



FACULTY OF MEDICINE

Approved:

Dean:



(Prof. Dr. Zlatislav Stoyanov Dimitrov, DSc)

SYLLABUS

IN

General Bulgarian Language B1 – B2

Specialty	MEDICINE
Educational - qualification degree	master
Organizational form of education	full-time
Auditorial activity (Lectures/Seminars)	270 (0/270)
Extra-auditorial activity	30
ECTS- credits	10
Discipline type	elective
Semester/s of education	third and fourth
Semester of examination	fourth
Developer(s) of the Syllabus:	Assoc. Prof. Albena Dobрева, PhD
	Senior Lecturer Katerina Peneva, PhD

Varna, 2022

ANNOTATION

Aims of the course	The aim of the course is to acquire language knowledge and communication skills in Bulgarian at level B2 of the Common European Language Framework
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Outcomes for students at the end of the course:	
Knowledge	<p>Grammar of the Bulgarian language</p> <ol style="list-style-type: none"> 1. Pronouns - personal, possessive, interrogative, indefinite, negative, relative. 2. Adverbs 3. Prepositions with verbs of motion 4. Future tense of the verb 5. Past tense of the verb 6. Past imperfect tense of the verb 7. Present perfect tense of the verb 8. Present Participles 9. Past Participles 10. Passive Voice 11. Imperatives 12. Verbal Nouns
Skills	<ol style="list-style-type: none"> 1. Listening – Understanding monologues and dialogues on topics frequently encountered in: everyday life; holidays; university; etc. Comprehension of tv programs and news, which are of personal interest to learners. The speech should be clearly articulated and at a moderate pace. 2. Reading – Comprehension of texts with vocabulary, which is work-related or presented in everyday life situations. Understanding descriptions of events, feelings and wishes – in conversation or personal correspondence. 3. Writing – Independent writing of genuine (authentic) text on topics that are familiar or of personal interest to the students. <ul style="list-style-type: none"> ▪ Use of appropriate language means; ▪ Application of the basic spelling and punctuation principles of the Bulgarian language. 4. Speaking <ul style="list-style-type: none"> ▪ Students can handle most situations related to traveling; ▪ Can have spontaneous conversation on a topic that is familiar for them, of personal interest or related to everyday life (family, hobby, work, travel, housing); ▪ Can describe events, personal aims, dreams, hopes, ambitions; ▪ Can explain reasons, give an opinion, express plans; ▪ They can tell a story or the plot of a film.
Competences	<ol style="list-style-type: none"> 1. Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals. <p><i>In all four skills understanding and performing communicative tasks such as: objective message; approval and denial; asking simple questions; giving answers; expressing request, order, wish, invitation, denial, disagreement; expressing emotions and excitement; expressing basic definitions, descriptions, comparisons, quantitative and qualitative relations; distinguishing between primary and secondary information in the text when reading and listening; presenting an opinion on a given topic in oral and written.</i></p>

Key competencies for lifelong learning¹, that the discipline develops:

Literacy competence

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.

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Multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.

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Mathematical competence and competence in science, technology, engineering

A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).
B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Digital competence

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

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Personal, social and learning to learn competence

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.

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Citizenship competence

the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

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¹ As defined in 2018 r. by the European Union Council ([https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/BG/TXT/HTML/?uri=CELEX:32018H0604(01)&from=EN))

Methods of education
<ul style="list-style-type: none">▪ seminars▪ practicals exercises, practical and creative problem solving, case studies, consultations, discussions, work with databases, analyses, presentations

Links with other courses from the curriculum of the specialty
<ul style="list-style-type: none">▪ Biology▪ Anatomy▪ Internal diseases