еда. А вы когда-нибудь ели в таком ? Может быть, лучше пообедать в ... «Му-му».	
20		Расскажите о вашем свободном времени. Вы можете использовать следующие вопросы: Что вы любите делать в свободное время? Какие фильмы, передачи, книги вам нравятся? Какая музыка вам нравится? Где и когда вы слушаете музыку? Где вы обычно гуляете, отдыхаете в свободное время? Чем вы занимаетесь в субботу и в воскресенье? С кем вы ходите в кафе, в парк, на дискотеку? Где вы уже были и что уже видели в Ставрополе? Куда вы хотите поехать летом?	UC-4
21		Вы у доктора. Скажите, как вы себя чувствуете?	UC-4
22		Прочитайте анкету, расскажите о себе. Имя. Как вас зовут? Возраст. Сколько вам лет? Место учёбы. Где вы учитесь? Кто ваши родители? Что делаете в свободное время? О чём вы мечтаете?	UC-4
23		Составьте рассказ, ответив на вопросы. Откуда вы приехали? Когда вы приехали в Россию? Сколько месяцев назад? Где вы сейчас учитесь? На каком курсе учитесь? Нравится ли вам ваш университет? Сколько занятий у вас каждый день? Когда (во сколько) вы обычно возвращаетесь домой?	UC-4
24		Вы пришли в аптеку. Объясните, что вам нужно. Начните диалог.	UC-4
25		Вы пришли в ресторан/кафе. Вы хотите есть. Сделайте заказ. Начните диалог.	UC-4
26	А) существует камень, который может менять свой цвет на солнце.	Химики и биологи хорошо знают, что многие вещества обладают свойством менять свой цвет. Но в природе почти не	UC-4

		существует камней, которые могут менять цвет. Недавно ученые нашли уникальный камень «гекманит», который меняет цвет на солнце. Обычный серый камень на солнце становится розовым или красным. Ученые-химики открыли, что: А) существует камень, который может менять свой цвет на солнце. Б) камни не могут менять цвет на солнце. В) в природе все вещества меняют свой цвет на солнце.	
27	А) Тамара сообщила, что она придёт домой поздно вечером.	Вы получили СМС от Тамары. О чём оно? <i>Тамара: «Буду поздно. В пять у нас собрание, а потом мы будем праздновать день рождения Вани Петрова».</i> А) Тамара сообщила, что она придёт домой поздно вечером. Б) Тамара сообщила, что она не будет на дне рождения. В) Тамара сообщила, что она скоро приедет.	UC-4
28	1) – Б) 2) – А) 3) – Г) 4) – В)	Продолжите высказывания. 1) Учиться – всегда 2) Друга ищи, а найдёшь 3) Семь раз отмерь, один раз ... 4) Ум хорошо, а два А) береги Б) пригодиться В) лучше Г) отрежь	UC-4
29	А) Долго ждал автобуса.	Прочитайте фразу и найдите ту, которая является продолжением прочитанной. Извините, я сегодня опоздал. А) Долго ждал автобуса. Б) В автобусе было много народа. В) На улице шёл дождь.	UC-4
30	В) Мы вызвали врача.	Прочитайте фразу и найдите ту, которая является продолжением прочитанной: «Мой сосед сегодня плохо себя чувствует» А) Поликлиника находится недалеко. Б) В аптеке нет этого лекарства. В) Мы вызвали врача.	UC-4

2. 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.

3. 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.

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APPROVED
Prof. Likhovid A.A.
Doctor of Geographical Sciences
Dean
Faculty of Medicine and Biology

_____ of _____, 20 ____

**EDUCATIONAL AND METHODOLOGICAL COMPLEX FOR PRACTICAL
SKILLS TRAINING**

(Name of the practical training)

- Specialty: 31.05.01 General Medicine
- Mode of training: Full-time
- Year of commencement of studies: 2026

- Delivered in Semester ____

Stavropol, 20____

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Doctor of Geographical Sciences

Dean

Faculty of Medicine and Biology

_____ of _____, 20 ____

**Program for Educational (Industrial / Work) Practical Skills Training
(Field Placement)**

(Name of the practical training)

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

Developed by:

position

full name

Stavropol, 20____

1. Aims of the Practical Skills Training

The goals of the educational/industrial practical training in the specialty 31.05.01 General Medicine include:

2. Objectives of the Practical Skills Training

The _____ objectives _____ of _____ the _____ practical _____ training _____ are:

3. Place of the Practical Skills Training in the Structure of the Educational Program

The practical training belongs to the section Industrial Practical Training (Field Placement) and is based on the knowledge and mastery of materials from the following disciplines of the curriculum:

4. Place and Time of the Practical Training

Subject to the curriculum, the practical training shall be carried out in Semester 6 of Year 3, for 4 weeks (6 ECTS credits, 216 hours).

5. List of Planned Outcomes for the Practical Training, Correlated with the Planned Outcomes of Mastering the Educational Program

Code and name of the competency	Code and name of the indicator	Planned outcomes describing the stages of competency and indicator development

6. Structure and Content of the Practical Training

The total workload is _____ ECTS credits, _____ hours.

Sections (stages) of the practical training	Competencies / indicators implemented	Types of student work during the practical training	Number of hours	Current control

Note:

- Types of work during educational practical training may include: introductory lectures, safety briefing, activities for the collection, processing, and systematization of factual and literature material, observations, measurements, and other types of work.
- Types of work during industrial practical training (field placement) may include: industrial briefing, including safety briefing, execution of production tasks, collection, processing, and systematization of factual and literature material, observations, measurements, and other types of work.

7. Methodological Recommendations for Students on Completing the Practical Training

7.1. Use of Material from the Educational and Methodological Complex of the Practical Training

The first stage implies getting to know the structure of the practical training, mandatory types of work, and forms of reporting. To successfully complete the practical training tasks, the student needs to _____.

7.2 Assessment Tools Fund for the Practical Training

The assessment tools fund (ATF) for the practical training _____ is based on the list of competencies to be mastered, indicating the stages of their formation in the process of completing the practical training. 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 through various stages of their development, 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 evaluating knowledge, skills, and the level of mastery of the competencies shaped through completing the practical training.

The ATF is an appendix to this practical training program.

8. Educational, Methodological, and Informational Support of the Practical Training

8.1. List of Main and Additional Literature

8.1.1. List of Main Literature:

8.1.2. List of Additional Literature:

8.1.3. Methodological Literature:

8.1.4. Internet Resources:

8.2. Software:

No special software required.

8.3. Material and Technical Support of the Practical Training

Classrooms for conducting educational classes are equipped with hardware and technical training facilities. Rooms for the independent work of students are equipped with computer hardware with the capability to connect to the Internet network and offer access to the electronic information and educational environment. Specialized furniture and technical training facilities serve to present educational information.

The material and technical base ensures the conduct of all types of disciplinary and interdisciplinary training, laboratory, and research work of students (portable laptop, portable projector, computers with the necessary software and internet access).

Rooms for the independent work of students are equipped with computer hardware with the capability to connect to the Internet and offer provide access to the electronic information and educational environment of the educational organization.

8.4. Specific Features of Completing the Practical Training by Persons with Disabilities:

Students with disabilities are 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 completion of practical training by students with disabilities may be arranged jointly with other students, as well as in separate groups.

The completion of practical training by students with disabilities shall be carried out in view of the specifics of psychophysical development, individual capabilities, and health status. In order to ensure the accessibility of obtaining higher education within the educational program for persons with disabilities, the following shall be offered through the practical training:

- 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 student the request of, tasks may be performed verbally.

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ASSESSMENT TOOLS FUND
for Practical Training

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

Introduction

1. Purpose: _____

2. The ATF is an appendix to the practical training program

3. Developer(s): _____ (Full Name, Position)

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: _____
(Full Name, Position)

Expert conclusion

_____ of _____, _____

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

1. Description of Indicators and Evaluation Criteria at Various Stages of Their Development, Description of Evaluation Scales

Levels of competency(ies) development, indicator(s):	Levels of competency(ies) development			
	Minimum level not achieved (Unsatisfactory) 2 points	Minimum level (Satisfactory) 3 points	Intermediate level (Good) 4 points	High level (Excellent) 5 points
<i>Competency</i>				
Outcomes of completing the practical training: <i>Indicator</i>				

2. Assessment Tools for _____ Practical Training

2.1. Tasks Ensuring the Evaluation of Knowledge Gained Through the Practical Training

Developed competencies, indicators		Task	
Code of Competency	Wording		

2.2. Tasks Ensuring the Evaluation of Skills and Abilities Gained Through the Practical Training

Developed competencies, indicators		Task	
Code of Competency	Wording		

3. Methodological Materials Determining Evaluation Procedures and Describing the Stages of Competency Development

Sample text:

The procedure for completing the ... (indicate the name/type of practical training) includes the following stages:

At each stage of the practical training, current control over the competency development shall be carried out.

The tasks offered to the student allow checking the competencies (indicate the competencies checked).

When completing the practical training, it is important to ... (indicate the time allocated to each stage and what is to be done, indicate the literature for performing each task, offer the structure of the report on practical training).

When checking the task, the following shall be evaluated (e.g., the consistency and rationality, the accuracy of calculations, etc.):

-..... .

During the report presentation, the following shall be evaluated:

-.....;