

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Чорноморський національний університет імені Петра Могили

Інститут філології

Кафедра української філології, теорії та історії літератури

«ЗАТВЕРДЖУЮ»

Перший проректор

Іщенко Н.М.



2019 р.

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

«УКРАЇНСЬКА МОВА ЯК ІНОЗЕМНА»

(Початковий рівень. Фонетика. Морфологія)

Галузь знань 22 «Охорона здоров'я»

Спеціальність 222 «Медицина»

Професійна кваліфікація «Магістр медицини»

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Миколаїв – 2019 рік

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Petro Mohyla Black Sea National University

Institute of Philology

Department of Ukrainian Philology and Intercultural Communication

«APPROVED»

The first-vice rector

Ishchenko N.M. _____

«__» _____ 2019

COURSE DESCRIPTION

«Ukrainian language as a foreign»

(additional educational services)

Educational program 22 Health care

Specialty 222 Medicine

Professional qualification Master of Medicine

Developer	Zhvava O.A.	_____
	Kosarieva H.S.	
	Kharchuk O.V.	
Head of the Developer's Department	Shestopalova T.P.	_____
Guarantor of the Educational Program	Klymenko M.O.	_____
Director of the Institute of Philology	Pronkevych O.V.	_____
Director of the Institute	Hryshchenko G.V.	
Head of educational and methodical department	Shkirchak S.I.	_____

Mykolaiv – 2019

1. Description of the discipline
"Ukrainian as a foreign language"
 Additional educational services

Name of the indicator	Characteristics of the discipline	
Name of discipline	Ukrainian language as a foreign	
Educational program	22 Health care	
Specialty	222 Medicine	
Specialization		
Educational program	Master of Medicine	
Level of higher education	Second (master's)	
Type of discipline	obligated	
Studying year	1	
Studying year	2019/2020	
Semester:	Full time	Part time
	1 – 60	
	2 – 54	
Number of credits ECTS		
Course structure: - lectures - seminars (practical, laboratory, semi-group) - hours of independent work of students	Full time	Part time
	114	
	164	
Percentage of classroom load	41%	
Language of study	Ukrainian, English	
Form of final control	certification	
Form of final control		

2. The aim and the tasks of the course and the results of the study of the discipline

“Ukrainian language as foreign” is an educational subject which involves providing the communicative needs of

the students in everyday, educational, vocational, social, cultural and scientific spheres and creating the communicative competence which will ensure the formation of the speaking personality of the future professional. The state status of Ukrainian language is taken into account in the curriculum of the educational subject; the main task is educational, enriching and upbringing influence on the foreign speakers, helping to form a personality who is ready to active communication in various spheres of the social life and in educational and professional spheres in particular; there are relevant ways of management, methods and techniques of teaching Ukrainian language as foreign.

The program in the discipline "Ukrainian as a foreign" is designed for English-speaking foreign students of higher educational institutions of Ukraine III-IV levels of accreditation, which have a medical faculty / institute. The curriculum of the discipline is based on the requirements of industry standards for training a specialist in the specialty 222. Medicine. The subject of the discipline is the language material, presented in the form of phonetic, morphological, syntactic minimums and word formation, necessary for the formation of professionally oriented communicative competence in students to ensure their effective communication in academic, professional and sociocultural environment.

The purpose of teaching the discipline "Ukrainian as a foreign language" is to provide foreign students with language knowledge, skills and abilities in various types of speech activity, formation and improvement of skills and abilities in all types of speech activity (reading, writing, listening and speaking). socio-cultural and educational-professional sphere of communication, formation of a holistic system of students' knowledge of the language, enrichment of the vocabulary of foreigners, development of oral and written, monologue and dialogic professional speech.

The main tasks of studying the discipline "Ukrainian as a foreign language" are:

- formation of auditory and pronunciation skills taking into account the main features of the phonetic system and articulatory base of the Ukrainian language;
- study of grammatical, orthographic, morphological, stylistic, word-forming bases of the Ukrainian language in order to process original and adapted medical texts in the Ukrainian language;
- formation of minimum skills to realize certain types and kinds of speech intentions in verbal form and in accordance with the norms of the Ukrainian language.

Competences and learning outcomes

In accordance with the requirements of the Standard of Higher Education, the discipline provides students with the acquisition of competencies:

- general competencies:

- ability to abstract thinking, analysis and synthesis, ability to learn and master modern knowledge (GC 1).
- ability to apply knowledge in practical situations (GC 2);
- ability to make an informed decision; work in a team; interpersonal skills (GC 5);
- ability to communicate in the state language both orally and in writing (GC 6);
- skills in the use of information and communication technologies (GC 7);
- definiteness and perseverance in terms of tasks and responsibilities (GC 8);
- ability to act socially responsibly and consciously (GC 9).

– professional competencies

- patient interviewing skills (PC 1);
- ability to keep medical records (PC 18);

- ability to conduct epidemiological and medical-statistical studies of public health; processing of state, social, economic and medical information (PC 19).

Program learning outcomes:

- know the methods of analysis, synthesis and further modern learning. Be able to analyze information, make informed decisions, be able to acquire modern knowledge. Establish appropriate connections to achieve goals. Be responsible for the timely acquisition of modern knowledge (PLO 1);

- have deep knowledge of the structure of professional activity. Be able to carry out professional activities that require updating and integration of knowledge. Ability to effectively form a communication strategy in professional activities. Be responsible for professional development, ability to further professional training with a high level of autonomy (PLO 3);

- know the tactics and strategies of communication, laws and ways of communicative behavior. Be able to make informed decisions, choose ways and strategies to communicate to ensure effective teamwork. Be able to make informed decisions, choose ways and strategies to communicate to ensure effective teamwork. Be responsible for the choice and tactics of the method of communication (PLO 5);

- have a perfect knowledge of the state language and basic knowledge of a foreign language. Be able to apply knowledge of the state language, both orally and in writing, be able to communicate in a foreign language. Use the state language in professional and business communication and in the preparation of documents. Use a foreign language in professional activities. Be responsible for fluency in the state language, for the development of professional knowledge (PLO 6):

- * know the main features of the phonetic system and articulatory base of the Ukrainian language; to form articulation skills (correct pronunciation of sounds, intonation, rhythmic); know the basic lexical units, master certain rules of their transformation into grammatically correct meaningful expression;

- * read in Ukrainian in accordance with the orthoepic norms of modern Ukrainian literary language;

- * write under the dictation of words, phrases and sentences;

- * identify parts of speech and their grammatical features, correctly combine (coordinate) parts of speech, build simple and complex sentences;

- * to hear and retell in Ukrainian the initial information from the subjects being studied.

- know the responsibilities and ways to perform the tasks. Be able to set goals and objectives to be persistent and conscientious in the performance of duties. Establish interpersonal relationships to effectively perform tasks and responsibilities. Responsible for the quality of the tasks (PLO 8);

- collect data on patient complaints, medical history, life history (including occupational history), in a health care facility, its unit or at the patient's home, using the results of the interview with the patient, according to the standard scheme of the patient's survey. Under any circumstances (in the health care facility, its unit, at the patient's home, etc.), using knowledge about the person, his organs and systems, according to certain algorithms (PLO 11);

- under any circumstances, using standard procedures, including modern computer information technology, be able to determine the source and / or location of the required information depending on its type; receive the necessary information from a specific source; analyze the information obtained (PLO 36).

According to the set goals, the main tasks of teaching Ukrainian to English-speaking students are:

- development of a set of competencies (integral, general, special) in order to master the Ukrainian language;

- promoting the adaptation of foreign communicants to life and learning in a Ukrainian-speaking environment;

- development of skills and abilities to use common and professional vocabulary and grammatical constructions in communication in accordance with situations and topics of communication;

- creation of positive motivation for educational activity of English-speaking students, development of creative abilities;

- formation of the ability to self-esteem and self-control;

- fostering respect for the traditions, customs, values and culture of Ukrainians.

The student must speak the state language (oral and written) at the level provided by the Law on Language.

CONTENT OF LANGUAGE COMPETENCE

1. LISTENING

1.1. General list of skills

The student can recognize

- Familiar words and basic phrases about himself, his family and those around him.

- expressed directly communicative intentions;

The student can understand:

- short remarks of a small dialogue concerning the basic needs of everyday life;

1.2. Types of texts

- short texts of conversational style:

- information messages;

- instructions (for example, on the educational process; on the choice of goods, etc.);

- simple questions and answers about personal data (presentation, address, work, family);

- very simple instructions on how to get food, water, clothes;

- short dialogues related to everyday life situations (for example: greetings, farewells,

thanks, apologies, requests, suggestions);

- simplified and schematic dialogues from everyday life (for example: a customer in a store,

2. READING

2.1. General list of skills

The student understands

- international words, single inscriptions, very short, simple texts, recognizing well-known names;

- simple information texts and the main idea of short simple descriptions, especially if they contain pictures that help to understand the text;

- simple, short greetings, for example, on postcards;

The student is able

- read individual inscriptions containing a specific request, order (for example: Do not smoke! Attention!);

- individual inscriptions and thematic announcements (for example: Open! Closed!);

- short, specially developed texts and announcements of the specified subject, for example: Buy... Sell...;

3. LETTER

3.1. General list of skills

The student is able to:

- write your own name and surname, as well as the names and surnames of acquaintances or famous people;

- write the address of residence, indicating the country, city, street, house number (building, apartment).

- write or rewrite from a printed sample short, simple texts on a postcard or in an SMS message, for example, congratulations on the holiday, greetings from the place of stay, wishes, expressions of gratitude (Congratulations. I wish success. Good luck. Greetings from Nikolaev. Thank you. Welcome please.);

- describe their friends, parents in short phrases, using words mainly in the original form (This is a friend. His name is Faisal. He is a student. He is Indian. His hair is black. His eyes are also black. He is tall.);

List of communicative intentions

- to attract someone's attention, to establish contact (Sorry....);
- introduce yourself or others (My name is.... Her name is.... His name is....);
- say hello (Good morning / day / evening);
- say goodbye (Goodbye. Good night.);
- to thank (Thank you. Thank you very much);
- apologize (Excuse me);
- congratulations (Congratulations!);
- ask simple questions (Who is it? What is it? What language? Where is the university? Is it a book?);
- answer simple questions (This is a girl. This is a table. My native language is Ukrainian. The university is here);
- confirm the information / deny it (Yes, this is a book. No, this is not a notebook, this is a pen);

Number of mastered vocabulary - 400-600 words.

3. Curriculum of the discipline "Ukrainian as a foreign language" Full-time

№	Topic	Lectures	Practical classes	Independent work
	Grammar of the Ukrainian language. Socio-cultural communication.		114	164
	Total for the course		114	164

4. The content of the discipline
4.1. Lecture plans (not provided)
4.2. Seminar plans

And the semester
Conversational unit

№	Lesson topic / plan	Number of hours
1.	<p>Topic 1. Acquaintance</p> <p>1. Congratulations: Good morning! Good day! Good evening!</p> <p>2. Hello, my name is...</p> <p>3. Pronunciation of greeting formulas in accordance with the orthoepic norms of the Ukrainian language.</p> <p>4. The accusative case to indicate the addressee-object to which the speaker is addressing. Sir, madam.</p>	2
2.	<p>Topic 2. Acquaintance</p> <p>1. Farewell formulas: Goodbye! See you tomorrow! Before meeting!</p> <p>2. Goodbye, see you tomorrow...</p> <p>3. Writing students' own names and surnames in Ukrainian.</p>	2
3.	<p>Topic 3. Acquaintance</p> <p>1. Words of etiquette: please, thank you, please, sorry, good night, can I?</p> <p>2. Pronunciation of politeness formulas in accordance with the orthoepic norms of the Ukrainian language.</p> <p>3. Dialogue:</p> <p>- I</p> <p>- What is your name?</p> <p>- My name ...</p> <p>- Very nice.</p> <p>4. Verbs: to call, to get acquainted - to get acquainted.</p> <p>Comment: the notion of the nominative case as a subject of active action (Student reads the text), an indication of a person or object (This is Ankit. This is my room), identification of a person or object (My name is Samvel).</p>	2
4.	<p>Topic 4. Acquaintance</p> <p>1. Pronunciation and spelling of Ukrainian and foreign names and surnames.</p> <p>2. Pronunciation of iotated vowels.</p> <p>3. Pronunciation of a soft sign.</p> <p>4. The use of particles yes, no.</p>	2
5.	<p>Topic 5. Acquaintance</p> <p>1. The wording of the interrogative sentence with the indicative pronoun is: Who is it?</p> <p>2. Dialogue:</p> <p>- Who is this?</p> <p>- This is (name).</p> <p>- He she) ...</p> <p>3. Dialogue:</p> <p>- Who are you?</p> <p>- I am a student.</p> <p>- And you?</p> <p>- I ...</p> <p>4. Vocabulary: names of persons by gender and occupation.</p> <p>5. The structure of a simple sentence: subject - action - object (Subject - Verb -</p>	2

	Object). Comment: repetition of the notion of the Noun case as a subject of active action (Student reads the text), indication of a person or object (This is Ankit. This is my room), identification of a person or object (My name is Samvel).	
6.	Topic 6. Acquaintance 1. The use of personal pronouns (forms of the nominative and genitive case). 2. Adverbs too, too. Dialogue: - Glad to meet you! - I also. 3. Connectors a, and, or. Dialogue: - Samir is a student? - So. And Sagar too. 4. The concept of the accusative case of nouns.	2
7.	Topic 7. Acquaintance (generalization) 1. Reading texts-dialogues. 2. Creating dialogues teacher - student, student - student.	2
8.	Topic 8. Formulas of politeness 1. How are you? 2. Answers to the question "How are you?" 3. Dialogue: - Where do you live? - I live (country, city). 4. Vocabulary: names of countries, cities of Ukraine, map of Ukraine.	2
9.	Topic 9. Address 1. Rules for writing the address in the Ukrainian language. 2. Dialogue: - Where do you live? - I live (country, city). - Where are you from? - I'm from ... - Where are you studying? - I am studying... 3. Verbs: to live, to be, to come, to love, to study. 4. Formation of forms of the exclamatory case on behalf of students. Comment: the concept of the genitive case with the preposition from to indicate the origin of the subject - where?	2
10.	Topic 10. Address 1. Address of the dormitory, educational institution. 2. Vocabulary: - housing - kitchen, bedroom, toilet, living room, hallway, bathroom. - dormitory - furniture and household items in the room. 3. The use of adjectives large - small, light - dark; color repetition. Verbs: learn, teach, see.	2
11.	Topic 11. Description of the room 1. Description of the room. - This is my room. Using adverbs of place left, right, left, right, middle, top (top), bottom (bottom). 2. The use of singular and plural nouns. 3. Verbs: stand, be, lie.	2
12.	Topic 12. Description of the room	2

	<p>1. Description of the room. - This is my room. Use of singular and plural nouns. Repetition of noun genera.</p> <p>2. Use of numerals in dialogue. "Is this your room?" - So. - How many tables (chairs, shelves, beds, books) do you have in the room? - I have in the room...</p> <p>3. Indicative pronouns this, that, this, yes, this, that, these, those.</p> <p>4. Systematic use of the exclamatory case to express the question according to the model: "Axo, is this your room?" - Yes, Bhargavi - Akso, how many tables (chairs, shelves, beds, books) do you have in the room? - Bhargavi, in my room...</p>	
13.	<p>Topic 13. Description of the room</p> <p>1. Description of the room according to the picture. 2. The use of interrogative pronouns in dialogue. "Amir, is this your room?" - Yes, Faisale. - Amir, where you have tables in the room (chairs, shelves, beds, books). - Faisale, here is the table on the right. There is one table in the room. - Amir, how many chairs do you have? - Faisale, I have two chairs. - Amir, what else do you have in the room?</p> <p>3. The use of prepositions on, in, over, under, for, before, between. 4. Alternation of prepositions in-in. 5. Repetition of adverbs of place.</p>	2
14.	<p>Topic 14. Dormitory</p> <p>1. Dormitory address. 2. Vocabulary: Ironing - iron, washing - laundry - washing machine - washing powder, order (food) - order, clean - dry cleaning - clean, hang - hanger (hanger), wash - sink - detergents, exchange - exchange office, repair (clothes, devices). 3. Questions to the verb: to do. Adverbs of place: around, near, behind, in front, opposite, everywhere, far, near.</p>	2
15.	<p>Topic 15. Development of writing and reading techniques in Ukrainian</p> <p>1. Description of your own room. 2. Description of the image with actions (repetition of verbs to iron, wash, order, clean, hang, wash, exchange, repair, clean, teach, stand, lie down. - What do people do? 3. Reading texts. Creating dialogues.</p>	2
16.	<p>Topic 16. Food</p> <p>1. Fruit. 2. Vegetables. 3. Dialogue: - What it is? - It's a fruit... - What it is? - It's a vegetable. It... 4. Dialogue: - What it is? Is it a vegetable or a fruit?</p>	2

	<p>"Is it an orange or an apple?" "Is that an orange?" - Yes, it's an orange. (No, it's an apple). 5. Repetition of studied adjectives. Matching nouns with adjectives.</p>	
17.	<p>Topic 17. Food 1. Products. 2. Dishes. 3. Desserts. 4. Using the Accusative case in the value of the object. Dialogue: 1. - What do you like? - I love... 2. - Tell me, what food do you like? - I like...</p>	2
18.	<p>Topic 18. Food 1. Drinks. 2. Spices. 3. Utensils. 4. Formation of plural noun forms. 5. Repetition of the genus of nouns. 6. New verbs: eat, drink, breakfast, lunch, dinner, cook.</p>	2
19.	<p>Topic 19. Food 1. Repetition of studied adjectives. 2. Adjectives to denote taste. Coordination of adjectives with nouns. 3. Question to adjectives: Which one? Which one? What? Which? 4. Dialogue: 1. - What is this tea? - This is black tea. - What is this dish? - This is a sweet dish. - What kind of pizza is this? - This is "Margarita". 2. - What milk do you like? "I like warm milk." - What pasta do you like? - I like warm pasta.</p>	2
20.	<p>Topic 20. Food 1. I want to eat. 2. I want to drink. 4. Dialogue: - I want to eat... - I want to drink... Comment: verbs to want, to drink; use of nouns of the accusative case with the specified infinitives.</p>	2
21.	<p>Topic 21. Shopping 1. Names of places where you can shop. 2. Supermarket departments: bread department, confectionery department, dairy department, meat department, cooking. 3. - I want to buy .. - In which department can you buy...? New words: supermarket, hypermarket, shopping center, department store, deli, online store, market (bazaar), shop, boutique.</p>	2

22.	<p>Topic 22. Shopping</p> <p>1. Names of weight - gram, kilogram; names of the measure - liter, half liter. 2. Names of money - kopeck, hryvnia. Names of foreign currencies - dollar, euro. 3. Dialogue: (using the grammatical construction "What does it cost") 1. - How much does it cost? - It costs... How much do you need? - I need 2 kilograms. 2. - Do you have...? - Yes, there is. (No, no). 4. Repetition of numerals: - How many apples (books, pencils) do you have? Comment: the concept of the genitive case to denote quantity in combination with numerals (six hryvnias, twenty kopiok).</p>	2
23.	<p>Topic 23. Shopping</p> <p>1. Names that accompany the shopping process: cash register, bottle, package, pack, box. 2. Reading texts. 3. Composing dialogues. 4. The story of where you shop and what products you buy?</p>	2
24.	<p>Topic 24. We buy clothes</p> <p>1. Names of clothes. 2. What clothes? - As? Good - good, short - short, cheap - cheap, fashionable - fashionable, expensive - expensive. Verbs: to dress; to put on; to measure - to try on, to pay. 3. Clothing sizes.</p>	2
25.	<p>Topic 25. We buy shoes</p> <p>1. Names of shoes. 2. Names of shoe sizes. 3. Dialogue: In the store. - What color suits you? - It suits me... - Do you like these boots? - Yes, they suit me. Verbs: to put on shoes, to take off shoes, to measure - to try on, to pay.</p>	2
26.	<p>Topic 26. The use of verb forms to denote meals</p> <p>1. Who loves what? - Sanjit loves hot coffee. Who likes to do what? - Sanjit likes to drink hot coffee. 2. What - when - what to do? Breakfast - for breakfast - breakfast; Lunch - for lunch - lunch. Dinner - for dinner - have dinner. 3. Adverbs of time: morning, day, evening, night. Yesterday, the day before yesterday, today, now, now, tomorrow, the day after tomorrow.</p>	2
27.	<p>Topic 27. Development of writing and reading techniques in Ukrainian</p> <p>1. Reading texts in Ukrainian. 2. Composing dialogues: "Do you have breakfast in the morning?" - Yes, I have breakfast. - What do you have for breakfast? - I like ...</p>	2

	<p>3. The concept of verb tense.</p> <p>4. Compiling the menu - What do you eat for breakfast? What did you eat for breakfast yesterday? What will you have for breakfast tomorrow?</p> <p>Comment: the concept of the accusative case without a preposition to denote the object of action (Maria reads a book).</p>	
28.	<p>Topic 28. Food establishments</p> <p>1. Names of restaurants: restaurant, cafeteria, dining room (student canteen), cafe, cafe, pizzeria, McDonald's.</p> <p>2. Names of dishes on the menu: first courses, second courses, cold dishes, side dishes, desserts, drinks.</p> <p>3. Dialogues - In the buffet. In the dining room. At a restaurant</p> <p>Verbs: to be able, to take, to order.</p> <p>New words: it is possible, it is necessary; tasty, fried, baked; order.</p>	2
29.	<p>Topic 29. Development of coherent speech</p> <p>1. A story about yourself.</p> <p>2. What room do you have?</p> <p>3. Dialogues: "What do you like?", "Where do you study?".</p> <p>4. What products and things do you buy?</p>	2
30.	<p>Topic 30. Reading and analysis of adapted texts.</p>	2,8
II семестр		
31.	<p>Topic 31. Calendar</p> <p>1. The concept of season.</p> <p>2. Formation of date and number. Formation of the Local case to indicate the time (when?) - in January, in February...</p> <p>3. Formation of the date in the genitive case (when?) - the first of January...</p> <p>4. Days of the week. Formation of the accusative case with prepositions in, in to indicate the time of action: Monday, Tuesday...</p> <p>New words: month, year, week, day, long, recently.</p> <p>Repetition of the declension of the verb to be, past, present, future tense of the verb.</p>	2
32.	<p>Topic 32. Calendar</p> <p>1. Formation of interrogative sentences with the interrogative pronoun When?</p> <p>2. Creating dialogues:</p> <p>- When were you (using different verb tenses) in the store?</p> <p>- I was in Silpo yesterday.</p> <p>- And you?</p> <p>"I was in Walmart the day before yesterday."</p> <p>3. Formation of adjectives from the names of the seasons of the year.</p> <p>4. Construction: Autumn is coming.</p> <p>Adverbs of time: winter, spring, summer, autumn. Repetition. Yesterday, the day before yesterday, today, now, tomorrow, the day after tomorrow.</p> <p>New words: day off, working day.</p>	2
33.	<p>Topic 33. Time</p> <p>1. Ordinal numbers. Genus of ordinal numbers (which? Which? Which? Which? Which? Which? Which? Which?).</p> <p>2. Construction "What time is it?". When - At what time?</p> <p>3. The construction time + infinitive = time to wake up, time to eat...</p> <p>Repetition of adverbs of time: morning, day, evening, night.</p>	2
34.	<p>Topic 34. Development of coherent speech. Time</p> <p>1. Record digital expression of time.</p>	2

	<p>2. Construction: when? - after + noun in the genitive case = after the lecture, after winter... (For example: - When will be the day off? - The day off will be after Friday).</p> <p>3. Creating dialogues:</p> <ul style="list-style-type: none"> - What is the date today? - Today is the twenty-seventh of April. - What day of the week? - Tuesday. - What time is it now? <p>"Thirteen o'clock and twenty minutes."</p> <p>4. Repetition of the exclamatory case.</p>	
35.	<p>Topic 35. Development of coherent speech. Ordinal numbers</p> <p>1. Composing dialogues:</p> <ul style="list-style-type: none"> - What is the date today? - What is the audience like? - What is this group? - What is this floor? - What occupation (couple) do we have now (tomorrow)? <p>2. The use of interrogative pronouns Which? Which? When? How many?</p> <p>Verbs: compose, teach. Repetition of the accusative and genitive cases of the noun.</p>	2
36.	<p>Topic 36. My homeland</p> <p>1. Family members. Repetition of gender and number of nouns.</p> <p>2. Repetition of possessive pronouns.</p> <p>3. Dialogues using Whose questions? Whose? Whose? Whose?</p> <p>Answer - This is my brother.</p> <p>Verbs: to be friends, to bring up, to work, to respect, to grieve.</p> <p>New words: family, wife, mother, father, son, daughter, child, uncle, aunt, brother, sister, grandmother, grandfather, grandson, granddaughter, nephew, niece, relative, relatives.</p>	2
37.	<p>Topic 37. My homeland. Questionnaire</p> <p>1. Questionnaire.</p> <p>2. A story about yourself on a sample.</p> <p>3. A story about your family on the model.</p> <p>Conjugation of verbs with the postfix -ся.</p> <p>New words: to be born, to meet, to be brought up, to see, to be respected, to be admired, to be liked.</p>	2
38.	<p>Topic 38. My homeland</p> <p>1. Repetition of compound numerals.</p> <p>2. Age. Personal pronouns in the present tense.</p> <p>Construction: I... years. He... years.</p> <p>3. Repetition of color names.</p> <p>4. Description of human appearance (face and body parts).</p>	2
39.	<p>Topic 39. Adjective. Use and coordination of adjectives</p> <p>1. Adjective as part of speech (repetition).</p> <p>2. The meaning of adjectives. Repetition of names of tastes.</p> <p>3. Names of character traits: smart, proud, impudent, interesting, jealous, envious, courageous, brave, cowardly, timid, diligent, honest, active, kind, honest, good, kind, friendly, caring, sociable, hardworking, intelligent, forgetful, aggressive.</p> <p>4. Phenomena of nature.</p> <p>New words: natural phenomenon, earth, sky, air, sun, climate, weather, bad weather, heat, coolness, heat, cold, frost, wind, thunderstorm, snow, fog, rain.</p>	2
40.	<p>Topic 40. Features of the use of numerals</p>	2

	<p>1. The concept of whole and part of the whole (half).</p> <p>2. What is the temperature today? How many degrees? The genitive case of the set of nouns.</p> <p>3. Coordination of numerals with nouns: 1 + Nominative singular (one degree). 2, 3, 4 + Nominal case of the set (two degrees). 5, 6, 7 - 20 + The genitive case of the plural (five degrees).</p>	
41.	<p>Topic 41. Development of coherent speech. Matching adjectives with nouns and numerals with nouns</p> <p>1. Reading adapted texts in Ukrainian.</p> <p>2. Picture story (description of the weather).</p> <p>3. Creating dialogues: - What is the weather today? - How many degrees today? - What kind of weather do you like?</p> <p>New words: windy, sunny, hot, cool, warm, cold, snowy, foggy, rainy, raining, wind blowing.</p>	2
42.	<p>Topic 42. Description of human appearance. Adjective (repetition)</p> <p>1. Coordination of adjectives with nouns in the number.</p> <p>2. Coordination of adjectives with nouns in the genus.</p> <p>3. The concept of adjective cases.</p> <p>4. Antonymous pairs of adjectives.</p> <p>New words: big, tall, beautiful, good, long, evil, good, short, low, round, oval, small, young, bad, right, left, pleasant, friendly, successful.</p>	2
43.	<p>Topic 43. Adjective. Degrees of comparison of adjectives.</p> <p>1. Qualitative, relative and possessive adjectives.</p> <p>2. The concept of the degree of comparison of the adjective.</p> <p>3. Higher degree of comparison of adjectives: my older brother, my younger sister.</p> <p>3. Dialogues: - How much does it cost? - This sweater is more expensive...</p> <p>- How old are you? - Twenty. "And your brother?" - He is younger. He is thirteen.</p>	2
44.	<p>Topic 44. Adjective. Degrees of comparison of adjectives</p> <p>1. The concept of the degree of comparison of the adjective.</p> <p>2. The highest degree of comparison of adjectives.</p> <p>3. Accusative and Local cases of masculine, feminine, neuter adjectives.</p>	2
45.	<p>Topic 45. My homeland. A story about yourself and your family. Personal pronouns</p> <p>1. Categories of personal pronouns. Forms of personal pronouns with a preposition: Me - I have, you - you...</p> <p>2. A story about family, self and friend.</p> <p>3. Constructions: I have... I don't have...; Who has...?</p> <p>Dialogues. Creative tasks for the development of coherent speech. Constructions: - I have a brother and sister - I have a brother and sister. - This is Ukraine. - I came to Ukraine.</p>	2
46.	<p>Topic 46. Development of coherent speech. My friends</p> <p>1. Description of the appearance of friends.</p> <p>2. Use of verb constructions "Who came?", "What did they do?", "Who knows?"</p>	2

	<p>3. Constructions: "I give". New words: Welcome! Good luck! Merry Christmas! Happy holiday! (study of holidays).</p>	
47.	<p>Topic 47. My day. Features of the use of numerals</p> <ol style="list-style-type: none"> 1. Repetition of numerals to denote time. 2. Questions: "What time do you wake up?", "What time do you have breakfast?", "What time do you start working?". 3. Writing the text "My day". 4. The concept of antonyms: work - rest, working - day off, free - busy, rarely - often, modern - past. <p>Constructions: "I answer, explain", "I perform", "I cook".</p>	2
48.	<p>Topic 48. Development of coherent speech</p> <ol style="list-style-type: none"> 1. Use of the accusative case with the preposition about in the meaning of the object of speech, thought (about whom? About what?) - read, write, think, ask, tell... 2. Alternation of prepositions. The use of the instrumental case of nouns with the preposition з (з, з) in the sense of joint action: talk to a student, engage with a teacher, watch with Sanjit. <p>Dialogues: "Tell me, please, on which floor is the library?", "Can I take the books from this shelf?", "Tell me, please, when will my order be fulfilled?" Language etiquette: "Please tell me what time it is?", "What time can you call?", "Excuse me, wait a minute", "What time does the movie start?"</p>	2
49.	<p>Topic 49. At the university</p> <ol style="list-style-type: none"> 1. Generic case of nouns-names of countries with the preposition з (з). 2. Names of universities with the name (whom). 2. Formation of adjectives from city names in the suffixal way (-ск-, -к-) or in the suffixless way (Lutsk, Luhansk). 3. Local case of nouns (to denote a place) and adjectives (I study at the Black Sea National University named after Petro Mohyla). 4. Local case of possessive pronouns (in mine, in yours, in ours, in yours). <p>New words: science, session, clinic, practice, record book (medical record), medical certificate, medical practice, medical gown, practice, gym, student dean's office, international department, library, faculty.</p>	2
50.	<p>Topic 50. At the university</p> <ol style="list-style-type: none"> 1. Local case of possessive pronouns (feminine, neuter, plural: in her university, in his room, on their window...). 2. Complex sentences with conjunctions and connecting words: Who? What? Which? As? <p>- Do you know who it is? "Do you know what it is?" - Do you know what day it is? - Do you know his name?</p> <p>Construction: I have G .; the university has G .; the class has....</p> <p>New words: laboratory, medical center, computer class, break, rector, teacher, professor, dean, dean's office, disciplines, schedule. Verbs: to continue, to compose - to pass (credit, exam).</p>	2
51.	<p>Topic 51. In the dean's office</p> <ol style="list-style-type: none"> 1. The imperative mood of the verb. Expressions of requests, wishes, orders with the help of verbs of the imperative mood. 2. Complex sentences with conjunctions and connecting words: Where? When? Where? Why? How many? 3. Repetition of the accusative case of nouns. 	2

	New words: reference, vacation, course, magazine, project, term paper, credit week, practical lesson, secretary, good reason. Verbs: to be ill - to get sick, to leave, to enter, to allow, to pass - to miss.	
52.	Topic 52. Syntax. A complex sentence 1. Complex sentences with conjunctions and, but, and. 2. Complex sentences with the contracted part of the reason (conjunctions because, because): Saktivel will not come today because he is ill. We didn't do our homework because we couldn't find the textbook.	2
53.	Topic 53. Reading and analysis of adapted texts	2
54.	Topic 54. Development of coherent speech 1. A story on the topic: "How do I learn"? 2. A story on the topic: "How does my friend learn"?	2
55.	Topic 55. Development of coherent speech 1. Reading and translation of the text "My profession". 2. Analysis of the text "My profession". 3. Independent creation of a text on the future profession.	2
56.	Topic 56. Development of coherent speech 1. Reading and translation of the text "My University". 2. Analysis of the text "The country in which I live." 3. Independent creation of the text "My homeland".	2
57.	Topic 57. Final reading and analysis of adapted texts	2
	Together	114

5. Final control

Current control is carried out at **each** lesson. The student's level of understanding of grammatical material, ability to formulate questions on the topic and give an answer to it, the quality of homework preparation are assessed.

During the assessment of mastering each topic for the current educational activity of the student, grades are set taking into account the approved assessment criteria for the relevant discipline. This takes into account all types of work provided by the curriculum. The student must receive a grade on each topic. Forms of assessment of current educational activities include control of theoretical and practical training.

The minimum number of points that a student must score for the current academic activity for enrollment in the discipline (certification) is 120 points, and the maximum – 200 points in each semester.

I semester

Types of work	points	
	min	max
30 practical lessons	$30*3=90$	$30*5=150$
8 topics for translation	$8*3=24$	$8*5=40$
Reading the text	6	10
<u>Together</u>	<u>120</u>	<u>200</u>

Topics that are required for translation

1. Acquaintance
2. Description of the room
3. Dormitory
4. Shopping
5. We buy clothes
6. We buy shoes
7. Who loves what?
8. Food establishments

II semester

Types of work	points	
	min	max
27 practical lessons	$27*3=81$	$27*5=135$
12 Topics	the minimum can be credited 8 topics $7*5=35$	$12*5=60$
Reading the text	3	5
<u>Together</u>	<u>120</u>	<u>200</u>

Topics that are required for translation

1. Seasons. Phenomena of nature.
2. What is the temperature today? How many degrees? What kind of weather do you like?
3. My homeland
4. Questionnaire
5. A story about yourself and your family.
6. My friends
7. Description of the appearance of friends.
8. Holidays. Greeting rules.
9. My day (What time do you wake up, What time do you have breakfast, What time do you start working).

10. Dialogues: "Tell me, please, on which floor is the library?", "Can I take books from this shelf?", "Tell me, please, when will my order be fulfilled?"

11. At the university

12. In the dean's office

6. Evaluation criteria and diagnostic tools learning outcomes

I семестр

The evaluation of the student's oral answers is carried out on the following scale:

«5» (**excellent**) – the student himself composes bright original in idea and language design, text focused on the communicative task, clearly adheres to the compositional proportionality, expresses his own opinion, selects convincing arguments in favor of a position, the work demonstrates a rich active lexico-phraseological vocabulary and language literacy; ability to think creatively, imagine, fantasize, work is marked by stylistic perfection, the presence of original linguistic means of expression.

«4» (**good**) – the student himself composes the text original on the idea and language registration, focused on a communicative task, clearly adheres to compositional proportionality, expresses own opinion, 1-2 language mistakes are assumed.

«3» (**satisfactorily**) – the student himself composes the original text on the idea and language design, focused on the communicative task, does not clearly adhere to compositional proportionality, expresses own opinion, selects not absolutely convincing arguments in favor of this or that position, work demonstrates stylistic defects, speech errors more than three, work stylistically imperfect

«2» (**unsatisfactory**) – the student himself composes not the original on idea and language registration the text focused on a communicative task, does not adhere to compositional proportionality, does not express own opinion, does not choose convincing arguments in favor of this or that position, work does not show rich active lexicophraseological vocabulary and language literacy ; the work is not marked by stylistic perfection, the presence of original linguistic means of expression.

The evaluation of the student's written answers is carried out on the following scale:

5 – grade "excellent" is given when the student gives a completely correct answer, without significant speech errors.

4 – grade "good" is given when the student gives the correct answer, but there are errors of a speech nature, the topic is not fully disclosed or not clearly.

3 – assessment "satisfactory" is given if the topic is not fully disclosed, the connection is broken, the logic of the translation, there are communicatively significant errors.

During the lesson, several grades are added and one number of points is given.

Assessment of student transfer is carried out on the following scale:

1 – grade "passed" is given when the student gives a completely correct answer, without significant errors of speech; when the student gives the correct answer, but there are errors of a speech nature, the topic is not fully or clearly disclosed.

0 – grade "unsatisfactory" is given if the topic is not fully disclosed, the connection is broken, the logic of the translation, there are communicatively significant errors.

Evaluation of texts adapted for reading

10 – grade "excellent" is given when the student reads aloud without significant errors, adheres to accentuation rules (or makes minor mistakes). The student understands 80% of the text without a dictionary and gives 80% correct answers to questions.

8 – a grade of "good" is given when the student understands 60% of the text, gives the correct answer to 60% of questions, but there are errors of a speech nature or the answer is not clear.

6 – grade "satisfactory" is given if the student understands 40-50% of the text, but during the answer to the question breaks the connection, logic, and there are communicatively significant errors.

Example text to read

1. Прочитайте текст. Read the text.

МОЯ БІОГРАФІЯ

Мене звать Омран. Я народився 7 квітня 1998 року в місті Бішарі. Мої батьки – вчителі.

У мене є молодший брат. Його звать Ахмед.

Я навчаюся в 10 класі. Я мрію стати лікарем. Після закінчення школи я хочу вступити до медичної академії. Я вважаю, що професія лікаря корисна й цікава та, звісно, нелегка. Мені подобаються біологія й хімія, і я знаю, що для вступу до академії ці предмети дуже важливі.

У мене небагато вільного часу, проте я маю хобі. Моє захоплення – це спорт. Я відвідую спортивну секцію з футболу. Я також люблю малювати.

У мене є багато шкільних друзів. Ми чудово разом проводимо вільний час.

2. Дайте відповіді на запитання до тексту.

Answer the questions to the text.

1. Коли народився Омран?

2. Як звать брата Омрана?

3. Про що мріє Омран?

4. Які улюблені предмети Омрана?

5. Яку спортивну секцію відвідує Омран?

3. Прочитайте речення. Визначте, істинна чи хибна інформація.

Read and say if these sentences are true or false.

1. Омран народився в місті Умані.

2. Омранові батьки – лікарі.

3. В Омрана є старший брат.

4. Ахмед навчається в 11 класі.

5. Омран мріє стати лікарем.

6. Професія лікаря корисна.

7. Ахмеду не подобаються біологія і хімія.

8. Хобі Омрана – музика.

9. В Омрана багато шкільних друзів.

10. Друзі разом проводять вільний час.

Adapted plot texts are built on the basis of lexical and grammatical material, which corresponds to the initial level of learning the Ukrainian language (within one year).

A characteristic feature of such a text is that it expands the horizons, develops the interest of foreign students in reading.

In this way, students master the main conversational topics, develop and improve language skills in reading and speaking, expand their vocabulary and learn to work independently.

Tasks for texts include:

- reading and searching for unfamiliar words in the dictionary;

- answers to questions and translation in order to check the comprehension of the text;

- discussion of problems posed in the texts, which encourages foreign students to express their opinions;

- discussion based on the read texts, related to the students' own experience.

II semester

Assessment of oral answers of the student is carried out on the following scale:

5 – grade "excellent" is given when the student gives a completely correct answer, without significant speech errors.

4 – grade "good" is given when the student gives the correct answer, but there are errors of a speech nature, the topic is not fully disclosed or not clearly.

3 – assessment "satisfactory" is given if the topic is not fully disclosed, the connection is broken, the logic of the translation, there are communicatively significant errors.

During the lesson, several grades are added and one number of points is given.

The evaluation of the student's written answers is carried out on the following scale:

5 – grade "excellent" is given when the student gives a completely correct answer, without significant speech errors.

4 – grade "good" is given when the student gives the correct answer, but there are errors of a speech nature, the topic is not fully disclosed or not clearly.

3 – assessment "satisfactory" is given if the topic is not fully disclosed, the connection is broken, the logic of the translation, there are communicatively significant errors.

Evaluation of texts that are adapted for reading

5 – grade "excellent" is given when the student reads aloud without significant errors, adheres to accentual norms (or makes minor errors). The student understands 80% of the text without a dictionary and gives 80% correct answers to questions.

4 – a grade of "good" is given when the student understands 60% of the text, gives the correct answer to 60% of questions, but there are errors of a speech nature or the answer is not clear.

3 – grade "satisfactory" is given if the student understands 40-50% of the text, but during the answer to the question breaks the connection, logic, and there are communicatively significant errors.

Assessment of student transfer is carried out on the following scale:

1 – grade "passed" is given when the student gives a completely correct answer, without significant errors of speech; when the student gives the correct answer, but there are errors of a speech nature, the topic is not fully or clearly disclosed.

0 – grade "unsatisfactory" is given if the topic is not fully disclosed, the connection is broken, the logic of the translation, there are communicatively significant errors.

Correspondence of final semester rating assessments in points to assessments on the national scale and the ECTS scale

Score in points	National assessment	ECTS score	Explanation
180–200	excellent	A	
164–179	good	B	Excellent (excellent performance with only a small number of errors)
150–163		C	Good (generally correct execution with a number of significant errors)
134–149	satisfactory	D	Satisfactory (not bad, but with a significant number of shortcomings)
120–133		E	Enough (performance meets minimum criteria)
70–119	unsatisfactory	FX	Unsatisfactory (reusable)
1–69		F	Unsatisfactory (with required re-course)

The grade for the discipline FX, F ("2") is given to students who do not pass 80% of the topics of the discipline after its completion.

The FX ("2") grade is given to students who have scored the minimum number of points for the current academic activity, but who have not passed the thematic control. These students have the right to reassembly. Reassembly is allowed no more than 2 times.

Grade F ("2") is given to students who complete the discipline, who did not complete the curriculum or did not attend all classes, did not score the minimum number of points for the current academic activity and are not allowed to take the final control. These students have the right to re-study the relevant course. The decision is made by the management of the university in accordance with the regulations approved in the prescribed manner.

7. Recommended literature

1. Джура М. З. Вивчаймо українську мову! Львів, 2007.
2. Українська граматики: крок за кроком. Укладач: Чикайло І.В. Львів, 2010.
3. Українська мова для фармацевтів. Методичні розробки для студентів II-го курсу англomовного відділення. Укладач: Чикайло І.В. Львів, 2003.
4. Фахове мовлення фармацевта. Лексико-термінологічний рівень. Методичні розробки для студентів II-го курсу англomовного відділення. Укладач: Чикайло І.В. Львів, 2014.

Additional sources

(directories, regulations, Internet sites, etc.)

1. Вальченко І. В. Ласкаво просимо! : навч. посібник з української мови для іноземних студентів : у 2-х ч. / І. В. Вальченко, Я. М. Прилуцька; Харк. нац. акад. міськ. госп-ва. X. : ХНАМГ, 2011.
2. Вивчаємо українську граматику. Частина I (місцевий, знахідний і давальний відмінки). Укладачі: Іванців О.С., Чикайло І.В. Львів, 2011.
3. Макарова Г.І., Паламар Л.П., Присяжнюк Н.К. Вивчайте українську мову. Київ, 1975.
4. Методичні розробки “100 вправ з граматики української мови” (вступний курс для студентів англomовного та підготовчого відділень). Укладачі: Іванців О.С., Ярова К.Б.-Львів, 2004.
5. Методичні розробки з української мови для іноземних студентів. Частина 1 (місцевий і знахідний відмінки). Укладачі: Іванців О.С., Чикайло І.В.- Львів, 2005.
6. Практичний курс української мови для іноземних студентів. Укладачі: Іванців О.С., Чикайло І.В. Львів, 2012.
7. Таблиці та схеми з української мови. Наочно-ілюстративні матеріали для студентів-іноземців. Укладачі: Іванців О.С., Смолінська О.Є. Львів, 2003.

8. The policy of the course

The policy of academic integrity, political involvement, the formation of the doctor as a statesman.

The teacher personally gives an example of academic integrity provides and guides students in this through: a) references to literature and sources of information; b) compliance with the legislation on copyright and related rights; c) providing reliable information about research methods and results, sources of information used and own scientific and pedagogical activities; d) control over the observance of academic integrity; e) exclusively objective assessment of learning outcomes. The teacher also tries to control the students' observance of academic integrity by: a) finding out whether the educational tasks were performed by them independently; b) compliance with the legislation on copyright and related rights; c) possession of reliable information about the results of their own educational and scientific activities