

Утверждено

Зав.кафедрой оториноларингологии

Тарасова Н.В. 30.05.2025



Procedure for organizing independent work at the Department of Otorhinolaryngology in the discipline "Otorhinolaryngology" for students who entered the educational program in 2022 and majored in the specialty 31.05.01 Medical Care, profile Medical Care, spring semester 2025-2026 academic year, full-time study

Students are faced with a huge amount of information that needs to be assimilated. The necessary material is not only presented in lectures (memorizing it is only a small part of the task), but also in textbooks, books, and articles. In some cases, it may be necessary to use online resources such as the Internet, EIOS, EBS, and others. The university learning system encourages students to be more independent in planning and organizing their activities. It can be quite difficult for a former schoolchild to do this: while in school, the daily supervision of a teacher forced students to constantly and systematically prepare for their classes, in university, the issue of knowledge level only becomes a pressing concern during the exam period. This situation can lead some students to indulge in spending the entire semester freely ("I'll learn it when I need to"), but when it's time for exams, there is so much material to memorize that no amount of memory can handle it in the remaining time.

Working with a book. When working with a book, it is necessary to select the literature, learn how to read it correctly, and keep records. The library uses alphabetical and systematic catalogs to select literature. It is important to remember that efficient book-working skills are always a great time and effort saver.

The correct selection of textbooks is recommended by the lecturer who is teaching the course. The necessary literature may also be specified in the course's teaching materials. When studying from a textbook, it is important to proceed to the next question only after fully understanding the previous one, and to write down all calculations and derivations (including those that are omitted in the textbook or given for independent derivation in the lecture). Independent individual work plays a significant role in the study of any discipline. Special attention should be paid to defining the main concepts of the course. The student should analyze the examples that explain such definitions in detail and be able to construct similar examples on their own. It is important to gain a clear understanding of the material being studied. It is helpful to create a reference outline. When studying from a textbook, it is advisable to supplement the lecture notes in a notebook (in designated fields). The student should also mark the questions that they have highlighted for further study..

The task of secondary reading is to fully understand the meaning of the whole (this may not be the second reading, but the third or fourth). Rules for independent work with literature. As mentioned earlier, independent work with textbooks and books (as well as independent theoretical research on the issues raised by the professor in lectures) is an essential condition for developing a scientific approach to knowledge. Here are some general tips:

- Make a list of books that you should familiarize yourself with; "do not try to memorize everything that you will not need in the near future," advises the student and young scientist G. Selye, –just remember where it can be found" (Selye, 1987. p. 325).

- Such a list itself should be systematized (what is necessary for seminars, what is necessary for exams, what is useful for writing term papers and theses, and what interests you beyond the scope of official academic activities, that is, what can expand your overall culture ...).

- Be sure to write out all the output data for each book (this will save a lot of time when writing papers).

- To figure out for yourself which books (or which chapters of books) should be read more carefully, and which should be just glanced through.

- When compiling lists of literature, you should consult with teachers and supervisors (or even with more prepared and erudite fellow students), who will help you better orient yourself,

- If you have not worked much with scientific literature before, then you should develop the ability to "perceive" complex texts; for this, the best technique is to learn to "read slowly" when you understand every word you read (and if the word is unfamiliar, then either with the help of a dictionary or with the help of a teacher, you must learn it). and it can take a long time (for some, up to several weeks or even months); experience shows that after that, the student by some "miracle" begins to literally swallow books and almost see "through the cover" whether the work is worthwhile or not ...

- "Either read or flip through the material, but don't try to read quickly... If I'm interested in the text, reading, thinking, and even fantasizing about it become a seamless process, while forced speed reading not only compromises the quality of reading but also lacks the sense of satisfaction that comes from contemplating what you've read," advises G. Selye (Selye, 1987, pp. 325-326). • There is another effective way to optimize your familiarity with scientific literature – you should get carried away with some idea and view all the books from the point of view of this idea. In this case, the student (or young scientist) will be as it were looking for arguments "for" or "against" the idea of interest, and at the same time he will be as it were communicating with the authors of these books about his ideas and reflections... The problem is only how to find "your" idea... Reading scientific text is part of cognitive activity. Its purpose is to extract the necessary information from the text. Her goal is to extract the necessary information from the text. The effectiveness of the action performed largely depends on the reader's awareness of their own internal attitude when accessing printed material (finding the necessary information, fully or partially assimilating it, critically analyzing the material, etc.).

There are four main approaches to reading a scientific text:

1. Information retrieval (the goal is to find and extract the information you need)
2. Assimilation (the reader's efforts are focused on understanding and memorizing the information presented by the author, as well as the logic of their reasoning)
3. Analytical and critical (the reader seeks to critically analyze and evaluate the material, forming their own opinion).
4. creative (creates in the reader a readiness in one form or another – as a starting point for their reasoning, as an image for action by analogy, etc. – to use the author's judgments, the course of his thoughts, the result of observation, the developed methodology, to supplement them, to subject them to a new check).

The existence of several types of reading is associated with the presence of different attitudes towards the scientific text:

1. bibliographic – viewing the cards of the catalog, the lists of recommendations, the summary lists of journals and articles for the year, etc.;

2. viewing – is used to search for materials containing the necessary information, it is usually used immediately after working with lists of literature and catalogs, as a result of such a view, the reader establishes which of the sources will be used in further work;

3. familiarization – implies a continuous, rather detailed reading of selected articles, chapters, individual pages, the goal is to get acquainted with the nature of the information, to find out what issues are brought by the author to consideration, to carry out the sorting of the material;

4. Exploratory reading involves a thorough understanding of the material. This type of reading demonstrates the reader's trust in the author, their willingness to accept the information presented, and their commitment to fully.

5. Analytical-critical and creative reading are two types of reading that are similar in that they involve solving research problems. The first type involves a directed critical analysis of both the information itself and the author's methods of obtaining and presenting it, while the second type involves finding the judgments and facts that the reader finds necessary to express their own thoughts about. Of the three types of reading discussed, the most important for students is the study type, which allows them to accumulate knowledge in various fields through their work with academic literature. This is why this type of reading should be mastered first as part of educational activities. In addition, mastering this type of reading helps to develop basic techniques that increase the effectiveness of working with scientific texts.

1. the author's statements without using factual material;

2. Citation is the verbatim copying of excerpts or passages from the text that most significantly reflect the author's idea;

3. Summarization is a brief and consistent presentation of the content of what has been read.

A summary is a complex way of presenting the content of a book or article in a logical sequence. A summary accumulates previous types of recording and allows you to comprehensively cover the content of a book or article. Therefore, the ability to create a plan, theses, and other notes determines the technology of creating a summary.

Methodological recommendations for creating a summary:

1. Read the text carefully. Check the meaning of unfamiliar words in the reference literature. When writing, do not forget to write the reference data in the margins of the note;

2. Highlight the main points and create a plan;

3. Briefly summarize the main points of the text and note the author's arguments;

4. Take notes on the material, following the points of the plan. When taking notes, try to express the idea in your own words. The notes should be clear and concise.

5. Write quotes correctly. When quoting, keep in mind the brevity and significance of the idea. In the text of the summary, it is advisable to include not only the main points, but also their evidence. When writing the summary, it is important to strive for the conciseness of each sentence.

The author's thoughts should be presented concisely, with attention to style and expressiveness. The number of additional elements in the outline should be logically justified, and the notes should be arranged in a specific sequence that reflects the logical structure of the work.

It is necessary to leave margins for clarification and addition. Mastering the skills of note-taking requires dedication and daily independent work from the student.

- **Self-checking.** After studying a certain topic based on notes in the outline and textbook, as well as solving a sufficient number of relevant problems in practical classes and independently, it is recommended that the student use a sheet of reference signals to reproduce the definitions, derivations of formulas, and formulations of the main principles and proofs from memory. If necessary, the student should carefully review the material again. Sometimes, the lack of understanding of a particular topic becomes apparent only when studying further material. In such cases, the student should go back and review the poorly understood material. An important criterion for understanding theoretical material is the ability to solve problems or pass a test on the material that has been studied. However, it should be noted that a correct solution to a problem can be obtained by applying mechanically memorized formulas without understanding the essence of theoretical concepts.
- **Consultations.** If a student has questions that cannot be resolved independently during independent work on studying theoretical material or solving problems, they should contact the teacher for clarification or guidance. In their questions, the student should clearly express the difficulties they are experiencing and the nature of those difficulties. They should also seek advice if they have doubts about the correctness of their answers to self-assessment questions.

Rules for writing scientific texts (essays):

- It is important to understand first, what the true purpose of your scientific text - this will help you to distribute your forces, time and.
- It is important to understand who will be the "reader" of your work.
- Serious works should be written when there is something to write about and when there is a mood to share your reasoning.
- You should write clearly and concisely, trying to formulate the main points clearly and unambiguously (so that you can understand them yourself), and also trying to structure your text. Every time you write, you should imagine that someone will read your text and want to navigate through it quickly, finding the answers to their questions (and imagine yourself in their shoes). It is clear that a work written in "continuous text" (without headings, without highlighting the most important parts in large print, etc.) should make a cultured reader feel disgusted and even pity for the author (with the exception of some ancient texts, when the genre was different and the attitude towards texts was different, and there were fewer texts in general – not like in the era of "information explosion" and the corresponding "information garbage").
- The volume of text and various design requirements largely depend on the accepted norms.

How to create a suitable creative mood for working on a scientific text (how to find "inspiration")? First, there must be an idea, and for this, you need to learn either to treat various phenomena and facts somewhat critically (your idea is like a different point of view), or to learn to be fascinated by some well-known ideas that need to be improved.

The algorithm for independent work by students at the Department of Otolaryngology includes the following steps:

Otolaryngology includes the following stages:

1. **Preparatory.** Definition of goals, compilation of a program, preparation of methodological support and equipment.
2. **Main.** Implementation of the program, use of techniques for searching for information, assimilation, processing, application, transfer of knowledge, recording of results, self-organization of the work process.
3. **Final.** Evaluation of the significance and analysis of the results, their systematization, evaluation of the effectiveness of the program and work techniques, conclusions about the directions of labor optimization.

Some types of independent work of students at the Department of Otorhinolaryngology:

- writing essays and presentations on certain topics (for example, conducting an examination of the ear, nose, and throat, and the specifics of collecting complaints and anamnesis in the field of ENT pathology);
- compiling notes and tests;
- preparing a report on the lecture with presentations. The organization of independent work of students is provided by the faculty, department, educational and methodological departments, the teacher, the library, the electronic information and educational environment of the university, and the student himself.

Рассмотрено на заседании кафедры от 30 мая 2025 г, протокол 21

Зав.кафедрой оториноларингологии



Тарасова Н.В.