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

International Public Association of Higher Education Institutions "Kyrgyz-Russian Slavic University named after the First President of the Russian Federation, B.N. Yeltsin"

APPROVED by
Director of the Institute of Clinical Medicine and Biomedical Technologies,
S.S. Abilova 2026 y.

PROFESSIONAL CYCLE
Pediatrics

Course Outline (Modul)

Assigned to the	**Pediatrics and Pediatric Surgery**
Curriculum	310501_26_1 LD fn.plx Specialty: 560001 – General Medicine (Kyrgyz Republic), for foreign students.
Qualification	**Specialist**
Mode of Study	**Intramural**
Total Workload	**10 ZET**
Hours According to the Curriculum	300
Including:	
In-class learning	192
Individual work	77,7

Scope of testing Semester:

credits 7
exam 8

Course Hours Scheduling per semester

Semester Academic Year	7 (4.1)		8 (4.2)		Total	
Weeks	17		17			
Type of Training	УП	РП	УП	РП	УП	РП
Lectures	32	32	16	16	48	48
Practicals	64	64	80	80	144	144
Contact Hours During the Theoretical Training Period	0,3	0,3			0,3	0,3
Contact Hours During the Examination Period			0,5	0,5	0,5	0,5
Including Interactive Classes	6	6	6	6	12	12
Total Contact Hours	96	96	96	96	192	192
Contact Hours	96,3	96,3	96,5	96,5	192,8	192,8
Individual work	53,7	53,7	24	24	77,7	77,7
Assessment Hours			29,5	29,5	29,5	29,5
Total	150	150	150	150	300	300

The Course Outline developed by:
c.m.s., docent I.G. Shaiderova; Senior Lecturer B.D. Khodzhanova

Rewiewer:
c.m.s, docent H.M. Sushanlo

Approved by the Head of the Educational Program (HEP):

Course Outline

Pediatrics

Developed in accordance with the Federal State Educational Standard (FSES 3++):

Federal State Educational Standard for Higher Education — Specialist Degree Program in Specialty 31.05.01, General Medicine (Order of the Ministry of Science and Higher Education of the Russian Federation dated September 21, 2021, No. 1578/ 1)

Prepared on the basis of the:

Specialty 31.05.01 (Russian Federation) / 560001 (Kyrgyz Republic) — General Medicine (for Foreign Students), approved by the University Academic Council on June 26, 2026 (Minutes No. 11).

The Course Outline was approved at the meeting of the Department of Pediatrics and Pediatric Surgery

Minutes dated August 26, 2026, No. 1
Validity Period of the Course Syllabus: 2025–2030 academic years
Head of the Department: I.G. Shaiderova, c.m.s., docent

AMENDMENT REGISTRATION SHEET

to the Working Program of the Academic Discipline (Module)

Pediatrics

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Name of the Academic Discipline

№ п/п	Reason for the Amendment	Section / Item	Description of the Amendment
1.			
2.			
3.			
4.			
5.			

1. COURSE OUTLINE OBJECTIVES	
1.1	Obtaining basic knowledge and certain competences in this discipline, using effective technologies for conducting lectures, practical exercises and multi-stage control in the learning process.
1.2	Learn the characteristics of the child's body, the necessary algorithms for diagnosis, treatment, rehabilitation and prevention of childhood illnesses, necessary for the doctor.

2. PLACE OF THE COURSE IN THE EDUCATIONAL PROGRAM	
Cycle (section) MEP:	B1.O.03
2.1	**Students' Preliminary Training Requirements:**
2.1.1	Clinical Pharmacology
2.1.2	Clinical Practice (Assistant Doctor)
2.1.3	Departmental Therapy
2.1.4	Radiology Diagnostics
2.1.5	Pathophysiology, Clinical Pathophysiology
2.1.6	Propaedeutics of Internal Diseases
2.2	**Course Units and Practical Sessions imposing the prior Proficiency**
2.2.1	Hospital Therapy
2.2.2	Pediatrics
2.2.3	Anaesthesiology, resuscitation, intensive care

3. STUDENTS' COMPETENCIES RESULTING FROM THE COURCE UNIT (MODULE)	
GPC-7: Is able and prepared to conduct and interpret patient interviews, physical examinations, and clinical assessments; interpret the results of modern laboratory and instrumental investigations; and complete outpatient and inpatient medical records.	
Knowledge:	
Level 1	-The etiology, pathogenesis, and clinical features of diseases. -The main types and methods of treating patients with various nosological forms. -The main approaches and challenges in managing patients with different diseases.
Skills:	
Level 1	- Explain the meaning of determining the management strategy for patients with various diseases. - Compare different types and methods of treating patients with various nosological forms and develop a treatment plan for diseases. - Highlight the practical value of an individualized management strategy for patients with different nosological forms.
Expertise:	
Level 1	- Skills in presenting and analyzing the etiology and pathogenesis of various clinical diseases for making a diagnosis. - Techniques for searching and comparing different methods of treating patients with various nosological forms. - Possess skills in determining the management strategy for patients with diseases.

UC-8: Is able and prepared to apply diagnostic algorithms to identify diseases, emergency conditions, and life-threatening conditions based on the results of clinical, laboratory, and instrumental examinations of organs, organ systems, and the body as a whole, in order to establish diagnoses (primary, concomitant, and complications) in accordance with the International Classification of Diseases (ICD).	
Knowledge:	
Level 1	- The etiology, pathogenesis, and clinical features of major diseases with various nosological forms. - The main types and methods of treating patients with different nosological forms. - Methods for managing and treating patients with various nosological forms in outpatient settings and day hospital conditions.

Skills:	
Level 1	- Accurately determine the given disease. - Compare different types and methods of treating patients with various nosological forms and develop a treatment plan for diseases. - Manage and treat patients in outpatient settings and day hospital conditions.
Expertise:	
Level 1	- Skills in analyzing different types of treatment for patients with various nosological forms. - Techniques for searching and comparing different methods of treating patients with various nosological forms. - Skills in managing and treating patients with various diseases in outpatient settings and day hospital conditions.

PC-9: Is able and prepared to perform basic therapeutic interventions for acute diseases, conditions, and exacerbations of chronic diseases that do not pose a threat to the adult patient's life and do not require emergency medical care in outpatient and inpatient settings.	
Knowledge:	
Level 1	- Clinical manifestations of acute and chronic diseases. - Methods of treatment and performing medical procedures for pathological conditions and diseases. - General principles of treatment. - Diseases considering their etiology and pathogenesis. - Knowledge of pharmacological groups and their interactions with each other.
Skills:	
Level 1	- Correlate symptoms, examination findings, and results of laboratory and instrumental investigations into a coherent picture and make an accurate diagnosis. - Prepare the patient, instruments, and medications for performing the necessary procedure. - Assess the stage of the disease and prescribe therapy appropriate to the disease stage.
Expertise:	
Level 1	- Skills in identifying signs of acute disease or exacerbation of a chronic disease. - Skills and methods for providing medical care for acute and chronic diseases. - Skills in etiological and pathogenetic therapy when treating diseases, depending on the severity of the condition, in outpatient settings.

Upon completion of the discipline, the student shall:

3.1	**Knowledge:**
3.1.1	1. Periods of childhood, functional and morphological characteristics of children of different ages, patterns of growth and
3.1.2	development of the child, age-specific norms of physical and neuropsychic development, the role of hereditary, and endo-
3.1.3	and exogenous factors in the formation of health or illness of children. Features of metabolic processes and immunological
3.1.4	protection in childhood, the basics of medical genetic counseling, the benefits of natural feeding, especially the nutrition of
3.1.5	children older than a year
3.1.6	2. The structure of indicators of infant mortality and the possibility of it’s reducing
3.1.7	3. Etiology, pathogenesis, clinical manifestations, diagnosis, treatment and prevention of major diseases of the neonatal
3.1.8	period and children of early age

3.1.9	4. Etiology, pathogenesis, features of the course, diagnosis and treatment of diseases in early childhood
3.1.10	5. Principles of organization of children's medical and preventive institutions and sanitary and anti-epidemic regime in them
3.1.11	and in maternity hospitals
3.1.12	6. Fundamentals of the organization of outpatient care to children and adolescents, modern organizational forms of work and
3.1.13	diagnostic capabilities of the polyclinic service
3.1.14	7. Features of the organization and the main areas of work of the district pediatrician and general practitioner. Principles of
3.1.15	dispensary observation of children and the way of education of a healthy, harmoniously developed child
3.2	**Skills:**
3.2.1	- Analyze and evaluate the organization and quality of medical care, the state of health of the child population, the impact on
3.2.2	it of lifestyle factors, the environment, biological impacts
3.2.3	- Collect and evaluate anamnesis of a child's life and illness
3.2.4	- Collect genealogical anamnesis, to determine hereditary predisposition
3.2.5	- Conduct a child's examination and evaluate the findings in accordance with the age standard, send for a laboratory and
3.2.6	instrumental examination, for consultation with specialists
3.2.7	- Evaluate the data of clinical analysis of urine, blood, the basic biochemical and immunological indicators of blood in the
3.2.8	age aspect. Estimate X-ray and instrumental data
3.2.9	- Carry out a differential diagnosis. To substantiate and put a clinical diagnosis, formulating it in accordance with the
3.2.10	generally accepted classification
3.2.11	- Develop a treatment plan for a sick child, taking into account the course of the disease, select and prescribe drug therapy,
3.2.12	use methods of non-drug treatment, conduct rehabilitation activities
3.2.13	- Provide emergency help in conditions: hyperthermal syndrome, bronchoobstructive syndrome, convulsive syndrome, croup
3.2.14	syndrome, infectious-toxic shock, loss of consciousness, bleeding, dehydration syndrome, acute allergic reactions
3.2.15	- Assign rational feeding to the child of the first year of life and nutrition for a child older than a year
3.2.16	- To carry out: confidential psychological contact with the child and his parents, the principles of medical ethics and
3.2.17	deontology, integrated management of childhood illnesses (IMCI) at pre - and hospital stages
3.3	**Expertise:**
3.3.1	- Methods of conducting medical accounting and reporting documentation in children's units of health care institutions of the
3.3.2	health system
3.3.3	- Assessments of the health status of children of different age, sex and social groups
3.3.4	- Methods of general clinical examination of children; interpretation of the results of laboratory, instrumental diagnostic
3.3.5	methods in patients
3.3.6	- Algorithm for setting a preliminary diagnosis for patients with subsequent referral to an additional examination and to
3.3.7	specialist doctors; the algorithm for setting a detailed clinical diagnosis
3.3.8	- Algorithm of the main medical, diagnostic and therapeutic measures to provide first medical assistance to children in
3.3.9	emergency and life-threatening conditions. Primary resuscitation in newborns; provision of intensive and urgent care for
3.3.10	children of different age periods; conduction of intubation, catheterization, mechanical ventilation, indirect heart massage;
3.3.11	express-diagnosis of rare syndromes and diseases

4. COURSE (MODULE) STRUCTURE AND CONTENT								
Class Code	**Subject Name /Type of Class/**	**Semester /**	**Hours**	**Competencies**	**Literature**	**Interactive Sessions**		**Notes**
	Part 1. Periods of childhood. Physical and psycho-motor development of children. Anatomical and physiological features of skin, subcutaneous							
1.1	Pediatrics: subject, goals, tasks, pediatric sections, childhood periods. /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.2	Physical development. /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.3	Anatomical and physiological features of the nervous system. Neuropsychic development in children at different age periods. /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.4	Anatomical and physiological features of skin, subcutaneous fat, bone, muscle, lymphatic systems, semiotics of damage of these	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.5	Organizational fundamentals of pediatrics, periods of childhood. Features of age pathology. Anamnesis in children and their parents. Counseling skills /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.6	Physical and psycho-motor development of children. Age features of weight gain, length and other body parameters, semiotic disorders. Principles of assessing the physical development and nutritional status of children of the first 5 years of life /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3	2		Work in small groups. Bring a centimeter tape
1.7	Anatomical and physiological features of the nervous system and sensory organs in children. Development of static and mental functions. Evaluation of the neuropsychic and physical development of children /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.8	Anatomical and physiological features of skin, subcutaneous fat, bone, muscle, lymphatic systems, semiotics of damage of these systems. /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
1.9	Organizational fundamentals of pediatrics, periods of childhood. Features of the age-related pathologist. Anamnesis in children and their parents. Counseling skills /Iw/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Checking the skills of collecting an anamnesis, making a medical history

1.10	Physical and psycho-motor development of children. Age features of weight gain, length and other body parameters, semiotic disorders. Principles of assessing the physical development and nutritional status of children of the first 5 years of life /Iw/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Checking the skills of independent weighing, measuring growth, circles in children of different ages, assessing the physical development by the tables
1.11	Anatomical and physiological features of the nervous system and sensory organs in children. Development of static and mental functions. Evaluation of the neuropsychic and physical development of children /Iw/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Assessment of the skills of studying the nervous system, reflexes in children of different ages. Neuropsychic development. Solution of situational tasks, test tasks.
1.12	Anatomical and physiological features of skin, subcutaneous fat, bone, muscle, lymphatic systems, semiotics of damage of these systems. /Iw/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Assessment of research skills in children of skin, subcutaneous fat, bone, muscle, lymphatic system. Solution of situational tasks, test tasks.
	Раздел 2. Anatomical and physiological features of respiratory, cardiovascular.							
2.1	Anatomical and physiological features of respiratory organs. Semiotics of the main lesions. /Lect/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
2.2	Anatomical and physiological features of cardiovascular system. Semiotics of the main lesions of the heart /Lect/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
2.3	Anatomical and physiological features of respiratory organs. Methods of examination in children of different age groups. Semiotics of the main lesions. /Pract/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
2.4	Anatomical and physiological features of cardiovascular system. Fetal blood circulation. Methods of examination by age groups of children. Semiotics of the main lesions of the heart /Pract/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3	2		Work in the Simulation Center. Auscultation on Mannequins

2.5	Anatomical and physiological features of respiratory organs. Methods of examination in children of different age groups. Assessment of cough and shortness of breath in children under 5 years (assess, classify). Semiotics of the main lesions. Educational video "Examination of respiratory organs in children"; Audio recording "Breathing noises" /Iw/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of the skills of examination, percussion, auscultation of the lungs in children, analysis of laboratory tests, determination of external respiration functions, reading of X ray, bronchograms, etc. Solution of situational tasks
2.6	Anatomical and physiological features of cardiovascular system. Methods of examination by age groups of children. Features of ECG and X-ray. Semiotics of the main lesions of the heart. Audio recording "Heart noises". /Iw/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of the ability to collect anamnesis, examination, percussion, auscultation of the cardiovascular system, ECG and X-ray in patients with heart disease. Solution of situational tasks.
	Раздел 3. Anatomical and physiological features of hematopoietic, urinary systems.							
3.1	Features of hematopoiesis and pattern of peripheral blood in children of different ages. Semiotics of the main blood diseases in children. /Pract/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
3.2	Anatomical and physiological features of urinary system in children of different ages. Semiotics of the main kidney diseases in children. /Pract/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
3.3	Features of hematopoiesis and pattern of peripheral blood in children of different ages. The method of examination, semiotics of the main blood diseases in children. Evaluation of blood tests in norm and pathology /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
3.4	Anatomical and physiological features of urinary system in children of different ages. Methods of the examination, semiotics of the main kidney diseases in children. Evaluation of urinalysis. /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			

3.5	Features of hematopoiesis and pattern of peripheral blood in children of different ages. The method of examination, semiotics of the main blood diseases in children. Evaluation of blood tests in norm and pathology /Iw/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Control of the ability to examine sick children with blood diseases and analysis of hemograms. Solution of situational tasks, test tasks.
3.6	Anatomical and physiological features of urinary system in children of different ages. Methods of the examination. Semiotics of the main kidney diseases in children /Iw/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Assessment of skills in examining pediatric patients with urinary system disorders.
	Раздел 4. Anatomical and physiological features of digestive systems. Feeding.							
4.1	Anatomical and physiological features of digestive system. /Lect/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
4.2	Breastfeeding. Ingredients of breast milk. The rules of breastfeeding /Lect/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
4.3	Complementary Feeding. Mixed and Artificial Feeding. /Lect/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
4.4	Anatomical and physiological features of digestive system in children. Methods of the examination. Semiotics of the main diseases of digestive system in children /Pract/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
4.5	Breastfeeding. Ingredients of breast milk. The rules of breastfeeding. Training the mother to the right position and putting the baby to the breast. Recommendations for feeding. /Pract/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
4.6	Complementary Feeding. Rules for Introduction and Types of Complementary Foods. Mixed and Artificial Feeding. Indications for Transition to These Types of Feeding. Classification of Formulas. Rules for Introducing Supplementary Feeding and Artificial Feeding. /Pract/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
4.7	Anatomical and physiological features of digestive system in children. Methods of the examination, semiotics of the main diseases of digestive system in children. /Iw/	7	4	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Check of skills and abilities of examination of digestive organs in children.
4.8	Breastfeeding. Ingredients of breast milk. Training the mother to the right position and putting the baby to the breast. Applying counseling skills /Iw/	7	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Assessment of mastery of breastfeeding techniques.

4.9	Mixed and artificial feeding. Indications for the transfer to these types of feeding. Classification of formulas. Skills for counseling mothers /Iw/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of mastering the methods of mixed and artificial feeding.
	Раздел 5. Neonatology. Outpatient pediatrics.							
5.1	Threatened Conditions of the Fetus and Newborn. Fetal Hypoxia and Neonatal Asphyxia. /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.2	Neonatal Resuscitation in the Delivery Room. /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.3	Hemolytic disease of the newborn (HDN). /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.4	Intrauterine infections (IUI) of the fetus and newborn. Sepsis /Lect/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.5	Problems of perinatology and neonatology. Influence of harmful factors on the health of parents and children. Term and preterm baby. Borderline conditions of newborns. Initiative "Child-Friendly Hospital" (ICFH) /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.6	Threatened Conditions of the Fetus and Newborn. Fetal Hypoxia and Neonatal Asphyxia. Assessment Using the Apgar Score. Neonatal Resuscitation in the Maternity Ward. Birth Injuries of the Brain and Spinal Cord. /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3	2		Conversion of resuscitation on mannequins.
5.7	Hemolytic disease of the newborn (HDN). Etiopathogenesis, Clinical Features, and Treatment. Differential diagnosis of jaundice of the newborn period. Classification and treatment of jaundice during the neonatal period /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.8	IUI of the fetus and newborn. Clinical Presentation, Diagnosis, and Treatment. Diseases of the skin and umbillicus in newborns. Sepsis. Etiopathogenesis, Clinical Features, and Treatment. /Pract/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.9	Organization and principles of the children's department of the outpatient clinic. /Lect/.	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
5.10	Organization and principles of the children's department of the outpatient clinic. Immunization Schedule. Documentation /Pract/.	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			

5.11	Problems of perinatology and neonatology. Influence of harmful factors on the health of parents and children. Term and preterm baby. Using the skills of counseling mothers in feeding of sick newborns and children with low birth weight. Feeding newborns at emergencies. /Iw/	7	4	PC -8 PC -7 PC-9	Э1 Э2 Э3			Monitoring the skills of assessing the health status of a newborn child, his borderline states. Improvement of the technique and skills of nursing and feeding newborns.
5.12	Hypoxia of the fetus and asphyxia of the newborn. Birth trauma of the brain and spinal cord /Iw/	7	3	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control skills assessment of asphyxia of newborns on the Apgar score. Mastering the methods of primary resuscitation of newborns.
5.13	Hemolytic disease of the newborn (HDN). Differential diagnosis of jaundice of the newborn period. Classification and treatment of jaundice during the neonatal period /Iw/	7	3	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of the curation of patients with various clinical forms of HDN.
5.14	IUI of the fetus and newborn. Feeding children from HIV-positive mothers. Sepsis. Diseases of the skin and umbillicus in newborns /Iw/	7	3	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of the skills of diagnosis of IUI and sepsis in newborns. Drawing up a plan for examination and treatment. Solution of situational tasks.
5.15	Organization and principles of the children's department of the outpatient clinic. Documentation /Iw/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of participation in pediatric admission. Making a medical documentation of the child's development and other documentation.
5.16	Pediatric admission. Main indicators of pediatrician performance. Counseling skills /Iw/	7	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of the patient's curation with a description of his status, an assessment of the state of all organs and systems.

5.17	Dispensary (Outpatient) Follow-up of Healthy Children of Different Ages. Prenatal (Antenatal) Care. Newborn Follow-up. /Ср/	7	2,7	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Assessment of skills in developing a dispensary (outpatient) follow-up plan and documenting it in the medical record.
5.18	/Credit/ /КрТО/	7	0,3					
	Раздел 6. Deficient conditions of young children (anemia, rickets, acute and chronic nutrition disorders).							
6.1	Rickets. /Lect/	8	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
6.2	Anemia of young children. Classification. Clinic and treatment of iron deficiency anemia in young children. /Pract/	8	5	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
6.3	Rickets. Spasmophilia. Hypervitaminosis D /Pract/	8	5	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
6.4	Acute and chronic nutrition disorders in children. Criteria for diagnosis. Evaluation of physical development by weight gain maps, tables of standard deviations, calculation of indices of physical development. Recommendations for nutrition, care, observation, for a child with a low body weight. Feeding of children with low birth weight /Pract/	8	5	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			
6.5	Anemia of young children. Classification. Clinic and treatment of iron deficiency anemia in young children. /Iw/	8	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Checking up the skills of collecting anamnesis, examining children with anemia, interpreting analyzes, solving situational problems, test questions.
6.6	Rickets. Spasmophilia. Hypervitaminosis D /Iw/	8	2	ПС -8 ПС -7 ПС-9	Э1 Э2 Э3			Control over the diagnostic skills of the diagnosis of rickets of varying severity and severity of the flow with an assessment of biochemical blood tests and X-ray patterns of growth zones. Preparation of a treatment plan.

	Раздел 7. Diseases of the respiratory system in children.							
7.1	Bronchitis in children: acute simple bronchitis, acute obstructive bronchitis, bronchiolitis. /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
7.2	Acute pneumonia in children. /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
7.3	Bronchitis: acute simple bronchitis, bronchiolitis, acute obstructive bronchitis. Etiopathogenesis. Clinic. Diagnosis. Treatment. Prevention /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
7.4	Acute pneumonia. Etiopathogenesis. Classification. Clinic and differential diagnosis. Modern approaches to the treatment of acute pneumonia /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3	3		Conducting auscultation on mannequins.
7.5	Chronic diseases of the respiratory system. Respiratory allergies. Bronchial asthma. Principles of treatment and prevention. /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
7.6	Bronchitis: acute simple bronchitis, bronchiolitis, acute obstructive bronchitis. Etiopathogenesis. Clinic. Diagnosis. Treatment. Prevention Chronic diseases of the respiratory system. Respiratory allergies. Bronchial asthma. Principles of treatment and prevention /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of work at the patient's bed: collection of complaints, anamnesis. Make a plan for examination and treatment. Reading X ray.
7.7	Acute pneumonia. Etiopathogenesis. Classification. Clinic and differential diagnosis. Modern approaches to the treatment of acute pneumonia /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Strengthening of skills in the method of examination of the respiratory system. Identification of the main symptoms. Make a plan for examination and treatment. Reading X ray.
	Раздел 8. Diseases of the cardiovascular system in children. Hemorrhagic diathesis							
8.1	Acute rheumatic fever in children /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
8.2	Congenital heart diseases. /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
8.3	Hemostasis. Hemorrhagic Diatheses. Differential Diagnosis. /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
8.4	Congenital Heart Defects: Classification, Hemodynamics, Etiopathogenesis, Clinical Features, Diagnosis, Treatment, and Prevention. /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3	3		Auscultation training on mannequins.

8.5	Acute rheumatic fever, features in children. Diagnosis, treatment, prevention. Juvenile rheumatoid arthritis. Differential diagnosis with rheumatic polyarthritis /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
8.6	Hemorrhagic diathesis. Classification. Clinic of hemophilia, differential diagnosis, principles of treatment /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
8.7	Immune Thrombocytopenia and Hemorrhagic Vasculitis: Differential Diagnosis and Principles of Treatment. /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
8.8	Congenital heart diseases (CHD). Classification /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control over the curation of early age children with various CHD. Strengthening the skills of detecting symptoms of CHD. Drawing up a plan of examination of children with CHD.
8.9	Acute rheumatic fever (ARF), features in children. Diagnosis, treatment, prevention. Juvenile rheumatoid arthritis. Differential diagnosis with rheumatic polyarthritis /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control curation of patients with ARF, pay attention to the history of the disease. Detection of diagnostic and differential diagnostic criteria of rheumatism. Interpretation of clinical, laboratory, instrumental (ECG, FCG, ultrasound) data in the diagnosis of acute and chronic rheumatic fever. Make a treatment plan and follow-up

8.10	Hemorrhagic diathesis. Classification. Clinic of hemophilia, thrombocytopenic purpura, hemorrhagic vasculitis, their differential diagnosis, principles of treatment /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of patients with hemorrhagic diathesis. Strengthening the skills of examination, evaluation of the analysis of peripheral blood, bone marrow. Differential diagnostics between different hemorrhagic diatheses. Drawing up a plan for examination and treatment.
	Раздел 9. Diseases of the gastrointestinal tract in children. Pathology of the kidney and urinary tract in children. Diseases of the endocrine system							
9.1	Gastritis in Children. Peptic Ulcer Disease. /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
9.2	Kidney disease in children. Glomerulonephritis /Lect/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			
9.3	The main diseases of the gastrointestinal tract and liver in children. Chronic gastritis. Chronic gastroduodenitis. Peptic ulcer pathogenesis. Classification. Clinic. Diagnostics. Treatment. Diseases of the biliary tract /Pract /	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
9.4	Kidney disease in children. Acute and chronic glomerulonephritis. Etiopathogenesis. Classification. Clinic, diagnosis, treatment, prevention. Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
9.5	Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention. /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
9.6	Diseases of the endocrine system in children. Diseases of the pituitary gland (growth sickness). Hypothyroidism. Acute and chronic adrenal insufficiency. Congenital dysfunction of the adrenal cortex. Hypercorticism. Disease and Itenko-Cushing syndrome /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			

9.7	The main diseases of the gastrointestinal tract and liver in children. Chronic gastritis. Chronic gastroduodenitis. Peptic ulcer pathogenesis. Classification. Clinic. Diagnostics. Treatment. Diseases of the biliary tract /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control of the skills of examination of the gastrointestinal tract, diagnosis of various clinical and laboratory syndromes. Preparation of treatment plan
9.8	Kidney disease in children. Acute and chronic glomerulonephritis. Etiopathogenesis. Classification. Clinic, diagnosis, treatment, prevention. Urinary tract infection (cystitis, pyelonephritis). Acute and chronic pyelonephritis. Clinic, diagnosis, treatment, prevention /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Consolidation of skills in examining the urinary system, interpreting examination results, establishing an accurate diagnosis, and developing a plan for further evaluation and treatment.
9.9	Diseases of the endocrine system in children. Diseases of the pituitary gland (growth sickness). Hypothyroidism. Acute and chronic adrenal insufficiency. Congenital dysfunction of the adrenal cortex. Hypercorticism. Disease and Itenko-Cushing syndrome /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Control over the curation of patients, drawing up a plan for examination and treatment, the principles of prophylactic medical supervision.
	Раздел 10. Outpatient pediatrics.							
10.1	The work of vaccination room. Vaccination calendar. Preparation of a vaccination plan. Ensuring safe immunization /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
10.2	Emergency care for children in outpatient clinic. Assessment and classification of general signs of danger in a sick child, necessary measures, treatment regimens /Pract/	8	5	PC -8 PC -7 PC-9	Э1 Э2 Э3			
10.3	The work of vaccination room. Vaccination calendar. Preparation of a vaccination plan. Ensuring safe immunization /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Assessment of skills in developing a vaccination (immunization) plan.
10.4	Emergency care for children in outpatient clinic. Assessment and classification of general signs of danger in a sick child, necessary measures, treatment regimens /Iw/	8	2	PC -8 PC -7 PC-9	Э1 Э2 Э3			Checking the skills of diagnosis, mastering the technique of resuscitation in urgent conditions.
10.5	/Credit/ /КрЭк/	8	0,5					
10.6	/Exam/ /Экзамен/	8	29,5					

5. ASSESSMENT FUND

5.1. Advancement Questions and Assignments

Pediatrics (Semester 7-8)
Questions for testing the level of training «Knowledge»:
It is held in the form of questions in the ticket (Appendix 1).
Tasks for checking the level of training «Skills» and «Expertise»:
Situational tasks (Appendix 2).
Practical skills: to clarify complaints, to collect anamnesis in a patient with identification of symptoms and syndromes of the disease.
Physical examination (examination, palpation, percussion, auscultation) of the newborn and young children.
Evaluate and interpret the results of clinical and basic paraclinical research methods.
Based on the study of the physical status: identify the symptoms and syndromes, put a preliminary diagnosis.

5.2. Course Papers Themes

Not provided.

5.3. Assessment Fund

Situational tasks (Appendix 2)
Tests (Appendix 3)
Themes of abstracts (Appendix 4)
Frontal survey (Appendix 8)
Scheme of writing the medical history (Appendix 5)

5.4. List of Assessment Tools

Tests
Situational tasks
Medical history
Report
Abstract
Presentation
Frontal survey
Practical skills
Assessment scales by types of assessment tools (Appendix 6)

6. COURSE (MODULE) METHODOLOGICAL AND INFORMATIONAL SUPPORT

6.1. Recommended Reading

6.2. List of resources of the information and telecommunication network "Internet".

Э1	Pediatrics	https://www.iprbookshop.ru/
Э2	Pediatrics	https://femb.ru/
Э3	Pediatrics	http//www.lib.krsu.edu.kg/

6.3. List of Information and Education Technologies

6.3.1 Competence-based Educational Technologies

6.3.1.1	Theoretical training for the study of the program in outpatient and emergency pediatrics is conducted at the bases of
6.3.1.2	The City Children’s Clinical Emergency Hospital (CCCEH) in Bishkek, in a large lecture hall with 120 seats.
6.3.1.3	Lecture presentations for all sections of the discipline (PowerPoint).
6.3.1.4	There are three standardly equipped classrooms with 12–30 seats (desk blocks, chalkboard, whiteboard, computer).
6.3.1.5	Students have access to informational stands, posters, an electronic library, educational films, and a database of clinical materials (medical histories, laboratory analyses, X-rays).
6.3.1.6	Simulation Center (Alamedin Building), equipped with robotic mannequins—simulators, modern resuscitation equipment, electronic phantoms, trainers, interactive and medical devices, instruments, and consumables.
6.3.1.7	Computer classrooms (L. Tolstoy Building, rooms 4/12 and 4/15) with Internet access for independent work, familiarization with online resources, and video materials.

6.3.2 List of information reference systems and software

6.3.2.1	Pocket book of hospital care for children. 2nd edition/	Guidelines for the management of common childhood illnesses - http://apps.who.int/iris/bitstream/handle/10665/81170/9789241548373_eng.pdf?sequence=1
6.3.2.2	Training Course on Child Growth Assessment	https://www.who.int/childgrowth/training/module_h_directors_guide.pdf

6.3.2.3	The Harriet Lane	http://www.lebpedsoc.org/doc/HIGHLIGHTS%20FROM%20THE%20LITERATURE
6.3.2.4	Neonatology	http://ypeda.com/attachments/fil/Neonatology%20Management,%20Procedures,%20On%20Call%20Problems,%20Diseases,%20and%20Drugs%20(Gomella),%207th%20Edition%202013.pdf
6.3.2.5	Red Book (AAP)	https://redbook.solutions.aap.org/DocumentLibrary/RB12_interior.pdf

COURSE (MODULE) LOGISTICS	
7.1	Discipline is taught on the basis of the City Children's Clinical Emergency Hospital (CCCEH), a secondary level of health facilities. They have 6 specialized departments: the Department of Urgent Somatics, the Department of Urgent Neurology, the Department of Emergency Neonatology, Neonatal Resuscitation, the ENT Department, the Department of Kidney Pathology. Total: 200 beds. There are 3 standard equipped auditoriums with 12-30 seats (a block of desks, chalk, whiteboard, computer), a lecture hall for 120 seats (desk, blackboard, laptop, projector, microphone). Students have access to information stands (1 pc.), posters (10 pcs.), electronic library (30 textbooks), educational films (10 pcs.), clinical material base (medical history, laboratory tests, X-ray).
7.2	On the basis of the National Center for Maternal and Child Health (tertiary level of health facilities). There are 9 specialized departments: Department of Acute Respiratory Pathology, Department of Gastroenterology, Allergology Department, Department of Hematology, Department of Cardiorheumatology, Department of Endocrinology, Nephrology Department, Department of Neonatal Pathology, Intensive Care Unit. Total - 230 beds. There are 8 standard equipped auditoriums with 96 seats (block desks, chalk, marker boards). Students have access to posters (70pcs), an electronic library (30 textbooks), educational films (10 pcs.), clinical material base (medical history, laboratory tests, X-ray).
7.3	The department is equipped with a multimedia complex (laptop, personal computer, projector).

8. COURSE (MODULE) PROFICIENCY METHODICAL GLUIDELINES (FOR STUDENT)

TECHNOLOGICAL MAP OF THE DISCIPLINE (APPENDIX 7).
Methodical recommendations for the study of the discipline
Recommendations for using materials of the educational and methodical complex
Specificity in the study of the section on Propaedeutics of childhood diseases consists in using the basic teaching methods: the work of students in lectures, practical exercises, when studying individual topics, the use of visual aids (posters, models, multimedia slides), followed by a demonstration of thematic patients.
On the first lesson, the teacher brings to the attention of students those conditions and requirements that must be observed throughout the work on the discipline.
Studying the discipline "Pediatrics" provides for the mastery of 34 topics that are implemented in the learning process in the form of active, interactive forms, independent work, with the aim of forming and developing students' professional skills.
MODULAR CONTROL ON DISCIPLINE INCLUDES:
1. Current control: mastering of educational material in classroom lectures (lectures, practical ones, including attendance and activity) and compulsory tasks for independent work.
2. Border control: checking the completeness of knowledge and skills on the material of the module as a whole. The execution of the modular control tasks is carried out in written form and is an obligatory component of the modular control.
3. Intermediate control - the completed documented part of the academic discipline (11 semester - credit, 12 semester - exam) - a set of closely connected test modules
4. BASIC REQUIREMENTS FOR INTERMEDIATE CONTROL:
1. At the appearance for examinations and tests students are required to have with them a student's book, which they present to the examiner at the beginning of the exam or to the teacher in the standings. Teachers are given the right to put a credit without a questionnaire, to those students who scored more than 60 points for current and foreign control. On the intermediate control the student should correctly solve the complex task on pediatrics containing questions - («knowledge») and correctly to estimate a situation («skills», «expertise»).
2. Evaluation of the intermediate control:
- min 20 points - Questions for checking the level of training KNOWLEDGE (if the student correctly formulates the basic concepts when answering the questions asked);
- 20-25 points - Tasks for checking the level of training SKILLS and EXPERTISE (in case the student correctly formulates the essence of the problem given in the ticket and gives recommendations on its solution);
- 25-30 points - Tasks to check the level of training SKILLS and EXPERTISE (in case of complete fulfillment of the control task).
BASIC REQUIREMENTS FOR CURRENT CONTROL:
In constructing a practical lesson, teachers adhere to the following general indicative plan:
1) Organizational stage of the session (time - up to 2%):
a) the muster;
b) assigning the following topic to the house;
c) motivation of the topic of this practical lesson;
d) familiarize students with the goals and the plan of the activity;
2) Control and correction of the initial level of knowledge (time - up to 20%):
a) frontal survey;
b) correction by the teacher of theoretical knowledge of students;

3) stage of demonstration by the teacher of thematic patients (time - up to 15%);
4) stage of independent work of students at the patient's bed (time - up to 45%);
5) the final stage of the session (time - up to 18%):
a) final control of the generated practical skills and skills in the analysis of patients examined by students (patient curation);
b) summing up the results of a practical lesson (the teacher's description of the fulfillment of all the objectives of the lesson by the student and an individual assessment of knowledge and skills).
II. RECOMMENDATIONS FOR THE ORGANIZATION OF THE INDEPENDENT WORK OF THE STUDENT:
1. Tips for planning and organizing the time necessary for studying the discipline.
It is recommended that the following time be organized in order to study the discipline:
• The study of the lecture notes on the same day, after the lecture - 15-20 minutes.
• The study of the lecture notes the day before the next lecture - 15-20 minutes.
• The study of theoretical material on the textbook and abstract is 1.2 hours per week.
• Preparation for a practical lesson - 2 hours.
• Only a week - 3-4 hours.
2. Description of student actions:
To understand the material and its qualitative assimilation, the following sequence of actions is recommended:
• After listening to the lecture and completing the training sessions, in preparation for the next day's activities, you must first review and consider the text of the lecture heard today (10-15 minutes).
• In preparation for the lecture of the next day, you need to review the text of the previous lecture, think about what the topic of the next lecture might be (10-15 minutes).
• Within a week, select the time (1-hour) for working with the recommended literature in the library.
• When preparing for the next day's practical exercises, you must first read the basic concepts and approaches on the topic of homework. When performing an exercise or task, you first need to understand what is required in the task, what theoretical material to use, and outline a plan for solving the problem.
3. Recommendations on the use of materials of educational-methodical complex: It is recommended to use methodological instructions for the course and the text of lectures of the teacher.
4. Recommendations for working with literature: The theoretical material of the course becomes more understandable when, in addition to listening to the lecture and studying the abstract, books are also studied. It is easier to master the course, adhering to one textbook and a synopsis. It is recommended, in addition to "memorizing" the material, to achieve a state of understanding of the subject matter of the discipline. For this purpose, it is recommended, after studying the next paragraph, to perform several simple exercises on this topic. In addition, it is very useful to mentally ask yourself the following questions (and try to answer them): what is this paragraph about? What new concepts are introduced? what is their meaning? which will give it in practice?
5. Tips for preparation for boundary and intermediate control: In addition to studying the lecture notes it is necessary to use the textbook. In addition to "memorizing" the material, it is very important to achieve a state of understanding of the studied subjects of the discipline. To this end, it is recommended that after a study of the next paragraph, several exercises be carried out on this topic. In addition, it is very useful to mentally ask yourself the following questions (and try to answer them): what is this paragraph about? what new concepts are introduced, what is their meaning? which will give it in practice? When preparing for interim control, one must study the theory: the definitions of all concepts and approaches to evaluation to the state of understanding the material and independently solve several typical problems from each topic. When solving problems, it is always necessary to be able to interpret qualitatively the outcome of the solution.
6. Instructions on the organization of work on the performance of homework. When doing homework, you must first read the basic concepts and approaches on the topic of the assignment. When performing an exercise or task, you first need to understand what is required in the task, what theoretical material to use, outline the plan for solving the problem, and then proceed to calculations and make a qualitative conclusion.
7. In preparation for intermediate and boundary controls, one must study the theory: the definitions of all concepts and approaches to evaluation to the state of understanding the material and independently execute several standard tasks.
8. Work off the missed classes. Control over the assimilation of the students of the material of the curriculum of discipline is carried out systematically by the teacher of the department and is reflected in the teacher's journal and in points. A student who has received an unsatisfactory assessment of the current material is required to prepare this section and answer it to the teacher in an individual interview.
Missed without any good reason, the lecture should be worked out by the method of oral interview with the lecturer and preparation of the abstract according to the materials of the missed lecture within two weeks from the day of the admission (the essay should be author's, and written "by hand", the volume of the abstract is not less than 20 pages).
Training of missed practical classes.
-Each practical class, missed by a student without a good reason, is worked out without fail. The tests are conducted according to the schedule of the department coordinated with the dean's office.
-Procedures should be worked out within 10 days from the date of the admission. Missed by a student without good reason, the seminar classes are practiced for no more than one lesson per day. Missed classes for a good reason (due to illness, omissions with the permission of the dean's office) are processed according to the thematic material without the hours.
-Student who has not worked out a pass in the established terms is allowed to the next classes only if there is a permission of the dean or his deputy in writing. It is not allowed to eliminate students from the next seminar session who are poorly prepared for these studies.
-For students who missed the seminar because of a long illness, the work should be conducted after the dean's permission on an individual schedule coordinated with the department.
-In exceptional cases (participation in interuniversity conferences, competitions, olympiads, duty, etc.), the dean and his deputy may, in agreement with the department, free students from working off some missed classes.

RECOMMENDATIONS FOR PREPARATION OF PRESENTATION:
Multimedia presentations are a kind of independent work of students on creation of visual information grants made with the help of multimedia computer program PowerPoint. This type of work requires coordination of the student's skills in collecting, systematizing, processing information, processing it in the form of a collection of materials that briefly reflect the main issues of the topic being studied, in electronic form. That is, the creation of presentation materials expands the methods and means of processing and presentation of educational information, forms students' computer skills. The presentation materials are prepared by the student in the form of slides using Microsoft PowerPoint.

Requirement for students to prepare a presentation and protect it in class in the form of a report.
1. The presentation theme is chosen by the student from the proposed list of Federal Education Standards (FES) and must be consistent with the teacher and correspond to the subject of the lesson.
2. Stages of preparation of the presentation Drawing up a presentation plan (setting the task; goals of this work) Thinking through each slide (at first you can do it manually on paper), while it is important to answer the following questions: - How does the idea of this slide reveal the main idea of the whole presentation? - What will be on the slide? - What will be said? - How will the transition be made to the next slide?
3. Making a presentation using MS PowerPoint:
- It makes sense to be neat. The slovenly made slides (inconsistency in the fonts and indents, typographical errors, typographical errors in the formulas) arouse suspicion that the student - speaker came up too lightly to the substantive issues.
- The title page is necessary to introduce you to the audience and the topic of your report.
- The number of slides is no more than 30.
- The optimal number of lines on a slide is from 6 to 11.
- A common mistake is to read the slide verbatim. Best of all, if the slide will be written detailed information (definitions, formulas), and the words will tell their meaningful meaning. The information on the slide can be more formal and strictly stated than in speech.
- The optimal switching speed is one slide in 1-2 minutes.
- It is welcomed to use in the presentation more figures, pictures, formulas, graphs, tables.
- When explaining tables, it is necessary to say what the rows correspond to, and what the columns correspond to. - Enter only those designations and concepts, without which the understanding of the main ideas of the report is impossible.
- In a short speech, you cannot repeat the same thought, even if in other words - time is precious.
- Any phrase should be said for some reason. Then the performance will be solid and will leave a good impression.
- The last slide with conclusions in short presentations is not necessary to pronounce.
- If there are a lot of formulas on the slide, it is recommended to type it completely in MS Word (otherwise the formulas have to be placed and aligned on the slide manually). For this, it is convenient to make a blank - an empty slide with one large Word object “Insert / Object / Microsoft Word Document”, pick up its size once and multiply it by the required number of slides. It is recommended to change the main font in the text and formulas to Arial or similar; Times font looks bad from afar. Be sure to set the main font size in MathType to the main font size in the text.
Never level the size of the formula by hand, pulling it out of the corner

4. The student is obliged to prepare and make a report in a strictly allotted time by the teacher, and in time.

5. Instructions to speakers.
- to report new information;
- use technical means;
- know and be well versed in the subject of the entire presentation;
- be able to discuss and quickly answer questions;
- strictly follow the established regulations: speaker - 10 min.; discussion - 5 min.;
It must be remembered that the speech consists of three parts: the introduction, the main part and the conclusion. Introduction helps to ensure the success of performances on any topic. The introduction should contain:
- the title of the presentation;
- the message of the main idea;
- modern evaluation of the subject matter;
- a brief listing of issues addressed;
- lively interesting form of presentation;
The main part, in which the speaker has to deeply reveal the essence of the topic touched upon, is usually based on the principle of a report.
The task of the main part is to provide enough data so that the audience will be interested in the topic and want to get acquainted with the materials. At the same time, the logical structure of the theoretical block should not be given without visual aids, audio - visual and visual materials. Conclusion is a clear, clear summary and brief conclusions that students are always waiting for.

RECOMMENDATIONS ON WRITING AN ABSTRACT
The topic of the abstract is chosen in consultation with the teacher. It is important that the essay: first, both the scientific and social aspects of the problem are highlighted; and secondly, both general theoretical provisions and specific examples are presented.
The abstract should be based on the study of several additional sources to the main literature. As a rule, these are special monographs or articles. It is recommended to use the following scientific journals as supplementary literature:
“Pediatrics,” “KRSU Bulletin,” “Healthcare of Kyrgyzstan,” “KGMA Bulletin,” and other publications, as well as newspapers

specializing in medical topic.
Abstract plan must be copyright. It shows the approach of the author, his opinion, analysis of the problem. All the facts and borrowed considerations presented in the abstract should be accompanied by references to the source of information. It is unacceptable to simply group the abstract from pieces of borrowed text. All quotations should be presented in quotes with the source and page in brackets. The absence of quotes and links means plagiarism and, in accordance with established scientific ethics, is considered a gross violation of copyright.
The abstract is drawn up in the form of text on sheets of a standard format (A-4). It begins with a title page in which the name of the university, the discipline, the topic of the abstract, the name and initials of the student, the number of the academic group, the year and geographical location of the university are indicating. Then follows the table of contents with the indication of the pages of sections. It is desirable to subdivide the text of the abstract into sections: chapters, sub-chapters and headline them. Use in the abstract of quantitative data and illustrations (graphs, tables, diagrams, drawings) is welcomed.
Completing the abstract sections "Conclusion" and "References". The conclusion presents the main conclusions, clearly formulated in a thesis form and, usually, numbered. References should be compiled in full compliance with the current standard (rules), including special placement of punctuation marks. For this, it is enough to use as an example any book published by major scientific publishing houses. Or the above list of references. In the general case, the most frequently used order of bibliographic references in our country is as follows:
1. Author I.O. Title of the book. Place of publication: Publisher, Year of publication. The total number of pages in the book.
2. Author I.O. Article title // Journal title. The year of publishing. Tom__. No. __. Pages from __ to ___.
3. Author I.O. Title of the article / Title of the collection. Place of publication: Publisher, Year of publication. Pages from_to_.

SITUATIONAL TASK. BENCHMARK FOR ANSWER
Situational task
1. A boy K, 10 years old, was admitted to the pediatric pulmonology department with complaints of a painful paroxysmal cough, worse during the night and morning. Medical history: ill for 1.5 months when, after working with magazines and books, there was a barking cough, hoarseness. He was treated on an outpatient basis for obstructive bronchitis: Bromhexin, Acetylcysteine. Positive dynamics from the treatment was not observed. Anamnesis vitae: a child from the first pregnancy, first term labor, pregnancy proceeded with the threat of miscarriage in the first trimester. Childbirth by caesarean section. Grew up and developed according to age standards. Observed by an allergist for atopic dermatitis. Since 8 years of episodes of obstructive bronchitis 2 3 times a year. Mom suffers from pollinosis, allergic conjunctivitis. Objective examination: The state of the child of moderate severity. Pale skin, cyanosis of the nasolabial triangle. Nose breathing is difficult. Physical examination: hard breathing is heard in the lungs, not numerous dry rales on both sides are heard on the exhale. RR 30 per minute. Heart sounds are clear, rhythmic, HR 88 per minute. Abdominal palpation is available, soft. The chair is regular decorated. Pees freely.
1. What is your presumptive diagnosis?
2. What additional examinations are needed to confirm the diagnosis?
3. What data history indicate the likelihood of the disease.
4. Treatment plan.
5. Child management program.

Answer standard for task 1:
1. Bronchial asthma, atopic, light persistent, seizure period, respiratory failure-I. Allergic rhinitis, persistent.
2. Spirogram with salbutamol, peak flow measurement, chest radiography, hemogram, general and specific Jg E
3. Burdened family and personal allergic anamnesis
4. Emergency therapy: oxygen therapy, systemic glucocorticosteroids, repeated inhalations of β2-agonists of short action
5. Elimination of causative allergens, selection baseline therapy and quarterly correction.

CURATION OF THE PATIENT
The patient's curation must be carried out according to the scheme indicated in section 5.3.
1. To collect and evaluate the history of life and illness of the child.
2. To collect the genealogical history, to determine the hereditary predisposition.
3. Carry out a physical examination of the child and evaluate the data obtained in accordance with the age norm (HR, RR, BP, etc.)
4. Evaluate the data of clinical tests:
- blood (general analysis, clotting time, bleeding time, platelet count (for sugar); content in blood serum;
- bilirubin, ALT, AST; electrolyte and alkaline phosphatase concentration; protein content and protein fraction; the content of uric acid and creatinine; blood test for ASL-O, seromukoid, CRP);
- urine (general analysis, according to Nechiporenko and Kakovsky-Addis, for the degree - bacteriuria, uroleukocytogram); Rate the glycemic profile;
Evaluate the glucosuric profile;
Evaluate standard glucose tolerance test;
Evaluate the analysis of coprological research;
To assess the radiograph in the study of the stomach with barium;
Evaluate the data of X-ray examination of the chest and bone system of the child;
Evaluate the results of fibrogastroscopy;
Evaluate the Zimnitsky sample, know the urine collection technique in newborns and infants;
5. To be able to prepare the child for the study of feces for hidden blood;
6. To assess the physical development of children of different ages;
7. Assess the psychomotor development of children under the age of five;

8. To diagnose, conduct a differential diagnosis, draw up and implement a treatment, rehabilitation and prevention plan for: - diseases of the neonatal period;
- diseases in young children;
- congenital malformations;
- delays in the physical and psychomotor development of children;
- acute and chronic respiratory diseases in children;
- acute and chronic diseases of the cardiovascular system in children;
- acute and chronic diseases of the gastrointestinal tract in children;
- acute and chronic diseases of the biliary system in children;
- acute and chronic diseases of the genitourinary system in children;
- acute and chronic diseases of the endocrine system in children;
- anemia and hemorrhagic diathesis in children;
- background diseases in children.
9. Prepare medical records: a child’s medical history.

Appendix 6

THE SCALE OF SITUATIONAL TASKS ASSESSMENT

(landmark, current, intermediate controls)

№	Name of the indicator	Mark (%)
1	The correctness of the interpretation of the available in the task analysis and methods of the survey	0-20
2	Correct selection of additional diagnostic methods	0-10
3	The correctness of the differential diagnosis with two disease	0-20
4	The correctness of the clinical diagnosis, according to generally accepted classifications and its rationale	0-25
5	The correctness of the appointment and the rationale for treatment	0-25
	Total	amount of points

THE SCALE FRONTAL SURVEY ASSESSMENT

(current control)

№	Name of the indicator	Mark (%)
1	Persuasive answer	0-10
2	Understanding of the issues and the adequacy of interpretation, the depth and completeness of the disclosure of the question	0-30
3	Ability to explain, draw conclusions and generalizations when answering	0-30
4	Logical and consistent response	0-15
5	Ability to answer additional questions	0-15
	Total	amount of points

THE SCALE OF TEST ASSESSMENT
(landmark, current, intermediate controls)

1. In one test task 20 closed questions.

2. For assignments are given ready-made answers to choose from, one correct and the other incorrect.

3. The student needs to remember: in each task with the choice of one correct answer, the correct answer should be.

4. For each correct answer – 5%.

5. The total score is defined as the amount of interest earned.

THE SCALE OF REPORT WITH PRESENTATION ASSESSMENT

(landmark control)

№	Name of the indicator	Mark (%)
The form		**10**
1	Division of the text into the introduction, main part and conclusion	0-5
2	Logical and understandable transition from one part to another, as well as within parts	0-5
Content		**50**
1	Matching topic	0-10
2	The presence of the main topic (thesis) in the introductory part and the orientation of the introductory part to the reader	0-10
3	The development of the theme (thesis) in the main part (disclosure of the main provisions through a system of arguments, supported by facts, examples, etc.)	0-15
4	The presence of findings corresponding to the theme and content of the main part	0-15
Presentation		**25**
1	Title page with title	0-2
2	Slide design and use of additional effects (slide change, sound, graphics)	0-5
3	The text of the presentation is written shortly, well and well-formed ideas are clearl y set out and structured	0-10
4	Slides are presented in a logical sequence	0-5
5	Slides printed in notes format	0-3
Report		**15**
1	The accuracy and accuracy of speech during protection	0-5
2	Width of vision (answers to questions)	0-5
3	Implementation of the regulations	0-5
	Total	amount of points

THE SCALE OF ABSTRACT ASSESSMENT
(landmark control)

№	Name of the indicator	Mark (%)
1	In the introduction, a clearly formulated thesis, corresponding to the topic of the abstract, the task is completed to interest the reader	85-100
2	Division of the text into the introduction, main part and conclusion	
3	In the main part the advanced thesis is logical, coherent and fully proved	
4	The conclusion contains conclusions that logically follow from the content of the main part	
5	Correctly (appropriately and sufficiently) various means of communication are used	
6	All requirements for the task are met	
7	When defending an essay, he demonstrates a complete understanding of the problem and does not use simplistic-primitive language to express his thoughts	
1	In the introduction, a clearly formulated thesis, corresponding to the topic of the abstract, to a certain extent, the task is carried out to interest the reader	75-84
2	In the main part, the proposed thesis is logical, coherent, but not sufficiently proved	
3	The conclusion contains conclusions that logically follow from the content of the main part	
4	A variety of communications is appropriately used	
5	When defending an abstract, he demonstrates an understanding of the problem and does not use simplistic-primitive language to express his thoughts	

1	In the introduction, the thesis is not clearly formulated and does not quite correspond to the topic of the abstract	60-74
2	In the main part, the thesis advanced is not proved logically (convincingly) and consistently	
3	The findings do not fully comply with the content of the main part	
4	Not enough or, conversely, various means of communication are excessively used	
5	When defending an essay, it does not demonstrate a complete understanding of the problem and the language of work as a whole does not correspond to the level of the corresponding course	
1	In the introduction the thesis is missing or does not correspond to the topic of the abstract	40-59
2	Division of the text into the introduction, main part and conclusion	
3	In the main part there is no logical consistent disclosure of the topic	
4	Conclusions do not follow from the main part	
5	Communication tools do not provide a coherent presentation of the material	
6	There is no division of the text into the introduction, main part and conclusion	
7	When defending an essay, it demonstrates a complete lack of understanding of the problem and the language of work can be assessed as “primitive”	
1	The work is written off topic	Less then 40
	Total	amount of points

THE SCALE OF CURATION OF PATIENT ASSESSMENT
(landmark control)

№	**Name of the indicator**	**Mark (%)**
1	Curator's report on the patient: general information, complaints, history of life, history of the disease, objective data upon admission, dynamics of clinical data (on the day of supervision and analysis), features of clinical data	0-20
2	Preliminary diagnosis	0-5
3	Plan additional examination of the patient	0-10
4	Justification of the diagnosis (main, concomitant, complications) and decoding according to accepted classifications	0-10
5	Дифференциальная диагностика основного заболевания.	0-10
6	Осложнения	0-5
7	Individual features of the etiology, pathogenesis (with the explanation of individual syndromes), the clinical course of the disease in this patient	0-10
8	The main links of pathogenetic therapy	0-10
	Features of treatment of this patient (main and concomitant diseases, complications): a) stepwise treatment (regimen, diet, medications) b) therapy for syndrome c) explanation of the mechanism of action of drugs d) estimated doses, courses, intervals, schemes	0-20
	Total	amount of points

SCALE FOR PRACTICAL SKILLS EVALUATION (%)

The mark (85-100) assesses the correct implementation of the method of somatic examination of the patient, the student names the research methods, demonstrates the research methodology, gives clear instructions when assessing the

state of a healthy and sick child, follows these principles and individual approach to the patient.

The mark (70-84) assesses the correct implementation of the method for assessing the indicators of physical and neuropsychic development in a healthy child; observation in the case of assessing the state a child with recurrent or chronic pathology, follows ethical-deontological principles and an individual approach to the patient.

Mark (60-69) assesses the implementation of the method of somatic examination of the patient, the student does not give the full name of the research methods, demonstrates inaccuracies in the demonstration of the research methodology, makes it difficult to advise patients with acute, recurrent or chronic pathology at the outpatient treatment stage, parents to care for a healthy child of different ages, on the organization of food is not complete, complies with ethical-deontological principles.

The mark (0-59) is exhibited when not conducting a method of somatic examination of the patient, the student does not demonstrate the skills of studying the physical, neuropsychic development of children, cannot demonstrate the technique of studying organs and systems, finds it difficult to give recommendations to a patient with acute, recurrent or chronic pathology on an outpatient basis the stage of treatment, the parents for the care of a healthy child of different ages, the organization of nutrition is not complete, complies with ethical and ethical principles, there is no individual approach to the patient.

SCALE ESTIMATION OF THEORETICAL TASK
(landmark control)

№	Name of the indicator	Mark (%)
1	Question 1	0-100
2	Question 2	0-100
3	Question 3	0-100
4	Question 4	0-100
	Total	Arithmetic average (total points / 4)

Each issue of the ticket is evaluated:

"85-100%" deep and lasting assimilation of the material of the topic or section; complete, consistent, competent and logically stated answers; demonstration by students of knowledge in the volume of the passed program and additionally recommended literature; reproduction of educational material with the required degree of accuracy.

"75-84%" presence of minor errors, confidently corrected by the student after additional and leading questions; demonstration of knowledge by students in the amount of the program completed; clear presentation of educational material.

"60-74%" the presence of insignificant errors in the response, not corrected by students; demonstration to learners of not enough complete knowledge of the program completed; not structured, not harmonious presentation of educational material in response.

“Less than 60%” not knowing the material of the topic or section; serious errors occur during the response.

Appendix 7

Course Technology Map Specialty: «General Medicine» Discipline: Pediatrics; Year 4, Semester 7, Credit units (CU) - 5, reporting form – pass.					
Title of module according to WPD	**Type of control**	**Form of control**	**Minimal credit points**	**Maximum credit points**	**Week of control**
7 Semester					
Part 1					
Periods of childhood. Physical and psycho-motor development of children. Anatomical and physiological features of skin, subcutaneous.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	2/10
	Midterm examination	Situational tasks.	2	5	
Part 2					
Anatomical and physiological features of respiratory, cardiovascular.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	3/11
	Midterm examination	Situational tasks.	2	5	
Part 3					
Anatomical and physiological features of hematopoietic, urinary systems.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	4/12
	Midterm examination	Situational tasks.	2	5	
Part 4					
Anatomical and physiological features of digestive systems. Feeding.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	6/14
	Midterm examination	Presentation of Student Papers.	2	5	
Part 5					
Neonatology. Outpatient pediatrics.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	8/16
	Midterm examination	Presentation of Student Papers.	2	5	
Total			40	70	
Semester Assessment Rating for the Discipline:			**60**	**100**	

Course Technology Map

Specialty: «General Medicine» Discipline: Pediatrics; Year 4, Semester 8,

Credit units (CU) - 5, reporting form – pass.

Title of module according to WPD	Type of control	Form of control	Minimal credit points	Maximum credit points	Week of control
8 semester					
Part 6					
Deficient conditions of young children (anemia, rickets, acute and chronic nutrition disorders).	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	24/35
	Midterm examination	Situational tasks.	2	5	
Part 7					
Diseases of the respiratory system in children.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	26/37
	Midterm examination	Patient medical record.	2	5	
Part 8					
Diseases of the cardiovascular system in children. Hemorrhagic diathesis	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	27/38
	Midterm examination	Situational tasks. Hemodynamics.	2	5	
Part 9					
Diseases of the gastrointestinal tract in children. Pathology of the kidney and urinary tract in children. Diseases of the endocrine system	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	29/40
	Midterm examination	Test. Situational tasks.	2	5	
Part 10					
Outpatient pediatrics.	Formative assessment	Frontal survey, test, practical skills, attendance	6	9	31/42
	Midterm examination	Presentation of Student Papers.	2	5	
Total			40	70	
Midpoint assessment (Exam)		**Theoretical task** **Situational task** **Practical skills.**	20	30	32/43
Semester Assessment Rating for the Discipline:			**60**	**100**	