Federal state budgetary educational institute of the higher education

 «Orenburg state medical university» of Ministry of Health of the Russian Federation»

**INSTRUCTIONS**

**FOR THE INDEPENDENT WORK OF STUDENTS**

PROPAEDEUTICS OF INTERNAL DISEASES

majoring in (specialty)

*31.05.01 General medicine*

*(faculty of international students)*

It is part of the main professional educational program of higher education majoring in (specialty)

*31.05.01 General medicine,*

approved by the Academic Council of the FSBEI HE ORGMU of the Ministry of Health of Russia

protocol № \_\_9\_\_\_ from «30» \_\_\_\_\_\_\_April\_\_\_\_\_\_\_2021\_\_\_

Orenburg

1. **Explanatory note**

Independent work is a form of organization of the educational process that stimulates activity, independence, and the cognitive interest of students.

Independent work of students is an obligatory component of the educational process, since it ensures the consolidation of the acquired knowledge by acquiring the skills of comprehending and expanding their content, solving urgent problems of the formation of general cultural (universal), general professional and professional competencies, research activities, preparing for classes and passing the intermediate certification.

Independent work of students is a set of classroom and extracurricular activities and works that ensure the successful development of the educational program of higher education in accordance with the requirements of the Federal State Educational Standard. The form choice of organizing students' independent work is determined by the content of the discipline and the form of organization of training (lecture, seminar, practical lesson, etc.).

**2. Content of students' independent work.**

The content of tasks for independent work of students in discipline is presented in the fund of evaluation tools for current monitoring of progress and intermediate certification in the discipline, which is attached to the work program of the discipline, section 6 "Educational and methodological support for the discipline (module)", in the information system University.

The list of educational, educational and methodological, scientific literature and information resources for independent work is presented in the work program of the discipline, section 8 "List of basic and additional educational literature necessary for mastering the discipline (module)".

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | The theme of self -work  | Form of independentwork | Form of independent work control(in accordance with Section 4 of the WP) |  Formcontactwork duringthecurrentcontrol |
| 21 | 2 | 3 | 4 | 5 |
| *Independent work within the entire discipline* |
| 11 |  | *preparation of the**abstract (report)* | *abstract (report)* | *classroom* |
| 22 |  | *working on the training material* | *oral survey* | *classroom* |
| 33 |  | *the development of practical skills* | *checking**practical skills* | *classroom* |
| *Independent work within the module* |
| 11 | *Module 1 «Direct research**methods**in propaedeutic practice»* | *working on the training material**отработка практических навыков development of practical skills* | *oral survey**checking**practical skills* | *classroom* |
| 22 | *Module 2 " Laboratory and instrumental research methods»* | *preparation of**the abstract,**work on the educational material* | *abstract,**oral survey* | *classroom* |
| 33 | *Module 3 " Clinical**syndromes in therapeutic**practice»* | *preparation of**the abstract,**work on the educational material* | *abstract,**test of practical skills,**oral survey* | *classroom* |
|  *Independent work in the framework of practical classes of**module 1 " Direct research methods in propaedeutic practice»* |
| 11 | *Topic 1 " Introduction to the clinic. The main domestic therapeutic schools. Questions of medical ethics and deontology. The order and ways of hospitalization. The structure of the therapeutic department. The care of the sick. Mode of the day. Chart of the medical history. The subject and tasks of propaedeutics of internal diseases. Interview with a lung patient, the main complaints and their pathogenesis: cough, sputum separation, chest pain, shortness of breath, suffocation, hemoptysis, voice change.»* | Independent work in the framework of practical classes ofmodule 1 " Direct research methods in propaedeutic practice»» | *test of practical skills,**oral survey* | *classroom* |
| 22 | Topic 2 " Questioning of a heart patient. The main diseases and their pathogenesis: heart pain, shortness of breath, cardiac asthma, palpitations, cough, hemoptysis. General examination of the patient. Private inspection of systems and organs.» | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 33 | Topic 3 " Methods of patient examination: palpation of lung, cardiac, renal, endocrine patients, patients with diseases of the gastrointestinal tract. Palpation of the lymph nodes, thyroid gland, chest (stiffness, soreness, naked tremor), apical, cardiac tremors, pulse, abdomen, liver, kidneys, spleen. Blood pressure measurement". | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 44 | Topic 4 " Methods of patient research: methods and techniques of percussion. Classification of percussion sounds. Percussion of the lungs (comparative and topographic)» | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| …5 | Topic 5 " Methods of research of the patient: percussion of the heart: the boundaries of relative and absolute dullness, the diameter of the heart, the width of the vascular bundle. Percussion of the liver by Kurlov. Percussion of the size of the spleen» | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 66 | Topic 6 " Patient research methods: methods and techniques of lung auscultation. Auscultation of the lungs (the history of the issue, mediocre, direct), comparative auscultation of the lungs. The main and additional respiratory noises are normal and abnormal. The concept of bronchophony.» | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 67 | Topic 7 " Methods of research of the patient: auscultation of the heart. The heart tones are basic and additional. The main properties of tones: strength, timbre, splitting, bifurcation, their change in pathology» | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 8 | Topic 8 " Methods of research of the patient: auscultation of the heart. Classification of noise, the mechanism of their formation, diagnostic value. Testing". | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| *Independent work in the framework of practical classes of**module 2 " Laboratory and instrumental research methods»* |
| 1 | *Topic 1 " ECG (principle of the method, normal ECG, heart axis, ventricular and atrial hypertrophy).* | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
|  2 | *Topic 2 " ECG (arrhythmias: sinus, extrasystole, paroxysmal tachycardia, flutter and flicker of the atria and ventricles)»* | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 23 | *Topic 3 " ECG (blockades: sinoauricular, atrioventricular, bundle legs of Gis, violation of intraventricular conduction)»* | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 34 | Topic 4 " ECG in myocardial infarction (stage, localization, depth of spread)» | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 55 | *Topic 5 " Questioning and examination of patients with pathology of the circulatory system. Instrumental research methods".* | work on the training materialthe development of practical skills | the assessment of practical skills | *classroom* |
| 66 | *Topic 6 " Questioning, examination of a lung patient. Determination of the function of external respiration. Spirometry. Spirography. Pneumotachometry. Radiological, endoscopic methods of research. Computed tomography. Sputum and pleural fluid analysis".* | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 67 | *Topic 7 " Questioning and examination of patients with diseases of the digestive system. Laboratory-instrumental and rentgenological methods of research»* | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| 68 | *Topic 8 " Questioning and examination of patients with pathology of the urinary system. Laboratory-instrumental and rentgenological methods of research. Final report on laboratory and instrumental methods of research".* | work on the training materialthe development of practical skills | oral surveythe assessment of practical skills | *classroom* |
| *Independent work in the framework of practical classes of**module 3 " Clinical syndromes in therapeutic practice»* |
| 11 | Topic 1 "Major pulmonary syndromes: bronchial patency disorder, compaction of lung tissue, air cavity in the lung, increased airiness of lung tissue". | *work on the training material,**,* *development**of practical skills* | report,oral survey,the assessment of practical skills | *classroom* |
| 22 | Topic 2 "Major pulmonary syndromes: obturation and compression atelectasis, accumulation of fluid and air in the pleural cavity, respiratory failure". | *preparation of the abstract,,**work on the training material,**development**of practical skills* | report,oral survey,the assessment of practical skills  | *classroom* |
| 33 | Topic 3 " Symptomatology of the most common respiratory diseases: acute and chronic bronchitis, bronchial asthma, focal and croup pneumonia. The symptomology of pleural effusion, bronchiectasis, lung abscess, lung cancer". | *preparation of the abstract,,**development**of practical skills* | report,the assessment of practical skills  | *classroom* |
| 44 | *Topic 4 " Major cardiac syndromes: cardiac arrhythmias, blockades. Electrocardiography. Registration, analysis»* | *preparation of the abstract,,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 75 | Topic 5 " Major cardiac syndromes: acute left ventricular failure, chronic heart failure. Hypertension of the small circle of blood circulation, pulmonary heart» | *preparation of the abstract,,**work on the training material,* | *report* | *classroom* |
| 86 | Topic 6 " Major cardiac syndromes. Arterial hypertension syndrome. Hypertension. Secondary, symptomatic arterial hypertension. Arterial hypotension syndrome. Acute vascular insufficiency syndrome (syncope, collapse, shock). Emergency care". | *preparation of the abstract,,**work on the training material,**,* *development**of practical skills* | report,oral survey,the assessment of practical skills | *classroom* |
| 97 | Topic 7 " Atherosclerosis. CHD. Angina, classification, pathogenesis. Myocardial infarction". | *preparation of the abstract,**,* *development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 98 | Topic 8 "Acquired heart defects: mitral stenosis and insufficiency". | *preparation of the abstract,* *development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 99 | Topic 9 "Acquired heart defects: stenosis and aortic valve insufficiency". | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 910 | *Topic 10 " Basic gastric syndromes. Symptomatology of gastritis, gastric ulcer and duodenal ulcer, stomach cancer".* | *preparation of the abstract,**отработка практичес-**ких навыков,* *development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 911 | *Topic 11 " Major hepatic syndromes: jaundice (parenchymal, mechanical, hemolytic), portal hypertension, hepatolienal syndrome, hepatic insufficiency (hepatic coma)".* | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 912 | Topic 12 "Symptomatology of hepatitis, cirrhosis of the liver, gallstone disease, cholecystitis". | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 913 | Topic 13 " Major renal syndromes: urinary, nephrotic, nephritic, acute and chronic renal failure, renal hypertension, renal eclampsia.". | *preparation of the abstract,**development**of practical skills* |  report,the assessment of practical skills | *classroom* |
| 914 | Topic 14 "Symptomatology of acute and chronic glomerulonephritis, pyelonephritis, urolithiasis". | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 915 | Topic 15 "Symptomatology and methods of diagnosis of major syndromes in anemia". | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 916 | Topic 16 " Symptomatology and methods of diagnosis of major syndromes in hemoblastosis (leukemia). Hemorrhagic syndrome.". | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 917 | *Topic 17 " Symptomatology and methods of diagnosis of major syndromes in endocrine diseases (diabetes mellitus, thyrotoxicosis). Emergency care for diabetic (ketoacidotic), hypoglycemic and thyrotoxic coma".* | *preparation of the abstract,* *development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 918 | *Topic 18 " The final history of the disease.* | *the assessment of practical skills* | *medical history**the assessment of practical skills* | *classroom* |
| 919 | *Topic 19 " Symptomatology and methods of diagnosis of acute allergoses (urticaria, Quincke's edema, anaphylactic shock). Emergency care for anaphylactic shock".* | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |
| 920 | Topic 20 " Final lesson. Testing. Reception of practical skills in physical research methods and emergency conditions.". | *preparation of the abstract,**development**of practical skills* | report,the assessment of practical skills | *classroom* |

**3. Methodical instructions for completing tasks for independent work in the discipline.**

 **Methodical instructions for students**

**on the formation of skills in lecture material note-taking**

1. The basis for the qualitative assimilation of the lecture material is the synopsis, but the synopsis is not so much a device for fixing the lecture content as a tool for its assimilation in the future. Therefore, think about what your outline should be so that you can solve the following tasks faster and more successfully:

a) to finalize the records in the future (clarify, enter new information);

b) to work on the content of the records - compare individual parts, highlight the main ideas, draw conclusions;

c) to reduce the time for finding the necessary material in the synopsis;

d) to reduce the time required for repetition of the studied and passed material, and increase the speed and accuracy of memorization.

To complete points "c" and "d", during the work on the abstract, it is advisable to make notes also with pencil:

Example 1

/-read one more time;

//-to outline the source;

?-unclear, requires clarification;

!-boldly;

S-is too difficult.

Example 2

= - it is important;

[ - make an extract;

[ ]- extracts are done;

! - it is very important;

? - need to look, not entirely clear;

 - basic definitions;

 - is of no interest

2. When taking notes, it is better to use large format notebooks - for convenience and freedom in the rational placement of notes on the sheet, as well as separate, lined sheets in a cage, which can be easily and quickly connected and disconnected.

3. Writing on one side of the sheet will allow, when working through the material, to lay out the necessary sheets on the table and, changing their order, bring together different parts of the course in time and space, which makes it easier to compare, establish connections, generalize the material.

4. With any method of taking notes, it is advisable to leave free space on the sheet for subsequent additions and notes. These are either wide margins or blank pages.

5. Lectures are recorded on the right page of each sheet in a spread, the left one remains blank. If you do not do this, then when preparing for the exams, additional, explanatory and other information will have to be entered between the lines, and the summary will turn into a text of little use for reading and assimilation.

6. When taking notes, the principle of distant note-taking operates, which allows separate blocks of information to be divided horizontally and vertically during recording: separate parts of the text are separated by distinct spaces - this is vertical division; horizontally, the material is divided into zones by fields: I - outlined text, II - own notes, questions, conventional signs, III - subsequent additions, information from other sources.

7. A great help in understanding the logic of the presented material is provided by rubrication, ie. numbering or designation of all its sections, subsections and smaller structures. At the same time, simultaneously with the note-taking, a text plan is drawn up. It is important that each new thought, aspect or part of the lecture is indicated by its own sign (number, letter) and separated from others.

8. The basic principle of note-taking is not to write everything, but in such a way as to preserve everything really important and the logic of the presentation of the material, which, if necessary, will allow to completely "expand" the note into the original text according to the formula "note + memory = original text".

9. In any text there are reference words, for example, helping to understand more important information (“in the end”, “as a result”, “in this way”, “summary”, “conclusion”, “summarizing all of the above”, etc. .) or signals of difference, i.e. words indicating the peculiarity, specificity of the object of consideration ("peculiarity", "characteristic feature", "specificity", "main difference", etc.). These words are usually followed by very important information. Pay attention to them.

10. If in the course of the lecture graphic modeling is proposed, then the reference scheme is written down large, freely, as crowding and small print make it difficult to understand.

11. Usually in a lecture there are several main ideas around which all the rest of the material is grouped. It is very important to highlight and clearly document these ideas.

12. In the lecture, the plan, sources, concepts, definitions, basic formulas, schemes, principles, methods, laws, hypotheses, estimates, conclusions are recorded in the most detail.

13. Each listener has his own cursive writing system, which is based on the following techniques: the words most frequently encountered in a given area are shortened the most; there are generally accepted abbreviations and abbreviations: "i.e", "etc.", "TE", etc .; mathematical signs are used: "+", "-", "=", ">". "<" and others; endings of adjective and participles are often omitted; words starting with a root are written without an ending ("soc.", "rev.", etc.) or without a middle ("q-ty")

14. The system of accentuation and designations helps to understand the material and quickly find the right one. During the lecture, there should be 2-3 colored pencils or felt-tip pens on the desk, with which arrows, wavy lines, frames, conventional icons on the auxiliary field circle, emphasize or indicate key aspects of the lectures.

For example, a straight line indicates an important thought, a wavy line indicates an incomprehensible thought, and a vertical line in the margin indicates a particularly important thought. The main point is underlined in red, the wording - in blue or black, green - the actual illustrative material.

15. The quality of the assimilation of the material depends on its active listening, therefore, externally show your attitude to one or another of its aspects: agreement, disagreement, bewilderment, question, etc. - this will allow the lecturer to better adapt the presented material to the audience.

16. An indicator of attention to educational information are questions to the lecturer. During the lecture, try to find and mark those aspects of the lecture that can become a "hook" for the question, and then in the next lectures, learn to formulate questions without being distracted from the perception of the content.

**Methodical instructions for students on preparation**

 **to practical training**

Practical training is a form of organization of the educational process, aimed at improving students' practical skills and abilities through group discussion of the topic, educational problem under the guidance of a teacher.

*When developing an oral response in a practical lesson, you can use the classic oratory scheme. This scheme is based on 5 stages:*

1. Selection of the necessary material for the content of the upcoming speech.

2. Drawing up a plan, dismembering the collected material in the necessary logical sequence.

3. "Verbal expression", literary processing of speech, saturation of its content.

4. Memorization, memorization of the text of the speech or its individual aspects (if necessary).

5. Making a speech with the appropriate intonation, facial expressions, gestures.

*Recommendations for building the composition of an oral response:*

1. The introduction should:

- to attract attention, arouse the interest of listeners to the problem, the subject of the answer;

- explain why your judgments about the subject (problem) are authoritative, meaningful;

- to establish contact with listeners by pointing to common views, previous experience.

2. The pre-notifications should:

- reveal the history of the problem (subject) of the speech;

- show its social, scientific or practical significance;

- to reveal previously known attempts to solve it.

3. In the process of argumentation it is necessary:

- to formulate the main point and give, if necessary for its clarification, additional information;

- to formulate an additional point, if necessary, accompanying it with additional information;

- to formulate a conclusion in general terms;

- to point out the disadvantages of alternative positions and the advantages of your position.

 4. In conclusion, it is advisable:

- summarize your position on the problem under discussion, your final conclusion and decision;

- justify what the consequences are if you abandon your approach to solving the problem.

*Recommendations for drawing up a detailed response plan*

*to theoretical questions of practical training*

1. When reading the studied material for the first time, divide it into the main semantic parts, highlight the main thoughts and conclusions.

2. When drawing up a detailed outline plan, formulate its points, subparagraphs, determine what exactly should be included in the outline for the disclosure of each of them.

3. The most essential aspects of the studied material (theses) consistently and briefly state in your own words or cite in the form of quotations.

4. In the synopsis include both key points and specific facts and examples, but not describe them in detail.

5. Write individual words and whole sentences in abbreviated form, write out only keywords, instead of citing, make only links to the pages of the cited work, use conventional symbols.

6. Arrange paragraphs in steps, use colored pencils, markers, felt-tip pens to highlight significant places.

**Methodical instructions for preparation for test work**

Preparation for the test. The test is assigned after studying a certain section (sections) of the discipline and is a set of detailed written answers of students to questions that they receive from the teacher in advance.

*Algorithm for preparing for the test:*

- study of lecture notes revealing material, knowledge of which is verified by test work;

- repetition of educational material received in preparation for seminars, practical classes and during their conduct;

- study of additional literature, which specifies the content of the tested knowledge;

- drawing up in mental form answers to the questions posed in the test;

- the formation of a psychological attitude for the successful completion of all tasks.

**Methodological instructions for the preparation of an oral report**

Report - a public announcement or document that contains information and reflects the essence of the issue or research in relation to a given situation.

Algorithm for the task:

1) to formulate the topic clearly;

2) to study and select the literature recommended on the topic, highlighting three sources of bibliographic information:

- primary (articles, dissertations, monographs, etc.);

- secondary (bibliography, abstract journals, signal information, plans, graph diagrams, subject indexes, etc.);

- tertiary (reviews, compilation works, reference books, etc.);

3) to write a plan that is fully consistent with the chosen topic and logically reveals it;

4) to write a report, observing the following requirements:

- to the structure of the report - it should include: a short introduction substantiating the urgency of the problem; main text; conclusion with brief conclusions on the problem under study; list of used literature;

- to the content of the report - general provisions should be supported and explained with specific examples; not to retell individual chapters of a textbook or study guide, but to state your own thoughts on the essence of the issues under consideration, to make your own suggestions;

5) to arrange the work in accordance with the requirements.

**Methodological instructions for the preparation of a written summary**

Synopsis (from Lat. Conspectus - overview, presentation) - 1) written text that systematically, concisely, logically and coherently conveys the content of the main source of information (articles, books, lectures, etc.); 2) synthesizing form of record, which may include a plan of the source of information, extracts from it and its theses.

In the process of performing independent work, you can use the following types of abstracts: (the teacher can immediately indicate the required type of abstracts, based on the goals and objectives of independent work)

- planned synopsis (plan-synopsis) - a synopsis based on the formed plan, consisting of a certain number of items (with headings) and sub-items corresponding to certain parts of the information source;

- textual synopsis - a detailed form of presentation based on extracts from the source text and its citation (with logical connections);

- an arbitrary summary - a summary that includes several ways of working on the material (extracts, citation, plan, etc.);

- schematic synopsis (context-diagram) - a synopsis based on a plan, composed of points in the form of questions that need to be answered;

- thematic synopsis - development and coverage in a concise form of a specific issue, topic;

- basic synopsis (introduced by V.F.Shatalov) - a synopsis in which the content of the information source is encoded using graphic symbols, pictures, numbers, keywords, etc .;

- summary synopsis - processing of several texts for the purpose of their comparison, comparison and reduction to a single structure;

- selective summary - selection of information from the text on a specific topic.

In the process of performing independent work, the student can use the following forms of note-taking: (the teacher can immediately indicate the required form of note-taking, based on the content of the task and the goals of independent work)

- plan (simple, complex) - a form of note-taking, which includes analysis of the structure of the text, generalization, highlighting the logic of the development of events and their essence;

- extracts - the simplest form of note-taking, reproducing the text almost verbatim;

- abstracts - a form of note-taking, which is the conclusions drawn from the read;

- citation - a verbatim extract that is used when it is impossible to convey the author's thought in your own words

**Algorithm for the task:**

1) to determine the purpose of the synopsis;

2) to write down the title of the text or part of it;

3) to write down the output data of the text (author, place and year of publication);

4) to highlight the main semantic parts of the text during the initial reading;

5) to highlight the main provisions of the text;

6) to highlight the concepts, terms that require clarification;

7) consistently and concisely state in your own words the essential provisions of the material being studied;

8) to include in the record conclusions on the main provisions, specific facts and examples (without a detailed description);

9) to use techniques of visual reflection of the content (paragraphs "steps", various ways of underlining, pens of different colors);

10) to follow the citation rules (the quote must be enclosed in quotation marks, a link to its source is given, the page is indicated).

**Guidelines for the implementation of the glossary**

Glossary - a dictionary of specialized terms and their definitions.

Glossary article - definition of a term. The purpose of the glossary is the collection and systematization of concepts or terms, united by a common specific topic, according to one or several sources.

**Algorithm for the task:**

1) to read the work carefully (educational / scientific text);

2) to define the most frequently used terms;

3) to make a list of terms united by a common theme;

4) to arrange the terms in alphabetical order;

5) to compose glossary articles:

- to give the exact wording of the term in the nominative case;

- to expand on the meaning of this term.

**Methodological instructions for completing a case task**

Case-task (English case - case, situation) is a teaching method based on the analysis of practical problem situations - cases related to a specific event or sequence of events.

***Algorithm for the task:***

1) to prepare the main text with questions for discussion:

- title page with a short memorable name of the case;

- introduction, which mentions the hero (s) of the case, tells about the history of the issue, indicates the start time of the action;

- the main part, which contains the main body of information, internal intrigue, problem;

- conclusion (in it, the solution to the problem considered in the case may sometimes not be completed);

2) to select applications with a selection of various information that conveys the general context of the case (documents, publications, photos, videos, etc.);

3) to suggest a possible solution to the problem.

**Methodological instructions for the implementation of a thematic portfolio**

Thematic portfolio of works - materials reflecting the goals, process and result of solving a specific problem within the framework of a particular topic of the discipline (module).

**The structure of the thematic portfolio of works:**

- accompanying text of the author of the portfolio with a description of the purpose, purpose and a brief description of the document;

- content or table of contents;

- organizer (diagrams, pictures, tables, graphs, diagrams, histograms);

- a list of observations of the processes that occurred during the work;

- written work;

- video clips, computer programs;

- a reflective journal (personal considerations and questions of the student, which make it possible to discover the connection between the knowledge received and received).

**Algorithm for the task:**

1) to justify the choice of a portfolio topic and give a title to your work;

2) to choose headings and give them names;

3) to find the relevant material and systematize it, presenting it in the form of a synopsis, diagram, cluster, mind map, table;

4) to compile a dictionary of terms and concepts based on reference literature;

5) to select the necessary sources of information (including Internet resources) on the topic and write abstracts;

6) to select statistical material by presenting it in graphic form; to conclude;

7) to select illustrative material (drawings, photos, videos);

8) to draw up a research plan;

9) to conduct research, process the results;

10) to check for links to sources of information.

**Methodological instructions for compiling summary (generalizing)**

**tables to text**

Pivot (summarizing) table - a concentrated representation of the relationship between the studied phenomena, expressed in the form of variables.

Rules for compiling the table:

1) the table should be expressive and compact, it is better to make several small, but visual tables that meet the research task;

2) the name of the table, the headings of the columns and lines should be formulated accurately and concisely;

3) the studied object and units of measurement must be indicated in the table;

4) in the absence of any data in the table, put an ellipsis or pi-jester "no information", if any phenomenon did not take place, then put a dash;

5) the values ​​of the same indicators are given in the table with the same degree of accuracy;

6) the table should have totals for groups, subgroups and in general;

7) if the summation of the data is impossible, then the multiplication sign is put in this column;

8) in large tables, a gap is made after every five lines for readability and analysis.

**Methodological instructions for the preparation and execution of the abstract**

Abstract - an independent research work of a student to reveal the essence of the problem under study, to present various points of view and their own views on it. The abstract in sequence should contain all its structural elements: title page, content, introduction, main part, conclusion, list of sources used.

1. The title page of the abstract should reflect the name of the university, the name of the faculty and the department where this work is performed, the title of the abstract, the surname and group of the person who performed it, the surname and academic degree of the examiner.

2. In the table of contents, the titles of the points of the abstract are sequentially stated, the pages from which each point begins are indicated.

3. In the introduction, the essence of the problem under study is formulated, the choice of the topic is substantiated, its significance and relevance are determined, the purpose and objectives of the abstract are indicated, and the characteristics of the literature used are given.

4. Main part: each section demonstratively reveals a separate problem or one of its sides, is logically a continuation of the previous one; in the main part can be presented tables, graphs, diagrams.

5. Conclusion: summarizes or gives a generalized conclusion on the topic of the abstract, offers recommendations.

The content of the abstract should be logical; the presentation of the material is problem-specific, and the text fully reflects the topic, meeting the following requirements:

- the relevance of the problem under consideration;

- the validity of the stated problems, questions, proposals;

- consistency, consistency and brevity of presentation;

- reflection of the opinion on the problem of the referee.

References in the text of the abstract to the sources used must be made in square brackets, indicating the source number according to the list of references given at the end of the work (for example: [2]). The literal cited sentences of the author or pages of his texts (for example: [2. pp. 24-25]) are indicated through a dot after the number. The proper names of the authors in the text of the abstract and sources in a foreign language are given in the original language. The volume of the abstract as an integral part of teaching practice should be from 15 to 20 typewritten A4 pages. Font size "Times New Roman" 14 pt, line spacing, margins: right - 10 mm; top, left and bottom - 20 mm. Page numbering should be continuous, starting from the title page (no number is put on the title page).

**Methodological instructions for preparing a computer presentation**

Computer presentation: demonstration in a visual form of the main provisions of the report, the degree of mastering the content of the problem.

Algorithm for preparing a computer presentation:

1) preparation and agreement with the scientific supervisor of the text of the report;

2) development of the presentation structure;

3) creating a Power Point presentation;

4) rehearsal of the report using the presentation.

***Requirements for the design of a computer presentation:***

- The presentation must fully comply with the text of your report. First of all, you need to compose the text of the report itself, and secondly, to create a presentation.

- The title slide should contain the topic of the report and the surname, name and patronymic of the speaker.

- The order of the slides should clearly correspond to the structure of your presentation. Do not plan to return to previous slides or turn them forward during the presentation, this will complicate the process and can disrupt your reasoning.

- Do not try to reflect the entire text of the report in the presentation! The slides should only show the main points of your talk.

- Slides should not be overloaded with graphic and text information, various animation effects.

- The text on the slides should not be too small (size 24-28).

- Sentences should be short, maximum 7 words. Each separate information should be in a separate sentence or on a separate slide.

- The theses of the report must be generally understandable.

- Spelling errors in the text of the presentation are not allowed!

- Illustrations (figures, graphs, tables) must have a clear, concise and expressive title.

- In the design of the presentation, adhere to the principle of "less is more"

- You shouldn't use more than 3 different colors on one slide.

- Beware of light colors, they are difficult to see from a distance.

- The combination of background and text colors should be such that the text is easy to read. Best combination: white background, black text. It is recommended to use black or dark blue as the main font.

- It is better to use the same color scheme throughout the presentation, rather than different styles for each slide.

- Use only one type of font. Better to use a plain typeface instead of exotic and flowery fonts.

- On the final slide, as a rule, they thank you for your attention, provide information for contacts.

*Requirements for the text of the presentation:*

- do not write long;

- break text information into slides;

- use headings and subheadings;

- to improve readability, use: formatting, lists, font selection.

*Presentation background requirements:*

Recommended use: blue on white, black on yellow, green on white, black on white, white on blue, green on red, red on yellow, red on white, orange on black, black on red, orange on white, red on green.

***4. Requirements for presentation illustrations:***

- The more abstract the material, the more effective the illustration.

- What can be portrayed, it is better not to describe in words.

- To portray what is difficult or impossible to describe in words.

- Use animation as one of the most effective means of attracting and controlling the user's attention.

- Use video information that allows you to dynamically demonstrate information in real time, which is not available with traditional teaching.

- Remember that video information requires a lot of computing resources and significant costs for the delivery and reproduction of images.