

1) Codifier of learning outcomes in the discipline

Category (group) of competencies	Code and name of competence	Code and name of the indicator of achievement of competence	Didactic unit (DU)	Controlled learning elements formed as a result of mastering the discipline			Methods of assessing the results of mastering the
				Knowledge	Skills	Skills	
Systems and critical thinking	UK-1: Capable of carrying out a critical analysis of problematic situations based on a systems approach, developing an action strategy	UK-1.1 Able to analyze a problem situation as a system, identify its components and the connections between them UK-1.3 Able to develop and substantively argue a strategy of action to solve a problem situation based on a systemic and interdisciplinary approach UK-1.4 Able to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities	DE 1. History and society. History as a science. Methodology of historical knowledge	Principles, methods and techniques of historical analysis of problems; forms of scientific historical knowledge. New theoretical approaches to the problem of "man in history".	Identify historical information necessary to solve a particular problem; Use various principles and methods of historical knowledge in relation to history; learn lessons from historical events and make informed decisions on this basis.	Skills of analysis and logical thinking; skills of reading humanitarian texts, working with professional and government documentation.	BRS of the department; Solution of KIMs (tests, independent work, situational tasks) in the remote access mode; Assessment of work at the seminar (participation in the discussion); Work with a historical source; Participation in research (conferences of the SSS, NOMUS of the department)

		<p>the need to create a non-discriminatory environment for professional activity UK-5.3 Able to build social and professional interactions taking into account international legislation in the field of health care and the specifics of intercultural interactions with representatives of other ethnic groups and faiths, various social groups</p>		<p>the first tsars of the Romanov dynasty. Russia at the end of the 17th century.</p>	<p>the first kingdom of the Romanov dynasties. Russia at the end of the 17th century.</p>		<p>class (participation in discussion); Work with historical source; Participation in research work (conferences of SSS, NOMUS department)</p>
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Intercultural interaction	UK-5: Able to analyze and take into account cultural diversity in the process of intercultural interaction	UK-5.1 Able to interpret the history of Russia in the context of the world historical process UK-5.2 Has an idea of the rules, traditions and norms of communication in foreign-speaking countries, understands the need to create a non-discriminatory environment for professional activity	DE 4. Russian Empire in the 18th - early 20th centuries.	The era of Peter I. The birth of the Russian Empire. The enlightened absolutism of Catherine II. Features of the socio-economic development of Russia in the first half of the 19th century. The Patriotic War of 1812. The abolition of serfdom and liberal reforms of the 1860-70s. The industrial revolution in post-reform Russia and its social aspects. Russia. Features of Russian modernization in the 19th-20th centuries.	The era of Peter I. The birth of the Russian Empire. The enlightened absolutism of Catherine II. Features of the socio-economic development of Russia in the first half of the 19th century. The Patriotic War of 1812. The abolition of serfdom and liberal reforms of the 1860-70s. The industrial revolution in post-reform Russia and its social aspects.	Skills in reading and working with government documentation; principles of conducting discussions in conditions of pluralism of opinions and basic methods of conflict resolution.	BRS of the department; Solution of KIMs (tests, independent work, situational tasks) in the remote access mode; Assessment of work at the seminar (participation in the discussion); Work with a historical source; Participation in research (conferences of the SSS, NOMUS of the department))
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Systems and critical thinking	UK-1: Capable of carrying out a critical analysis of problematic situations based on a systems approach, developing an action strategy	UK-1.1 Can analyze a problem situation as a system, identify its components and the connections between them UK-1.2 Can search for and interpret information necessary to solve a problem situation; critically evaluate the reliability of information sources, work with contradictory information UK-1.3 Able to develop and substantively argue a strategy of action to solve a problem situation based on a systemic and междисциплинарного подходов	DE 5. Russia and the USSR at the beginning of the 20th century.	Revolution of 1905. Russo-Japanese War. Third of June Monarchy. Revolution of 1917. Russia's participation in the First World War. Civil War and Intervention. Formation of the USSR.	To learn lessons from historical events and make informed decisions on this basis; to competently assess the social situation in Russia; to carry out one's activities taking into account the results of this analysis.	Skills of expressing an independent point of view, public speaking, moral and ethical argumentation; skills of careful attitude to cultural and historical monuments.	BRS of the department; Solution of KIMs (tests, independent work, situational tasks) in the remote access mode; Assessment of work at the seminar (participation in the discussion); Work with a historical source; Participation in research (conferences of the SSS, NOMUS of the department))
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<p>Systems and critical thinking</p>	<p>UK-1: Capable of carrying out a critical analysis of problematic situations based on a systems approach, developing an action strategy,</p>	<p>UK-1.1 Can analyze a problem situation as a system, identify its components and the connections between them UK-1.2 Can search for and interpret information necessary to solve a problem situation; critically evaluate the reliability of information sources, work with contradictory information UK-1.3 Able to develop and substantively argue a strategy of action to solve a problem situation based on a systemic and interdisciplinary approach.</p>	<p>DE 6. USSR in the first half of the 20th century.</p>	<p>NEP, the period of Stalin's industrial modernization. "No statute of limitations." The Great Patriotic War of the Soviet people. The feat of doctors during the Great Patriotic War.</p>	<p>Learn lessons from historical events and make informed decisions on this basis; competently assess the social situation in Russia; carry out your activities taking into account the results of this analysis.</p>	<p>Skills of expressing an independent point of view, public speaking, moral and ethical argumentation; skills of careful attitude to cultural and historical monuments.</p>	<p>BRS of the department; Solution of KIMs (tests, independent work, situational tasks) in the remote access mode; Assessment of work at the seminar (participation in the discussion); Work with a historical source; Participation in research (conferences of the SSS, NOMUS of the department))e</p>
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<p>Intercultural interaction</p>	<p>UK-5: Able to analyze and take into account cultural diversity in the process of intercultural interaction</p>	<p>UK-5.1 Able to interpret the history of Russia in the context of the world historical process UK-5.3 Able to build social and professional interaction taking into account international legislation in the field of healthcare and the specifics of intercultural interaction with representatives of other ethnic groups and faiths, various social groups</p>	<p>DE 9. Modern Russia</p>	<p>Features of economic and development in the post-perestroika period. Russian society in the first quarter of the 21st century.</p>	<p>analyze socio-historical problems, be an active subject of social activity. transform information (historical and other facts) into knowledge, comprehend social processes in the world based on historical tradition</p>	<p>skills of expressing an independent point of view, analysis and logical thinking, public speaking, - skills and techniques of conducting polemics. - skills of attentive listening to the opponent and respect for his opinion</p>	<p>BRS of the department; Solution of KIMs (tests, independent work, situational tasks) in the remote access mode; Assessment of work at the seminar (participation in the discussion); Work with a historical source; Participation in research (conferences of the SSS, NOMUS of the department)))</p>
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1) Assessment tools for midterm assessment:

1.1. List of questions for the test:

1. History as a science. Subject, object, methods and principles of historical knowledge.
 2. Eastern Slavs: problems of Slavic ethno- and sociogenesis, theories of the origin of the Slavs.
 3. Ancient Rus'. Theories of origin, main stages of development.
 4. Features and stages of the formation of the Russian centralized state in the 14th-16th centuries.
 5. Evolution of the political system of Muscovite Rus' in the 14th-16th centuries. Reforms of Ivan IV (the Terrible). Features of the estate-representative monarchy in Russia.
 6. Causes, stages of the "Time of Troubles". New phenomena in the public life of Russia that manifested themselves during the Time of Troubles. Historical significance of the "Time of Troubles"
 7. Russia in the 17th century. Social and economic policy of the first Romanovs: traditions and innovations.
 8. Church reform of the 17th century. The schism of the Russian Orthodox Church
 9. The initial stage of Russian modernization. Reforms of Peter I. Features of the formation of Russian absolutism in the early 18th century
 10. The essence and features of "enlightened absolutism" in Russia.
 11. Russia in the first half of the 19th century. The Patriotic War of 1812. Domestic policy of Nicholas I.
 12. The fall of serfdom in Russia and its consequences.
 13. Liberal reforms in Russia in the 60-70s of the 19th century and their significance for the development of Russian society
 14. The policy of "Orthodox conservatism" of Alexander III: causes, essence, results.
 15. Formation of an industrial society in post-reform Russia: Socio-economic and technological aspects. General and specific in the process of industrial modernization.
 16. The evolution of social thought and ideological and political trends in Russia in the 19th century
 17. Contradictions of the process of modernization of Russian society at the beginning of the 20th century. The first Russian revolution.
 18. Russia in the First World War
 19. The Revolution of 1917. The search for paths of historical development. Reasons for the establishment of the Bolsheviks у власти.
 1. The Civil War in Russia 1918-1921. Causes, course and main stages, historical consequences.
 2. Transition to the New Economic Policy. Goals, essence, crises and contradictions of the NEP.
 3. The USSR in the 1930s. The essence and methods of Soviet industrialization. Transformations in agriculture and the cultural sphere in the 1930s.
 4. "No statute of limitations". The USSR and Soviet society in the Great Patriotic War.
 5. The USSR in the first post-war decade 1945-1956
 6. Reforms of N. S. Khrushchev (1953-1964). Successes and contradictions of the process of de-Stalinization of Soviet society.
 7. The era of "stagnation" and the development of a systemic crisis in the USSR (mid-1960s - mid-1980s).
 8. The Soviet Union in 1985-1991. Perestroika: essence, stages, reasons for the collapse of the USSR.
 9. The modern Russian Federation (2000-2022)
- 1.1. Examples of test tasks:
1. According to the Marxist approach, the history of mankind is a change of socio-economic formations: two, four, +five, three.
 2. The science that studies the development of historical knowledge is called: paleography, history, + historiography, logic.
 3. An outstanding Russian historian was: G.R. Derzhavin, I.I. Polzunov, +S.M. Soloviev, F. Prokopovich.
 4. Consideration of the historical process as a result of the manifestation of divine will world spirit 1. characteristic of: subjectivism, + theological approach, Marxism, geographical determinism.
 2. Remove the extra element from the logical series of functions of historical knowledge: prognostic, cognitive, educational, + political.
 3. The two main demands of the Socialist Revolutionary program on the agrarian question were: the transfer of all land to the state, the sale of landowners' land to peasants at market price, the withdrawal of all land from private ownership,+ socialization of land.

Russia's allies in World War I were...

+Great Britain +France Germany Austria-Hungary

1. The following state left the Triple Alliance at the beginning of the war. Turkey Bulgaria +Italy Austria-Hungary

2. The supreme commanders of the Russian army during World War I were S.O. Makarov +Grand Duke Nikolai Nikolaevich A.V. Samsonov +Nikolai II

3. Germany declared war on Russia... May 22, 1916 October 25, 1917 March 3, 1918 +July 19, 1914

4. The end of World War I is associated with the Compiegne Armistice, which was signed in: December 1917 March 1918 +November 1918 January 1919

5. The political leadership of the Petrograd Soviet in February - March 1917 was carried out by representatives of two parties:

+Mensheviks,

+ Socialist Revolutionaries, Cadets, Anarchists.

6. The decision to replace the food tax with a food tax meant the rejection of: collectivization market +policy of war communism industrialization.

1.1. Examples of situational tasks and assignments for independent work:

1. Specify the event reflected in the chronicle text. What natural historical process does it characterize? Did the Russian princes manage to implement the decisions they had made?

“Svyatopolk, and Vladimir, and Davyd Igorevich, and Vasilko Rostislavich, and Davyd Svyatoslavich, and his brother Oleg came and gathered in Lyubech to establish peace. And they turned to each other, saying: “Why are we ruining the Russian land, raising enmity against ourselves, and the Polovtsians are tearing our land apart and rejoicing that there are wars between us to this day. From now on, let us unite in one heart and protect the Russian lands. Let everyone keep his fatherland. and on this they kissed the cross: “if anyone goes against someone, then we will all go against him.” and having taken an oath, they went their separate ways.”

2. Draw up a diagram of state administration (central and local) under Alexei Mikhailovich Romanov.

1.2. Drawing up diagrams and tables:

1. Principles and methods of historical knowledge.

2. The structure of scientific knowledge.

Examples of educational and didactic quiz games

1.1. Approximate topics of research work: 1. History as a social science. Subject and method.

2. **Basic concepts of the content and development of the historical process.**

3. Formation of the statehood of the Eastern Slavs.

4. The socio-economic system of Ancient Rus in the 9th-13th centuries, and its features.

5. The culture of Kievan Rus.

6. Rus and the Horde: the role of the Tatar-Mongol conquest in Russian history.
7. Features of the formation of the Russian centralized state in the 14th-16th centuries.
8. Reforms of Ivan IV (the Terrible). Features of the estate-representative monarchy in Russia.
9. "Time of Troubles" of the early 17th century. Prerequisites and causes, content and stages, historical results.
10. The initial stage of Russian modernization and its features. Reforms of Peter I.
11. The century of Catherine II. The essence and features of "enlightened absolutism" in Russia.
12. Russian culture in the 18th century.
13. The Russian Empire in the first quarter of the 19th century. Reforms of Alexander I, the Patriotic War of 1812.
14. The fall of serfdom in Russia and its consequences.
15. Liberal reforms in Russia in the 60-70s of the 19th century. The emergence of elements of civil society.
16. The formation of an industrial society in post-reform Russia: socio-economic and technological aspects. General and specific in the process of industrial modernization.
17. The evolution of social thought and ideological and political trends in Russia in the 19th century.
18. Russian culture of the 19th century and its contribution to the world cultural heritage.
19. Russia in World War I. The national crisis of 1916 - early 1917.
20. The Revolution of 1917 in Russia. Reasons for the Bolsheviks to come to power.
21. The Civil War in Russia 1918-1921. Reasons, course and main stages, historical consequences. 22. Transition to the New Economic Policy. The essence, stages and contradictions of the NEP. Formation of the USSR
23. The USSR in the 1930s. The essence and methods of Soviet industrialization. The main results of the socio-economic development of Soviet society in the late 1930s - early 1940s.
24. The Great Patriotic War of the Soviet Union 1941-1945.
25. Soviet society in the first post-war decade. (1945-1953)
26. Reforms of N.S. Khrushchev (1953-1964). Successes and contradictions of the processes of de-Stalinization of Soviet society. 2)
27. The era of "stagnation" and the development of the systemic crisis in the USSR. (mid-1960s - mid-1980s). 2
28. The Soviet Union in 1985-1991. Perestroika: essence, stages, reasons for the collapse of the USSR.
29. Russia at the turn of the 20th-21st centuries. Features of the political and socio-economic modernization of the country.
- 2.1. Requirements for the preparation of UIRS, NIRS:
 - 2.1.1. For the conference of the SSS of the department (abstracts):
 1. Selection of the topic of the abstract The topic of the abstract is usually selected from the general list and agreed upon with the teacher. The topic should be interesting to the student. When working on the abstract, it is recommended to use at least 4-5 sources.
 2. Content and structure of the abstract The work process is best divided into the following stages:

- Define and highlight the problem. - Based on primary sources, independently study the problem and

formulate a plan for writing the work. - Conduct a review of the selected literature. - Present the material logically and draw conclusions on the topic studied.

1. Recommended structure of the abstract - Introduction - sets out the purpose and objectives of the work, the rationale for choosing the topic and its relevance. Volume: 1-2 pages. - The main part - the author's point of view based on the analysis of the literature on the topic. The material is divided into paragraphs by problem (from 2 to 5). Volume: 12-15 pages. - Conclusion - formulates conclusions and proposals. The conclusion should be brief, clear, the conclusions should follow from the content of the main part. Volume: 1-3 pages. - Appendix. The abstract may contain appendices in the form of extracts from historical documents, illustrations, diagrams, questionnaires, charts, etc. Drawings and tables are welcome in the design of the abstract. - List of references. - Text and its design 2. Design requirements - Font size — 14 pt; Times New Roman font, regular; line spacing — 1; margin size: left — 20 mm, right — 20 mm, top — 20 mm, bottom — 20 mm. - Text is printed on one side of the page; footnotes and notes are designated in the text itself as follows: [3, pp. 55-56], where the first digit indicates the number of the book or article in the list of references, and the second is the page number in this list. - Standard Microsoft Word tools are used to design footnotes and notes: all pages are numbered, starting with the title page; the page number is placed at the top in the center of the page; the page number is not placed on the title page. Each section begins on a new page. - Compliance with typography rules is encouraged.

3. Title page of the abstract, table of contents - The full name of the educational institution is indicated at the top. The middle field contains the title of the abstract topic without the word "topic" and quotation marks. Below, in the center of the title, the type of work and the subject (for example, an abstract on the discipline "History") are indicated. Even lower, closer to the right edge of the title page, the full name of the student and his group, faculty. Even lower - the full name and position of the supervisor. The bottom field contains the city and year of work (without the word "year"). - The table of contents (plan) is placed after the title page. It lists all the headings of the work and indicates the pages on which they begin. The headings of the table of contents must exactly repeat the headings in the text.

4. Design of the list of used literature The literature in the list must be modern, sources 5-7 years old, it is possible to use earlier works (provided that they are unique). The literature in the list is indicated in the following order: - legislative acts (if any), sources; - primary and periodical literature; - electronic resources (if any).

1.1.1. To the NOMUS conference: Requirements in accordance with the NOMUS information letter.

1) Description of the assessment technology: The academic achievements of students in the course of studying the discipline in the 1st semester are assessed in accordance with the department's "Methodology of the point-rating system for assessing the academic achievements of students in the discipline "History".

Forms of control	min	max
I. Current control:		
I. .Work at the semina:		
1.1. speech	1	5
I.2. participation in the discussion	1	5
I.3. solving situational problems	1	5
I.3. solving situational problems	1	5
I.5. report (delivery of a message prepared in writing or in the form of a presentation)	3	5
II. Border control:		
II. 1testing for each DE	1	3
II.2. testing for each DE	0	1
II.3. doing homework independently	0	1
III. Independent work:		
III. 1. Writing an essay on the topic of the discipline (at least 7 pages)	1	5
III.2. Writing an abstract (volume of at least 20 pages, formatted according to existing GOSTs)	1	10
III.3. Writing a review	1	5
IV. Bonus points		

IV.1. Speech at the NOMUS Conference	3	10
IV.2. Publication of an article in the student collection of NOMUS or USMU on the topic of the discipline.	10	20
IV.3. Preparation of a multimedia presentation on the topic of the DE seminar	1	5
IV. 4. Participation in the SNO NOMUS circle, preparation and holding of games, participation in Olympiads, etc.	5	10

topics and modules on remote (distant) access. The most important means of assessing students remains the interview. Among the methods and means of assessing students' competencies, knowledge, skills and abilities obtained during the study of the discipline "History" used in the department, the following can be distinguished: - surveys at seminars on topics - discussions on problematic or complex issues. Examples of discussions

1. Could the Russian Empire withstand the test of the world war with fewer social costs?
2. Was it possible to prevent the Civil War?
3. The problem of the "third way" in domestic civil strife. Could the liberal alternative of the right-wing socialists and the Cadets have been realized at that time?
4. Interpretation of the history of the Fatherland in the light of various concepts of the historical process (comparison of the cyclical and linear approaches to the study of domestic history).
5. Peter I. Pro et contra.
6. History: art, politics, science?:
7. Is it possible to obtain true knowledge in historical science? - conversations with students during consultations and practice of missed topics - assessment of homework, situational tasks and tests on during the test. Midterm assessment in the discipline is carried out in the form of an interview during the test on questions (question) given in section

2.1. 4) Evaluation indicators and criteria: In accordance with the departmental BRS, the points scored by a student over 2 semesters are summed up and divided in half. The resulting score is the student's rating. A student with a rating of 80 points or more in a discipline receives an automatic pass with an "excellent" grade. A student with a rating of at least 40 points in a discipline is considered eligible to take the test. Distribution of rating points for examination control:

Type of scoring control		Number of rating points	
		1 question	2 question
interview	min	5	5
	max	10	10
Итого:	min	10	
	max	20	

To convert a student's final rating for a discipline into a certification grade, the following scale is introduced:

Student's assessment of the discipline	Final student rating in the discipline, rating points
"unsatisfactory»	0-49
"satisfactorily"	50-64
"Fine"	65-79
Great"	80-100
ncluding credit in the form of "automatic	80
credit taking into account the oral interview	50-100