MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION, MINISTRY OF SCIENCE, HIGHER EDUCATION AND INNOVATION OF THE KYRGYZ REPUBLIC

Kyrgyz-Russian Slavic University
named after the first President of the Russian Federation B.N. Yeltsin

Propaedeutics of Internal Diseases

Work program of the discipline (module)

Assigned to the **Therapies No1 (Pediatrics and Dentistry)**

Curriculum 310501_22_3 ld.plx
Specialty 31.05.01. - Russian Federation, 560001 - Kyrgyz Republic General Medicine

Qualification **Medical Doctor**

Form of study **Full-time**

Total labor intensity **10 ZET**

Hours according to the 360
including:
classroom classes 192
independent work 131,7
35,5

Types of control in semesters:
Score 5
Exam 6

Distribution of hours of the discipline by semesters

Semester (<Course>.<Semester of course>)	5 (3.1)		6 (3.2)		Total	
Weeks	18		18			
Type of classes	UP	WP	UP	WP	UP	WP
Lectures	32	32	16	16	48	48
Practical	80	80	64	64	144	144
Contact work during the period of theoretical training	0,3	0,3			0,3	0,3
Contact work during the examination session			0,5	0,5	0,5	0,5
Including int.	12	12	10	10	22	22
Total room.	112	112	80	80	192	192
Contact work	112,3	112,3	80,5	80,5	192,8	192,8
Himself. Work	67,7	67,7	64	64	131,7	131,7
Watches for control			35,5	35,5	35,5	35,5
Total	180	180	180	180	360	360

The program was compiled by:
Candidate of Medical Sciences, Associate Professor Suranova G.Zh.

Reviewer(s):
Doctor of Medicine. Sci., Professor Mamatov S.M.

Candidate of Medical Sciences Dzhailobaeva K.A

Work program of the discipline

developed in accordance with the Federal State Educational Standard 3++:
Federal State Educational Standard of Higher Education - Specialist in the Specialty 31.05.01
General Medicine (Order of the Ministry of Education and Science of the Russian Federation dated 12.08.2020 No 988)

Compiled on the basis of the curriculum:
Specialty 31.05.01. - Russian Federation, 560001 - Kyrgyz Republic General Medicine
approved by the Academic Council of the University of ____ _____Minutes No _____

The work program was approved at the meeting of the department

Protocol from
Duration of the program:
Head. Head of the Department

Approval of the RPD for execution in the next academic year

Chairman of the International Council
__ _____ 2026

The work program was revised, discussed and approved for
in the 2026-2027 academic year at the meeting of the Department

Minutes of __ _____ 2026 № __
Head. Head of the Department

Approval of the RPD for execution in the next academic year

Chairman of the International Council
__ _____ 2027

The work program was revised, discussed and approved for
in the 2027-2028 academic year at the meeting of the Department

Minutes of __ _____ 2027 № __
Head. Head of the Department

Approval of the RPD for execution in the next academic year

Chairman of the International Council
__ _____ 2028

The work program was revised, discussed and approved for
in the 2028-2029 academic year at the meeting of the department

Minutes of __ _____ 2028 № __
Head. Head of the Department

Approval of the RPD for execution in the next academic year

Chairman of the International Council
__ _____ 2029

The work program was revised, discussed and approved for
in the 2029-2030 academic year at the meeting of the department

Minutes of __ _____ 2029 № __
Head. Head of the Department

1. OBJECTIVES OF MASTERING THE DISCIPLINE	
1.1	The purpose of mastering the academic discipline "Propaedeutics of Internal Diseases" is to form students' theoretical and practical knowledge, skills and professional skills necessary for the examination of both healthy and sick patients. Important attention is paid to the development of clinical thinking, the development of the basics of medical ethics and deontology, as well as the improvement of diagnostic skillssymptoms, syndromes and diseases of internal organs. This knowledge and skills contribute to the preparation of students for further study and professional activities in the field of "General Medicine", corresponding to the competencies established by the Federal State Educational Standard 3 ++. In addition, the discipline is aimed at preparing

2. THE PLACE OF THE DISCIPLINE IN THE STRUCTURE OF THE EDUCATIONAL PROGRAM	
Cycle (section) of the PLO:	B1.O
2.1	**Requirements for the preliminary training of the student:**
2.1.1	Anatomy
2.1.2	Topographic Anatomy and Operative Surgery
2.1.3	Pathophysiology, clinical pathophysiology
2.1.4	Fundamentals of research work
2.1.5	Radiation diagnostics
2.2	**Disciplines and practices for which the development of this discipline (module) is necessary as a previous:**
2.2.1	Emergency Medical Manipulation Practice (Emergency Medical Assistant)
2.2.2	Practical training to obtain professional skills and professional experience in the positions of paramedical personnel (Assistant procedural nurse)
2.2.3	Therapeutic Practice (Physician Assistant)
2.2.4	Faculty Therapy
2.2.5	Outpatient therapy with a course of gerontology
2.2.6	Outpatient surgery
2.2.7	General Medical Practice (Outpatient Physician Assistant)
2.2.8	Family Medicine
2.2.9	Endocrinology
2.2.10	Hospital Therapy

3. COMPETENCIES OF THE STUDENT FORMED AS A RESULT OF MASTERING THE DISCIPLINE (MODULE)	
OPK-7: Able to prescribe treatment and monitor its efficacy and safety	
Know:	
Level 1	Etiology, pathogenesis, clinical presentation of the main diseases with various nosological forms
Level 2	Methods of management and treatment of patients on an outpatient basis and in a day hospital
Level 3	Main directions and problems and management of patients with various diseases
Be able to:	
Level 1	To compare different types and methods of treatment of patients with different nosological forms, to develop a plan for the treatment of diseases
Level 2	Manage and treat patients on an outpatient basis and in a day hospital;
Level 3	Monitor the effectiveness and safety of the prescribed treatment at all stages of its implementation.
Own:	
Level 1	• Skills in analyzing various types of treatment of patients with various nosological forms;
Level 2	Methods of search and comparison of different methods of treatment of patients with different nosological forms
Level 3	Skills in managing and treating patients with various diseases on an outpatient basis and in a day hospital.

PC-4: Ready to collect and analyze the patient's complaints, medical history, examination results, laboratory, instrumental, pathoanatomical and other studies in order to recognize the condition or establish the presence or absence of the disease	
Know:	
Level 1	The need to collect and analyze the patient's complaints, his medical history; clinical picture and diagnosis of the main diseases;

Level 2	Indications and contraindications for the choice of additional clinical and paraclinical methods of research
Level 3	Indications and contraindications for additional clinical and paraclinical research methods
Be able to:	
Level 1	To prescribe laboratory, instrumental, pathological and other examinations in order to recognize the condition or establish the presence or absence of the disease.
Level 2	Conduct a survey, collect complaints and anamnesis of the patient; To create a pedigree model for families with hereditary diseases
Level 3	Conduct a clinical status study; To determine the indications and contraindications for the choice of additional clinical and paraclinical methods of research. Use methods and means of medical examination, diagnostic measures
Own:	
Level 1	• Skills in collecting and analyzing the patient's complaints, his/her medical history, interpreting the results of the most common methods of functional diagnostics used to detect pathologies of the blood, heart and blood vessels, lungs, kidneys, liver and other organs and systems;
Level 2	• Skills in drawing up a medical history, skills in prescribing the necessary laboratory and instrumental methods of examination in order to recognize the condition or establish the fact of the presence or absence of the disease;
Level 3	• Skills in examining patients, carrying out the necessary diagnostic measures; Skills in building a clinical diagnosis

PC-5: Capable of determining the main pathological conditions, symptoms, disease syndromes, nosological forms in patients in accordance with the International Statistical Classification of Diseases and Related Health Problems, X revision.	
Know:	
Level 1	Methods of conducting research to identify the main pathological conditions, symptoms, syndromes of diseases, nosological forms.
Level 2	Specifics of identifying various types of pathological conditions, symptoms, disease syndromes, nosological forms in accordance with the ICD X revision.
Level 3	The main syndromes of damage to organs and systems and their specificity in the differential diagnosis of various nosological forms in accordance with the ICD X revision.
Be able to:	
Level 1	To comprehend the results of the study of the main nosological forms of diseases;
Level 2	Analyze various types of pathological conditions, symptoms, disease syndromes, nosological forms in accordance with the ICD.
Level 3	To note the practical value in comparing specific pathological syndromes and symptoms of diseases.
Own:	
Level 1	Skills in identifying the main pathological conditions, symptoms, disease syndromes.
Level 2	Methods of searching, identifying and systematizing the main pathological conditions, symptoms of disease syndromes , nosological forms in accordance with the ICD X revision.
Level 3	Skills of self-justification of combining various symptoms and syndromes into nosological forms in accordance with the (ICD X revision).

PC-9: Ready to provide primary health care for sudden acute diseases, conditions, exacerbation of chronic diseases that are not accompanied by a threat to the patient's life and do not require emergency medical care	
Know:	
Level 1	Clinical manifestations of acute and chronic diseases. Methods of treatment and medical manipulations for pathological conditions and diseases
Level 2	General principles of treatment of diseases, taking into account their etiology and pathogenesis;
Level 3	knowledge of pharmacological groups and their interaction with each other.
Be able to:	
Level 1	To link the symptoms, examination data and indicators of laboratory and instrumental examination methods into a single whole and make the correct diagnosis
Level 2	Prepare the patient, tools and medicines for the necessary manipulation.
Level 3	Assess the stage of the disease and prescribe therapy appropriate to the stage of the disease.
Own:	
Level 1	Skills to identify signs of an acute disease or exacerbation of a chronic disease.

Level 2	Skills and methods of providing medical care for acute and chronic diseases
Level 3	Skills of etiological and pathogenetic therapy in the treatment of diseases depending on the severity of the disease on an outpatient basis.

PC-14: Capable of maintaining medical records.	
Know:	
Level 1	List and characteristics of accounting and reporting medical documentation in medical organizations of a medical profile
Level 2	Regulatory documentation adopted in healthcare, as well as documentation for assessing the quality and efficiency of medical organizations.
Be able to:	
Level 1	Conduct a medical and statistical analysis of the health indicators of the attached population;
Level 2	Maintain medical records, including in electronic form
Own:	
Level 1	• Work skills and methods of maintaining accounting and reporting documentation of various nature in medical institutions;
Level 2	Skills of comparative characterization of medical documentation of various nature in medical institutions

As a result of mastering the discipline, the student must

3.1	**Know:**
3.1.1	anatomical, physiological, age and sexual features of the functioning of organs and systems of a healthy and sick person; the causes and genesis of the occurrence of the main pathological processes in the body, the mechanisms of their development; the main clinical symptoms and syndromes in diseases of internal organs, the mechanism of their
3.1.2	occurrence; the essence and method of the most common methods of laboratory and instrumental examination of patients with diseases of the respiratory system, blood circulation, digestion, urination, hematopoiesis, etc.; normal indicators of laboratory and instrumental methods of examination; symptomatology of some urgent conditions (syndromes) that are threatening or incompatible with life; principles of emergency care for some urgent conditions (syndromes).
3.2	**Be able to:**
3.2.1	to interview the patient and/or his relatives and obtain complete information about the disease, establishing the possible causes of the disease in typical cases;
3.2.2	conduct a physical examination of the patient (examination, palpation, auscultation, blood pressure measurement, determination of the properties of arterial pulse, etc.) and identify objective signs of the pathological syndrome; independently identify the main clinical pathological syndromes and substantiate them; draw up a plan of laboratory and instrumental examination of the patient to verify the suspected syndrome; interpret Results of laboratory and instrumental methods of examination of the patient:
3.2.3	a) evaluate the results of a general analysis of blood, urine, sputum, feces and give their interpretation;
3.2.4	b) evaluate the results of biochemical blood tests and interpret them;
3.2.5	c) evaluate the results of the analysis of gastric and duodenal contents and give their interpretation;
3.2.6	d) evaluate the results of pleural effusion and interpret them;
3.2.7	e) decipher the spirogram;
3.2.8	f) decipher the ECG of a healthy person, as well as patients with the following syndromes: arrhythmia and/or conduction disorders, ventricular and atrial myocardial hypertrophy, acute myocardial infarction, angina pectoris and chronic forms of coronary artery disease; present the results of a complete examination in the form of a syndromic diagnosis with its justification, draw up a brief (fragment) educational history of the disease, provide emergency care for some urgent conditions (syndromes), to carry out resuscitation measures in cases of clinical death
3.3	**Own:**
3.3.1	collect complaints and anamnesis from the patient, conduct an objective examination of the patient, measure height, weight and calculate the body mass index, draw up a plan for laboratory and instrumental examination of the patient, provide emergency care for some urgent conditions (syndromes), resuscitation measures in cases of clinical death.

4. STRUCTURE AND CONTENT OF THE DISCIPLINE (MODULE)								
Lesson code	**Name of sections and topics /type of lesson/**	**Semester / Course**	**Hours**	**The competence**	**References**	**Inté Rakt.**	**Pr. podg.**	**Note**

	Section 1. The subject and tasks of propaedeutics of internal diseases.							
1.1	Introduction. The subject and objectives of PVD. General methods of clinical examination of the patient, questioning, general	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
1.2	Introduction. Subject and objectives of PVB. General methods of clinical examination of the patient, questioning, general examination of the patient. /Pr/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
1.3	General examination of the patient. Physical methods of research in somatic diseases (general condition, consciousness, position, skin condition , anthropometry, physique, PFA, examination of the head and neck, thyroid gland, muscular system, bones and joints, breast and edema). Recommendations for writing history sections diseases. RC No1 /Pr/	5	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
1.4	1. Questions of the history of the department. Contribution of domestic and foreign scientists to the development	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
1.5	2. Medical ethics and deontology. /Independent. Student Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
1.6	3. General examination of the patient: methodology, diagnostic value. Pathological	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
1.7	4. Body temperature. Nature of the temperature curve. Types. Significance in somatic diseases. /Student's Independent	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
1.8	5. Determination of body mass index (Quetelet), overweight and obesity. Abdominal and gluteal femoral types of obesity. /Student's Independent Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
1.9	6. The history of the development of percussion as a research method. The role of Leopold Auenbrugger and Jean-Nicolas Corvisart in introducing it into practice.	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

1.10	7. History of the development of auscultation as a research method . Biophysical foundations of auscultation. Methods and means of auscultation. /Student's independent work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
	Section 2. Methods of examination of the respiratory system . Syndromes in							
2.1	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with lung diseases.	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

2.2	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with lung diseases.	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills.
2.3	Bronchial obstructive syndrome. Syndrome of pathological bronchial dilation. Syndrome of increased airiness of lung tissue. /Lec/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
2.4	Bronchial obstructive syndrome. Syndrome of pathological bronchial dilation. Syndrome of increased airiness of lung tissue. /Pr/	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
2.5	Syndrome of lung tissue collapse. Atelectasis (obturation and compression) /Lec/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
2.6	Syndrome of lung tissue collapse . Atelectasis (obturation and compression). Syndrome of cavity in lung tissue. Development of practical skills. RK No2 /Pr/	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		
2.7	Pulmonary tissue thickening syndrome . Lung tissue cavity syndrome /Lec/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
2.8	Diagnostic value of laboratory research methods in pulmonology: complete blood count, clinical analysis of sputum, study of pleural effusion. /Student's Own Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
2.9	Diagnostic value of laboratory research methods in pulmonology: acute-phase proteins, immunoglobulin E. /Student's	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

2.10	Diagnostic value of instrumental research methods in pulmonology: X-ray examination. Bronchoscopy /Student's Own Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
2.11	Diagnostic Value of Instrumental Research Methods in Pulmonology: Spirography /Student's Self Work/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
	Section 3. Syndromes in Pulmonology (2)							
3.1	Fluid accumulation syndrome in the pleural cavity. Pleural gas syndrome	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

3.2	Fluid accumulation syndrome in the pleural cavity. Syndrome of the presence of gas in the pleural cavity. Development of practical skills /Pr/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
3.3	Respiratory distress syndrome. Pulmonary hypertension syndrome. Chronic pulmonary insufficiency syndrome. /Lec/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
3.4	Respiratory distress syndrome. Pulmonary hypertension syndrome. Chronic pulmonary insufficiency syndrome. Writing a fragment of the medical history. RKNo3 /Pr/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
	Section 4. Methods of studying the cardiovascular system. Syndromes in cardiology							
4.1	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with cardiovascular diseases.	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.2	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with cardiovascular diseases. Measurement of blood pressure, development of practical skills. /Pr/	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills.

4.3	Principles of ECG examination. Methods of interpretation of normal ECG. Myocardial hypertrophy and dilatation syndrome. ECG criteria for GLP, PG, HLP, LVH /Lec/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.4	Principles of ECG examination. Methods of interpretation of normal ECG. Syndrome of hypertrophy and dilatation of the myocardium. ECG criteria for GLP, PG, HLP, LVH /Pr/	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills and decoding the ECG.
4.5	Endocardial damage syndrome. Mitral valve stenosis and insufficiency syndrome . Aortic valve stenosis and insufficiency syndrome /Lec/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

4.6	Endocardial damage syndrome. Mitral valve stenosis and insufficiency syndrome Aortic valve stenosis and insufficiency syndrome /PR/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.7	Myocardial damage syndrome. Rhythm disorder syndrome (arrhythmia). Disorders of automatism (tachy, bradyarthymia), excitability (extrasystole) and conduction (blockade).	5	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.8	Myocardial damage syndrome. Rhythm disorder syndrome (arrhythmia). /Pr/	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		
4.9	Myocardial damage syndrome. Rhythm disorder syndrome (arrhythmia). Conduction disorders (blockages) /PR/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4	2		
4.10	Myocardial damage syndrome. Disorders of automatism (tachy, bradyarthymia) and excitability (extrasystoles). /Pr/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.11	Pericardial syndrome. Fibrinous "dry" pericarditis syndrome. Fluid accumulation syndrome in the pericardial cavity. Cardiac tamponade syndrome /Lec/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

4.12	Pericardial syndrome. Fibrinous "dry" pericarditis syndrome. Fluid accumulation syndrome in the pericardial cavity. Cardiac tamponade syndrome. Writing a fragment of the medical history. RKNo4 /Pr/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.13	Laennec's contribution to auscultation of the heart and blood vessels.	5	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2			
4.14	Invention of the ECG by Willem Einthoven. Introduction of the ECG into clinical practice. /Independent. Student Work/	5	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.15	The contribution of Academician M.M. Mirrakhimov to the study of the heart through scientific research and organizational activities /Student's Independent Work/	5	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.16	Diagnostic value of instrumental research methods in cardiology: echocardiography (echocardiography). /Independent. Student Work/	5	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

4.17	Diagnostic value of instrumental research methods in cardiology: X-ray examinations of the heart. /Independent. Student	5	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.18	Diagnostic value of instrumental pulse examination: sphygmography, plethysmography. /Independent. Student Work/	5	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
4.19	Rules for applying electrodes for posterior myocardial infarction and right ventricular infarction . /Student's Own Work/	5	3,7	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
	Section 5. Methods of studying the cardiovascular system. Syndromes in cardiology.							
5.1	Coronary insufficiency syndrome. Acute coronary insufficiency syndrome. Acute myocardial infarction syndrome. ECG criteria /Lec/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

5.2	Coronary insufficiency syndrome. Acute coronary insufficiency syndrome. Acute myocardial infarction syndrome. ECG criteria /PR/	5	5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.3	Arterial hypertension syndrome. Vascular insufficiency syndrome /Lec/	5	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.4	Arterial hypertension syndrome. Vascular insufficiency syndrome. Development of	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.5	Heart failure syndrome /Lec/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.6	Heart failure syndrome . RKNo5 /Pr/	5	5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.7	Submission and defense of the medical history	5	0,3	PK-4 PK-5 PK-14				
5.8	Changes in arterial pulse in various diseases of the cardiovascular system.	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.9	Diagnostic value of instrumental research methods in cardiology: /Student's Independent Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.10	Diagnostic value of instrumental research methods in cardiology: ECG monitoring. /Independent. Student Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.11	Diagnostic value of instrumental research methods in cardiology: Computed tomography. /Student's Independent Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

5.12	Diagnostic value of instrumental research methods in cardiology: Magnetic resonance imaging. /Student's independent	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.13	Diagnostic value of measuring pressure on the lower extremities. Value of the ankle-brachial index. /Alone. Student's work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

5.14	Diagnostic value of laboratory research methods in cardiology: complete blood count, lipid spectrum, C reactive protein /Student's Independent	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.15	Diagnostic value of laboratory research methods in cardiology: blood enzymes - troponin I and T, myoglobin, cretinphosphokinase, LDH.	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.16	Diagnostic value of laboratory research methods in cardiology: sodium uretic peptides. /Student's Own Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.17	Diagnostic value of functional studies: test with a 6-minute walk. /Student's Independent Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
5.18	Diagnostic value of functional research methods : bicycle ergometry, treadmill test /Student's Self Work/	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
5.19	Diagnostic value of BP monitoring. Phenotypes of high blood pressure. /Student's independent	5	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
5.20	/Pass/	5						
	Section 6. Methods of examination of the gastrointestinal tract. Syndromes in gastroenterology.							
6.1	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with diseases of the gastrointestinal tract and hepatobiliary system. /Lec/	6	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

6.2	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with diseases of the gastrointestinal tract and hepatobiliary system. Syndrome of impaired secretory function of the stomach (hyperarid and hypoacid syndrome). /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
6.3	Pancreatic exocrine syndrome . Maldigistia syndrome. Syndrome of inflammation of the gallbladder and biliary tract. Cholestasis syndrome. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

6.4	Enteral syndrome. Malabsorption syndrome. Colitic syndrome. Writing a fragment of the medical history. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
6.5	Syndrome of impaired secretory function of the stomach (hyperacid and hypoacid gastric syndrome). Jaundice syndrome. Hepatic cell failure syndrome. Portal hypertension syndrome. /Lec/	6	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
6.6	Hepatic cell failure syndrome. /Pr/	6	4	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
6.7	Portal hypertension syndrome. RKNo6 /Pr/	6	4	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
6.8	Diagnostic value of the study of H. pylory /Student's	6	3,5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4			
6.9	Diagnostic value of the study of gastrocopia. /Student's Independent Work/	6	3,5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2			
6.10	Diagnostic Value of Duodenal Probing (Duodental Contents) /Student's Self Work/	6	3,5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
6.11	Diagnostic value of the study of bagged and free fluid in the abdominal cavity - ultrasound, CT, MRI. /Independent. Student	6	3,5	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
6.12	Diagnostic lapocentesis - for the study of ascitic fluid. /Student's Own Work/	6	3,5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
	Section 7. Methods of examination of the urinary system. Syndromes in nephrology							

7.1	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with diseases of the urinary system. Tubular dysfunction syndrome : Urinary tract infection syndrome .Dysuric syndrome /Lec/	6	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

7.2	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with diseases of the urinary system /PR/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills.
7.3	Urinary tract syndrome : Urinary tract infection syndrome . Dysuric syndrome. Writing a fragment of the medical history. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
7.4	Syndromes of renal parechima lesions: Isolated urinary syndrome Nephritic syndrome. Nephrotic syndrome Renal hypertension syndrome (renovascular and renovascular hypertension) /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
7.5	Global renal dysfunction syndrome : Acute renal failure syndrome . Chronic renal failure syndrome. Uremia. RK No7. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
7.6	Diagnostic value of laboratory research methods in diseases of the urinary system: protein, protein fractions, lipid spectrum /Student's Independent Work/	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
7.7	Features of the distribution of edema in a patient with kidney disease. Pathogenetic Mechanisms of Their Development. Differences from Edema of Other Origin. /Student's Own Work/	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
7.8	Diagnostic value of mineral and bone disorders in chronic kidney disease. Importance of vitamin D, calcium, phosphorus. /Student's independent work/	6	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

7.9	Diagnostic value of laboratory research methods in kidney pathology : complete blood count, erythropoietin. Therapeutic measures. /Student's independent	6	2	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
	Section 8. Methods of examination of hematopoietic organs. Syndromes in							

8.1	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion, auscultation - IPPA) of patients with diseases of the hematopoietic system (lymph nodes, spleen) /Lec/	6	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
8.2	Subjective (complaints, anamnesis) and objective studies (examination, palpation, percussion - AKI) of patients with diseases of the hematopoietic system (lymph nodes, spleen) /PR/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills.
8.3	Anaemic syndrome Posthemorrhagic anemias. Dyserythropoietic anemias (Iron deficiency anemias. B12 folate deficiency anemias Hemolytic anemias /PR/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills.
8.4	Hyperplastic syndrome in reactive diseases of the hematopoietic system. Proliferative syndrome in hematological malignancies. Hemorrhagic syndrome. DIC syndrome /Lec/	6	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
8.5	Hyperplastic syndrome in reactive diseases of the hematopoietic system. Proliferative syndrome in hemoblastosis. Writing a fragment of the medical history. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1	2		Practicing practical skills.
8.6	Hemorrhagic syndrome. DIC syndrome. RC No8. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2	2		Practicing practical skills.
8.7	Scheme of hematopoiesis. The importance of cell differentiation and proliferation in the clinic.	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
8.8	Diagnostic value of laboratory research methods in diseases of red blood cells: vitamin B12, iron, ferritin, transferrin, etc.	6	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

8.9	Diagnostic value of laboratory research methods : blood coagulation system - ACTA, PTI, fibrin time. /Student's Independent	6	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
8.10	Diagnostic value of bone marrow studies - trepanobiopsy, sternal puncture. /Student's independent	6	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
8.11	Diagnostic value of immunophenotyping in leukemia. /Student's Independent	6	3	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2			

	Section 9. Methods of studying the endocrine system. Syndromes in							
9.1	Subjective (complaints, anamnesis) and objective (examination, palpation) methods of examination of patients with thyroid diseases	6	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
9.2	Subjective (complaints, anamnesis) and objective (examination, palpation) methods of examination of patients with thyroid diseases. Hypothyroidism syndrome. Hyperthyroidism syndrome. Writing a fragment of the medical history. /Pr/	6	4	PK-4 PK-5 PK-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
9.3	Pancreatic intrasecretory syndrome: Hyperglycemia syndrome (diabetes mellitus) Hypoglycemia syndrome. /Lec/	6	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
9.4	Pancreatic intrasecretory syndrome: Hyperglycemia syndrome (diabetes mellitus) Hypoglycemia syndrome. RK No9. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
9.5	The importance of the hypatolamo-pituitary axis in thyroid diseases . /Alone. Student's work/	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
9.6	Diagnostic value of thyroid hormones: TSH, free T3, T4. The Meaning of Negative Feedback. /Student's Own Work/	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
9.7	Diagnostic value of laboratory research methods : fasting sugar level in capillary and venous blood, postprandial sugar, glycated hemoglobin /Student's self-study/	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			

9.8	Types of prediabetes: fasting glycemia, impaired carbohydrate tolerance. Glucose test, types. /Student's independent	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
	Section 10. Methods of studying the musculoskeletal system.							

10.1	Study of patients with diffuse syndrome lesions of the connective inflammatory and inflammatory syndrome. degenerative lesions joints. /Lec/	6	2	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
10.2	Study of patients with diffuse syndrome lesions of the connective inflammatory and inflammatory syndrome. degenerative lesions Writing a fragment of the medical history. RK No10. /Pr/	6	4	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
10.3	The Importance of Immunological Studies in Rheumatology (Rheumatoid Factor, ACP, ANF, HLA B 27) /Student's	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4			
10.4	The importance of instrumental methods of joint examination	6	3	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2			
10.5	Significance of synovial fluid analysis (clinical with assessment of physico-chemical fluid properties, cytosis severity, ragocite detection, rheumatoid factor and uric acid crystal in polarization microscope) /Self. Student Work/	6	2,5	PP-4 PP-5 PP-14	L1.1 L1.2 L1.3 L1.4 L2.1 L2.2 L2.3 L2.4 10L3.1			
10.6	Pre-exam preparation.	6	0,5					
10.7	/Exam/	6	35,5					

5. FUND OF ASSESSMENT TOOLS

5.1. Control questions and tasks

In the process of studying the discipline "Propaedeutics of Internal Diseases", students pass 10 midterm controls, and at the end of the study of the discipline - the final one. The results of the practical task on the supervision of a thematic patient, as well as a survey and interview on the studied topics are the basis for grading the intermediate control.

5.2. Topics of term papers (projects)

Coursework is not provided

5.3. Fund of Assessment Tools

TYPES AND CHARACTERISTICS OF SETS OF CONTROL AND EVALUATION TOOLS
1. Test tasks for midterm control. A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge of a student.
2. Situational tasks. A means of checking the learned theoretical material.
3. Practical skills. A means of checking the formation of competencies in students as a result of mastering the discipline.
4. Theoretical issues of practical (clinical) classes. A means of controlling the learned material of the topic, section (s), module(s) of the discipline by students.
5. Data of additional research methods (ECG fund, X-rays, a set of laboratory test samples).
Means of control of the learned material, which allows you to assess knowledge.
Technological map of the discipline.
Scale for assessing knowledge control.

5.4. List of types of assessment tools

- Assessment of practical skills and abilities to examine the patient.
- Solving a situational problem,
- Interpretation of analyses
- Interpretation of ECG, echocardiography, or radiograph
- Tests
- Report
- Abstract and presentations

6. EDUCATIONAL, METHODOLOGICAL AND INFORMATION SUPPORT OF THE DISCIPLINE (MODULE)

6.1. Recommended Literature

6.1.1. References

	Authors, compilers	Title	Publisher, year
L1.1	Compiled. G.S.	Scheme of the history of the disease: Educational method. Manual	2004
L1.2		Outline of the medical history: methodological recommendations for students	Bishkek 2003

	Authors, compilers	Title	Publisher, year
L1.3	Ed. by N.N. Brimkulova	Propaedeutics of Internal Diseases: Textbook	Bishkek: KRSU Publ., 2005
L1.4	Baizakova S.S., Brimkulov N.N., Murataliev T.M.	Propaedeutics of Internal Diseases: Textbook	Bishkek: KRSU Publ., 2005

6.1.2. Further reading

	Authors, compilers	Title	Publisher, year
L2.1	Baizakov S.S.	Propaedeutics of Internal Diseases: Textbook	Bishkek: KRSU Publ., 2009
L2.2	Zudbinov Yu.I.	The ABC of ECG and Heart Pain: A Textbook	Rostov-on-Don: Phoenix 2013
L2.3	Zudbinov Yu.I.	The ABC of ECG and Heart Pain: A Textbook	Rostov-on-Don: Phoenix 2013
L2.4	Baizakova S.S.	Propaedeutics of Internal Diseases	KRSU 2009
L2.5	Strutynsky A.V., Baranov A.L., Roytberg G.E., Gaponenkov Yu.P.	Fundamentals of semiotics of diseases of internal organs	MEDpress-nform 2011
L2.6	ed. by A. V. Strutynsky.	Examination test control on propaedeutics of internal diseases	RSMU 2011
L2.7	Kukes V.G., Marinin V.F., Reutsky I.A., Sivkov S.I.	Medical diagnostic methods: (examination, palpation, percussion, auscultation)	GEOTAR-Media 2006
L2.8	A.S. Melentieva	Propaedeutic foundations of the study of patients with pathology of the musculoskeletal system.	Moscow 2008
L2.9	Melentyev A.S.,	Propaedeutic principles of clinical interpretation and differential diagnosis of chest pain syndrome	Moscow, RSMU 2010
L2.10	A.S.Melentyev, G.Yu. Golubeva	Propaedeutic algorithm of the patient's systematic examination and registration of the educational medical history in the therapeutic clinic	RSMU 2011

6.1.3. Methodological developments

	Authors, compilers	Title	Publisher, year
L3.1	Baizakova S.S., Brimkulov N.N., Brimkulov N.N., Murataliev T.M.	Propaedeutics of Internal Diseases: Methodological Manual for Students of Medical Universities.	Bishkek: KRSU Publ., 2003

6.3. List of Information and Educational Technologies	
6.3.1 Competency-Oriented Educational Technologies	
6.3.1.1	Traditional educational technologies are lectures, seminars focused primarily on the communication of knowledge and methods of action that are passed on to students in a ready-made form and are intended for reproducing the assimilation and analysis of specific samples.
6.3.1.2	The tests are designed to solve the following tasks: To teach (accustom) the student to work with tests of varying complexity: firstly, by isolating in the proposed answers only those that will be correct and, secondly, teaching the student to rationally distribute the regulated time allotted for working with tests.
6.3.1.3	Use tests as: self-learning test material (in the form of an appendix to homework), helping students to single out from the entire content of the textbook only the main, criterion provisions that reveal the main idea of the topic being studied.
6.3.1.4	Assessment of students' knowledge, which helps the teacher to find out the quality of the student's independent preparation and the effectiveness of the lesson (lecture) conducted by the teacher himself
6.3.1.5	Modular (block) rating system for assessing students' knowledge.
6.3.1.6	Intermediate certification (exam in the discipline). To control the degree of mastery of the discipline, an exam in the discipline with a final grade is provided.
6.3.1.7	Scope of control tasks: Writing and defending the academic medical history of the supervised patient.
6.3.1.8	Assessment of practical skills and abilities of the examined patient.
6.3.1.9	Theoretical answer to the exam ticket, including 3 questions from the curriculum of the discipline, solving a situational problem, tests (or ECG or X-ray, etc.).
6.3.1.10	Testing

6.3.1.11	Innovative educational technologies form systematic thinking and the ability to generate ideas when solving various situational problems. These include situational tasks, brainstorming, role-playing games, work in small groups, scientific and practical conferences, analysis of audio and video tasks, analysis of specific clinical situations) in combination with extracurricular work in order to form and develop professional skills of students. Information educational technologies are the independent use of computer equipment and Internet resources by a student to perform practical tasks and independent work. For better assimilation of the material and independent work, students prepare essays, reports and presentations.
6.3.2 List of information reference systems and software	
6.3.2.1	Information system "Single Window of Access to Educational Resources" (http://window.edu.ru/)
6.3.2.2	http://www.med-edu.ru/articles
6.3.2.3	http://medvuz.info/
6.3.2.4	"Electronic Library" of the KRSU (www.lib.krsu.kg)
6.3.2.5	http://meduniver.com/Medical/Book/34.html
6.3.2.6	www.jaypeebrothers.com
6.3.2.7	www.booksmed.com
6.3.2.8	www.bankknig.com
6.3.2.9	Blaufuss Multimedia: http://www.blaufuss.org
6.3.2.10	The R.A.L.E. Repository: Respiratory sounds: http://www.rale.ca/Recordings.htm
6.3.2.11	David Arnall: Pulmonary Breath Sounds:
6.3.2.12	http://faculty.etsu.edu/arnall/www/public_html/heartlung/breathsounds/contents.html
6.3.2.13	Frontiers in Bioscience, Virtual Library: Heart Sounds
6.3.2.14	http://www.lf2.cuni.cz/Projekty/interna/heart_sounds/h14/sound.html
6.3.2.15	McGill University: Heart Sounds: http://www.lf2.cuni.cz/Projekty/interna/heart_sounds/h6/heart_tables.html

7. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE (MODULE)	
7.1	City Clinical Hospital No1 (tertiary level health care facility). It has 9 specialized departments, 4 of which are therapeutic (departments of cardiology, rheumatology, endocrinology, emergency therapy). There are 8 standard equipped classrooms with 100 seats, with a total area of 200 sq.m. (block
7.2	desks, couches, blackboards). The department is equipped with a multimedia complex (laptop, personal computer, projector). Students have access to information stands (4 pcs.), posters, an electronic library (30 textbooks), educational films (20 pcs.), a database of clinical material (ECG, ultrasound).
7.3	

8. METHODICAL INSTRUCTIONS FOR STUDENTS ON MASTERING THE DISCIPLINE (MODULE)

8. MODULAR CONTROL IN THE DISCIPLINE INCLUDES:

Current control is the assimilation of educational material in classroom classes (lectures, practical; attendance and activity are taken into account
), supervision of the patient, solving situational tasks and performing mandatory tasks for independent work.

Midterm control is a test of the completeness of knowledge and skills on the material of the module as a whole. The implementation of modular
control tasks is carried out in writing, in the form of tests.
Intermediate control is a completed documented part of the academic discipline, carried out in the form of summing up the results of the medical history and solving situational problems.
In the first semester, a test is held, in the second semester - an exam (final form of control).
The exam is not included in the intermediate control, but is held separately at the end of the discipline.

BASIC REQUIREMENTS FOR INTERMEDIATE CONTROL
When appearing for tests, students are required to have their record books with them and present them to the examiner.
The teacher is given the right to give a credit without a survey to those students who scored more than 60 points for the current and midterm control.

Exam
In the exam, the student must answer the questions correctly and demonstrate practical skills.
In the theoretical part of the exam, he must:
answer the questions of the ticket (know),
correctly perform the situational task (be able to possess it),
to interpret laboratory and instrumental studies (to be able, to possess).

Assessment of intermediate control
min 20 points — questions of the "know" level (correct formulation of the basic concepts).
20–25 points — tasks of the level "to be able" and "to possess" (correct formulation of the essence of the problem and recommendations).
25–30 points — tasks of the level "To be able" and "To possess" (full completion of the control task).

I. BASIC REQUIREMENTS FOR ROUTINE CONTROL
When building a practical lesson, teachers adhere to the following indicative plan:

Organizational stage of the lesson (up to 2% of the time):
a) roll call;
b) giving homework;
c) motivation of the topic of the lesson;
d) familiarization of students with the goals and plan of the lesson.

Control and correction of the initial level of knowledge (up to 20%):
a) test variants of control;
b) correction of theoretical knowledge by the teacher.

Stage of demonstration of practical skills and/or thematic patients (up to 15%).
Independent work of students at the bedside (up to 45%)
or performing situational tasks in the absence of a thematic patient.

Final stage of the lesson (up to 18%):
a) final control of practical skills in the analysis of patients;
b) final control of theoretical knowledge, including the solution of clinical problems;
c) summing up the results of the lesson and individual assessment of students.

II. RECOMMENDATIONS FOR THE ORGANIZATION OF INDEPENDENT WORK OF THE STUDENT
Time organization (per week):
studying the notes on the day of the lecture - 10-15 minutes;
repeating the notes before the next lecture – 10-15 minutes;
study of theoretical material according to the textbook – 1 hour;
preparation for a practical lesson – 2 hours.
Total: 3 hours 30 minutes.
Sequence of actions:
review and think about the notes after the lecture;
review the material before the next lecture;
allocate 1 hour weekly for work with literature;
in preparation for practice – to study key concepts;
when solving problems, determine the requirements and make a plan.
Use of the CMT:
It is recommended to rely on methodological instructions and texts of lectures.

Work with literature:
combine lectures, notes and textbooks;
perform exercises after each paragraph;
Ask questions:
• What is the paragraph about?
• What new concepts have been introduced?
• What is the practical significance?
Preparation for midterm and intermediate control:
work with the textbook, understand the material, perform tasks;
for intermediate control – to know the definitions and be able to solve typical problems.

Homework:
to study the concepts → make a plan for solving → draw a conclusion.

Preparation for tests:
study the theory and complete typical tasks.

Making up for missed classes

Control of assimilation is carried out systematically and recorded in the journal.
Unsatisfactory grades are worked out at an individual interview.
A lecture missed without a valid reason is worked out by oral questioning or essay within a month.
Practical classes missed without a valid reason are mandatory.
Work out takes place according to the schedule of the department.
Missed classes must be worked out within 10 days.
With a valid reason, the work is carried out on thematic material without taking into account the hours.
Absences due to a long illness are on an individual schedule.
In some cases (conferences, competitions, etc.), a partial exemption from working off is possible.
Stages of presentation preparation:
drawing up a plan (goals, objectives);
Thinking through each slide:
* how it reveals the main idea;
* what content will be presented;
* what will be said orally;
* How the transition will be made.

Making a presentation:
slides should be verified in fonts and indents;
the title slide must be designed correctly;
the number of slides is no more than 30;
the use of figures, graphs, tables, formulas is encouraged;
the slide gives formal information, orally – its meaning;
switching speed: 1-2 minutes per slide;
when explaining tables, indicate what the rows and columns mean;
to avoid errors, it is recommended to type formulas in a Word object;
the main font is Arial or similar;
Formulas should have the same font size as the text.
The student is obliged to make a report at the set time.
Instructions for speakers:
communicate new information;
use technical means;
be well versed in the topic;
answer questions;
comply with the time limit: report – 10 minutes, discussion – 5 minutes.
Structure of the speech:
introduction (title, idea, relevance, questions);
the main part (revealing the essence of the topic, the use of visualization);
conclusion (brief conclusions).

RECOMMENDATIONS FOR WRITING AN ESSAY
The topic is chosen in agreement with the teacher. The abstract should reflect the scientific and social aspects of the problem, contain theoretical provisions and specific examples, and be based on several sources.

Additional literature: monographs, articles, popular science magazines ("Pediatric Surgery", "Bulletin of KRSU", "Health Care of Kyrgyzstan", "Bulletin of KSMA", etc.).
The outline of the abstract must be the author's. All borrowings must be accompanied by references. Quotations must be made in quotation marks indicating the source and page.
Design:
A4 format;
title page (name of the university, discipline, topic, surname of the student, group, year, city);
Table of contents;
text divided into chapters and subchapters;
use of graphs, tables, diagrams;
sections "Conclusion" and "References".
Example of bibliographic references:
Author: I.O. Title of the book. — Place of publication: Publisher, Year. - Number of pages.
Author I.O. Title of the article // Title of the journal. — A year. — Tom, No. — Pages.
Author I.O. Title of the article / Title of the collection. — Place of publication: Publisher, Year.