Federal state budgetary educational institute of the higher education

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

**INSTRUCTIONS**

**FOR THE INDEPENDENT WORK OF STUDENTS**

**BY DISCIPLINE**

**ANATOMY**

majoring in (specialty)

31.05.01 Therapy

Faculty of foreign students

It is part of the main professional educational program of higher education *31.05.01. General Medicine, Faculty of Foreign Students* approved by the Academic Council of the Orenburg state medical university record No. 9 dated April 30th, 2021 and approved by the rector of the OrSMU of the Ministry of Health of Russia on 30.04.2021 .

Orenburg

1. **Explanatory note**

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

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

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

The discipline "Anatomy" belongs to the basic part of the disciplines of the Federal State Educational Standard of Higher Education in the specialty 31.05.01 Therapy and is implemented in accordance with the curriculum of the OrGMU.

The teaching of students of "Anatomy" in a medical university is carried out on the basis of the continuity of knowledge, skills and competencies obtained in general educational institutions in biology, chemistry, physics, and foreign languages.

The purpose of independent work is to ensure the high quality of professional training of a specialist, the formation and development of general competencies defined in the Federal State Educational Standard of Higher Education, the formation and development of general professional competencies corresponding to the main types of professional activity.

The tasks of independent work are the systematization, consolidation, deepening of theoretical knowledge, the formation of practical skills among students, including the skills of working with normative and reference literature, the development of creative initiative, independence, responsibility and organization, the ability to professional self-development, self-improvement and self-realization, mastering the practical skills of using information and communication technologies in professional activities.

As a result of performing independent work on the discipline, the student must: master knowledge about the structure and functional features of the body as a whole, its systems and individual organs, know the rules, ethics and deontology of behavior in the anatomical theater, know the essence of biological processes occurring in a living organism; develop the ability to use educational, scientific, popular science literature, anatomical tools and equipment, demonstrate organs, vessels and nerves on anatomical natural preparations and their dummies, medical and anatomical conceptual apparatus.

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Topic of the independentwork | Formof the independent work | Form of the independent work control | Form of the contactwork duringthe currentcontrol |
| 1 | 2 | 3 | 4 | 5 |
| Independent work within the module |
|  | Module«Bones and their connections» | work with the lecture notes; work on the educational material (textbook, primary source, additional literature) | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work  |
|  | Module «Myology» | work with the lecture notes; work on the educational material (textbook, primary source, additional literature) | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work  |
|  | Module «Splanchnology» | work with the lecture notes; work on the educational material (textbook, primary source, additional literature) | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work  |
|  | Module «Anatomy of the arterial, venous, lymphatic systems» | work with the lecture notes; work on the educational material (textbook, primary source, additional literature) | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work  |
|  | Module «Central nervous system and sensory organs» | work with the lecture notes; work on the educational material (textbook, primary source, additional literature) | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work  |
|  | Module «Anatomy of the peripheral and autonomic nervous systems» | work with the lecture notes; work on the educational material (textbook, primary source, additional literature) | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work  |
| Independent work in the framework of practical classesof the module " Bones and their connections» |
|  | Topic: «Introduction into human anatomy. Conversation on the topic: Axes and planes (CIW).  | working on educational material, working with macro preparations | interview for control questions, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «General characteristics of vertebrae. Structure of the cervical, thoracic, lumbar vertebrae, sacrum, coccyx, ribs and sternum» | working on educational material, working with macro preparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Bony joints. Classification of the joints. Basic and axillary elements of the synovial joint. Joints of the trunk bones» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Bones and joints of the shoulder girdle and free upper limb» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Bones of the pelvic girdle and free lower limb» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « Joints of the pelvic girdle. The pelvis as a whole, sizes of the female pelvis. Joints of the lower limb bones» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « Introduction into craniology. Bones of the neurocranium». | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Viscerocranium. Temporomandibular joint.» Conversation on the topic: Individual and specific features of the skull (CIW).  | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: Skull topography. Orbit, nasal cavity, temporary fossa, pterygopalatine fossa. | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | The final lesson. | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations;testing. | classroom work, extracurricular work  |
| Independent work in the framework of practical classesof the module " Myology» |
|  | Topic: «Introduction into myology. The muscles of the head and neck. Fascia of the neck. Neck topography» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « Back muscles. Chest and abdominal muscles. Inguinal canal. Diaphragm» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Muscles of the pectoral girdle and free upper limb. Topography of the pectoral girdle and upper limb. Synovial sheaths of hand» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Pelvic girdle and free lower limb muscles. Topography of the pelvis and free lower limb».  | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Topography of the pelvis and free lower limb» | working on educational material, working with macropreparations | interview for control questions, description of macro (micro) preparations; test of practical skills. | working on educational material, working with macropreparations |
|  | The final lesson. | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations,testing. | classroom work, extracurricular work  |
| Independent work in the framework of practical classesof the module " Splanchnology» |
|  | Topic: «Introduction into splanchnology.Review of a structure of the respiratory system organs. Anatomy of the nasal cavity, larynx, trachea» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic «Lungs. The bronchial and alveolar tree. Anatomy of the pleura and mediastinum». Conversation on the topic: Topography of the pleura and lungs (CIW).  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Vessels of a greater (systemic) and lesser (pulmonary) circles of the blood circulation. External and internal structure of a heart. The heart blood supply. | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « The heart topography (borders and places of listening of valves)»Pericardium. Mediastinum». Conversation on the topic: The fetal blood circulation (CIW) | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Review of the digestive system organs. Mouth, oral cavity, major salivary glands, teeth, tongue, pharynx, soft palate» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Anatomy of the esophagus, stomach, small and large intestine.  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « Liver. Pancreas. Spleen. Topography of the digestive system organs. Regions of an anterior abdomen wall». | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « Peritoneum (course, types of a covering of organs and derivatives). | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | The final lesson. I part. | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations,testing. | classroom work, extracurricular work  |
|  | Topic: «Anatomy of the urinary system organs. Adrenal glands. Retroperitoneal space». | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Anatomy of the female genital system. Cellular spaces and fasciae of a lesser pelvic. Perineum.» Conversation on the topic: The menstrual cycle (CIW) | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Anatomy of the male genital system.» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Anatomy of the endocrine system» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Anatomy of the lymphoid system» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | The final lesson. II part. | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations,testing. | classroom work, extracurricular work  |
| Independent work in the framework of practical classesof the module " Anatomy of the arterial, venous, lymphatic systems» |
|  | Topic: «Aorta. Branches of the aortic arch (external and internal carotid, subclavian arteries): topography, branches, the area of blood supply. Thoracic aorta». Conversation on the topic: Blood supply of the brain and spinal cord (CIW) | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Arteries of the shoulder girdle and upper limbs: topography, branches, the area of blood supply. Collateral blood supply of the upper limbs. Blood supply of the main joints of the upper limbs».  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «External iliac artery. Arteries of the pelvic girdle and lower limbs: topography, branches, the area of blood supply. Collateral blood supply of the lower limbs. Blood supply of the main joints of the lower limbs».  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Abdominal aorta (topography, branches, the area of blood supply). Blood supply and arterial anastomoses of the internal organs. Internal iliac artery (topography, branches, the area of blood supply)». | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Venous system. Superior vein cava and Inferior vein cava (formation, topography, tributaries and sources).  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Cava-caval and porto-caval anastomoses. Venous blood outflow from the head and neck organs». | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «The lymphatic, system». Conducting a conversation on the topic: Lymph outflow from the organs (CIW)  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | The final lesson. | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations;testing. | classroom work, extracurricular work  |
| Independent work in the framework of practical classesof the module " Central nervous system and sensory organs» |
|  | Topic: «Introduction into CNS. Spinal cord (external and internal structure). Reflex arches of somatic and autonomic reflexes». Conducting a conversation on the topic: Meninges and intermeningeal spaces of a spinal cord (CIW). | working on educa-tional material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «The hindbrain (bulb, pons, cerebellum): external and internal structure. The fourth ventricle. Topography of cranial nerves nucleus (projection of cranial nerves nuclei to a rhomboid fossa)» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Midbrain. Brain isthmus. Reticular formation. Diencephalon. The third ventricle. Brain trunk.» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «External and internal structure of a cerebrum (telencephalon). Lateral ventricles. Localization of the cortical ends of analyzers. Olfactory brain. Limbic system. Cranial meninges. Cerebrospinal fluid circulation.» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Tracts. Voluntary and involuntary sensory tracts. Voluntary motor tracts. Extrapyramidal system» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations, test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Structure of the organ of hearing and balance. Auditory tract. Structure of the vision organ and its accessory structures. Visual tract. Organ of smell, olfactory tract». | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations,test of practical skills. | classroom work, extracurricular work  |
|  | Final lesson  | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations,testing. | classroom work, extracurricular work  |
| Independent work in the framework of practical classesof the module " Anatomy of the peripheral and autonomic nervous systems» |
|  | Topic: «I - VI pairs of the Cranial Nerves (nuclea, conduction structure, exit places from a brain and from a skull, branches and zone of their innervation). Arch of the pupillary reflex.» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations;test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «VII - XII pairs of the Cranial Nerves (nuclea, conduction structure, exit places from a brain and from a skull, branches and zone of their innervation).» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations;test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «The autonomic nervous system. The parasympathetic part. The sympathetic part. The somatic and autonomic nervous arches.» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations;test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Innervation of organs. Formation of the spinal nerves. Cervical plexus (branches, topography and zone of the innervation)». Conducting a conversation on the topic: The autonomic plexuses (CIW). | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations;test of practical skills. | classroom work, extracurricular work  |
|  | Topic: « Thoracic spinal nerves. Brachial plexus (branches, topography and zone of the innervation).» | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations;test of practical skills. | classroom work, extracurricular work  |
|  | Topic: «Lumbar, sacral, coccygeal plexus (branches, topography and zone of the innervation).  | working on educational material, working with macropreparations | Interview for control questions, description of macro (micro) preparations;test of practical skills. | classroom work, extracurricular work  |
|  | The final lesson. | working on educational material, working with macropreparations | interview for control questions,description of macro (micro) preparations;test of practical skills, testing. | classroom work, extracurricular work  |

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

 **Methodical instructions for students**

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

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

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

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

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

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

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

Example 1

/-read one more time;

//-to outline the source;

?-unclear, requires clarification;

!-boldly;

S-is too difficult.

Example 2

= - it is important;

[ - make an extract;

[ ]- extracts are done;

! - it is very important;

? - need to look, not entirely clear;

 - basic definitions;

 - is of no interest

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Methodical instructions for students on preparation**

 **to practical training**

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

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

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

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

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

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

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

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

1. The introduction should:

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

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

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

2. The pre-notifications should:

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

- show its social, scientific or practical significance;

- to reveal previously known attempts to solve it.

3. In the process of argumentation it is necessary:

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

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

- to formulate a conclusion in general terms;

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

 4. In conclusion, it is advisable:

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

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

*Recommendations for drawing up a detailed response plan*

*to theoretical questions of practical training*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Algorithm for the task:**

1) to determine the purpose of the synopsis;

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

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

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

5) to highlight the main provisions of the text;

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

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

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

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

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