

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: Проректор по учебно-воспитательной работе
Дата подписания: 05.11.2025 20:24:53
Уникальный программный ключ:
e0eb125161f4cee9ef898b5de88f5c7dcefd628a

Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of Higher Education

"St. Petersburg State University of Veterinary Medicine"

APPROVED BY
Vice-Rector for Educational
Work and Youth Policy
Sukhinin A.A.
June 27, 2025

Department of history and philosophy

EDUCATIONAL WORK PROGRAM

for the discipline

"THE FOUNDATIONS OF RUSSIAN STATEHOOD"

**The level of higher education
SPECIALIST COURSE**

**Specialty 36.05.01 Veterinary Medicine
Profile: «General clinical veterinary medicine»**

**Full-time education
Education starts in 2025**

Reviewed and adopted
at the meeting of the department
on June 25, 2025
Protocol No. 10

Head of the Department
of History and Philosophy Department
Doctor of Philosophy, Associate Professor
Shcherbakov V.P.

Saint Petersburg
2025

1. AIMS AND OBJECTIVES OF THE DISCIPLINE "THE FOUNDATIONS OF RUSSIAN STATEHOOD"

The **goal** of the course is not to cover everything that has been written on Russian statehood, politics, and political philosophy. Instead, it is to find a single point of entry that can help us think about the uniqueness of Russian civilization as a whole. For this purpose, a presentation of the cultural and geographical uniqueness of Russia, the connection of its civilizational and national foundations, and the most commonly accepted and valued parts of Russian axiology are required. During the course, these elements will be unpacked.

Objectives:

- Providing the students with a reasonably deep understanding of Russian axiology, civilizational, and cultural uniqueness;
- Ensuring that the students are prepared for effective and self-transparent dialogue in the Russian cultural milieu; helping them avoid misunderstandings and cultural-based problems related to the region;
- Forming the ideas on cultural and political processes, general patterns, events, and phenomena in Russia in their dynamics and interrelations;
- Developing interest in Russian cultural heritage;
- Providing the students with in-depth geographical picture of Russia at different ages of its development; understanding of the climatic and ecological features of Russia and the role those factors played forming Russian statehood, culture, and national character.

2. THE LIST OF THE PLANNED RESULTS OF THE DISCIPLINE (MODULE), CORRELATED WITH THE PLANNED RESULTS OF THE REALISED EDUCATIONAL PROGRAM

As a result of the discipline, in accordance with the educational standard of the FSE on 36.05.01 "Veterinary Medicine", the student will be ready for:

Types of professional activity:

- educational and research-related;

2.1. The student's competencies formed (acquired) as a result of mastering the discipline

The education of the discipline should form the following competencies:

a) General professional competencies (UC):

UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.

UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

UC-5 ID-3. To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers

in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

3. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF THE MPEP

The "The foundations of Russian statehood" teaching course belongs to the mandatory part of the Education Program of Higher Education for 36.05.01 "Veterinary medicine" education field (Specialist degree).

As part of the Education Program of Higher Education, students also master other disciplines that contribute to achieving the planned results of the course:

1. History of Russia, World history.
2. Philosophy.
3. Economics.

The "The foundations of Russian statehood" teaching course is studied by full-time students during the 1st year, the 1st semester.

4. THE SCOPE OF DISCIPLINE AND TYPES OF ACADEMIC WORK

4.1. The scope of the discipline for full-time education

Type of educational work	Hours	Semester
		1
Classroom classes (total)	54	54
Including:	-	-
Lectures, including interactive forms	18	18
Practical, including interactive forms, among which are:	-	-
practical lessons (PL), including interactive teaching	36	36
practical training (PT)	-	-
Self-study	18	18
Control	-	-
Type of intermediate and final certification (credit, exam)	Test, exam	Test
Total labor intensity hours/credits	72/2	72/2

5. THE CONTENT OF THE DISCIPLINE AND TYPES OF CLASSES

5.1. The content of the discipline (full-time education)

#	The title	Achieved competences	Semester	Types of academic work, including students' self-study and labor intensity (in hours)			
				Lectures	Practical lessons	Practical training	Self-study
1.	Russia as a civilizational state	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>	1	2	4	-	2
2.	Civilizational definitions of the Russian culture	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of</p>	1	2	4	-	2

		information and communication technologies					
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3.	Historical dynamics of Russia	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>	1	2	4	-	2
4.	Russian identity formation	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>	1	2	4	-	2
5.	Worldview's patterns in the Russian cultural tradition	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible</p>	1	2	4	-	2

		<p>manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>					
6.	Political institutions and levels of government in modern Russia	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>	1	2	4	-	2
7.	Grounds of the Russian legal state	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization;</p>	1	2	4	-	2

		transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies					
8.	Internal and global challenges to the Russian development	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>	1	2	4	-	2
9.	Images of the future in Russian culture	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1. To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2. To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3. To possess skills of the principles of forming a communication system; analyze the system of communication links in the organization by carrying out oral and written communications, including in a foreign language: presentation of plans and results of their own and team activities, using communication technologies; technology for building effective communication in the organization; transfer of professional skills in information and telecommunication networks; use of modern means of information and communication technologies</p>	1	2	4	-	2
TOTAL FOR THE 1TH SEMESTER:				18	36	-	18

6. THE LIST OF EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR STUDENTS' SELF WORK

Correctly organized and planned self-work stimulates research and creative activity of the students. Self-work not only shows the ability to make independent conclusions and to apply the knowledge, but also the ability to organize students' activities without outside assistance.

Self-work over the discipline "The foundations of Russian statehood" allows to develop skills in conducting effective and self-transparent dialogue in the Russian cultural milieu, helping them avoiding misunderstandings and cultural-based problems related to the region. Self-work over the discipline provides the students with reasonably deep understanding of Russian axiology, civilizational, and cultural uniqueness, ensures that the students are prepared for forming the ideas on cultural and political processes, general patterns, events and phenomena in Russia in their dynamics and interrelations. Moreover, it further develops interest in Russian cultural heritage. And finally, it provides the students with in-depth geographical picture of Russia at different ages of its development, understanding of the climatic and ecological features of Russia and the role those factors played forming Russian statehood, culture, and national character.

6.1. Guidelines for self-work

1. Educational and methodological guide for the development of the discipline "The foundations of Russian statehood", specialty 36.05.01 "Veterinary medicine", the level of higher education — Berdiaev, N. The Russian Idea / N. Berdiaev ; Translated from the Russian by R. M. French. — London : Geoffrey Bles, 1947. — 255 p. — ISBN 3-1927-00126782-9. — Text: electronic // — URL: [Berdiaev N .The Russian idea .pdf](#) (accessed 06/25/2025). — Access mode: for authorization. users of the SPbGUVU EB.

6.2. Literature for self-work

1. Huntington, S.P. The Clash of Civilizations and the Remaking of World Order / S. P. Huntington. — New York : Simon and Schuster, 1996. — 194 p. — ISBN 0-684-81164-2. — Text: electronic // — URL: [Huntington Samuel P. The Clash of Civilizations and the Remaking of World Order.pdf](#) (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVU EB.

2. Russian Intellectual History an Anthology / M. Raeff ; With an Introduction by Isaiah Berlin. — Harcourt : Brace and World, Inc, 1966. — 404 p. — ISBN 0-15-577970-2. — Text: electronic // — URL: [Raeff Marc. Russian Intellectual History an Anthology.pdf](#) (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVU EB.

7. THE LIST OF BASIC AND ADDITIONAL LITERATURE NECESSARY FOR THE EDUCATION OF THE DISCIPLINE

7.1. Basic literature

1. Berdiaev, N. Dostoevsky / N. Berdiaev ; Translated by Donald Attwater. — New York : Meridian Books, 1958. — 227 p. — ISBN 5-01-000455-0. — Text: electronic // URL: [Berdiaev Nikolas. Dostoevsky -New York Meridian Books 1958.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
2. Berdiaev, N. The Russian Idea / N. Berdiaev ; Translated from the Russian by R. M. French. — London : Geoffrey Bles, 1947. — 255 p. — ISBN 3-1927-00126782-9. — Text: electronic // URL: [Berdiaev N .The Russian idea .pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
3. Danilevskiy, N.Ya. Russia and Europe : The Slavic World's Political and Cultural Relations with the Germanic-Roman West / N. Y. Danilevskiy ; Translated and annotated Stephen M. Woodburn. — Bloomington : Slavica, 2013. — 437 p. — ISBN 978-0-893-57900-5. — Text: electronic // URL: [Danilevsky Nikolai. Russia and Europe. 2.pdf](#), [Danilevsky Nikolai. Russia and Europe. 1.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
4. Dostoyevsky, F. The Dream of Queer Fellow and the Pushkin Speech / F. Dostoyevsky ; Translated by S. Kotliansky and J. Middleton Murry. — London : UNWIN BOOKS, 1972. — 95 p. ISBN 0-04-891014-7. — Text: electronic // URL: [Dostoyevsky Fyodor. The dream of a queer fellow and the Pushkin speech.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
5. Gumilev, L.N. Searches for an Imaginary Kingdom : The Legend of the Kingdom of Prester John / L. N. Gumilev ; Translated by R.E.E. Smith. — New York : Cambridge University Press, 2009. — 387 p. — ISBN 978-0-521-32214-0. — Text: electronic // URL: [Gumilev Lev Nikolaevich. Searches for an Imaginary Kingdom .pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
6. Huntington, S.P. The Clash of Civilizations and the Remaking of World Order / S. P. Huntington. — New York : Simon and Schuster, 1996. — 410 p. — ISBN 0-684-81164-2. — Text: electronic // URL: [Huntington Samuel P. The Clash of Civilizations and the Remaking of World Order.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
7. Leontiev, K. Against the current : the novels, essays, notes, and letters / K. Leontiev ; Edited, with an Introduction and Notes, by George Ivask ; Translated from the Russian by George Reavey. — New York : Weybright and Talley, 1969. — 286 p. — ISBN 3-1833-00438-3060. — Text: electronic // URL: [Leontiev Konstantin. Against the current selections from the novels...pdf](#) — Access mode: for authorization. users of the SPbGUVMB EB.
8. Pushkin, A.S. Selected Works in Two Volumes / A. Pushkin ; Translated by Jvy and Tatiana Litvinov. — Moscow : Raduga, 1985. — 238 p. — ISBN 5-050-00543-4. — Text: electronic // URL: [Pushkin Alexander. Selected works in two volumes. Volume 2.pdf](#) — Access mode: for authorization. users of the SPbGUVMB EB.
9. Russian Intellectual History an Anthology / M. Raeff ; With an Introduction by Isaiah Berlin. — Harcourt : Brace and World, Inc, 1966. — 404 p. — ISBN 0-15-577970-2. — Text: electronic // URL: [Raeff Marc. Russian Intellectual History an Anthology.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.
10. Soloviev, V. Politics, Law, and Morality / V.S. Soloviev ; Edited and Translated by Vladimir Wozniuk ; Foreword by Gary Saul Morson. — New Haven : London : Yale University Press, 2000. — 331 p. — ISBN 0-300-07995-8. — Text: electronic // URL: [Soloviev Vladimir. Politics Law and Morality.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

11. Todd, E. After the Empire. The Breakdown of the American Order / E. Todd ; Foreword by M. Lind ; Translated by C. Delogy. — New York : Columbia University Press, 2003. — 233 p. — ISBN 0-231-13102-X1. — Text: electronic // URL: [Todd Emmanuel. After the Empire. The Breakdown of the American Order.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

7.2. Additional literature

1. A Dictionary for Believers and Nonbelievers / Translated from the Russian by Catherine Judelson. — Moscow : Progress publishers, 1989. — 622 p. — ISBN 5-01-000455-0. — Text: electronic // URL: [A Dictionary for Believers and Nonbelievers-Progress Publishers \(1989\).pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

2. Berdiaev, N. The Meaning of History / N. Berdiaev ; Translated from the Russian by George Reavey. — Cleveland ; New York : Meridian Books, 1968. — 192 p.— Text: electronic // URL: [Berdiaev Nikolais. The meaning of history .pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

3. Danilevskiy, N.Y. Woe to the Victors! The Russo-Turkish War, the Congress of Berlin, and the Future of Slavdom / N. Y. Danilevskiy ; Translated and annotated by Stephen M. Woodburn. — Bloomington : Slavica, 2015. — 186 p. — Text: electronic // URL: [Danilevsky Nikolai. Woe to the Victors! The Russo-Turkish War.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

4. Dictionary of Philosophy / Edited by I. Frolov. — Moscow : Progress Publishers, 1984. — 464 p. — Text: electronic // URL: [Dictionary of Philosophy. I. Frolov \(ed\).pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

5. Frank, S. L. Reality and Man : An Essay in the Metaphysics of Human Nature / S.L. Frank ; translated from the Russian by Natalie Duddington. — London : Faber and Faber, 1965. — 238 p. — Text: electronic // URL: [Frank S.L.Reality and man. An essay in the metaphysics of human nature.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

6. Frank, S. L. The Unknowable : An Ontological Introduction to the Philosophy of Religion / S.L. Frank ; Translated by Boris Jakim. — Athens ; Ohio ; London : Ohio University Press, 1983. — 313 p. — ISBN 0-8214-0676-0 — Text: electronic // URL: [Frank Semen Liudvigovich. The Unknowable. An Ontological Introduction to the Philosophy of Religion.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

7. Lotman, Yu. M. The Semiotics of Russian Cultural History / Y. M. Lotman, L. I. Ginsburg, B. A. Uspenskii ; Translated from the russian Introduction by Boris Gasparov ; Edited by Alexander D. Nakhimovsky and Alice Stone Nakhimovsky. — Ithaca ; London : Cornell University Press : 1985. — 228 p. — ISBN 0-8014-1183-1 — Text: electronic // URL: [Lotman Yuri M. The Semiotics of Russian Cultural History.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

8. Merezhkovsky, D. S. Tolstoi as man and artist : With an essay on Dostoevsky / D. S. Merezhkovsky. — Westport : Greenwood Press, 1970. — 310 p. — Text: electronic // URL: [Merezhkovsky D. S. Tolstoi as man and artist.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

9. Rybakov, B. A. *Kievan Rus* / B. Rybakov ; Translated from the Russian S. Sossinsky. - Moscow : Progress Publishers, 1989. — 386 p. — ISBN 5-01-001154-9 — Text: electronic // URL: [Rybakov B. A. Kievan Rus.pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

10. Soloviev, V.S. *Freedom, Faith, and Dogma* / V.S. Soloviev ; Edited, Translated, and with Introduction by V. Wozniuk. — New York : STATE UNIVERSITY OF NEW YORK PRESS, 2008. — 251 p. — ISBN 978-0-7914-7536-2 — Text: electronic // URL: [Soloviev V. S. Freedom. Faith and Dogma.pdf](#). — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

11. *The Three kingdoms : Russian folk tales from Alexander Afanasiev's Collection* / Illustrated by A. Kurkin ; Designed V. Miroshnichenko. — Moscow : Raduga, 1985. — 156 p. — Text: electronic // URL: [The Three kingdoms RUSSIAN. FOLK TALES From Alexander Afanasiev's Collection .pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization. users of the SPbGUVMB EB.

12. Wallerstein, I. *The Modern World System*, vol. 4. Berkeley ; Los Angeles : University of California Press, 2011. — 397 p. — ISBN 978-0-520-26760-2 — Text: electronic // URL: [Dictionary of Philosophy. I. Frolov \(ed\).pdf](#) — (accessed: 06/25/2025). — Access mode: for authorization.

8.THE LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR EDUCATION OF THE DISCIPLINE

To prepare for the classes and perform self-work, students can use the following online resources:

1. [Cyberleninka](#)
2. [Militera](#)
3. [Russculture](#)

Electronic library systems

1. ELS "SPBGUVM"
2. Legal reference system "ConsultantPlus"
3. University information system "RUSSIA"
4. Full-text database POLPRED.COM
5. Scientific electronic Library ELIBRARY.RU
6. Russian Scientific Network
7. Full-text interdisciplinary database on agricultural and environmental sciences ProQuest AGRICULTURAL AND ENVIRONMENTAL SCIENCE DATABASE
8. Electronic books of the publishing house "Prospekt Nauki" <http://prospektnauki.ru/ebooks/>
9. Collection "Agriculture. Veterinary medicine" publishing house "Quadro" ELS "Elibris" publishing house "Quadro" <https://elibrica.com/>

9. METHODOLOGICAL GUIDELINES FOR STUDENTS ON EDUCATION OF THE DISCIPLINE

Methodological recommendations for students are a set of recommendations and explanations that allow them organize the process of studying this discipline optimally.

The following education technologies for organizing the education process and testing students' knowledge are used: preparing essays and reports, presentations, conducting colloquia, testing, etc.

An **Essay** is a research work done independently, in which the student examines the problem and reveals its essence, gives various points of view on the task, as well as his own views on it. The content of the material in the essay should be logical, complete and relevant.

A **Report** is a public message that is a detailed narration onto a specific topic.

A **Presentation** is an oral address to a group of students with a brief and relatively detailed statement on a specific topic. A speech in front of an audience can reflect the results of studying a particular issue, literature on a certain topic, or summarize the results of a small research work.

Testing is a form of measuring student knowledge based on the use of writing tests. A test is a tool designed to measure a student's achievements, consisting of a system of tasks, a standardized procedure for conducting, processing and analyzing the results.

A **Colloquium** is an individual oral survey of students using questionnaires covering the content of one or more academic topics of the teaching course.

The content of methodological recommendations, as a rule, may include:

- Tips on planning and organizing the time needed to study the discipline. Description of the sequence of actions of the student, or the "scenario of studying the discipline".

Morning time is the most effective for academic work (from 8-14 hours), followed by afternoon time (from 16-19 hours) and evening time (from 20-24 hours). The most difficult material is recommended to be studied at the beginning of each time interval after rest. After 1.5 hours of work, a break is required (10-15 minutes), after 4 hours of work, the break should be 1 hour. Part of the scientific organization of labor is the master of the technique of mental labor. Normally, a student should devote about 10 hours a day to studying (6 hours at university, 4 hours at home).

The methodology of work when taking notes of oral presentations differs significantly from the methodology of work when taking notes of written sources.

By taking notes of written sources, the student has the opportunity to read again the desired passage of the text, reflect on it, highlight the main thoughts of the author, briefly reformulate them, and then write them down. If necessary, he can also make a comment. Listening to the lecture, the student should use every minute to record and comprehend the lecture. Therefore, when taking notes of a lecture, it is recommended, to leave separate fields on each page for subsequent entries in addition to the summary.

After recording a lecture or making a summary of it, you should not leave work on the lecture material before preparing for the test. It is necessary to do as early as possible the work that accompanies taking notes of written sources, the last could not be done during the recording of the

lecture - read your notes, analyze the text, establish logical connections between its elements, in some cases show them graphically, highlight the main thoughts, mark issues, requiring additional work, in particular, the teacher's consultations.

When working on the text of the lecture, the student should pay special attention to the problematic issues, raised by the teacher, during the lecture, as well as to his assignments and recommendations.

For each lecture, practical lesson and laboratory work, classification cod, topic, list of issues under consideration, volume in hours and links to recommended literature are provided. For classes conducted in interactive forms, its organizational form should be indicated: computer simulation, business or role-playing game, analysis of a specific situation, etc.

- Recommendations for preparing for practical classes

Practical (seminar) classes are an important part of the professional training of students. The main purpose of conducting practical (seminar) classes is to form students' analytical, creative thinking through the acquisition of practical skills. Practical classes are also conducted in order to deepen and consolidate the knowledge gained in lectures and in the process of independent work on normative documents, educational and scientific literature. For student, it is necessary, to study or repeat theoretical material on a given topic when preparing for a practical lesson for students.

When preparing for a practical lesson, the student is recommended to follow the following algorithm;

- 1) get acquainted with the plan of the upcoming lesson;
- 2) study the literature sources that have been recommended and familiarize yourself with the introductory notes to the relevant sections.

Methodological guidelines for practical (seminar) classes in the discipline, along with the work program and schedule of the educational process, refer to methodological documents that determine the level of organization and quality of the educational process.

The content of practical (seminar) classes is recorded in the working curricula of the disciplines in the sections "List of topics of practical (seminar) classes".

The most important component of any form of practical training are tasks. The basis of the task is an example that is understood from the standpoint of the theory developed in the lecture. As a rule, the main attention is paid to the formation of specific skills, which determines the content of students' activities - problem solving, laboratory work, clarification of categories and concepts of science, which are a prerequisite for correct thinking and speech.

- Practical (seminar) classes perform the following tasks:

- stimulate regular study of recommended literature, as well as attentive attitude to the lecture course;
- consolidate the knowledge gained in the process of lecture training and independent work on literature;
- expand the scope of professionally significant knowledge, skills, and abilities;
- allow you to verify the correctness of previously acquired knowledge;
- initiate skills of independent self-thinking, oral presentation;
- contribute to the free use of terminology;
- provide the teacher with the opportunity to systematically monitor the level of independent work of students.

Methodological guidelines for practical (seminar) classes on the discipline should be focused on modern business conditions, current regulatory documents, advanced technologies, the latest achievements of science, technology and practice, modern ideas about certain phenomena, the studied reality.

- Recommendations for working with literature.

Working with literature is an important stage of the student's self-work on mastering the subject, contributing not only to the consolidation of knowledge, but also to the expansion of horizons, mental abilities, memory, the ability to think, express and confirm personal hypotheses and ideas. In addition, the skills of research work necessary for further professional activity are developed.

When starting to study the literature on the topic, it is necessary to make notes, extracts, summaries. It is mandatory to take notes of the works of theorists, which allow us to comprehend the theoretical basis of the study. For the rest, you can limit yourself to summary from the studied sources. All summaries and quotations must have the exact "return address" (author, title of the work, year of publication, page, etc.). It is advisable to write an abbreviated title of the question to which the extract or quotation refers. In addition, it is necessary to learn how to immediately compile a file of special literature and publications of sources, both proposed by the teacher and identified independently, as well as refer to bibliographic reference books, chronicles of journal articles, book chronicles, abstract journals. At the same time, publications of sources (articles, book titles, etc.) should be written on separate cards, which must be filled in according to the rules of bibliographic description (surname, initials of the author, title of the work. Place of publication, publisher, year of publication, number of pages, and for journal articles – the name of the journal, year of publication, page numbers). On each card, it is advisable to record the thought of the author of the book or a fact from this book on only one specific issue. If the work, even in the same paragraph or phrase, contains more judgments or facts on another issue, then they should be written out on a separate card. The presentation should be concise, accurate, without subjective assessments. On the back of the card, you can make your own notes about this book or article, its content, structure, on which sources it is written, etc.

- Explanations about working with control and test materials for the course, recommendations for completing homework.

Testing allows you to determine whether the actual behavior of the program corresponds to the expected one by performing a specially selected set of tests. A test is the fulfillment of certain conditions and actions necessary to verify the operation of the function under test or part of it. Each question in the discipline must be answered correctly by choosing one option.

10. EDUCATIONAL WORK

Within the framework of the course, education work with students is carried out to develop a modern scientific worldview and a system of basic values, socialize them through familiarization with universal moral norms, developing citizenship, patriotism, tolerance and respect towards cultural traditions and heritage of Russia.

The process of moral and social-personal development of students within the framework of the teaching course is carried out as a gradual achievement of harmony and psychological-pedagogical unity of the emotional-sensual and rational-intellectual spheres of the individual, ensuring the accumulation, awareness and development of emotionally experienced and personally accepted ethical standards of behavior. The teacher's attention is focused on the formation of a complex of interrelated qualities and personal traits: law-abiding; willingness to confront external and internal

challenges; ability for moral self-improvement and self-esteem; expression and defending one's public position, critical evaluation one's own intentions, thoughts and actions. The basis for the implementation of the educational potential of the discipline is a set of psychological and pedagogical principles, such as orientation towards the ideal, following a moral example, dialogic communication, etc. In the process of education work, methods of persuasion (explanation, story-reflection, personal example, discussion, etc.), motivation (encouragement, praise, reward, etc.) and training (creative assignment, business game, competition) are being used.

11. THE LIST OF INFORMATION TECHNOLOGIES USED IN THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS

11.1. Information technologies:

Such technologies are supposed to be used during the course:

- practical classes using multimedia;
- interactive technologies (dialogues, collective discussions of various approaches to particular education or professional problems);
- interaction with students via email;
- collaborations in the Electronic Information and Education Environment of St. Petersburg State University of the Veterinary Medicine:

<https://spbguv.ru/academy/eios/>

11.2. Software:

The list of licensed and free- distributed software, including national programs

№ п/п	Technical and computer programs recommended by sections and topics of the program	License
1	MS PowerPoint	67580828
2	LibreOffice	Freeware
3	OS Alt Education	AAO.0022.00
4	Integrated library system "MAPK-SQL"	02102014155
5	MS Windows 10	67580828
6	Legal reference system "ConsultantPlus"	503/KJI
7	Android OS	Freeware

12. THE MATERIAL AND TECHNICAL BASE NECESSARY FOR THE IMPLEMENTATION OF THE DISCIPLINE EDUCATIONAL PROCESS

The title of the discipline (module), practice in accordance with the curriculum	The title of special rooms and rooms for self-work	Equipment of special rooms and rooms for self-work
The foundations of Russian statehood	2 (196084, Saint Petersburg, Chernigovskaya str., 5) Lecture classroom	<i>Specialized furniture:</i> desks, chairs, blackboard. <i>Multimedia equipment:</i> multimedia projector, screen.
	5 (196084, Saint Petersburg, Chernigovskaya str., 5) Lecture classroom	<i>Specialized furniture:</i> desks, chairs, blackboard. <i>Multimedia equipment:</i> multimedia projector, screen.
	108 (196084, Saint Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification.	<i>Specialized furniture:</i> desks, chairs, blackboard. <i>Multimedia equipment:</i> multimedia projector, screen.
	102 (196084, Saint Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification.	<i>Specialized furniture:</i> desks, chairs, blackboard.
	103 (196084, Saint Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification.	<i>Specialized furniture:</i> desks, chairs. <i>Technical teaching equipment:</i> computers with an Internet-connection and access to the electronic information education environment

	206 – Large reading room (196084, Saint Petersburg, Chernigovskaya str., 5) Room for self-study.	<i>Specialized furniture:</i> desks, chairs. <i>Technical teaching equipment:</i> computers with an Internet-connection and access to the electronic information education environment
	214 – Small reading room (196084, Saint Petersburg, Chernigovskaya str., 5) Room for self-study.	<i>Specialized furniture:</i> desks, chairs. <i>Technical teaching equipment:</i> computers with an Internet-connection and access to the electronic information educational environment

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FUND OF ASSESMENT TOOLS
for the discipline
"THE FOUNDATIONS OF RUSSIAN STATEHOOD"

Level of higher education
SPECIALIST COURSE

Specialty 36.05.01 Veterinary medicine
Profile: «General clinical veterinary medicine»
Full-time education

Education starts in 2025

Saint Petersburg
2025

1. PASSPORT OF THE FUND OF ASSESMENT TOOLS

№	Acquired competence	Assessed modules of a discipline	Assesment tool
1	<p>UC-5. Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>UC-5 ID-1 To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p>	Russia as a civilizational state	Colloquium, Test, Control work
2		Civilizational definitions of the Russian culture	Colloquium, Test, Control work
3		Historical dynamics of Russia	Colloquium, Test, Control work
4		Russian identity formation	Colloquium, Test, Control work
5		Political institutions and levels of government in modern Russia	Colloquium, Test, Control work
6		Grounds of the Russian legal state	Colloquium, Test, Control work
7		Internal and global challenges to the Russian development	Colloquium, Test,Control work

8		Images of the future in Russian culture	Colloquium, Test, Control work
9			

List of assessment tools

№	Name of the assessment tool	Brief description of the assesment tool	Presentation of the assessment tool in the fund
1.	Colloquium	A means of control is organized as a conversation between the teacher and the student on topics related to the discipline, and designed to clarify the amount of knowledge that students have on a certain module, topic, problem, etc. May be conducted in written form.	Questions on topics/modules of the discipline presented in relation to the competencies provided by the work program of the discipline
2.	Test	A system of standardized tasks, which allows to automate the assessment of students knowledge and skills	A fund of test assignments
3.	Control work	A means of testing the ability to apply acquired knowledge to solve problems of a certain type on a topic or section	A set of response scales

2. INDICATORS AND CRITERIA FOR ASSESSING COMPETENCIES AT VARIOUS STAGES OF ITS FORMATION, DESCRIPTION OF ASSESSMENT SCALES

Planned results of competency acquired	The level of development				Assesment tool
	Unsatisfactory	Satisfactory	Good	Excellent	
GPC – 5. – is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.					
UC - 5 ID-1 To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.	The level of knowledge is below the minimum requirements, gross errors have occurred	The minimum acceptable level of knowledge, many minor errors have been made	The level of knowledge corresponds to the training program, several minor errors have been made	The level of knowledge corresponds to the training program, no errors have been made	Colloquium, Test, Control work
UC - 5 ID-2 To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.	Basic skills were not demonstrated in solving standard tasks, and gross errors occurred	Basic skills have been demonstrated, typical problems have been solved with minor errors, all tasks have been completed, but not in full	All the basic skills have been demonstrated, all the main tasks have been solved with minor errors, all the tasks have been completed in full, but some with flaws	All basic skills have been demonstrated, all main tasks have been solved with some minor flaws, all tasks have been completed in full	Colloquium, Test, Control work

<p>UC-5 ID-3</p> <p>To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p>	<p>When solving standard problems basic skills were not demonstrated, gross errors occurred</p>	<p>There is a minimum set of skills to solve standard tasks with some shortcomings</p>	<p>When solving standard problems basic skills were not demonstrated with some flaws</p>	<p>Skills were demonstrated in solving non-standard tasks without errors and flaws</p>	<p>Colloquium, Test, Control work</p>
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3. A LIST OF CONTROL TASKS AND OTHER MATERIALS, NECESSARY FOR THE ASSESSMENT OF KNOWLEDGE, SKILLS AND WORK EXPERIENCE

3.1. Typical tasks for the current control of academic progress

3.1.1 Questions for the colloquium

Tests to assess the competence of UC-5 - *Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.*

UC-5 ID-1 – To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

1. Features of the geography of Russia: climate, biodiversity, natural resources.
2. Regions and districts of the country. Their culture and economy.
3. Peoples of Russia. Historical features of their interaction in the context of the state.
4. The image of Russia in modern consciousness: myths and reality
5. The concept of "civilization"; the difference between the civilizational, formational, and world-system approaches.
6. Variations of the civilizational approach: Danilevsky, Spengler, Toynbee, etc.
7. Specifics of the historical process and the formation of Russian civilization
8. The role of Russia in the dialogue of civilizations: the 19th century
9. The role of Russia in the dialogue of civilizations: the 20th and 21th centuries.

UC-5 ID-2 – To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

10. The concept of worldview, its role in the sociocultural world.
11. "Conception of the world" and values in the structure of worldview.
12. Worldview and values of Russian civilization.
13. Formation and development of politics, ideologies in Russia. "Slavophiles" and "Westerners".
13. Understanding the Russian worldview in Russian philosophy: Orthodox messianism, pochvenism
15. Understanding the Russian worldview in Russian philosophy: Russian cosmism, Eurasianism

UC-5 ID-3 – To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

16. Features of the political system of Russia from a historical perspective.
17. The mechanisms of the interaction of a citizen and power in modern Russia.
18. Russian legal system.
19. Forms of legitimacy of power. The legitimacy of power in Russia.
20. Internal economic, cultural, social challenges; The role of Russian civilization in counteraction to them.
21. Global calls to humanity; The role of Russian civilization in counteraction to them.
22. State development strategies in Russia.

23. Designing the future: innovative development projects of Russia.

3.1.2 Questions for knowledge survey (writing variant)

Tests to assess the competence of GPC-5 - *Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.*

UC-5 ID-1 – To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

1. "Zemlya russkay" ("Russian Earth") as a category of ancient Russian culture
2. The idea of Russia in the historiography of the 18th century.
3. The image of Russia in a linear development model
4. The image of Russia in a civilizational approach
5. The image of Russia in a formation approach
6. Russia from the point of view of Western tradition
7. Russia from the point of view of the Slavophile tradition
8. Russia from the point of view of Soviet ideology
9. Actual discussions about the place of Russia in history

UC-5 ID-2 – To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

10. The image of a person in Russian culture
11. The image of the family in Russian culture
12. The image of society in Russian culture
13. The image of the state in Russian culture
14. The image of the people in Russian culture
15. The concept of traditional values and their interpretation in Russian philosophy
16. The evolution of value models in Russian culture
17. Russia and Oriental cultures in historical interaction
18. Russia and Western cultures in historical interaction
19. The image of Europe in Russian culture
20. The image of the East in Russian culture
21. Multinationality as the foundation of the historical dynamics of Russian culture
22. Diversity and continuity as the leitmotifs of Russian culture
23. The concept of creativity in Russian culture
24. Forms of cooperation in Russian culture

UC-5 ID-3 – To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

25. State models in the history of Russian statehood

26. Relations of private and public in Russian statehood

27. Models of legitimization of power in Russian statehood

28. Risks and challenges in the history of Russian statehood

29. "Russia of the Future" in the history of Russian public thought

30. Modern projects for the development of Russian society

3.1.3 Test-questions

Tests to assess the competence of GPC-5 - *Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.*

UC-5 ID-1 – To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

1. Which climate is the most common in the European part of Russia?

a) sharply continental

b) moderate continental

c) monsoon continental

2. What areas of agriculture are basic for the northwest Russian districts?

- a) meat and dairy farming, growing flax, barley, oats
- b) beekeeping, cultivation of wheat, buckwheat
- c) fish farming, cultivation of grainbow cultures

3. Indicate the regions of Russia, where the largest volume of wheat is grown.

- a) Voronezh region
- b) Krasnodar Territory
- c) Altai Territory

4. In the Russian Federation there are ... federal districts.

- a) 5
- b) 7
- c) 8

5. What religion by the number of followers takes second place in Russia after Eastern Orthodox Christianity?

- a) Protestantism
- b) Buddhism
- c) Islam

What regions of Russia are leaders in oil and gas production?

- a) Khanty-Mansi region, Yamalo-Nenets region

b) Sakhalin region, Krasnoyarsk Territory

c) Tatarstan, Orenburg region

7. Indicate the peoples of Russia, who profess Christianity.

a) Armenians, Udmurts, Chuvashi

b) Chechens, Yakuts, Azerbaijanis

c) Crimean Tatars, Tuvans, Balkars

8. The "Korennoy narod" ("indigenous people") is ...

a) the historical community of people, both in the political as well as in cultural and ethnic sense.

b) a group of population living in the territory of their ancestors and preserving traditional lifestyle.

c) the community of people, which is developed by the formation of their culture, economic ties, literary language.

9. Indicate the indigenous peoples of the North-West Russia.

a) Nenets, Koryaks

b) Vepses, Izhorians, Sami

c) Tuvans, Mansi

10. What is the difference between "civilization" and "people" in the civilizational approach?

a) civilization is a sociocultural entity that can combine several peoples

b) civilization means a cultural-historical community, and the people is only an ethnic community

c) civilization means a certain level of development of spiritual and material culture

11. What communities can be called "civilization-states"?

- a) those that exist within the same state, combining different nations through culture, moral values, traditions
- b) national states that have a special originality of culture and political structure
- c) the union of states united by culture, moral values, traditions

12. How is the historical process understood in the civilizational approach?

- a) as a result of the unique formation and development of individual civilizations, as well as their interaction
- b) as a universal process of development of all civilizations leading to progress
- c) as a universal set of stages that each civilization should go through

13. How does O. Spengler understand the concept of "culture"?

- a) as a historically formed lifestyle of people, which includes various forms of knowledge, skills, values, rites, beliefs, etc.
- b) as the first, most fruitful stage of development of any civilization.
- c) as the final stage of the development of civilization, leading to its decline

14. What mechanism determines the development of civilizations, according to Toynbee?

- a) challenge and response
- b) birth, maturity, and decline
- c) creative minority

15. What is N. Ya. Danilevsky's "cultural-historical type"?

- a) an original social community, which develops like a living organism and interacts with other similar communities

- b) a type of personality characteristic of a particular culture of a certain historical period
- c) the historical stage of human development

16. When were the main models of the civilizational approach developed?

- a) the 17th and 18th centuries.
- b) the 19th and 20th centuries.
- c) the 20th and 21th centuries.

17. The constructivist approach to civilizations suggests that ...

- a) civilizations exist objectively.
- b) civilizations exist, but only in the consciousness of the researcher (historian, sociologist).
- c) civilizations do not exist.

18. What geographical zones does H. Mackinder distinguish

- a) Pivot Area and Insular crescent
- b) Northern and Southern
- c) Western and Eastern

19. What is Heartland in the concept of H. Mackinder?

- a) the deep lands of the Eurasian continent that have no access to the oceans
- b) the area stretching from the Volga to the Yangtze and from the Arctic to the Himalayas
- c) the lands of sea powers

20. The geopolitical approach focuses on ...

- a) the influence of policy on the development of natural resources.
- b) the influence of geographical factors on politics.
- c) the influence of geological processes on the formation of civilization

21. What is "passionarnost" ("passionarity"), according to L. N. Gumilev?

- a) activity manifested in the desire of the individual to achieve the goal and in the ability to sacrifice for the goal
- b) passion, enthusiasm as a trait of national character
- c) patriotism, devotion to the Fatherland.

22. The influence of what political force, according to the Eurasians, determined the formation of Russia?

- a) the empire of Genghis Khan
- b) the Lithuanian principality
- c) Norman rulers.

23. In Eurasianism by L. N. Gumilyov, Russia is considered as ...

- a) part of the Eurasian East, independent cultural and political center
- b) a separate civilization, different from both the Western and Eastern civilizations
- c) successor of European civilization

UC-5 ID-2 – To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

24. Eurocentrism is ...

- a) theoretical attitude that emphasizes the superiority of European peoples
- b) the theoretical attitude that emphasizes the leading role of European civilization in world development
- c) the idea that European culture is the only possible way of development.

25. The founder of the world-system approach is ...

- a) F. Braudel
- b) A. Toynbee
- c) I. Wallerstein

26. In the world-system approach, the originality of civilizations ...

- a) plays an important role
- b) not taken into account
- c) is considered a research construct.

27. What factors determine the development of the world system, according to I. Wallerstein?

- a) economic
- b) political

c) cultural

28. What challenge, according to A. Toynbee, determined the Slavic civilization?

a) external political threats

b) feuds, internal conflicts

c) the difficulties of agriculture

29. What reasons led to the unification of Russian by Moscow Rus'?

a) internecine clashes of the Russian principalities

b) the need for centralization due to external military threats

c) peasant uprisings

30. During the reign of which tzar, Rus' became a civilization-state?

A) Ivan IV

b) Ivan III

c) Mikhail Romanov

31. What factor did contribute to the preservation of Russian culture during the Tataromongol yoke?

a) the unity of the Russian church

b) princely men at arms

c) active interaction with Western neighbors

32. What were zemstvo meetings?

- a) a meeting of representatives of different classes (except peasants) for discussions of state issues convened by the tzar
- b) a meeting of the boyars close to the tzar to discuss foreign policy
- c) a collection of representatives of various classes in their localities to solve everyday issues

33. What factors contributed to the end of the Time of Troubles?

- a) self-organization, the willingness of different groups to go to compromises
- b) the calling of the Polish prince to Moscow
- c) Murder of Pseudo-Demetrius I by Vasily Shuisky

34. Why was there the strengthening of the dependency of serfs and other classes during the reign of Peter I?

- a) strengthening of the autocratic power
- b) expansion of the territories of the state
- c) modernization in the field of state management, education, etc.

35. Why the Western idea of "enlightened absolutism" was able to take root in the Russian Empire?

- a) it corresponded to the course on the European Way of Development, taken by Peter I, and did not contradict the traditions of autocratic power
- b) it was supported by large Russian scientists of the 19th century.
- c) it corresponded to the ideals of the Russian Orthodox Church

36. What event brought the ideologies of liberalism, socialism, and conservatism to the Russian empire?

- a) French Revolution 1789
- b) the Patriotic War of 1812

c) the Russo-Turkish war of 1787-1791

37. What was the slogan of the "theory of official nationalism" by S. S. Uvarov?

a) "Earth to peasants!"

b) "Freedom, equality, fraternity"

c) "Autocracy, orthodoxy, nationalism"

38. Conservative policy of Alexander I ...

a) limited to the framework of the empire and did not find supporters among the Western states

b) was found support from Austria and Prussia in order to confront revolutions

c) was negatively perceived by most of the European states

39. What were the relations of the state and the society in the 18th after the reforms of Peter I?

a) harmonious, the state and the society entered into dialogue

b) the split between the state and the society intensified

c) the relations of the state and the society have not changed compared to the 17th century.

40. Who was originally part of the Russian "intelligentsia"?

a) the educated part of the nobility, interested in modern philosophical and political ideas

b) representatives of the lower classes who managed to get a good education

c) educated Europeans invited to Russia

41. Why was the interaction with the peoples of Siberia during its exploration mostly non-violent?

a) since such interaction with colonies is characteristic of continental empires

b) because the peoples of Siberia did not resist the invaders

c) because pioneers were forbidden to use force

42. What social and cultural factors contributed to the revolutions of 1917?

a) the influence of the ideology of socialism (Marxism) on the leaders of the revolution

b) a huge cultural gap between social classes, increasing the level of education of the population, the multidirectional interests of public strata

c) First World War

43. What features of popular consciousness contributed to the Stalinist "cult of personality"

[Answer in a free form]

44. The Soviet ideology does not include ...

a) scientific atheism

b) permanent revolution

c) the philosophy of dialectical materialism

45. What are the main reasons of Perestroika?

A) the need to update Soviet ideology, economic stagnation, generational change

B) Western influences in Soviet culture

C) M. Gorbachev.

UC-5 ID-3 – To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

46. The sociocultural world is ...

[Answer in a free form]

47. What is the theoretical (cognitive) function of the worldview?

- a) the worldview helps people to form and structure general knowledge
- b) the worldview allows us to distinguish the truth from lies
- c) the worldview is the basis of scientific knowledge

48. What is the practical function of the worldview?

- a) the worldview becomes a support for the personality in difficult life situations
- b) the worldview allows one to engage in meaningful activity
- c) the worldview allows one to achieve personal goals

49. What is the scientific worldview?

- a) it implies the ultimate truth of the scientific knowledge
- b) it involves an explanation of natural and cultural phenomena through the identification of their constant laws
- c) it relies on faith in the rational structure of the world

50. The philosophical worldview is different from the mythological ...

- a) in the denial of the existence of supernatural forces
- b) in the priority of the rational way of knowing the world.
- c) in the trust in scientific knowledge.

51. What role do values play in the structure of a worldview?

[Free-form answer]

52. The way to legitimize values in society is:

- a) Religion, tradition, reason, authority
- b) Individual experience, inference, faith
- c) Social contract, legal system

53. To form an identity it is necessary...

- a) to have a developed skill of self-analysis
- b) to have an experience of socialization, to recognize oneself as a member of a community
- c) to have role models.

54. The traditional values of Russian civilization include:

- a) conciliarity, truth, service
- b) collectivism, equality, labor
- c) creativity, independence, entrepreneurship.

55. When did the idea of "separation of powers" arise?

a) Age of Enlightenment

b) Middle Ages

c) The beginning of the 20th century

56. What is the function of the separation of powers?

a) Simplifies the interaction between government and society

b) Limits the actions of the authorities by legal foundations of the state

c) Simplifies the decision-making procedure

57. Which of the following concepts is not a type of political regime?

a) Autocracy

b) Egalitarianism

c) Democracy

58. Which branches of government do the Federal Assembly and the State Duma belong to?

a) Executive

b) Legislative

c) Judicial

59. What role does the president play in the political system of the Russian Federation?

a) A regulator mechanism of interaction between branches of government

b) The highest representative of the executive branch.

c) The highest representative of the legislative branch.

60. What is the idea of "sovereign democracy" that emerged in early 2000?

[Free-form answer]

61. Political independence of the state in international relations...

a) is a sign of its sovereignty

b) is a sign of an aggressive foreign policy

c) indicates its economic potential

62. What topics are not covered in the constitutional amendments of 2020?

a) Historical continuity of the development of Russian states

b) The role of family and traditional values

c) Duration of military service

63. What ideas are typical for "Zapadniks" ("Westerners")?

a) Russia is a European country that is inevitably moving along the Western path of development

b) Russia can develop successfully only with the support and leadership of the collective West

c) Although Russia is not a European country, it must be directed along the Western path of development

64. What internal social challenges for Russia are of a global nature?

a) Rising unemployment, social inequality

b) Corruption, poverty

c) Growing social tension, nationalism

65. The main objective of the international Paris Climate Agreement (2015) is to...

a) limit the rise in global temperatures to 1.5 C

b) limit greenhouse gas emissions

c) introduce a special tax on CO2 emissions

3.1.4 The final test-questions

Tests to assess the competence of UC-5 - *Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.*

UC-5 ID-1 – To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

1. Climate and natural resources of Russia, their impact on the economy and social structure
2. The main economic and cultural centers of modern Russia, their autonomy and interdependence.
3. Historical background for the formation of Russia as a multinational state and modern ethnic politics.
4. Confessional and cultural diversity of modern Russia: opportunities for dialogue.
5. Prerequisites for the formation of a positive and negative image of contemporary Russia
6. History of the concept of "civilization" and its modern interpretations.
7. The civilizational approach, its relationship to the formational and world-system approaches.
8. The role of Russian (Slavic) civilization in the concepts of Danilevsky, Spengler, Toynbee

9. The main milestones in the formation of Russian civilization; continuity of culture and statehood.

10. The emergence and transformation of political ideologies in Russia in the 19th-20th centuries.

11. Constructivist and geopolitical approaches to the status of civilizations.

GPC-5 ID-2 – To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

12. The role of worldview types and values in the formation of identity.

13. Values in the structure of worldview; "pictures of the world" of Western and Russian civilizations

14. Models of values of Russian civilization. The concept of "pentabasis".

15. "Westerners" and "Slavophiles", their role in understanding the path of Russia

16. Russian worldview in the ideas of Russian thinkers: Christian messianism, pochvennichestvo

17. Russian worldview in the ideas of Russian thinkers: Eurasianism, Russian cosmism

18. The concept of the political system and power; legitimacy of power in modern Russia

19. History of the political system of Russia, the role of sociocultural and economic factors in its formation

20. Citizen and government in modern Russia, the role of self-government in the development of civil society

21. Russian legal system; history and features of the Constitution of the Russian Federation.

22. Legitimacy of power in modern Russia and its cultural and historical prerequisites.

UC-5 ID-3 – To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

23. Current economic challenges to the Russian civilization.

24. Current cultural challenges to the Russian civilization.

25. Current social challenges to the Russian civilization.

26. Global challenges to humanity: environmental crisis, terrorism, social inequality, nuclear threat, information security (select one)

27. The role of Russian civilization in countering global challenges (environmental crisis, terrorism, social inequality, nuclear threat, information security, select one)

28. The dialogue between Russian and European civilizations in the 19th-20th centuries.

29. The dialogue between Russian and other civilizations (Chinese, Indian, Arab) in the 19th-20th centuries.

30. Development strategies of Russia as a civilization-state

31. Innovative projects for the development of Russia in the context of global trends

4. METHODOLOGICAL MATERIALS DEFINING THE PROCEDURES FOR ASSESSING KNOWLEDGE, SKILLS AND ABILITIES AND WORK EXPERIENCE CHARACTERIZING THE STAGES OF COMPETENCE FORMATION

4.1. Criteria for evaluating students' knowledge during the knowledge survey (written survey)

Mark "**excellent**" - the student clearly expresses his point of view on the issues under consideration, giving appropriate examples.

Mark "**good**" - the student admits some errors in the answer

The mark "**satisfactory**" - the student discovers gaps in knowledge of the basic educational and normative material.

The mark "**unsatisfactory**" - the student discovers significant gaps in knowledge of the basic provisions of the discipline, the inability to obtain the correct solution to a specific practical problem with the help of a teacher.

4.2. Criteria for evaluating students' knowledge during testing

The test result is evaluated on a percentage rating scale. Each student is offered a set of test tasks of 25 questions:

The mark "**excellent**" is 25-22 correct answers.

The mark "**good**" is 21-18 correct answers.

The mark "**satisfactory**" is 17-13 correct answers.

The mark "**unsatisfactory**" is less than 13 correct answers

4.3. Criteria for evaluating students' knowledge in the preparation of reports

The mark "**excellent**" - the problem is identified and its relevance is justified; an analysis of various points of view on the problem under consideration is made and one's own position is logically stated; conclusions are formulated, the topic is fully disclosed, the volume is maintained; the requirements for external design are met, the basic requirements for the report are fulfilled.

The mark "**good**" - mistakes have been made. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the report is not maintained; there are omissions in the design, there are significant deviations from the requirements for the presentation of materials.

The mark "**satisfactory**" - the topic is only partially covered; factual errors were made in the content of the report; there are no conclusions, the topic of the report is not disclosed.

The mark "**unsatisfactory**" - there is a significant misunderstanding of the problem or the report is not submitted.

1.4. Criteria for evaluating students' knowledge when checking control papers

The mark "**excellent**" - the problem is identified and its relevance is justified; an analysis of various points of view on the problem under consideration is made and one's own position is logically stated; conclusions are formulated, the topic is fully disclosed, the volume is maintained; the requirements for external design are met, the basic requirements for the abstract are fulfilled

The mark is "**good**" - mistakes have been made. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the abstract is not maintained; there are omissions in the design, there are significant deviations from the requirements for abstracting.

The mark "**satisfactory**" - the topic is only partially covered; factual errors were made in the content of the abstract; there are no conclusions, the topic of the abstract is not disclosed

The mark "**unsatisfactory**" - there is a significant misunderstanding of the problem or the abstract is not presented at all.

4.5. Criteria of knowledge during the test

The mark **"accepted"** must correspond to the parameters of any of the positive ratings ("excellent", "good", "satisfactory").

The mark **"not accepted"** rating should correspond to the parameters of the "unsatisfactory" rating.

The mark "excellent" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in situations of increased complexity. At the same time, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed.

The mark "good" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in standard situations. At the same time, minor errors, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be made.

Mark "satisfactory" – one or more types of educational work provided for in the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with the indicators given in the tables, significant errors are made, a partial lack of knowledge, skills, and skills is manifested in a number of indicators, the student experiences significant difficulties in operating with knowledge and skills when transferring them to new situations. –

The mark "unsatisfactory" – the types of educational work provided for in the curriculum have not been completed. demonstrates incomplete compliance of knowledge, skills, and abilities given in the tables of indicators, significant errors are made, a lack of knowledge, skills, and skills is manifested for a large number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations

4.6. Criteria of knowledge during the examination

The mark "excellent" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in various situations of increased complexity. At the same time, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed. –

The mark "good" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in standard situations. At the same time, minor errors, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations can be made.

Mark "satisfactory" – one or more types of educational work provided for in the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with the indicators given in the tables, significant errors are made, a partial lack of

knowledge, skills, and skills are manifested in a number of indicators, the student experiences significant difficulties in operating with knowledge and skills when transferring them to new situations.

The mark "unsatisfactory" – the types of educational work provided for in the curriculum have not been completed. demonstrate incomplete compliance of knowledge, skills, and abilities given in the tables of indicators, significant errors are made, a lack of knowledge, skills, and skills are manifested for a large number of indicators, the student experiences significant difficulties in operating with knowledge and skills when transferring them to new situations.

5. ACCESSIBILITY AND QUALITY OF EDUCATION FOR THE DISABLED PEOPLE

If necessary, persons with disabilities and persons with disabilities are given additional, time to prepare an answer for the test.

When conducting the procedure for evaluating the learning outcomes of disabled people and persons with disabilities, their own technical means can be used.

The procedure for evaluating the learning outcomes of disabled people and persons with disabilities in the discipline provides for the provision of information in forms adapted to the limitations of their health and perception of information:

For people with visual impairments:	– in printed form in enlarged font; – in the form of an electronic document.
For people with hearing impairments:	– in printed form; – in the form of an electronic document.
For people with disorders of the musculoskeletal system:	– in printed form, the device; – in the form of an electronic document.

When conducting the procedure for evaluating the learning outcomes of disabled people and persons with disabilities in the discipline, it ensures that the following additional requirements are met, depending on the individual characteristics of the students:

- a) instructions on the procedure for conducting the assessment procedure are provided in an accessible form (orally, in writing);
- b) an accessible form of assignment of assessment tools (in printed form, in printed form in enlarged font, in the form of an electronic document, assignments are read out by the teacher);
- c) an accessible form of providing answers to tasks (written on paper, a set of answers on a computer, orally).

If necessary, for students with disabilities and the disabled, the procedure for evaluating the results of training in the discipline can be carried out in several stages.

The procedure for evaluating the learning outcomes of disabled people and persons with disabilities is allowed using distant learning technologies.