

Ministry of Science and Higher Education of the Russian Federation
Federal State Autonomous Institution of Higher Education
“National Research Nuclear University “MEPhI”

INSTITUTE OF ENGINEERING PHYSICS FOR BIOMEDICINE

DEPARTMENT OF FUNDAMENTAL MEDICINE

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

ACADEMIC COURSE OUTLINE

ЛАТИНСКИЙ ЯЗЫК / LATIN LANGUAGE

Educational program track (speciality) [1] 31.05.01 General Medicine

Semester	Labour input, credits	Total course academic, hours	Lectures, hrs.	Practical sessions, hrs.	Laboratory sessions, hrs.	In the form of practical studies, hrs.	Independent studies, hrs.	Independent studies monitoring, hrs.	Course progress, Exam/Pass-fail exam/Term
1	2	72	14	34	0		24	0	PFE
Total	2	72	14	34	0	0	24	0	

ABSTRACT

Studying this discipline is essential for developing systematic theoretical and applied knowledge to master medical and scientific terminology in Latin, Russian, and English. Knowledge of Latin terminology is the foundation for successful mastery of professional disciplines.

1. ACADEMIC COURSE GOALS AND OBJECTIVES

The objective of studying the discipline "Latin language" is to develop students' ability to consciously and competently apply Latin medical terms of Latin and Greek origin in Latin, as well as their equivalents in English.

In the course of studying the discipline "Latin language and basic terminology", the following tasks are solved:

- 1) to teach students the basics of medical terminology in its three subsystems: anatomical and histological, clinical and pharmaceutical;
- 2) to teach students the basics of Latin grammar necessary for understanding and competent use of terms in Latin;
- 3) to develop students' ability to quickly and competently translate recipes from English to Latin and from Latin to English;
- 4) to create linguistic prerequisites for reading and understanding special medical literature, as well as for business professional communication with domestic and foreign colleagues and partners;
- 5) to develop students' interest in the history of medicine and antique culture.

2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

Mastering this course requires competencies developed through foreign language study within general education programs.

In terms of content, this course is comparable to the knowledge gained through mastering fundamental medical disciplines such as anatomy, histology, embryology, cytology.

In addition, the study of the discipline involves the use of competencies developed within the framework of studying such disciplines as history and Russian language (including as a foreign language).

This course lays the foundation for mastering Latin terminology used in medicine, which is necessary for subsequent successful mastery of all specialized disciplines.

3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
OIIK-5 [1] – Capable of assessing morphofunctional and physiological states, as well as pathological processes in the human body to solve professional tasks.	3-OIIK-5 [1] – Know: - basic medical, pharmaceutical, and morphofunctional terminology, including Latin terms; - structure and functions of the human body, age-related, gender-specific, and individual characteristics of the structure and development of a healthy organism; - physical and chemical

	nature of processes occurring in a living organism; - patterns of vital activity of the organism, mechanisms of self-regulation and regulation; - features of regulation of the functioning of human body systems in pathological conditions; - patterns of occurrence, development, and outcome of typical pathological processes, the concept of sanogenesis; - etiology and pathogenesis of the most common diseases; - the concept of nosology, principles of disease classification; - principles of microorganism classification, their morphology, physiology, and impact on human health; - structure and functions of the human immune system. Y-OPIK-5 [1] – Be able to: - analyze mechanisms of disease development and manifestation; - recognize morphological and functional changes in cells, tissues, organs, and systems of the human body; - use basic physical-chemical and other natural science concepts and methods in solving professional tasks; - determine the cause of death and formulate a pathological diagnosis. B-OPIK-5 [1] – Possess skills in: - conducting microscopy and analyzing microscopic specimens; - correlating morphological and clinical manifestations of diseases; - assessing morphofunctional, physiological states, and pathological processes in humans; - clinical-anatomical analysis of autopsy results.
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4. PEDAGOGIC POTENTIAL OF THE COURSE

Pedagogic tracks/objectives	Pedagogic goals (code)
Vocational and labor education	Establishing conditions for: formation of a deep understanding of the profession's social role, a positive and active commitment to the values of the chosen specialty, and a responsible attitude towards professional activity and work (B14)
Vocational and labor education	Establishing conditions for: formation of psychological readiness for professional activity in the chosen profession (B15)

5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>1 Semester</i>						
1	Fundamentals of anatomical and histological terminology.	1-6	6/14/0	T-8 (20)	20	T-8	3-ОПК-5, У-ОПК-5, В-ОПК-5
2	Fundamentals of clinical terminology.	7-10	4/8/0	T-10 (15)	15	T-10	3-ОПК-5, У-ОПК-5, В-ОПК-5
3	Fundamentals of pharmaceutical terminology.	11-15	4/12/0	T-15 (15)	15	T-15	3-ОПК-5, У-ОПК-5, В-ОПК-5
	<i>Totals for 1 Semester</i>		14/34/0		50		
	Assessment events for 1 Semester				50	PFE	3-ОПК-5, У-ОПК-5, В-ОПК-5

* – abbreviated name of assessment

** – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
T	Testing
PFE	Pass/fail examination

SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>1 Semester</i>	14	34	0
1-6	Fundamentals of anatomical and histological terminology.	6	14	0
1	History of the Latin Language and Latin medical terminology. Latin phonetics and orthography. History of the Latin language and Latin medical terminology. General idea of the Latin language, its place in the history of the humanity, the main stages of its development. The main stages of development of medical terminology. Its role in the present-day medicine. Phonetic features of the Latin language. Classical and medieval pronunciation. The Latin alphabet, rules of reading. Types of syllables. Rules for putting the stress in a Latin word.	All		
		1	2	0
		Online		
		0	0	0
2	Nouns in the Latin medical terminology. The noun. Formal markers of gender and declension of nouns	All		
		1	2	0

	(1, 2, 4, 5 declensions). The dictionary form of the noun. Structure of the anatomical term. Non-agreeing attribute.	Online		
		0	0	0
3	Adjectives in the Latin medical terminology. Adjectives of 1,2 declensions (1st group). Adjectives of 3 declensions (2nd group). The dictionary form of the adjective. Agreeing attribute. The substantivation of adjectives. Prefixation. Degrees of comparison of adjectives: superlative. Degrees of comparison of adjectives: comparative degree.	All		
		1	2	0
		Online		
		0	0	0
4	3rd declension masculine nouns in the Latin medical terminology. 3rd declension feminine nouns in the Latin medical terminology. Typical endings of the 3rd declension masculine nouns. Exceptions to the rule. Typical endings of the 3rd declension feminine nouns. Exceptions to the rule.	All		
		1	2	0
		Online		
		0	0	0
5	3rd declension neuter nouns in the Latin medical terminology. Typical endings of the 3rd declension neuter nouns. Exceptions to the rule. Peculiarities of the nouns borrowed from Greek.	All		
		1	2	0
		Online		
		0	0	0
6	The plural form of nouns and adjectives. The nominative case plural form of nouns and adjectives. The genitive case plural form of nouns and adjectives. Acronyms.	All		
		1	2	0
		Online		
		0	0	0
7-10	Fundamentals of clinical terminology.	4	8	0
7	Terminological word-formation. Multi-word terms. Terminological elements, their typology. General concepts of terminological word formation. Formal-language types of clinical terms. Stems, types of stems. Eponyms. Terminological elements. Segmentation. Combination of stems as a way of word-formation. Free and bound term elements. Variation of the derivating stem. Interfixes. Greek-Latin doublets and single terminological elements.	All		
		1	2	0
		Online		
		0	0	0
8	Suffixation in the clinical terminology. Prefixation in the clinical terminology. Suffixation as a way of word-formation. Substantival suffixes. Adjectival suffixes. Suffixes: -itis, -ōma, -ōsis, -iāsis, -ismus. Clipping compounds. Prefixation as a way of word-formation. Prefixal-suffixal derivatives. Greek and Latin commonly used prefixes.	All		
		1	2	0
		Online		
		0	0	0
9	Formation of compound clinical terms by means of terminological elements. Part 1. Terminological elements for body parts, tissues, organs, secretions, secretions, gender, age.	All		
		1	2	0
		Online		
		0	0	0
10	Formation of compound clinical terms by means of terminological elements. Part 2. Terminological elements denoting functional and pathological conditions and processes. Clinical set expressions. Terminological elements denoting various physical properties, qualities, relationships, and other features.	All		
		1	2	0
		Online		
		0	0	0
11-15	Fundamentals of pharmaceutical terminology.	4	12	0

11	Basic notions of pharmaceutical terminology. General idea of pharmaceutical terminology. Names of medicinal substances. Trade names of drugs. International Non-proprietary names (INN). Frequency segments.	All		
		1	2	0
		Online		
		0	0	0
12	Names of basic dosage forms and the most frequently used medicinal plants. Names of the main dosage forms, peculiarities of their use in trade names of drugs. Names of medicinal plants, medicinal-plant raw materials and products of their use in pharmaceutical terminology.	All		
		1	2	0
		Online		
		0	0	0
13	Prescription, its structure and basic rules of drawing up the Latin part of the prescription. Prescription, its main parts. Prescription line. Detailed and shorter form of prescription. Use of the accusative case with the names of some medicinal forms.	All		
		1	2	0
		Online		
		0	0	0
14	The verb in Latin medical terminology. Grammatical categories of the Latin verb (conjugation, mood tense, voice). A general idea of the verbal stems and the four conjugations. The main verb forms used in prescriptions. Imperative and subjunctive mood (active and passive voice). The verb fieri. The present indicative mood forms of the active and passive voice. The present active participle. The past passive participle. The verb esse.	All		
		1	2	0
		Online		
		0	0	0
15	Chemical nomenclature in Latin medical terminology. The names of the chemical elements. Names of salts, acids, oxides and hydroxides.	All		
		1	2	0
		Online		
		0	0	0
16	Prescription abbreviations. Principles of formation of prescription abbreviations. Numerals. Adverbs. Pronouns.	All		
		1	2	0
		Online		
		0	0	0

Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

PRACTICAL SESSIONS TOPICS

Weeks	Topics / Content
	<i>1 Semester</i>
1	History of the Latin Language and Latin medical terminology. Latin phonetics and orthography.

	History of the Latin language and Latin medical terminology. General idea of the Latin language, its place in the history of the humanity, the main stages of its development. The main stages of development of medical terminology. Its role in the present-day medicine. Phonetic features of the Latin language. Classical and medieval pronunciation. The Latin alphabet, rules of reading. Types of syllables. Rules for putting the stress in a Latin word.
2	Nouns in the Latin medical terminology. The noun. Formal markers of gender and declension of nouns (1, 2, 4, 5 declensions). The dictionary form of the noun. Structure of the anatomical term. Non-agreeing attribute.
3	Adjectives in the Latin medical terminology. Adjectives of 1,2 declensions (1st group). Adjectives of 3 declensions (2nd group). The dictionary form of the adjective. Agreeing attribute. The substantivation of adjectives. Prefixation. Degrees of comparison of adjectives: superlative. Degrees of comparison of adjectives: comparative degree.
4	3rd declension masculine nouns in the Latin medical terminology. 3rd declension feminine nouns in the Latin medical terminology. Typical endings of the 3rd declension masculine nouns. Exceptions to the rule. Typical endings of the 3rd declension feminine nouns. Exceptions to the rule.
5	3rd declension neuter nouns in the Latin medical terminology. Typical endings of the 3rd declension neuter nouns. Exceptions to the rule. Peculiarities of the nouns borrowed from Greek.
6	The plural form of nouns and adjectives. The nominative case plural form of nouns and adjectives. The genitive case plural form of nouns and adjectives. Acronyms.
7	Terminological word-formation. Multi-word terms. Terminological elements, their typology. General concepts of terminological word formation. Formal-language types of clinical terms. Stems, types of stems. Eponyms. Terminological elements. Segmentation. Combination of stems as a way of word-formation. Free and bound term elements. Variation of the derivating stem. Interfixes. Greek-Latin doublets and single terminological elements.
8	Suffixation in the clinical terminology. Prefixation in the clinical terminology. Suffixation as a way of word-formation. Substantival suffixes. Adjectival suffixes. Suffixes: -itis, -oma, -osis, -iāsis, -ismus. Clipping compounds. Prefixation as a way of word-formation. Prefixal-suffixal derivatives. Greek and Latin commonly used prefixes.
9	Formation of compound clinical terms by means of terminological elements. Part 1. Terminological elements for body parts, tissues, organs, secretions, secretions, gender, age.
10	Formation of compound clinical terms by means of terminological elements. Part 2. Terminological elements denoting functional and pathological conditions and processes. Clinical set expressions. Terminological elements denoting various physical properties, qualities, relationships, and other features.
11	Basic notions of pharmaceutical terminology. General idea of pharmaceutical terminology. Names of medicinal substances. Trade names of drugs. International Non-proprietary names (INN). Frequency segments.
12	Names of basic dosage forms and the most frequently used medicinal plants. Names of the main dosage forms, peculiarities of their use in trade names of drugs. Names of medicinal plants, medicinal-plant raw materials and products of their use in pharmaceutical terminology.
13	Prescription, its structure and basic rules of drawing up the Latin part of the prescription. Prescription, its main parts. Prescription line. Detailed and shorter form of prescription. Use of the accusative case with the names of some medicinal forms.

14	The verb in Latin medical terminology. Grammatical categories of the Latin verb (conjugation, mood tense, voice). A general idea of the verbal stems and the four conjugations. The main verb forms used in prescriptions. Imperative and subjunctive mood (active and passive voice). The verb fieri. The present indicative mood forms of the active and passive voice. The present active participle. The past passive participle. The verb esse.
15	Chemical nomenclature in Latin medical terminology. The names of the chemical elements. Names of salts, acids, oxides and hydroxides.
16	Prescription abbreviations. Principles of formation of prescription abbreviations. Numerals. Adverbs. Pronouns.

6. EDUCATIONAL TECHNOLOGIES

1. Using online platforms for distance learning.
2. Checking homework and consulting via email.
3. Using online dictionaries, as well as online sources and Internet search engines to search for examples and equivalent translations.
4. Using of multimedia presentations in practical classes.

7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)
ОПК-5	3-ОПК-5	PFE, T-8, T-10, T-15, T-8, T-10, T-15
	У-ОПК-5	PFE, T-8, T-10, T-15, T-10, T-15
	В-ОПК-5	PFE, T-8, T-10, T-15

Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A

85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »	E	
60-64			
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	F

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

CORE READING:

1. ЭИ П 16 Латинский язык : Министерство образования и науки РФ Рекомендовано ГБОУ ВПО "Первый Московский государственный медицинский университет имени И.М. Сеченова" в качестве учебника для студентов образовательных организаций высшего профессионального образования, обучающихся по группе специальностей "Здравоохранение", кроме "Фармации" и "Биотехнологии", по дисциплине "Латинский язык" Регистрационный номер рецензии 154 от 14 апреля 2015 года ФГАУ "Федеральный институт развития образования", Панасенко Ю.Ф., Moscow: ГЭОТАР-Медиа, 2016
2. ЭИ А 47 Латинский язык: per aspera ad linguam Latinam : учебник для вузов, Извекова Т. Ф. [и др.], Санкт-Петербург: Лань, 2025

FURTHER READING:

1. ЭИ А 87 Латинский язык IN VITRO : учебник, Архипова И.С., Москва: ГЭОТАР-Медиа, 2020

2. ЭИ ПЗ0 Латинский язык и медицинская терминология : учебник, Петрова Г.В., Москва: ГЭОТАР-Медиа, 2022

3. ЭИ Ч-49 Латинский язык и основы фармацевтической терминологии : Министерство образования и науки РФ Рекомендовано ГБОУ ДПО "Российская медицинская академия последипломного образования" в качестве учебника для студентов фармацевтических вузов и фармацевтических факультетов медицинских вузов, Чернявский М.Н., Moscow: ГЭОТАР-Медиа, 2015

SOFTWARE:

No special softwares is required

LMS AND ONLINE RESOURCES

1. Terminologia Anatomica (<http://terminologia-anatomica.org/en>)

2. Anatomical Dictionary. (<https://www.memorixanatomy.com/dictionary>)

3. FIPAT (<https://fipat.library.dal.ca>)

<https://online.mephi.ru/>

<http://library.mephi.ru/>

9. LOGISTICAL SUPPORT

1. Интерактивная доска SMART SBM 685 (64-307)

2. Монитор Dell P2720D (64-307)

3. Мышь, клавиатура (64-307)

4. Веб-камера Microsoft LifeCam Cinema HD (64-307)

5. Персональный компьютер: Моноблок Lenovo V540-24IWL All-In-One 23,8" i3-8145U 8Gb 256GB_SSD_M.2 Intel (64-307)

6. Проектор SMART P109 (64-307)

7. Персональный компьютер: Процессор CPU Intel Core i7-8700 (3.2GHz/12MB/6 cores) Материнская плата Gig (64-307)

10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS

Learning New Vocabulary.

All the new words should be learnt in their «dictionary» forms. For nouns these are nominative and genitive singular forms as well as their grammatical gender. For example, cartilāgo, ĩnis f. If a

student memorises only one form of the word (say, nominative singular, Nom. sg. cortex), but does not remember its genitive singular form (corticis) or its grammatical gender, the word is not considered to be learnt, as the student cannot make up terms correctly without knowing their basic characteristics.

For example, if a student remembers only the nominative singular forms of the following nouns: lobus, corpus, senectus, recessus, he will not be able to use them in set expressions without knowing their declension type. Even if a student knows the genitive singular forms of these nouns alongside the nominative singular ones (lobi, corporis, senectutis, recessus), he will not be able to make up a word combination with an agreeing attribute with the words corpus, corporis и senectus, senectutis in some cases. The fact is that the former word is neuter and the latter is feminine.

In such cases a set of additional rules might simplify the process of mastering new vocabulary. For example, most of the 3rd declension nouns ending in -us and having a -d/-t-stem are feminine and most of the nouns ending in -us and having a -r-stem are neuter.

If a noun belongs to those ones used in the plural only (pluralia tantum) you should memorise the corresponding plural forms. For example, lumbi, ōrum.

Verbs should be learnt in their four basic forms.

When learning prepositions one should memorise the case form which the respective noun is used in with the preposition.

Learning New Grammar Rules.

The Latin course for medical students contains only a small number of grammatical phenomena to be learned. But almost all the grammar rules must be mastered, as all these phenomena are necessary for reading, understanding, translating and making terms. To reach this aim the use of grammar tables might be of great help. Working with a table can be divided into several stages.

1) Familiarising oneself with the structure of the table until one reaches a clear understanding what information can be found in each of its cells. As practice shows that some students do not read the headings of the table columns and lines, and do not understand which ending corresponds to a given grammatical form.

2) Passive use of the table when reading and translating terms from Latin into English to identify and correctly translate a given grammatical form.

3) Active use of the table when translating medical terms from English into Latin.

Agreement of nouns and adjectives.

As practice shows students experience serious problems to agree nouns and adjectives.

One of the problems is the fact that students often mix up such grammatical notions as gender and declension. Gender is a grammatical category which is a constant characteristic of a noun. At the same time, as a rule, an adjective has forms of all three genders. Being a part of a word-combination [noun + adjective] the adjective is used in the gender form, coinciding with the gender of the noun. I. e. the gender form of the adjective is dependent.

As for the declension (i. e. the type of word changing to show grammatical gender, number and case), one should treat separately the 1st group adjectives, changing the same way as the 1st declension nouns in the feminine and as the 2nd declension masculine and neuter nouns. As for the 2nd group adjectives, they are declined as the 3rd declension nouns of the vowel type (i-stem nouns like rete, is n). Consequently the word combinations where both the noun and As a result, in the cases, when the type of the noun declension and the type of the adjective declension coincide, the endings are

often identical (e.g. : linea aspēra, dentes molares). In the word combinations, containing nouns and adjectives pertaining to different declension types, ending are different (e.g. hernia (1st declension) umbilicālis (3rd declension)).

One more peculiarity of a Latin adjective declension (in contrast to a Russian and English ones) is that it has differing plural forms for masculine, feminine and neuter genders. For example:

Plural	Masculine	Feminine	Neuter
Nominative case	pulchri	pulchrae	pulchra
красивые / beautiful	красивые / beautiful	красивые / beautiful	
Genitive case	pulchrōrum	pulchrārum	pulchrōrum
красивых / of beautiful	красивых / of beautiful	красивых / of beautiful	

The algorithm of agreement of an adjective and a noun.

The algorithm of agreement of adjectives and nouns making part of an agreeing word-combination is as follows:

- 1) First of all you should determine the word-order. The head of the word combination usually goes first.
- 2) You should identify and mark the dictionary form of the noun.
- 3) You should identify and mark the dictionary form of the adjective.
- 4) Then you should find the form of the adjective from the dictionary form in accordance with the gender of the noun.
- 5) You should write down the modified noun and to add the chosen adjective form to it. Thus we will make the term in the nominative singular.
- 6) If necessary, you should put each word of the term in the appropriate case form, taking into the declension type and the gender of the noun and the adjective.

Example. Translate from English into Latin the term 'purified sulphur'.

The dictionary form of the noun 'sulphur' is sulphur, is n. That means it is a 3rd declension neuter noun. The dictionary form of the word 'purified' is depuratus, a, um. That means it is a 1st group adjective (1-2 declensions). One has to choose the neuter form depuratum in the nominative case singular out of the three possible ones (depuratus, depurata, depuratum), as the adjective has to agree in gender with the noun it modifies. Thus one gets sulphur depuratum.

11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

Although the language of instruction for this course is English, the re-teacher may use individual exercises from proven Russian-language textbooks, translating the assignments into English. In particular, it is recommended to use M. N. Chernyavsky's textbook.

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