Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of Higher Education
St. Petersburg State University of Veterinary Medicine"

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

## Department of History and Philosophy

## EDUCATIONAL WORK PROGRAM

for the discipline

## "HISTORY OF RUSSIA"

The level of higher education
SPECIALIST COURSE

Specialty 36.05.01 Veterinary Medicine
Profile: «General clinical veterinary medicine»
Full-time education
Education starts in 2025

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

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

Saint Petersburg
2025

# 1. AIMS AND OBJECTIVES OF THE DISCIPLINE "HISTORY OF RUSSIA"

The goal of the teaching course is in developing in students a comprehensive understanding of the cultural and historical uniqueness of Russia, systematized knowledge about the basic patterns and features of the world historical process, with an emphasis on studying the history of Russia, developing a motivated interest in accumulating knowledge and formulating independent judgments regarding facts and problems of Russian history.

Objectives:

1. Giving students sophisticated knowledge on the most important facts and dates in the history of Russia, an understanding of the features of the history of the Russian state from ancient times to the present day;

2. Forming the ideas on political, economic and cultural processes, general patterns, events and phenomena in Russia in their dynamics and interrelations;

3. Developing interest in Russian cultural and scientific heritage;

4. Providing skills of transforming information from different sources into knowledge, obtaining, analyzing and summarizing historical information, creative thinking and the ability to conduct scientific discussions.

## 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 05.36.01 «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:

a) Universal competencies (UC):

*UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation*

UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

*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

2

human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

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

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

The «History of Russia» teaching course refers to the mandatory part of block B1 of the Educational Program of Higher Education for 36.05.01 «Veterinary medicine» education field (Specialist degree).

As part of the Educational Program of Higher Education, students also master other disciplines that contribute to achieving the planned results of mastering the discipline:
1. Foundations of Russian Statehood;
2. History of Veterinary medicine.

The «History of Russia» teaching course is also the basic for subsequent disciplines, such as:
1. Philosophy;
2. Law science.

The «History of Russia» teaching course is being mastered by full-time students during 1st and 2nd semesters.

## 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 | Semesters | |
|---|---|---|---|
| | | 1 | 2 |
| **Classroom classes (total)** | **120** | **50** | **70** |
| **Including:** | **-** | **-** | **-** |
| **Lectures, including interactive forms** | 68 | 34 | 34 |
| Practical lessons (PL), including interactive forms, among which are: | 52 | 18 | 34 |
| practical training (PT) | - | - | - |
| **Self-study** | **24** | **20** | **4** |
| Type of intermediate and final certification (test, exam) | Test, exam | Test | Exam |
| Total labor intensity hours/credits | **144/4** | **72/2** | **72/2** |

# 5. THE CONTENT OF THE DISCIPLINE AND TYPES OF CLASSES
## 5.1. The content of the discipline (full-time education)

| # | The title | Achieved competences | Semester | Types of academic work, including students' self-study and labor intensity (in hours) | | | |
|---|-----------|----------------------|----------|----------|-------------------|--------------------|------------|
| | | | | Lectures | Practical lessons | Practical training | Self-study |
| 1. | Introduction to History | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | 1 | 4 | 2 | - | - |
| 2. | The origins of the Russian Statehood | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | 1 | 4 | 2 | - | 2 |
| 3. | Centralization and decentralization of the Russian principalities in the X – XV centuries | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search | 1 | 4 | 2 | | 2 |

| № | Topic | Competencies | | | | | |
|---|---|---|---|---|---|---|---|
| | | for information and solutions based on actions, experiment, experience, and information and communication technologies.<br><br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | | | | | |
| 4. | Formation of a unified Russian state in XV – XVI centuries | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | **1** | **4** | **2** | **-** | **2** |
| 5. | The legitimacy crisis in Russia at the turn of the XVI – XVII centuries and its overcoming | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | **1** | **4** | **2** | **-** | **4** |
| 6. | Foundation and development of the Russian Empire in the XVIII century | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search | **1** | **6** | **4** | **-** | **4** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | | | | | |
| 7. | The evolution of the Russian imperial state in the XIX century | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | 1 | 6 | 2 | - | 4 |
| 8. | The crisis of imperialism and the preconditions for the fall of autocracy in Russia | ***UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation***<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.<br>UC-1 ID-3 – To possess skills of evaluation of the problem of professional activity with the analyze of synthesis and other methods of intellectual activity, including the use of information and communication technologies; identification of problems and the use of adequate methods to solve them; demonstration of value judgments to solve problematic professional situations. | 1 | 2 | 2 | - | 2 |
| | | **TOTAL FOR THE 1TH SEMESTER:** | | 34 | 18 | - | 20 |
| 9. | Russian Empire in the Great War, 1914 – 1917 | ***UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.***<br>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 | 2 | 2 | 4 | - | 2 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 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.<br><br>    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.<br><br>    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 | The Great Russian Revolution, 1917 – 1922 | ***UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.***<br>    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.<br><br>    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.<br><br>    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. | **2** | **4** | **4** | **-** | **-** |
| 11 | Creation and modernization of the USSR in the 1920s – 1930s. | ***UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.***<br>    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.<br><br>    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. | **2** | **6** | **4** | **-** | **-** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 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. | | | | | |
| 12 | The Great Patriotic War, 1941 – 1945 | ***UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.***<br>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.<br>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.<br>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. | 2 | 8 | 6 | - | - |
| 13 | Development of the USSR during the Cold War | ***UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.***<br>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.<br>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.<br>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. | 2 | 8 | 6 | - | - |
| 14 | The «perestroika» period and the collapse | ***UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.*** | 2 | 4 | 6 | - | - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | of the USSR, 1985 – 1991 | 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.<br>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.<br>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. | | | | | |
| 15 | Development of the Russian Federation at the present stage | *UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.*<br>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.<br>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.<br>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. | 2 | 2 | 4 | - | 2 |
| - | **TOTAL FOR THE 2ND SEMESTER:** | | | 34 | 34 | - | 4 |

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

Correct organization and planned self-work stimulates the research and creative activity of students. Self-work should be understood not only as the ability to make independent conclusions and to apply the knowledge, gained in practice, but also as the ability to organize activities without outside help.

Self-work over the discipline «History of Russia» allows to develop skills on the critical analysis and evaluation of historical information.

Thus, students' self-work illustrates the development of the following qualification requirements:

- the ability to set an adequate goal, determine the sequence of tasks;
- the ability to find optimal solutions, effective means and methods to achieve the goal;
- the ability to find the necessary information using modern technologies, classify and systematize it;
- the ability to conduct scientific research in the field of History;
- the ability to present the results of their activities, both in written and oral form for the procedure of public presentation, as well as lectures.

Students self-work over the discipline «History of Russia» is carried out in order to:

- develop and assimilate the educational material of the discipline;
- consolidate and ameliorate knowledge, skills and abilities;
- prepare for upcoming classes and control tasks;
- form the culture of intellectual work, independency and initiative in research and education.

The forms of students' self-work over the discipline «History of Russia» are:

- acquaintance with the work program;
- making notes and processing lecture material;
- preparation for group classes, including:

a) selection of necessary sources of information (literature, online publications);
b) taking notes of educational, methodological and scientific literature;
c) self-control of the processed questions and topics of the curriculum;

In addition, students' self-work in a free form is realized through the preparation of reports and articles for student scientific conferences on the problems of Russian and World history.

During the practical classes, the discussion of the topic is conducted in a free creative form. Students discuss with the teacher not only the questions formulated in the educational and methodological complex, but also ask questions that they have during preparation for the seminar, and state their own position on a particular problematic issue in a reasoned manner.

Preparing for the lesson involves the study of theoretical lecture material, basic and additional literature and different historical sources.

The type of tasks for students' self-work is determined by the teacher through the work program and assessment funds.

Educational and methodological materials for self-work of disabled students are provided in forms adapted to the limitations of their health and perception of information and can be specified depending on the contingent of students.

## 6.1. Guidelines for self -work

1. Zavialov, A. V. History of Russia. Study guide / A. V. Zavialov, O. V. Antipina. — Irkutsk : IGMU, 2019. — 148 pp. — Text: electronic // Electronic library system "Lan": [website]. — URL: https://e.lanbook.com/book/158774 (accessed: 25.06.2025). — Access mode: for authorization. users.

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

## 7.1. Basic literature

1. Korshunova, O. N. History : a textbook / O. N. Korshunova, S. S. Khammatov, N. V. Kraysman. — Kazan : KNITU, 2017. — 84 pp. — ISBN 978-5-7882-2111-3. — Text: electronic // Electronic library system "Lan": [website]. — URL: https://e.lanbook.com/book/102155 (accessed: 25.06.2025). — Access mode: for authorization. users.

2. Panova, L. A. A course of lectures on the history of Russia / L. A. Panova, O. M. Ivanova, K. K. Gindulina. — Ufa : BGMU, 2022. — 236 pp. — Text: electronic // Electronic library system "Lan": [website]. — URL: https://e.lanbook.com/book/320696 (accessed: 25.06.2025). — Access mode: for authorization. users.

## 7.2. Additional literature

1. Di, S. M. Word and Image in Russian History: Essays in Honor of Gary Marker / S. M. Di, D. N. Kaiser, V. A. Kivelson. — Brighton : , 2017. — 415 c. — ISBN 978-1-61811-458-7. — Text: electronic // Electronic library system "Lan": [website]. — URL: https://e.lanbook.com/book/104118 (accessed: 25.06.2025). — Access mode: for authorization. users.

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

To prepare for laboratory classes and perform self-work, students can use the following online resources:
1. http://militera.lib.ru Military History library
2. https://cyberleninka.ru Cyberleninka Open Science Hub
3. https://www.rsl.ru Russian State Library

## Electronic library systems

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

# 9. METHODOLOGICAL GUIDELINES FOR STUDENTS ON EDUCATION OF THE DISCIPLINE

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

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

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

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

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

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

# 10. EDUCATIONAL WORK

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

The process of moral and social-personal development of students within the framework of the teaching course is carried out as a gradual achievement of harmony and psychological-pedagogical unity of the emotional-sensual and rational-intellectual spheres of the individual, ensuring the accumulation, awareness and development of emotionally experienced and personally accepted ethical standards of behaviour. The teacher's attention is focused on the formation of a complex of interrelated qualities and personal traits: law-abiding; willingness to confront external and internal challenges; ability for moral self-improvement and self-esteem; expression and defending one's public position, critical evaluation one's own intentions, thoughts and actions. The basis for the implementation of the educational potential of the discipline is a set of psychological and pedagogical principles, such as orientation towards the ideal, following a moral example, dialogic communication, etc. In the process of educational work, methods of persuasion (explanation, story-reflection, personal example, discussion, etc.), motivation (encouragement, praise, reward, etc.) and training (creative assignment, business game, competition) are being used.

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

## 11.1 Information technologies
**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/

## 11.2. Software
**The list of licensed and free- distributed software, including national programs**

| № п/п | Technical and computer programs recommended by sections and topics of the program | License |
|---|---|---|
| 1 | MS PowerPoint | 67580828 |
| 2 | LibreOffice | free  software |
| 3 | OS Alt Education | AAO.0022.00 |
| 4 | ABIS " MARK-SQL" | 02102014155 |
| 5 | MS Windows 10 | 67580828 |
| 6 | System Consult Plus | 503/КЛ |
| 7 | Android OS | 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 Russia | 405 (196084, St. Petersburg, Chernigovskaya str., 5) Classroom for lecture-type classes, seminar-type classes, group and individual consultations, ongoing monitoring and intermediate certification | *Specialized furniture*: desks, chairs *Technical training tools*: video projector, slide presentations on the parts of the discipline |
|  | 108 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | *Specialized furniture*: desks, chairs *Technical training tools*: video projector, slide presentations on the parts of the discipline |
|  | 102 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | *Specialized furniture*: desks, chairs |
|  | 103 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | *Specialized furniture*: desks, chairs |
|  | 206 Large reading room (196084, St. Petersburg, Chernigovskaya str., 5) Room for self-work | *Specialized furniture:* tables, chairs *Technical means of education:* computers connected to the Internet and access to an electronic information and educational environment |
|  | 214 Small reading room (196084, St. Petersburg, Chernigovskaya str., | *Specialized furniture:* tables, chairs *Technical means of education:* computers |

| | | |
|---|---|---|
| | 5) Room for self-work | connected to the Internet and access to an electronic information and educational environment |
| | 324 Information Technology Department (196084, St. Petersburg, Chernigovskaya str., 5) Room for storage and preventive maintenance of educational equipment | *Specialized furniture: tables,* chairs, special equipment, materials and spare parts for preventive maintenance of technical training facilities |
| | Box No. 3 Carpentry workshop (196084, St. Petersburg, Chernigovsaya str., 5) Room for storage and preventive maintenance of educational equipment | *Specialized furniture: tables,* chairs, special equipment, materials and spare parts for preventive maintenance of technical training facilities |

**Developer:**

Associate Professor of the Department of History and
Philosophy, Candidate of Historical Science

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FUND OF ASSESMENT TOOLS
for the discipline
"HISTORY OF RUSSIA"

Level of higher education
SPECIALIST COURSE

Specialty 35.05.01 Veterinary medicine
Profile: «General clinical veterinary medicine»
Full-time education

Education starts in 2025

Saint Petersburg
2025

# 1. PASSPORT OF THE FUND OF ASSESMENT TOOLS

| № | Acquired competence | Assessed modules of a discipline | Assesment tool |
|---|---|---|---|
| 1 | | Introduction to History | Seminar, Report, Essay |
| 2 | | The origins of the Russian Statehood | Seminar, Report, Essay |
| 3 | | Centralization and decentralization of the Russian principalities in the X – XV centuries | Seminar, Report, Essay |
| 4 | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Formation of a unified Russian state in XV – XVI centuries | Seminar, Report, Essay |
| 5 | | The legitimacy crisis in Russia at the turn of the XVI – XVII centuries and its overcoming | Seminar, Report, Essay |
| 6 | | Foundation and development of the Russian Empire in the XVIII century | Seminar, Report, Essay |
| 7 | | The evolution of the Russian imperial state in the XIX century | Seminar, Report, Essay |
| 8 | | The crisis of imperialism and the preconditions for the fall of autocracy in Russia | Seminar, Report, Essay |
| 9 | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction. | Russian Empire in the Great War, 1914 – 1917 | Seminar, Report |

| 10 | 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. | The Great Russian Revolution, 1917 – 1922 | Seminar, Report |
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| 11 | | Creation and modernization of the USSR in the 1920s – 1930s. | Seminar, Report |
| 12 | | The Great Patriotic War, 1941 – 1945 | Seminar, Report |
| 13 | | Development of the USSR during the Cold War | Seminar, Report |
| 14 | | The «perestroika» period and the collapse of the USSR, 1985 – 1991 | Seminar, Report |
| 15 | | Development of the Russian Federation at the present stage | Seminar, Report |

# List of assessment tools

| № | Name of the assessment tool | Brief description of the assesment tool | Presentation of the assessment tool in the fund |
|---|---|---|---|
| 1. | Seminar | A means of control is organized as a conversation between the teacher and the student on topics related to the discipline, and designed to clarify the amount of knowledge that students have on a certain module, topic, problem, etc. May be conducted in written form. | Questions on topics/modules of the discipline presented in relation to the competencies provided by the work program of the discipline |
| 2. | Colloquium | An individual oral survey of students using questionnaires covering the content of one or more academic topics of the teaching course | Questions on topics/modules of the discipline presented in relation to the competencies provided by the work program of the discipline |
| 3. | Report, Presentation | A product of a student's self work, which is presented as a public speech presenting the results of doing a research on a specific educational, practical, educational or scientific topic. May be done in «MS PowerPoint» presentation format | Topics for reports |
| 4. | Essay | A product of research work done independently, in which the student examines the problem and reveals its essence, gives various points of view on the task, as well as his own views on it. | Topics for essays |

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

| Planned results of competency acquired | The level of development | | | | Assessment tool |
|---|---|---|---|---|---|
| | Unsatisfactory | Satisfactory | Good | Excellent | |
| UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation | | | | | |
| UC-1 ID-1 To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis | 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 | Seminar, Report, Essay |
| UC-1 ID-2 To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication 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 | Seminar, Report, Essay |
| UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction. | | | | | |

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| UC-5 ID-1<br>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 | Seminar, Report |
| UC-5 ID-2<br>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 | Seminar, Report |
| UC-5 ID-3<br>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 | Seminar, Report |

# 3. A LIST OF CONTROL TASKS AND OTHER MATERIALS, NECESSARY FOR THE ASSESSMENT OF KNOWLEDGE, SKILLS AND WORK EXPERIENCE

## 3.1. Typical tasks for the current control of academic progress

### 3.1.1 Questions for knowledge survey (oral variant)

| Assessed modules of a discipline | Acquired competence (identification) | Questions on topics/modules of the discipline |
|---|---|---|
| Introduction to History | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. Principles and criteria of science<br>2. Types of historical sources<br>3. Connection of History with other sciences<br>4. Forms and criteria of the historical process<br><br>Block 2:<br>1. Cliometrics paradigm<br>2. Microhistory paradigm<br>3. Archetype paradigm |
| The origins of the Russian Statehood | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. Patriarchal theory of the origin of the State<br>2. Marxist theory of the origin of the State<br>3. Contract theory of state origins of the State<br><br>Block 2:<br>1. The problem of the legitimacy of the Varangian princes<br>2. Functions of the prince<br>3. The relationship between the prince and the squad |

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| Centralization and decentralization of the Russian principalities in the X – XV centuries | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. Consequences of the Christianization of Rus'<br>2. The models of State-Church relations<br>3. The statehood models during the fragmentation of Rus'<br>4. Reasons for the rise of the Moscow Principality<br><br>Block 2:<br>1. Eschatologism in the history of medieval Rus' |
| Formation of a unified Russian state in XV – XVI centuries | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. The struggle for independence from the Golden Horde<br>2. Feudal war of the 15th century<br>3. Reforms of Ivan III<br><br>Block 2:<br>1. Secularization controversy at the beginning of the 16th century<br>2. Moscow, third Rome |
| The legitimacy crisis in Russia at the turn of the XVI – XVII centuries and its overcoming | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. Reforms of Ivan IV<br>2. The Turmoil in the Moscow State<br>3. The Schism of the Orthodox Church of the 17th century<br>4. Streltsy riots and 17th century uprisings<br><br>Block 2:<br>1. Sobornoye Ulozheniye code |

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| Foundation and development of the Russian Empire in the XVIII century | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | 1.  Reforms of Peter I:<br>• The mititary reform<br>• The Church reform<br>• The finance reform<br>• The cultural reforms |
| | | Block 1:<br>1. The Epoch of Palace Coups<br>2. The «Enlightened absolutism»<br>3. The «Greek project»<br><br>Block 2:<br>1. The westernisation of Russian elites in 18th century<br>2. Socio-economic stratification in 18th century Russia<br>3. Dehumanization of Russian serfs in 18th century |
| The evolution of the Russian imperial state in the XIX century | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. The Patriotic War, 1812<br>2. The Crimean War, 1853 - 1856<br><br>Block 2:<br>1. Reforms of Alexander I<br>2. Reforms of Nikolai I<br>3. Reforms of Alexander II<br>4. Counter-reforms of Alexander III |

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| The crisis of imperialism and the preconditions for the fall of autocracy in Russia | UC-1 – Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation<br>UC-1 ID-1 – To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis<br>UC-1 ID-2 – To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Block 1:<br>1. The ideology of Russian Empire<br>2. The economic system of Russian Empire<br>3. The national issue in Russian Empire<br><br>Block 2:<br>1. Reforms of S. Vitte<br>2. Reforms of P. Stolypin |
| Russian Empire in the Great War, 1914 – 1917 | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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.<br>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.<br>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. Political program of the party «Union of October 17»<br>2. Political program of the party «Russian People's Union of Michael the Archangel»<br>3. Political program of the «Constitutional Democratic Party»<br>4. Political program of the «Socialist Revolutionary Party»<br>5. Party Political program of the Bolshevik Party<br><br>1. Munitions crisis, 1914 – 1915<br>2. Spy mania, 1914 – 1917<br>3. Government conflicts, 1914 – 1917<br>4. Changing the social composition of the army, 1914 – 1917 |
| The Great Russian Revolution, 1917 – 1922 | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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 | 1. Constitution of the RSFSR, 1918<br>2. Treaty of Brest-Litovsk<br>3. Foreign intervention, 1918 – 1919<br>4. Red and White terror |

| | 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.<br>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.<br>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. Anti-Bolshevik movement in the South of Russia<br>2. Anti-Bolshevik movement in the European North of Russia<br>3. Anti-Bolshevik movement in Siberia and the Far East<br>4. Anti-Bolshevik movement in the Volga region<br>5. Anti-Bolshevik movement in the Baltic |
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| Creation and modernization of the USSR in the 1920s – 1930s. | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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. Society of Proletarian Tourism<br>2. Institute of Red Professorship<br>3. «Vseobuch» |
| | 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. | 1. Soviet advertising during the NEP period<br>2. Music and cinema of the NEP period<br>3. Cultural Revolution in the USSR |
| | 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. GOELRO plan<br>2. Militant Atheists Union<br>3. Political repressions of 1930s |
| The Great Patriotic War, 1941 – 1945 | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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. Armed conflicts on the eve of the Great Patriotic War (1936 – 1941)<br>2. International treaties on the eve of the Great Patriotic War<br>3. Assessing the readiness of the Red Army for the Great Patriotic War |
| | 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. | 1. The «Tragedy» 1941: organization of defense and key battles<br>2. The main battles of 1942 – 1943: Rzhev, Stalingrad, Kursk<br>3. The German occupation regime on the territory |

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| | 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. | of the USSR<br>4. Patriotic consolidation in the Soviet rear during the Great Patriotic War<br>5. Militarization of the Soviet economy during the Great Patriotic War |
| | | 1. International conferences of 1941 and Lend-Lease<br>2. International conferences of 1943 and the post-war fate of Germany<br>3. International conferences of 1944 and the post-war world structure<br>4. Potsdam Conference and Nuremberg Tribunal |
| Development of the USSR during the Cold War | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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 | 1. The «Long Telegram» by J.F. Kennan<br>2. The Marshall Plan<br>3. The Truman Doctrine |
| | 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.<br>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. | 1. Hungarian uprising of 1956<br>2. USSR and the Suez crisis of 1956<br>3. Berlin crisis of 1961<br>4. Cuban Missile Crisis 1962<br>5. The «Prague Spring», 1968 |
| | 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. USSR and the Korean War, 1950 – 1953<br>2. USSR and the Vietnam War<br>3. USSR and the Afghanistan War, 1979 – 1989 |
| The «perestroika» period and the collapse of the USSR, 1985 – 1991 | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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 | 1. The «perestroika» economic politics<br>2. The «perestroika» political change<br>3. The «perestroika» cultural reforms |
| | 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. Dissident movement in the USSR<br>2. Ethnic separatism in the USSR<br>3. Soviet youth subcultures |
| | 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. | 1. Soviet-American strategic arms limitation treaties<br>2. German reunification, 1990<br>3. Crisis of pro-Soviet regimes in Eastern Europe |

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| | 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. | |
| Development of the Russian Federation at the present stage | UC-5 – Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.<br>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. Presidency of B.N. Yeltsin<br>2. Presidency of V.V. Putin<br>3. Presidency of D.A. Medvedev |
| | 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.<br>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. Russian Federation and the Commonwealth of Independent States<br>2. Russian Federation and the United Nations<br>3. Russian Federation and the the Collective Security Treaty Organization<br>4. Russian Federation and the Shanghai Cooperation Organization |

## 3.1.2 Topics for reports

**UC-1**

**Student is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation**

**UC-1 ID-1**

Student knows methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

**UC-1 ID-2**

Student is able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

1. Livonian War, 1558 – 1583
2. Russo-Swedish War, 1590–1595
3. Ingrian War, 1610–1617
4. Crimean campaigns, 1687 and 1689
5. Azov campaigns, 1695–1696
6. Great Northern War, 1700–1721
7. Russo-Turkish War, 1735–1739
8. Russo-Turkish War, 1768–1774
9. Russo-Turkish War, 1787–1792
10. Finnish War, 1808–1809
11. Russo-Turkish War, 1806–1812
12. Russo-Turkish War, 1828–29
13. Russo-Turkish War, 1877–1878

**UC-5**

**Student is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.**

**UC-5 ID-1**

Student knows: 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**

Student is 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**

Student possesses 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. Kronstadt mutiny, 1921

2. Orthodox Church in the USSR
3. State security bodies in the USSR
4. Soviet-Polish War
5. Military reforms of the 1920s - 1930s
6. Russian All-Military Union
7. «The Philosophical Steamer»
8. «Intourist» activities in the 1930s
9. Soviet genetics in the 1930s
10. «Sovietization» in USSR foreign policy
11. «Stakhanov movement» in the USSR
12. Soviet atomic project
13. The «national question» in the post-war USSR.

### 3.1.3 Topics for essays

**UC-1**

**Student is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation**

**UC-1 ID-1**

Student knows methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

**UC-1 ID-2**

Student is able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

1. «Veche» and elements of democracy in Ancient Rus'
2. Foreign trade of Ancient Rus'
3. Syncretism in the religiosity of medieval Rus'
4. The struggle between Moscow and Tver in the 14th – 15th centuries
5. «Zemsky Sobors» of the 16th – 17th centuries
6. «Mestnichestvo» in Russian armed forces
7. Annexation and colonization of Siberia
8. Monastic entrepreneurship in the 17th century
9. The uprising of Stepan Razin
10. «Solovetsky seat», 1668 – 1676
11. Supreme Privy Council, 1726 – 1730
12. Nobility in Russia in the 18th century
13. The uprising of Emelyan Pugachev
14. Cossacks in Russia in the 17th – 19th centuries
15. Caucasian War, 1817 – 1864
16. Russian Freemasonry in the 18th – 19th centuries
17. «Military settlements», 1816 – 1857
18. Pacifism in Russian social thought
19. Corps of Gendarmes, 1827 – 1880
20. Marxism in Russia in the 19th century
21. Russian revolutionary terrorism in the 19th century
22. Railways in Russia in the 19th century

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

**UC-1**

**Student is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation**

**UC-1 ID-1**

Student knows methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

1. Types of historical sources
2. Paradigms of historical science
3. Forms and criteria of the historical process
4. Theories of the origin of the State
5. The origins of the Russian Statehood
6. Christianization of Rus' and its consequences
7. Domestic and foreign policy of Russian princes (XI-XIII centuries)
8. The statehood models during the fragmentation of Rus'
9. The struggle of Russian principalities with foreign conquerors (XIII-XIV centuries)
10. Reasons for the rise of the Moscow Principality

**UC-1 ID-2**

Student is able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

11. The struggle for independence from the Golden Horde (XIV-XV centuries)
12. Feudal war of the 15th century
13. The reign of Ivan III
14. The reign of Ivan IV
15. The Turmoil in the Moscow State
16. The reign of the first Romanov Czars
17. The riots and uprisings of the XVIII century
18. The Schism of the Orthodox Church in the XVIII century
19. The reign of Peter I
20. The Epoch of Palace Coups
21. The reign of Catherine II
22. The reign of Paul I
23. The reign of Alexander I
24. The Patriotic War, 1812
25. The Decembrist uprising and their reform plans
26. The reign of Nikolai I
27. The Crimean War, 1853-1856
28. «Great Reforms» of Alexander II
29. Counter-reforms of Alexander III
30. Economic reforms in Russia at the turn of the XIX-XX centuries

## 3.2.2. Exam questions

**UC-5**

**Student is able to analyze and take into account the diversity of cultures in the process of intercultural interaction.**

**UC-5 ID-1**

Student knows: 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. First Russian Revolution, 1905–1907
2. Political programs of the parties of the Russian empire
3. Russian Empire in the Great War, 1914–1917
4. Revolutionary events of 1917
5. Russian Civil War, 1918–1921
6. Foreign participation in the Russian Civil War
7. The system of government bodies according to Constitution, 1918
8. «Military communism» and «red terror» in Soviet Russia
9. Ideology and activities of the anti-Bolshevik movement, 1918–1921
10. Foundation and international recognition of the USSR

**UC-5 ID-2**

Student is 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.

11. New economic policy: its essence and contradictions.
12. Internal party struggle in the USSR in the 1920s.
13. Religious policy in the USSR
14. «Cultural Revolution» in the USSR
15. Industrialization and collectivization in the USSR
16. Massive political repressions of the 1930s.
17. Armed conflicts on the eve of the Great Patriotic War, 1936–1941
18. International treaties on the eve of the Great Patriotic War
19. The Great Patriotic War: main military operations.
20. The influence of the Great Patriotic War on the evolution of Stalinism
21. USSR and allies in the anti-Hitler coalition.
22. International conferences of United Nations, 1941–1945
23. Holocaust and Nuremberg Tribunal
24. The «national» question and ethnic conflicts in the post-war USSR
25. Prerequisites and causes of the Cold War
26. Post-Stalinism in the USSR, 1953 – 1955
27. De-Stalinization in the USSR, 1956 – 1960s
28. Socio-economic reforms of the mid-1950s – mid-1960s in the USSR
29. Socio-economic problems of the USSR in the 1960s – 1970s
30. Scientific and technological development of the USSR in the 1960s – 1970s

**UC-5 ID-3**

Student possesses 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.

31. Key crises of the Cold War period
32. Relations between the USSR and the countries of the «Soviet block»
33. Participation of the USSR in «local» conflicts of the 1960s – 1980s
34. Soviet-American strategic arms limitation treaties
35. The «perestroika» period
36. The collapse of the USSR
37. Features of the Russian Federation's transition to a market economy
38. Russian Constitution, 1993
39. Political-economic system of the Russian Federation at the present stage
40. Participation of the Russian Federation in interstate associations

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

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

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

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

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

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

## 4.2. Criteria for evaluating students' knowledge 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 evaluating students' knowledge when checking control papers

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

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

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

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

## 4.4. Criteria of knowledge during the credit

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

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

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

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

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

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

## 4.5. Criteria of knowledge during the examination

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

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

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

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

# 5. ACCESSIBILITY AND QUALITY OF EDUCATION FOR DISABLED PEOPLE

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

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

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

| For people with visual impairments: | – in printed form in enlarged font;<br>– in the form of an electronic document. |
|---|---|
| For people with hearing impairments: | – in printed form;<br>– in the form of an electronic document. |
| For people with disorders of the musculoskeletal system: | – in printed form;<br>– 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.