Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of Higher Education
St. Petersburg State University of Veterinary Medicine"
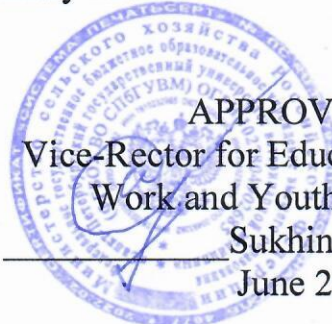
Department of Organization, Economics and Management of Veterinary Business

EDUCATIONAL WORK PROGRAM

for the discipline

«HISTORY OF VETERINARY MEDICINE OF ST. PETERSBURG AND LENINGRAD REGION»
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 24, 2025.
Protocol No. 13

Head of the Department
of Organization, Economics and Management
of Veterinary Affairs,
Candidate of Veterinary Sciences, Associate Professor
_____ Orekhov D.A.

Saint Petersburg
2025

1. AIMS AND OBJECTIVES OF THE DISCIPLINE "HISTORY OF VETERINARY MEDICINE (INTRODUCTION TO THE SPECIALTY)"

The purpose of this discipline is to give students fundamental knowledge about the emergence and development of human and veterinary medicine in history. Students explore the connection of Veterinary science with various political, social, economic processes and study the development of the organization and structure of veterinary services in the world and in Russia.

The main tasks of the History of Veterinary Medicine (Introduction to the Specialty) are:

- familiarizing students with the stages of the development of veterinary medicine, its achievements and place among other areas of knowledge;
- characterization of the veterinary field of knowledge by studying the historical patterns of it's development to form a specific worldview and thinking, which is the basis for medical thinking;
- familiarizing students with the modern diversity of activities of veterinary specialists, types and specifics of veterinary organizations, the level of development of veterinary medicine in the world.

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 mastering the discipline, the student prepares for the following types of activities, in accordance with the educational standard of the FSE on 36.05.01 "Veterinary Medicine".

The field of professional activity:

13 Agriculture

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:

Universal competences (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.

UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:

UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.

UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

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

The discipline B1.V.DV.04.01 «History of veterinary medicine (introduction to the specialty)» refers to block 1 of elective disciplines, the part formed by participants in educational relations of the Federal State Educational Standard of Higher Education in the specialty 36.05.01 "Veterinary Medicine".

The course "History of Veterinary Medicine (Introduction to the Specialty)" is completed in the 1st semester – full-time in the first year of study.

The discipline "History of Veterinary Medicine (Introduction to the Specialty)" is basic one for studying of such disciplines as:

1. Philosophy.
2. Methodology of scientific research.
3. Project management.
4. Organization of veterinary affairs.
5. Epizootology and infectious diseases of animals

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)	**36**	**36**
Including:	**-**	**-**
Lectures, including interactive forms	18	18
Practical lessons (PL), including interactive forms, among which are:	18	18
practical training (PT)	4	4
Self-study	**36**	**36**
Essay	+	+
Type of intermediate and final certification (test, exam)	test	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	Lectures	Practical lessons	Practical training	Self-study
				Types of academic work, including students' self-study and labor intensity (in hours)			
1.	The origins of veterinary medicine in ancient civilizations.	**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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	1	2	2	-	4
2.	Veterinary medicine of the Middle Ages and the Renaissance. Western and Eastern traditions.	**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	1	2	2	-	4

		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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.					
3.	Veterinary medicine of the New Age and the current state of affairs in Europe.	**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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	1	2	2	-	6

4.	Veterinary knowledge in Ancient Rus' and the Centralized Russian State.	**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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	1	2	2	-	5
5.	Veterinary medicine in the Russian Empire from the end of the 17th century to the middle of the 19th century.	**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.	1	2	2	-	3

		UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education: UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.					
6.	Veterinary medicine of the second half of the 19th century from the reforms of Alexander II to the reforms of Stolypin.	**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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	1	2	2	-	5
7.	Veterinary medicine of the XX – XXI centuries.	**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	2	-	-	3

		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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.					
8.	The formation of veterinary science and education in Western Europe.	**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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.	1	2	2	2	3

№	Topic	Competencies					
		UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.					
9.	National veterinary education and science in Russian Federation.	**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. **UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:** UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	1	2	-	2	3
	Total			**18**	**14**	**4**	**36**

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

6.1. Guidelines for self -work

1. History of veterinary medicine: educational and methodological recommendations / compiled by: M.V. Vinokhodova [and others]; SPbGAVM. – St. Petersburg: SPbGAVM, 2016. – 28 p. – URL: History of Veterinary Medicine (date of access: 06/24/2025). – Access mode: for authorization. users of the SPbSUVM EB.

6.2. Literature for self-work

1. Kalishin, N.M. Leaders and organizers of the state veterinary service in the first years of Soviet power (1917-1921) / N.M. Kalishin, D.A. Orekhov, S.O. Tyaminova // Issues of legal regulation in veterinary medicine. – 2011. – No. 2. – P.76–81. – URL: Regulatory issues_2011_2 (date of access: 06/24/2025). – Access mode: for authorization. users of the SPbSUVM EB.

2. Kalishin, N.M. Leaders and organizers of the state veterinary service in the first years of Soviet power (1917-1921): [continued] / N.M. Kalishin, D.A. Orekhov, S.O. Tyaminova // Issues of legal regulation in veterinary medicine. – 2011. – No. 3. – P. 81–86. – URL: Regulatory issues_2011_3 (date of access: 06/24/2025). – Access mode: for authorization. users of the SPbSUVM EB.

3. Mineeva, T.I. History of veterinary medicine: textbook / T.I. Mineeva. – St. Petersburg: Lan, 2005. - 384 p.

4. History of veterinary medicine in Russia and its constituent entities. T. 1. History of veterinary medicine in Russia / ed. I. N. Nikitina, V. M. Avilova, S. G. Dresvyannikova. - Kazan: Foliot, 2017. - 288 p. - - Text (visual): direct.

5. Jones B. V. The History of Veterinary Medicine and the Animal-human Relationship. – 5m Books Ltd, 2021. 618 p.

6. Jones S. D., Koolmees P. A. A Concise History of Veterinary Medicine. – Cambridge University Press, 2022. 438 p.

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

7.1. Basic literature

1. Nikitin, I.N. History of veterinary medicine: textbook for VO / I.N. Nikitin. - 6th ed. corr. and additional – St. Petersburg: Lan, 2023. – 332 p. : ill. – URL: https://reader.lanbook.com/book/354533 (access date: 06/24/2025). - Access mode: for authorization. users of EBS "Lan".

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

To prepare for practical classes and perform independent work, students can use the following Internet resources:

1. https://www.veterinarka.ru/Veterinarka.ru is an information portal on veterinary medicine.

2. https://meduniver.com - Medical information site.

Electronic library systems:

1. EBS "SPbGUVM"
2. EBS "Student Consultant"
3. Legal reference system "ConsultantPlus"
4. Scientific electronic library ELIBRARY.RU
5. Electronic books from the publishing house "Prospekt Nauki"

9. METHODOLOGICAL GUIDELINES FOR STUDENTS ON EDUCATION OF THE DISCIPLINE

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

- The content of methodological recommendations may include:
- Tips for planning and organizing the time needed to study the discipline.
- Description of the sequence of student actions, or "scenario for studying the discipline." The morning time is the most fruitful for academic work (from 8 to 14 o'clock), followed by the afternoon (from 16 to 19 o'clock) and evening time (from 20 to 24 o'clock). 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 (10-15 minutes) is required; after 4 hours of work, the break should be 1 hour. Part of the scientific organization of labor is mastering the technique of mental work. Normally, a student should devote about 10 hours a day to studying (6 hours at the university, 4 hours at home).

• Recommendations for working on lecture material

When preparing for a lecture, the student is recommended to:

1) review the recordings of the previous lecture and recall previously studied material in memory;

2) it is useful to review the upcoming material of the future lecture;

3) if independent study of individual fragments of the topic of the last lecture is assigned, then it must be completed without delay;

4) prepare yourself psychologically for the lecture.

This work includes two main stages: taking notes of lectures and subsequent work on lecture material.

Note-taking means drawing up notes, i.e. a brief written statement of the content of something (oral presentation - speech, lecture, report, etc. or a written source - document, article, book, etc.).

The method of work when taking notes on lecture presentations differs significantly from the method of work when taking notes from written sources.

By taking notes from written sources, the student has the opportunity to repeatedly read the desired passage of text, reflect on it, highlight the main thoughts of the author, briefly formulate them, and then write them down. If necessary, he can also note his attitude to this point of view. While listening to a lecture, the student must put off most of the complex of work mentioned above for another time, trying to use every minute to record the lecture, and not to comprehend it - there is no time left for this. Therefore, when taking notes from a lecture, it is recommended to separate fields on each page for subsequent entries in addition to the notes.

After recording a lecture or taking notes, student should not leave work on the lecture material until preparing for the test. It is necessary to do as early as possible the work that accompanies note-taking of written sources and which was not possible to do while recording the lecture - read your notes, deciphering individual abbreviations, analyze the text, establish logical connections between its elements, in some cases show them graphically, highlight main thoughts, note issues that require additional processing, in particular, teacher consultation.

When working on the text of a lecture, the student needs to pay special attention to the problematic questions posed by the teacher when giving the lecture, as well as to his assignments and recommendations.

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

• Recommendations for preparing for practical classes

Practical (seminar) classes constitute an important part of students' professional training. The main goal of conducting practical (seminar) classes is to develop analytical, creative thinking in students by acquiring practical skills. Practical classes are also conducted with the aim of deepening and consolidating the knowledge gained at lectures and in the process of independent work on regulatory documents, educational and scientific literature. When preparing for a practical lesson for students, it is necessary to study or repeat theoretical material on a given topic.

When preparing for a practical lesson, the student is recommended to adhere to the following algorithm:

1) get acquainted with the plan of the upcoming lesson;

2) study the literature sources that were recommended and familiarize yourself with the introductory comments to the relevant sections.

Methodological instructions 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 curriculum of the disciplines in the sections "List of topics for practical (seminar) classes."

The most important component of any form of practical training is assignments. The basis of the assignment is an example, which is analyzed from the perspective of the theory developed in the lecture. As a rule, the main attention is paid to the formation of specific skills and abilities, which determines the content of students' activities - problem solving, laboratory work, clarification of the 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 attention 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 check the correctness of previously acquired knowledge;

- instill skills of independent thinking and oral presentation;

- promote free use of terminology;

- provide the teacher with the opportunity to systematically monitor the level of independent work of students.

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

• Recommendations for working with literature.

Working with literature is an important stage of a student's independent work in mastering a subject, contributing not only to consolidation of knowledge, but also to broadening his horizons, mental abilities, memory, ability to think, present and confirm his hypotheses and ideas. In addition, research skills necessary for further professional activities are developed.

When starting to study literature on a topic, it is necessary to make notes, extracts, and notes. It is imperative to take notes on the works of theorists, which allow one to comprehend the theoretical basis of the study. For the rest, you can limit yourself to extracts from the studied sources. All extracts and quotations must have an exact "return address" (author, title of work, year of publication, page, etc.). It is advisable to write an abbreviated name of the question to which the extract or quotation relates. In addition, it is necessary to learn how to immediately compile a card index of specialized 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, and abstract journals. In this case, publications of sources (articles, book titles, etc.) should be written on separate cards, which must be filled out in ac-

cordance with 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 – journal name, 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 further 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 contents, structure, what sources it was written on, etc.

• Explanations about working with test materials for the course, recommendations for completing homework.

Testing is a check that allows you to determine whether the real behavior of the program corresponds to the expected behavior 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 being tested or its part. Each question in the discipline must be answered by choosing one option.

• Recommendations for completing abstracts, defining their thematic focus, goals and objectives of implementation, requirements for content, volume, design and organization of management of their preparation on the part of departments and teachers.

10. EDUCATIONAL WORK

As part of the implementation of the discipline, educational work is carried out to form a modern scientific worldview and a system of basic values, the formation and development of spiritual and moral, civil and patriotic values, a system of aesthetic and ethical knowledge and values, attitudes of tolerant consciousness in society, the formation of students' need for work as the first vital necessity, the highest value and the main way to achieve success in life, to realize the social significance of your future profession.

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

For the educational process of the discipline is previewed the use of information technologies:

- ✓ practical classes using multimedia;
- ✓ interactive technologies (dialogues, collective discussion on various topics for realization a particular educational and professional task);
- ✓ interaction with students via e - mail;
- ✓ community work in the electronic information and educational environment of St. Petersburg State University: https://spbguvm.ru/academy/eios/

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

#	Technical and computer programs recommended by sections and topics of the program	License
1	MS PowerPoint	67580828
2	LibreOffice	free software
3	OS Alt Education	AAO.0022.00
4	АБИС "МАРК-SQL"	02102014155
5	MS Windows 10	67580828
6	System Consult Plus	503/КЛ

7	Android OC	free software

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
History of veterinary medicine (introduction to the specialty)	338 (196084, St. Petersburg, Chernigovskaya str., building 5) Classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification	*Specialized furniture:* classroom tables with benches, blackboard. *Visual aids and educational materials:*
	426 (196084, St. Petersburg, Chernigovskaya str., building 5) Classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification	*Specialized furniture:* classroom tables, office chairs, blackboard. *Visual aids and educational materials:*
	429 (196084, St. Petersburg, Chernigovskaya str., building 5) Classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification	*Specialized furniture:* classroom tables, office chairs, blackboard, lectern, projector, roller blinds. *Visual aids and educational materials:* poster stand with visual materials
	206 Large reading room (196084, St. Petersburg, Chernigovskaya str., building 5) Room for independent work	*Specialized furniture:* tables, chairs *Technical teaching aids:* computers with Internet connection and access to the electronic information and educational environment
	214 Small reading room (196084, St. Petersburg, Chernigovskaya str., building 5) Room for independent work	*Specialized furniture:* tables, chairs *Technical teaching aids:* computers with an Internet connection and access to the electronic information and educational

		environment
	324 Department of Information Technologies (196084, St. Petersburg, Chernigovskaya str., building 5) Room for storage and preventive maintenance of educational equipment	*Specialized furniture:* tables, chairs, special equipment, materials and spare parts for preventive maintenance of educational equipment
	Box No. 3 Carpentry workshop (196084, St. Petersburg, Chernigovskaya str., building 5) Room for storage and preventive maintenance of educational equipment	*Specialized furniture:* tables, chairs, special equipment, materials for preventive maintenance of specialized furniture

Developers:

Associate Professor of the Department
of Organization, Economics and Management
of Veterinary Affairs, Candidate of Veterinary Sciences.   M. V. Vinokhodova

Senior Lecturer of the Department
of Organization, Economics and Management
of Veterinary Affairs   I.I. Shershneva

Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of higher education
"Saint Petersburg State University of Veterinary Medicine"

Department of Organization, Economics and Management of Veterinary Business

FUND OF ASSESMENT TOOLS
for the discipline
« HISTORY OF VETERINARY MEDICINE
(INTRODUCTION TO THE SPECIALTY)»
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 ASSESSMENT FUND

#	Acquired competence	Assessed modules of a discipline	Assesment tool
1.	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.	Тема 1. The origins of veterinary medicine in ancient civilizations. Тема 2. Veterinary medicine of the Middle Ages and the Renaissance. Western and Eastern traditions. Тема 3. Veterinary medicine of the New Age and the current state of affairs in Europe. Тема 4. Veterinary knowledge in Ancient Rus' and the Centralized Russian State. Тема 5. Veterinary medicine in the Russian Empire from the end of the 17th century to the middle of the 19th century. Тема 6 Veterinary medicine of the second half of the 19th century from the reforms of Alexander II to the reforms of Stolypin. Тема 7. Domestic veterinary medicine of the XX – XXI centuries. Тема 8. The formation of veterinary science and education in Western Europe. Тема 9. National veterinary education and science in Russian Federation.	Test, Report, Essay, Colloquium
2.	UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education: UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	Тема 1. The origins of veterinary medicine in ancient civilizations. Тема 2. Veterinary medicine of the Middle Ages and the Renaissance. Western and Eastern traditions. Тема 3. Veterinary medicine of the New Age and the current state of affairs in Europe. Тема 4. Veterinary knowledge in Ancient Rus' and the Centralized Russian State. Тема 5. Veterinary medicine in the Russian Empire from the end of the 17th century to the middle of the 19th century. Тема 6. Veterinary medicine of the second half of the 19th century from the reforms of Alexander II to the reforms of Stolypin. Тема 7. Domestic veterinary medicine of the XX – XXI centuries. Тема 8. The formation of veterinary science and education in Western Europe. Тема 9 National veterinary education and science in Russian Federation.	Test, Report, Essay, Colloquium

LIST OF ASSESSMENT TOOLS

#	Name of the assessment tool	Brief description of the assesment tool	Presentation of the assessment tool in the fund
1.	Report	A product of a student's independent work, which is a public speech presenting the results obtained in solving a specific educational-practical, education-al-research or scientific topic	Topics of reports
2.	Test	A system of standardized tasks that allows you to automate the procedure for measuring the level of knowledge and skills of a student	A fund of test as-signments
3.	Essay	The result of the student's independent work, which is a brief summary in writing, leads to the results of a theoretical analysis of the (educational and research) topic, where the author reveals the essence of the problem, leads to different points of view, as well as his own views on it.	Essay Topics
4.	Colloquium	A means of monitoring the assimilation of educa-tional material of a topic, section or sections of a discipline, organized as a training session in the form of an interview between a teacher and stu-dents.	Questions on top-ics/modules of the discipline presented in relation to the competencies pro-vided by the work program of the dis-cipline

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

Planned results of competency acquaired	The level of development				Assesment tool
	Unsatisfactory	**Satisfactory**	**Good**	**Exellent**	
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.	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	Test, Report, Essay, Colloquium
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	Test, Report, Essay, Colloquium
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.	When solving standard problems basic skills were not demonstrated, gross errors occurred	There is a minimum set of skills to solve standard tasks with some shortcomings	When solving standard problems basic skills were not demonstrated with some flaws	Skills were demonstrated in solving non-standard tasks without errors and flaws	Test, Report, Essay, Colloquium
UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education.					

UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.	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	Test, Report, Essay, Colloquium
UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.	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	Test, Report, Essay, Colloquium
UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.	When solving standard problems basic skills were not demonstrated, gross errors occurred	There is a minimum set of skills to solve standard tasks with some shortcomings	When solving standard problems basic skills were not demonstrated with some flaws	Skills were demonstrated in solving non-standard tasks without errors and flaws	Test, Report, Essay, Colloquium

3. A LIST OF CONTROL TASKS AND OTHER MATERIALS, NECESSARY FOR THE ASSESSMENT OF KNOWLEDGE, SKILLS AND WORK EXPERIENCE
3.1. <u>Typical tasks for the current control of academic progress</u>

3.1.1. Topics of reports

Topics of reports for competency assessment:

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.

1. The relationship between humans and animals in the teachings of various world religions.
2. Medical information in the literary monuments of the Ancient East (Egypt, India, China, Greece, Rome).
3. Hippocrates - biography and role in the development of medicine.
4. Aristotle. Biography and his influence on the development of biology and veterinary medicine.
5. The gods of the Ancient World that were the patrons of medicine.
6. The snake as a symbol of healing and illness (Cup of Gudea, Caduceus, Rod of Asclepius).
7. Veterinary symbolic.
8. Development of medical knowledge in the Arab caliphates.
9. Abu Ali Ibn Sina (Avicenna) - biography, role in the development of medicine.
10. Development of medical knowledge in Byzantium.
11. Girolamo Fracastoro - brief biography, role in the development of medicine.
12. A. van Leeuwenhoek - brief biography, role in the development of biology and medicine
13. History of the creation of the International Epizootic Office (World Organization for Animal Health).
14. Measures to combat epizootics in the 19th century.
15. St. Petersburg Academy of Sciences - history of discovery, role in the development of biology and medicine in Russia.
16. Structure and organization of the Konyushenny Prikaz.
17. Structure and organization of the Aptekarskiy Prikaz.
18. Free economic society. Creation, activities and role in the development of agriculture and veterinary medicine of the Russian Empire.
19. St. Petersburg Imperial Medical and Surgical Academy.
20. Moscow Imperial Medical and Surgical Academy.
21. History of the opening of the Kazan Veterinary Institute.
22. Veterinary Department of the St. Petersburg Medical and Surgical Academy.
23. Leningrad Veterinary Institute. History of discovery and transformation, outstanding scientists and scientific schools.

24. R. Koch - brief biography, his role in the development of medicine.
25. L. Pasteur - brief biography, his role in the development of medicine.
26. History of the development of international relations in the field of veterinary medicine. International Veterinary Association, congresses, creation of the International Epizootic Bureau.
27. Claude Bourgelat - brief biography, role in the development of veterinary medicine.
28. Discovery of antibiotics and their use in veterinary medicine.

Topics of reports for competency assessment:
UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:
UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.
UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.
UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

29. Domestication of animals.
30. Medicines and devices that were used to treat animals in ancient times.
31. The Hippocratic Oath, as one of the oldest documents of medical ethics.
32. The fight against epizootics in Ancient Rus'.
33. Written sources (of ancient Russian origin), containing information on humanitarian and veterinary medicine, animal husbandry ("Domostroy", etc.).
34. The influence of Peter Ist reforms on agriculture and veterinary medicine.
35. Development of state stud farms of the Russian Empire.
36. Ivan Samoilovich Andreevsky - brief biography, role in the development of veterinary medicine.
37. Stepan Semenovich Andreevsky - brief biography, role in the development of medicine.
38. Professor Tsenkovsky L.S. – brief biography, role in the development of veterinary medicine.
39. Valentin Fedoseevich Nagorsky – head of the Veterinary Department of the Ministry of Internal Affairs of the Republic of Ingushetia.
40. Zemskaya veterinary medicine.
41. Reforms of Pyotr Arkadyevich Stolypin and their impact on the development of agriculture and the Russian economy.
42. Konstantin Ivanovich Scriabin - brief biography, role in the development of medicine.
43. The role of veterinary workers and students in the fight against Nazi Germany.
44. Veterinary regulations of the USSR.
45. Veterinary periodicals.
46. Creation of the Soviet veterinary service.
47. Development of entrepreneurial veterinary activities.
48. A brief history of the development of asepsis and antisepsis (I. Semmelweis, D. Lister, J. Pringle)
49. Discovery of hormones. History of hormone therapy.
50. . I.P. Pavlov - short biography, contribution to science and practice.
51. I.I. Mechnikov - brief biography, contribution to science and practice.

3.1.2. Essay Topics

Essay topics for competency assessment:
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.

UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:

UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.

UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

1. Historical patterns of animal domestication.
2. Veterinary knowledge of the Ancient East.
3. Veterinary knowledge and its bearers in Ancient Greece.
4. Features of the development of veterinary knowledge in medieval Europe.
5. Veterinary knowledge of the medieval East.
6. Veterinary and medical knowledge of the Renaissance.
7. Veterinary and medical knowledge in the Age of Enlightenment.
8. Written sources on veterinary medicine in the Ancient World.
9. The main written sources on veterinary medicine in the Middle Ages and the Renaissance.
10. Galen and his influence on medicine and veterinary medicine of the Middle Ages.
11. Veterinary symbols.
12. Written sources on veterinary medicine in Ancient Rus'.
13. Development of veterinary medicine during the reign of Peter I.
14. Stud farms of the Russian Empire.
15. Development of veterinary medicine in Russia in the 18th century.
16. History of the creation of the St. Petersburg Veterinary Scientific School.
17. Outstanding scientists - veterinarians of St. Petersburg and Leningrad scientific schools.
18. Development of domestic veterinary medicine in the XV-XVII centuries.
19. "Veterinary" places in St. Petersburg (historical).
20. Veterinary science in works of art.
21. Zemsckaya veterinary medicine.
22. The influence of Pasteur's school on the development of domestic veterinary medicine.
23. History of higher veterinary education in Soviet Russia since 1941.
24. History of higher veterinary education in Russia (19th – early 20th centuries).
25. Veterinary scientific institutions in the USSR (research institutes).
26. Modern veterinary education in Russia.
27. International veterinary associations. History of development.
28. Veterinary service during the World War II.
29. Military veterinary medicine.

30. Creation of the state veterinary service (country).
31. History of the canine service.
32. History of equestrian sport.
33. Theme at the student's choice (need to be agreed with the lecturer).

3.1.3. Tests

Competency assessment tests:

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.

CLOSED-TYPE TASKS

Combined-type tasks with choosing one correct answer from the proposed options

Task 1.
Read the text and choose the correct answer.

This scientist and Renaissance figure is known as the author of a poem about syphilis. In his main work "On Contagion, Contagious Diseases and Treatment" he suggested that epidemics are caused by tiny particles ("seeds") transferred from the patient through direct, indirect (or even visual) contact. "Seeds" in his terms are closer to chemical or atomic elements than to living beings. Who is this scientist?

Using your knowledge of the history of veterinary medicine, choose the correct answer from the list below and write down the number under which it is indicated.

1. Girolamo Fracastoro;
2. Andreas Vesalius;
3. Claudius Galen;
4. Paracelsus.
Answer: 1

Task 2.
Read the text and choose the correct answer.

The oldest written sources devoted to medicine were found, in particular, in Ancient Egypt. One of the medical papyri also contains information on treatment and diagnostic methods for animals and became known as Veterinary. Which of the medical papyri of Ancient Egypt is called "veterinary"?

Write down the number of the selected answer.

1. Ebers Papyrus;
2. Ramsessum Papyrus;
3. Kahun Papyrus;

4. Berlin Papyrus.
Answer: 3.

Task 3.
Read the text and choose the correct answer.
One of the early stages in the development of the veterinary profession was the identification of a group of people involved not only in caring for animals, but also in treatment. Many ancient peoples had their own name for this group. What were the specialists in treating animals called in Ancient Greece?
Using your knowledge of the history of veterinary medicine, select the correct answer from the list below and write down the number under which it is indicated.
1. farriers;
2. veterinarians;
3. hippiatrists (hippiatrists);
4. mulomedics.
Answer: 3.

Task 4.
Read the text and choose the correct answer.
Folk specialists who treated animals have been known in Rus' since the 9th century and are mentioned in chronicles. What were they called?
Write down the number of the selected answer.
1. farriers;
2. ore throwers;
3. sorcerers;
4. kissers.
Answer: 1.

Task 5.
Read the text and choose the correct answer.
In which ancient written source was the rectal method of examining large animals first described in history?
1. Hippiatrika;
2. Geoponika;
3. Kahunsky Papyrus;
4. Canon of the Internal.
Answer: 3.

Closed-type tasks to establish correspondence

Task 6.
Read the text and establish correspondence.
In the second half of the 18th century, veterinary educational institutions were formed in Western Europe. This process was influenced by two main prerequisites - the spread of various infectious animal diseases in Europe, which in some cases led to a humanitarian catastrophe, and the flourishing use of horses for military and sporting purposes. Trained veterinary specialists were needed to solve many problems related to increasing the safety of livestock.

Events		Year	
A	Opening of a veterinary school in Alfor (France)	1	1762
B	Opening of a veterinary school in Lyon (France)	2	1765

C	Opening of a veterinary school in Vienna (Austria)	3	1791
D	Opening of a veterinary school in London (England)	4	1773
E	Opening of a veterinary school in Padua (Italy)		

Write the selected numbers in the table under the corresponding letters.

A	B	C	D	E

Answer: A2B1C2D3E4.

Task 7.
Read the text and establish a correspondence.

As with the origin of medicine, for veterinary science as a field of activity, two possible paths of origin are named - as a direction of activity of persons - carriers of a cult (priests, shamans, etc.) and from pastoral activity. One way or another, in ancient times, various peoples had specialists in the treatment of animals, who had their own name.

Name of specialists		Countries	
A	Hippiatrists	1	India
B	Veterinarius	2	Russia
C	Salichotria	3	Greece
D	Al-Baitar	4	Rome
E	Konoval	5	Arab States
F	Mulomedicus		

Write the selected numbers in the table under the corresponding letters.

A	B	C	D	E

Answer: A3B4C1D5E4.

Task 8.
Read the text and establish a correspondence.

The historical period of development of medicine and veterinary science is characterized, first of all, by the appearance of written sources in various ancient states. Establish a correspondence between the names of the states and the sources written there.

Written sources		Ancient States	
A	Kahun papyrus	1	Greece
B	"On Horsemanship" by Xenophon	2	Egypt
C	"On Agriculture", Columella	3	Mesopotamia
D	Eshun Codex	4	Byzantium
E	Hippiatrika	5	Roman Empire
F	Sushruta Samhita	6	India

Write the selected numbers in the table under the corresponding letters..

A	B	C	D	E	F

Answer: A2B1C5D3E4F6.

Task 9.
Read the text and establish a correspondence.

Most sources claim that the origin of the terms "veterinary science" and "veterinarian" goes back to Roman sources. Establish a correspondence between the terms mentioned in Roman texts and their meaning.

Terms		Meaning	
A	*Veterinarius*	1	A sacrifice consisting of a pig, a ram and a bull

B	*Suovetaurilia*	2	A person who treated animals
C	*Veterina*	3	A person who cares for and treats animals
D	*Mulomedicus*	4	Draught animals in the Roman army

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A3B1C4D2.

Task 10.

Read the text and establish a correspondence.

In ancient Russian written and printed sources, one can find special names for a number of infectious animal diseases, which indicates the possibility of recognizing these diseases by Russian farriers. Establish a correspondence between the terms mentioned in Russian sources and modern names of diseases.

	Modern names of diseases		**Old Russian names of diseases**
A	Anthrax, carbuncular form	1	Nosatik
B	Tuberculosis	2	Dashing
C	Strangles	3	Ognennyi postrel
D	Glanders	4	Consumption
		5	Molosnyak

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A3B4C5D12.

Closed-type tasks to establish a sequence

Task 11.

Read the text and establish the sequence.

The emergence of professional veterinary education in the world, recognized in society and by the state, occurred unevenly in different countries due to national and other circumstances. Write down the numbers that indicate the cities in which veterinary schools were opened in Europe in the correct historical sequence.

1. London;
2. Alfort;
3. Lyon;
4. St. Petersburg.

Answer: 3214

Task 12.

Read the text and establish the sequence.

The development of veterinary science in the world was particularly influenced by discoveries related to new methods of combating infectious diseases. Indicate the numbers under which the diseases against which vaccines were created are indicated in chronological order:

1. rabies;
2. chicken cholera;
3. anthrax;
4. plague of carnivores.

Answer: 2314

Task 13.

Read the text and establish the sequence.

Since the 17th century, decrees on the fight against epizootics in Russian lands have been appearing. Indicate the numbers of the correct answers - the names of the main decrees and other documents aimed at combating infectious animal diseases - at different stages of statehood in chronological order:

1. "On precautions against equine mortality";
2. "Rules for the suppression of plague in cattle" in the provinces;
3. Decree "On measures to combat contagious animal diseases";
4. "Instructions on measures to prevent and eliminate cattle plague".

Answer: 1234

Task 14.

Read the text and establish the sequence.

To exchange experience and disseminate veterinary knowledge, congresses of veterinarians were organized before the revolution at various levels, including three all-Russian congresses. Indicate the numbers of the correct answers under which the congresses of veterinary specialists are indicated in chronological order:

1. All-Russian congress in Kharkov;
2. The first zemstvo congress in the Vyatka province;
3. All-Russian congress in St. Petersburg;
4. All-Russian congress in Moscow.

Answer: 2341

Task 15.

Read the text and establish the sequence.

An important stage in the development of veterinary science in the Russian Empire was the creation of veterinary societies, whose activities contributed to the dissemination of veterinary knowledge. Indicate the numbers of the correct answers - the names of societies of veterinarians, in the chronological order of their appearance:

1. Society of Practical Veterinarians in Moscow;
2. Oryol Veterinary Society;
3. St. Petersburg Veterinary Society;
4. Kazan Veterinary Society.

Answer: 3142

OPEN-ENDED TASK

Task 16.

Read the text and write a reasoned answer.

Ancient states developed with significantly different cultural and climatic features, which determined significant differences in the development of medicine and veterinary science. List the main characteristics of medicine and veterinary science in Mesopotamia?

Answer: Demonic theory of the origin of diseases, specialists - animal healers are mentioned for the first time, rabies is mentioned for the first time. One of the popular types of pets were dogs. Doctors used water in rituals.

Task 17.

Read the text and write a detailed reasoned answer.

"The beginning of the doctor's secrets is knowledge of the course of the heart, from which the vessels go to all the members, for every doctor, every priest of Sekhmet, every sorcerer, touching the head, the back of the head, hands, palms, legs - everywhere touches the heart: from it the vessels are directed to each member ... ". What historical written sources about the medicine of Ancient Egypt do you know and to which of them does this passage belong? What can this text tell us about the level of knowledge of the doctor of Ancient Egypt?

Answer: The main sources are medical papyri, but also: tomb texts, works of ancient authors about the medicine of Egypt. This is the text of the Ebers papyrus, it shows an understanding of the connection between the pulsation of blood vessels and the work of the heart.

Task 18.
Read the text and write down a detailed, reasoned answer.
"Life is short, art is long, chance is fleeting, experience is deceptive, and judgment is difficult." What is the name of the collection in which it is contained and what is the name of the author to whom it is attributed?
Answer: Hippocratic Corpus, Hippocrates.

Task 19.
Read the text and write down a detailed, reasoned answer.
"If a dog is mad and the authorities have brought this to the attention of the owner. If the owner does not take action and the dog bites a person, which causes his death, then the owner must pay 40 shekels of silver. If the dog bites a slave and he dies, the owner of the dog must pay 15 shekels of silver." What is the name of the historical document from which this excerpt is cited, containing the first known mention of rabies? In which ancient state was it written?
Answer: Codex Eshun, Ancient Mesopotamia.

Task 20.
Read the text and give a detailed, reasoned answer.
Studying the history of veterinary medicine, we talked a lot about what discoveries helped in the fight against animal diseases, which of the outstanding scientists and figures waged this fight most successfully. Who, on the basis of historical experience and the Law of the Russian Federation "On Veterinary Medicine" of May 14, 1993, is recognized as responsible for the health of animals?
Answer: The owner of the animal.

Competency assessment tests:
UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:
UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.
UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.
UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

CLOSED-TYPE TASKS
Combined-type tasks with choosing one correct answer from the proposed options

Task 1.
Read the text, choose the correct answer and justify your choice.
The word "quarantine" (Italian: quarantena) was first used in the 14th century in Venice to delay the entry of ships arriving from other countries into port. Ships had to anchor at some distance from the shore before they could unload, in order to identify contagious diseases among the crew and transported animals. For what period was quarantine initially imposed (14th century)?
Write down the number of the selected answer option, justify your choice.
1. for 30 days;
2. for 60 days;
3. for 40 days;

4. for 21 days.
Answer: 3.

Task 2.

Read the text and choose the correct answer.

This famous ancient Greek physician, a representative of the Kos Medical School, is called the "father of medicine", and is the probable author of a comprehensive work ("corpus") on ancient medicine. According to modern concepts, he laid the foundations of rational and professional medicine, was the first to describe a number of research methods (palpation, percussion, auscultation), and laid the foundations of professional ethics. What was the name of this ancient Greek physician?

Write down the number of the selected answer.

1. Galen;
2. Aristotle;
3. Democritus;
4. Hippocrates.
Answer: 4.

Task 3.

Read the text and choose the correct answer.

In 1803, a decision was made to establish veterinary educational institutions based on the Western model in the Russian Empire. A group of medical professors and students were sent to Europe to study veterinary medicine and study the structure of veterinary schools. When was the first higher veterinary educational institution founded in Russia?

1. 1805;
2. 1812;
3. 1808;
4. 1872.
Answer: 3.

Task 4.

Read the text and choose the correct answer.

In the 17th century, a unique system of departmental services was formed in the Russian state, overseeing various state issues. Providing the army and the court with horses, their safety was also recognized as a matter of state importance. Write down the number under which the name of this body is indicated.

1. Apothecary Prikaz;
2. Stable Prikaz;
3. Ambassadorial Prikaz;
4. Kazan Prikaz.
Answer: 2.

Task 5.

Read the text and choose the correct answer.

In the second half of the 18th century, a tendency arose in Europe to form agricultural societies, whose members included enlightened representatives of landowners, cattle breeders, and scientists. The purpose of such societies was to develop scientific foundations of agriculture, including methods of combating livestock diseases. In the Russian Empire, a similar society was created under the patronage of Catherine II in 1765. What was the name of this society?

1. Imperial Free Economic Society;
2. Imperial Russian Horticultural Society;

3. Imperial Society of Lovers of Natural Science, Anthropology and Ethnography;

4. Imperial Society for the Reproduction of Game and Commercial Animals and Correct Hunting.

Answer: 1.

Closed-type tasks to establish correspondence

Task 6.

Read the text and establish correspondence.

The 19th century saw the most important discoveries that influenced the development of medicine and veterinary science.

Establish a correspondence between the discoveries and inventions and the scientists who made them:

	Открытия		Ученый
A	Tuberculin	1	J. Lister
B	Mallein	2	L. Pasteur
C	Germ Theory	3	R. Koch
D	Antiseptic principles in surgery	4	K.Ya. Gelman

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A3B4C23D1.

Task 7.

Read the text and establish a correspondence.

For the development of medicine and veterinary science, the study of human and animal anatomy and physiology was especially important. Establish a correspondence between anatomists and physiologists and their scientific works.

	Ученые		Труды
A	Aristotle	1	"On the structure of the human body"
B	A. Vesalius	2	"On the purpose of parts of the human body"
C	Galen	3	"An Anatomical Study of the Movement of the Heart and Blood in Animals"
D	W. Harvey	4	"On the Parts of Animals"

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A4B1C2D3.

Task 8.

Read the text and establish a correspondence.

In the 16th century, a unique order system of departments for various state issues was formed in the Russian state. Establish a correspondence between the names of the orders and their main functions.

	Prikazy (Orders)		Functions
A	Stables Order	1	Organization of medical care for the Tsar and his entourage
B	Pharmaceutical order	2	Providing the court and army with horses
C	Ambassadorial Order	3	Sending people abroad for training

D	Streletsky order	4	Providing service people with weapons

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A2B1C3D4.

Task 9.

Read the text and establish a correspondence.

In the 16th century, a unique order system of departments for various state issues was formed in the Russian state. The Stables Office managed the mares' stables (horse farms), and organized, among other things, veterinary care for the animals of the royal court. Establish a correspondence between the dates and the main milestones in the development of the order.

	Основные вехи развития		Year
A	The first mention of a "stable hut"	1	1573
B	The first mention of the "Stable Order"	2	1732
C	Transfer of functions and powers of the Stables Office to the Main Palace Stables Office	3	1705
D	Closure of the Stables Order	4	1496

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A4B1C3D2.

Task 10.

Read the text and establish a correspondence.

Outstanding Russian scientists and practitioners stood at the origins of veterinary science and education in the 19th century. Establish a correspondence between outstanding personalities in the history of Russian veterinary science and the areas of their scientific interests and achievements.

	Ученые и практики		Сфера интересов
A	I.S. Andreevsky	1	Slaughter of sick and suspicious animals in cattle plague
B	S.S. Andreevsky	2	The first textbook on "cattle treatment"
C	V.I. Vsevolodov	3	Creation of the journal "Archive of Veterinary Sciences"
D	I.I. Ravich	4	Diagnosis, treatment and prevention of anthrax

Write the selected numbers under the corresponding letters:

A	B	C	D

Answer: A2B4C1D3.

Closed-type tasks to establish a sequence

Task 11.

Read the text and establish the sequence.

At different times in Russia, specialists responsible for the treatment of animals were called differently. Write down the numbers that indicate the names of specialists in the correct historical sequence.

1. Veterinary doctor
2. Konoval
3. Veterinary lekar'
4. Educated konoval

17

Answer: 2431

Task 12.

Read the text and establish the sequence.

One of the oldest veterinary universities in Russia is the St. Petersburg State University of Veterinary Medicine. Throughout its history, the institution changed its name, write down the numbers in the historical order of changing the names of the university

1. St. Petersburg State Academy of Veterinary Medicine;
2. Veterinary Department of the St. Petersburg Imperial Medical and Surgical Academy;
3. Leningrad Veterinary Institute;
4. Petrograd Zooveterinary Institute.

Answer: 2431

Task 13.

Read the text and establish the sequence.

The field of veterinary medicine in Russia at different stages of its history was under the jurisdiction and management of various departments and government agencies. Indicate the numbers of the correct answers in historical order:

1. Ministry of Agriculture of the Russian Federation;
2. Orders;
3. Medical Collegium of the Governing Senate;
4. People's Commissariat of Agriculture
5. Ministry of Internal Affairs of the Russian Empire.

Answer: 23451

Task 14.

Read the text and establish the sequence.

Veterinary medicine in the Soviet state at different stages of its history was under the jurisdiction and management of various government agencies. Indicate the numbers of the correct answers in historical order:

1. People's Commissariat of Agriculture;
2. Ministry of Agriculture of the USSR;
3. People's Commissariat of Internal Affairs;
4. Ministry of Livestock of the USSR.

Answer: 3142

Task 15.

Read the text and establish the sequence.

St. Petersburg State University of Veterinary Medicine is one of the oldest veterinary higher educational institutions in Russia. At different times, it was headed by outstanding figures in veterinary science. Indicate the numbers under which the names of the university rectors are given in chronological order:

1. A.A. Stekolnikov;
2. K.I. Shakalov;
3. I.I. Ravich;
4. V.L. Yakimov.

Answer: 3421

OPEN-ENDED TASK

Task 16.

Read the text and write a detailed, reasoned answer.

In 2011, a professional holiday, Veterinary Worker's Day, was established on August 31. What Orthodox holiday is celebrated on this day and what was customary to do on August 31?

Answer: Florus and Laurus Day, the patron saints of horses, so it was customary to free horses from work.

Task 17.

Read the text and write a detailed, reasoned answer.

In the 18th century, particularly dangerous animal diseases such as cattle plague, pneumonia, etc. spread across Europe. In addition, the role of the horse as a military weapon and an object of entertainment and sport increased in the army and secular society. What event did these circumstances lead to, and in what year did it occur?

Answer: To the opening of the veterinary school in Lyon, 1762.

Task 18.

Read the text and write a detailed, reasoned answer.

"Accepting with due gratitude the diploma entitling me to a veterinarian, I promise to conscientiously fulfill the duties of my title, to promote the preservation of the health of domestic animals and, if possible, taking into account the circumstances, to draw the attention of rural owners to improving the methods of keeping livestock, to indicate in the area entrusted to me, in accordance with the regulations existing regarding veterinary duties, measures to prevent and suppress epidemic diseases of domestic animals ...". In what century in the Russian Empire did graduates of educational institutions take a similar oath, and with what qualifications did they graduate?

Answer: 19th century, veterinary doctor, veterinary assistant (paramedic).

Task 19.

Read the text and write a detailed, reasoned answer.

A bowl with a snake is one of the established symbols of medicine and veterinary science. In which ancient state was the snake first encountered as a symbol of healing? What is the name of the object with the image of a snake on it and what was this object used for?

Answer: In Ancient Mesopotamia, Gudea's Cup was used in religious healing rituals.

Task 20.

Read the text and give a detailed, reasoned answer.

In the second half of the 19th century, zemstvo self-government bodies and zemstvo veterinary bodies appeared in the Russian Empire. What forms of organization could veterinary zemstvo bodies have?

Answer: Provincial, District, Mixed.

3.1.4. Questions for the colloquium

Competency assessment tests:

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. What are the main stages in the development of veterinary medicine?

2. Tell us about the achievements of medicine, veterinary medicine and the great scientific doctors of the Arab states.

3. What written sources of domestic origin on veterinary medicine and animal husbandry were known in the 15-18 centuries, describe their approximate content. (Novgorod, Pskov and Nikon Chronicles, Physiologist, etc.).

4. St. Petersburg (Imperial) Academy of Sciences. What is the history of its creation and influence on the development of natural sciences, medicine and veterinary medicine?

5. Give a description of the Russian state in the 15th-17th centuries, describe the features of animal husbandry and animal medicine. What decrees existed to combat epizootics?

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.

6. What science describes and studies: History of veterinary medicine. What sections does it contain?

7. What are the features of the development of medical knowledge in medieval Europe?

8. Tell us about the meaning and origin of the terms "veterinary medicine", "medicine", "paramedic", "doctor", "doctor", "doctor", "laboratory assistant", "dean", "associate professor", "professor".

9. A. van Leeuwenhoek and the influence of his discoveries on the development of biology and medicine.

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.

10. What are the features of the development of anatomy and medicine during the Renaissance in Europe? Name the names of outstanding doctors and anatomists, tell us about their achievements.

11. Veterinary symbols.

12. Development of veterinary medicine in the 19th century. Fighting epizootics.

13. K. Burgelat and the emergence of veterinary education.

UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:

UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

14. Domestication of animals as a prerequisite for the development of veterinary medicine.

15. Describe the structure and functions, years of existence of the Stables Order. What impact did the activity of the order have on the development of veterinary medicine and horse breeding in Russia?

16. Describe the structure and functions, years of existence of the Pharmacy Order. What impact did the activity of the order have on the development of veterinary medicine in Russia?

17. Khoroshevskaya stable school; School of the Spassky Theological Monastery; "lek stables"; "horse pharmacy"; proposal on the benefits of establishing cattle medical schools in Russia.

UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.

18. What is the importance of veterinary medicine in modern society? Name the tasks of the veterinary service and its types in the Russian Federation.

19. The origin of animal therapy in Ancient Rus'. What are the features of farming and treating animals?

20. Imperial Free Economic Society. What is the history of its organization, features of its activities? What impact did it have on the development of veterinary medicine?

21. Tell us about the emergence and development of stud farms in the Russian Empire.

UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

22. Tell us about the reforms of Peter 1 and the decrees of the Governing Senate, issued in the 18th century and aimed at modernizing agriculture, ensuring veterinary and sanitary standards and combating epizootics.

23. Development of higher medical and veterinary education in Russia (Moscow and St. Petersburg Medical and Surgical Academies).

24. History of the creation of higher veterinary educational institutions in St. Petersburg.

25. History of the creation of higher veterinary educational institutions in Moscow.

26. History of the creation of higher veterinary educational institutions in Kazan and Kharkov.

27. Hippocrates. What is the influence of the works of the Hippocratic collection on medicine and veterinary medicine?

3.2.   Standard tasks for intermediate certification
3.2.1. Questions for the test

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. Medicine of the Ancient East (Egypt, India, China...).

2. Medicine of the states of the Middle East until the 15th century. Avicenna.

3. Ancient written sources on veterinary medicine and animal husbandry, domestic and foreign.

4. The main stages of development of veterinary medicine.

5. Characteristics of the Russian state in the XV-XVII centuries. (economic and political structure, features of animal husbandry and animal medicine)

6. Academy of Sciences.

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.

7. Subject of study of science: "History of veterinary medicine."

8. Features of the development of medical knowledge in Medieval Europe.

9. Origin and definition of the concepts: "medicine", "veterinarian", "dean", "student", "professor", "doctor".

10. Management of veterinary services in the USSR and the Russian Federation.

11. Responsibilities of animal owners and producers of animal products and animal feed.

12. History of the discovery and study of antibiotics.

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.

13. Medicine of the Renaissance. Leonardo da Vinci, Andreas Vesalius.
14. Law "On Veterinary Medicine"
15. Types of veterinary service of the Russian Federation.
16. Tasks and role of the state veterinary service in Russia.
17. Government veterinary medicine in the Russian Empire. Veterinary conferences.

UC-6. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education:

UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

18. Discoveries in the field of veterinary medicine in New age.
19. Domestication of animals as a prerequisite for the emergence of veterinary medicine.
20. Stable order.
21. Pharmacy order.
22. Khoroshevskaya stable school. School of the Spassky Theological Monastery. Lek stables. Horse pharmacy. "On the benefits of establishing cattle medical schools in Russia."

UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.

23. The origin of animal therapy in Ancient Rus'. The formation of the Russian state and its characteristics. Features of farming.
24. Stud farms of the Russian Empire.
25. Free economic society.
26. The importance of veterinary medicine in modern society. Tasks of the veterinary service.
27. Veterinary regulations in the Soviet state.

UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

28. Ancient Rome and Ancient Greece. The emergence of a system of medical knowledge. Hippocrates.
29. The emergence of higher veterinary education in Europe and Russia.
30. Development of veterinary medicine in the 18th century. Fighting epizootics.
31. Characteristics of the Russian state in the 18th century. (economic and political structure, features of animal husbandry and animal medicine)
32. Reforms of Peter I, decrees of the Government Senate in the field of agriculture and veterinary medicine.
33. History of the St. Petersburg State University of Veterinary Medicine.
34. History of the Kazan State Veterinary Academy.
35. History of the Moscow VA named after. K. I. Scriabin.
36. Veterinary education in Russia.

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 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

4.2. 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.

4.3. Criteria for assessing students' knowledge when defending essays:

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

•• Marked "good" - shortcomings 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.

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

•• Mark "unsatisfactory" - there is a significant misunderstanding of the problem or the abstract is not presented at all.

4.4. Criteria for assessing knowledge during a colloquium:

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

• Mark "good" - the student makes some errors in the answer

• Mark "satisfactory" - the student reveals gaps in knowledge of the basic educational and normative material.

• Mark "unsatisfactory" - the student reveals significant gaps in knowledge of the basic principles of the discipline, inability, with the help of the teacher, to obtain the correct solution to a specific practical problem.

4.5. Criteria for assessing knowledge during the test:

• The "pass" grade must correspond to the parameters of any of the positive grades ("excellent", "good", "satisfactory").

• A "failed" grade must meet the parameters of an "unsatisfactory" grade.

- Mark "excellent" – all types of academic work provided for by the curriculum have been completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with acquired knowledge, skills and abilities, and applies them in situations of increased complexity. In this case, inaccuracies and difficulties may occur during analytical operations and the transfer of knowledge and skills to new, non-standard situations.

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

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

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

5. ACCESSIBILITY AND QUALITY OF EDUCATION FOR DISABLED PEOPLE

If necessary, disabled people and persons with limited health capabilities are given additional time to prepare an answer for the test.

When carrying out the procedure for assessing the learning outcomes of people with disabilities and people with limited health capabilities, their own technical means may be used.

The procedure for assessing the learning outcomes of people with disabilities and people with limited health capabilities 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.