

**FEDERAL STATE BUDGETARY
EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
“AMUR STATE MEDICAL ACADEMY”
MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION**

AGREED

Vice-Rector for Academic Affairs,

 N.V. Loskutova

April 17, 2025

Decision of the CCMC

April 17, 2025

Protocol No.7

APPROVED

by decision of the Academic Council of the FSBEI
HE Amur SMA of the Ministry of Health of the
Russian Federation

April 22, 2025

Protocol No. 15

Acting Rector of the FSBEI HE Amur SMA of the
Ministry of Health of the Russian Federation



I.V. Zhukovets

April 22, 2025

EDUCATIONAL PROGRAM
discipline "Fundamentals of Russian Statehood"

Specialty: 31.05.01 General Medicine

Course: 1

Semester: 1

Total hours: 72 hrs.

Total credits: 2 credit units

Control form: credit-test, 1 semester

Blagoveshchensk, 2025

The educational program of the discipline is designed in accordance with the requirements of the Federal State Educational Standard of Higher Education - specialist in specialty 31.05.01 General Medicine, approved by the order of the Ministry of Education and Science of Russia dated 08.12.2020 No. 988 (registered with the Ministry of Justice of Russia on 08.26.2020 No. 59493), BPEP HE (2021).

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Protocol No. 7, dated March 21, 2025

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Protocol No. 7, dated March 21, 2025

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April 17, 2025

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I. Explanatory note

1.1. Description of the discipline

The course "Fundamentals of Russian Statehood" promotes the expansion of the ideological and humanitarian-educational component of the academic training of future medical workers, contributes to the identification of a systematic and timely response to current challenges of the educational and social policy of the Russian state through the formation of the necessary conditions for self-determination and socialization of students based on generally accepted values and norms of behavior, as well as through the formation of a developed sense of citizenship and patriotism in students. The implementation of the course involves the consistent acquisition by students of knowledge, ideas, scientific concepts, as well as historical, cultural, sociological and other data related to the problems of the development of Russian civilization and its statehood in historical retrospect and in the context of current challenges of political, economic, technogenic and other nature.

1.2. The purpose and objectives of studying the discipline:

The purpose of teaching the discipline:

- to develop in students a system of knowledge, skills and competencies, as well as values, rules and norms of behavior associated with the awareness of belonging to Russian society, the development of a sense of patriotism and citizenship, the formation of a spiritual, moral and cultural foundation for a developed and integral personality, aware of the peculiarities of the historical path of the Russian state, the originality of its political organization and the conjugation of individual dignity and success with social progress and political stability of their homeland.

Academic objectives of the discipline:

- to present the history of Russia in its continuous civilizational dimension, to reflect its most significant features, principles and current guidelines;
- to reveal the value-behavioral content of a sense of citizenship and patriotism, inseparable from developed critical thinking, free development of personality and the ability to independently judge the current political and cultural context;
- to consider fundamental achievements, inventions, discoveries and accomplishments related to the development of the Russian land and Russian civilization, to present them in a relevant and meaningful perspective that fosters in citizens pride and involvement in their culture and their people;
- to present key meanings, ethical and ideological doctrines that have developed within the Russian civilization and reflect its multinational, multi-confessional and solidary (communal) character;
- to consider the features of the modern political organization of Russian society, the causal nature and specifics of its current transformation, the value support of traditional institutional solutions and the special polyvariance of the relationship between the Russian state and society in the federal dimension;
- to explore the most likely external and internal challenges, standing facing the Russian civilization and its statehood at the present time, to identify the key scenarios for its future development;
- to identify the fundamental value principles (constants) of the Russian civilization (unity of diversity, sovereignty (strength and trust), harmony and cooperation, love and responsibility, creation and development), as well as the interconnected value guidelines of the Russian civilizational development (such as stability, mission, responsibility and justice)

1.3. The place of the discipline in the structure of the main professional educational program of higher education.

The discipline "Fundamentals of Russian Statehood" is included in the curriculum for the specialty 31.05.01 Pediatrics as a discipline of the basic part of the OOP (1 year, 1 semester). Total workload is 2 credits (72 hours). Form of control - credit. Students are taught on the basis of the continuity of knowledge and skills acquired in school courses in Russian and world history, as well as social studies.

The basic knowledge required to study the discipline is formed in a cycle of humanitarian, social and economic disciplines.

The discipline "Fundamentals of Russian Statehood" is a subject necessary for studying specialized disciplines that are taught in parallel with this subject (History of Russia) or in subsequent courses (History of the Far East, law, economics).

1.4 Requirements for students

To study the discipline "Fundamentals of Russian Statehood", a student must have the necessary knowledge, skills and abilities formed in institutions of secondary (complete) general education:

History (History of Russia, World History)	
Knowledge:	periodization of world and domestic history; general patterns and national characteristics of the formation and development of the Russian state and society; the most important events and phenomena, names of historical figures who determined the course of domestic and world history.
Skills:	extracting knowledge from historical sources and applying them to solve cognitive problems; analysis of historical processes based on scientific methodology; systematization of historical facts and formulation of reasoned conclusions.
Skills:	working with various sources of information: textbooks, reference books, atlases, maps, encyclopedias, dictionaries, Internet resources.
Social Science	
Knowledge:	the basic laws of social development, characteristics of society as a whole, the place of man in society, the main categories of the economic sphere, social relations, experience in the field of national and universal culture.
Skills:	generalize, analyze information, set goals and choose ways to achieve them. Characterize the main social and economic objects, highlighting their essential features, patterns of development.
Skills:	have the skills to work with various sources of information: books, textbooks, reference books, atlases, maps, identifiers, encyclopedias, catalogs, dictionaries, Internet resources.

1.5 Interdisciplinary links with subsequent disciplines

Knowledge, skills and abilities necessary for studying subsequent disciplines:

No. p/p	Name of subsequent disciplines	Section numbers of the discipline necessary for studying subsequent disciplines				
		1	2	3	4	5
1	History of Russia	+	+	+	+	+
2	History of the Far East	+	+	+	+	-
3	Economics	+	+		+	+
4	Jurisprudence	+	+	+	+	-

1.6 Requirements for the results of mastering the discipline

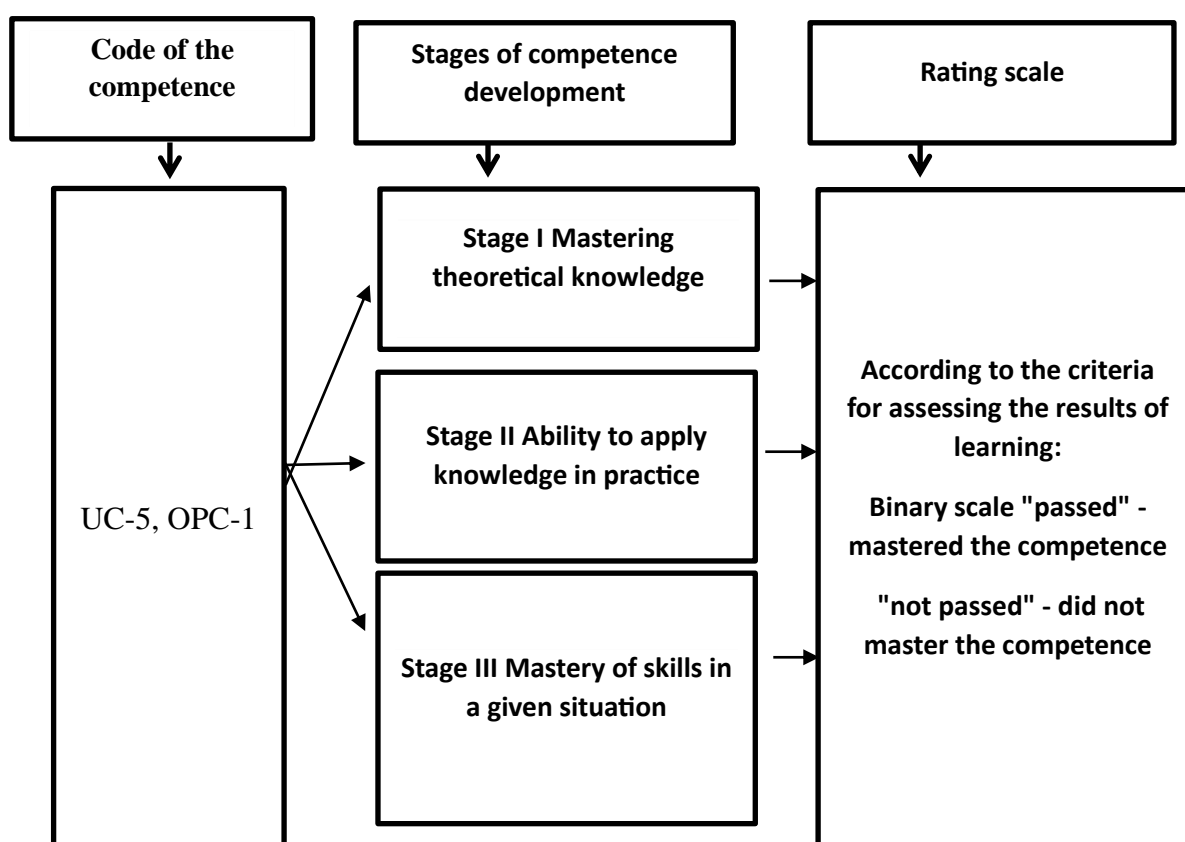
The process of studying the discipline "Fundamentals of Russian Statehood" is aimed at forming/improving the following universal (UC) competence:

No	Code and name of competence	Code and name of the indicator of achieving competence
Universal competences		
1	UC-5. Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts.	UC-5.1. Demonstrates a tolerant perception of social and cultural differences, a respectful and careful attitude towards the historical heritage and cultural traditions. UC-5.2. Finds and uses information about the cultural characteristics and traditions of various social groups necessary for self-development and interaction with other people. UC-5.3. Shows in his/her behavior a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development in the context of world history and cultural traditions of the world. UC-5.4. Consciously chooses value guidelines and a civic position; reasonably discusses and solves problems of an ideological, social and personal nature
General professional competencies		
2	OPC-1 Able to implement moral and legal norms, ethical and deontological principles in professional activities.	ID OPC-1.3. Has the skills of expressing an independent point of view, analysis and logical thinking, public speaking, moral and ethical argumentation, conducting discussions and round tables, principles of medical deontology and medical ethics.

Sections of the discipline and the code of the competence being formed

№	Section name	Code of the competence being formed
1	Section 1. What is Russia	UC-5, OPC-1
2	Section 2. The Russian state-civilization	UC-5, OPC-1
3	Section 3. The Russian worldview and values of the Russian civilization	UC-5, OPC-1
4	Section 4. The political structure of Russia	UC-5, OPC-1
5	Section 5. Challenges of the future and the development of the country	UC-5, OPC-1

1.7 Stages of competence formation and description of assessment scales



1.8 Forms of training organization and types of control

Form of organization of student training	Brief characteristics
Lectures	Lecture material contains key and most problematic issues of the discipline, the most significant in the training of a specialist.
Practical classes	Intended for the analysis (reinforcement) of theoretical provisions and control over their assimilation with the subsequent application of the acquired knowledge during the study of the topic.
Interactive training forms	<ul style="list-style-type: none"> - access to the multimedia educational portal "DNA of Russia"; - open lectures, problem lectures and public discussions on sections of the discipline and individual thematic headings of its content;

	<ul style="list-style-type: none"> - holding accompanying scientific conferences and Olympiads related to the subject of the discipline; - applied workshops to improve specific and specialized skills, including in the field of political literacy, development of communication skills, mastering negotiation techniques, etc.; - business games, work with cases (case studies) and scenario modeling techniques; - quests, quizzes, other forms of interactive work based on the principle of a quiz and intellectual competition; - student debates, "pecha-kucha"; - analysis of literature and legal acts, work with sources; - reports, brainstorming and project activities of students; - immersive performances, plays, games and performances, including outside educational institutions and organizations, - with the assistance of institutes of culture, enlightenment, science and education; - viewing relevant educational and artistic video materials, including those specially designed for teaching purposes by qualified professionals in the field of social knowledge. - solving situational problems and exercises with subsequent discussion, - interactive survey; - completing creative tasks, - small group method, - online course of the discipline in the Moodle system, - testing in the Moodle system.
Participation in the research work of the department, student circle and conferences	<ul style="list-style-type: none"> - preparation of oral presentations and poster presentations for presentation at a student circle or scientific conference; - writing theses and abstracts on the chosen scientific direction; - preparation of a literature review using educational, scientific, reference literature and Internet sources.
Types of control	Brief description
Entrance control	<p>Checking theoretical knowledge and practical skills formed by the program in biology, chemistry, mathematics, history in institutions of secondary (complete) general education.</p> <p>Entrance control of knowledge includes:</p> <ul style="list-style-type: none"> - testing in the Moodle system (test of entrance control of knowledge). <p>The results of the entrance control are systematized, analyzed and used by the teaching staff of the department to develop measures to improve and update the methods of teaching the discipline.</p>
Routine control	<ul style="list-style-type: none"> - Current knowledge control includes: - checking the solution of situational problems and exercises completed independently (extracurricular independent work); - assessment of the assimilation of theoretical material (oral survey and computer testing); - control over the technique of performing an experiment in

	<p>practical classes and drawing up a protocol;</p> <ul style="list-style-type: none"> - testing in the Moodle system on all topics of the discipline (tests include questions of a theoretical and practical nature); - individual assignments (practical and theoretical) for each topic of the discipline being studied.
Interim assessment	<p>Interim assessment is presented by a test that students take at the end of the 2nd semester.</p> <p>The test includes the following stages:</p> <ul style="list-style-type: none"> - assessment of knowledge of theoretical material (oral survey and interview); - testing in the Moodle system (interim assessment test); - checking the acquisition of practical skills and abilities; - solving situational problems and exercises for each topic of the discipline being studied.

II. STRUCTURE AND CONTENT OF THE DISCIPLINE

2.1 Scope of the discipline and types of educational activities

№	Types of educational work	Total hours	Semester 1
1	Lectures	18	18
2	Practical classes	36	36
3	Independent work of students	18	18
	Total workload in hours	72	72
	Total workload in credit units	2	2

2.2 Thematic plan of lectures and their brief content

№	Topics and content of lectures	Codes of developed competencies	Workload (hours)
1	<p>Section 1: What is Russia.</p> <p>Lecture: Modern Russia: figures and facts, achievements and heroes.</p> <p>The country in its pr spatial, human, resource, ideological-symbolic and normative-political dimensions.</p>	UC-5, OPC-1 2	2
2	<p>Section 2: The Russian state-civilization.</p> <p>Lecture 1: Civilizational approach: possibilities and limitations.</p> <p>Lecture 2: Philosophical understanding of Russia as a civilization.</p> <p>Historical, geographical, institutional foundations for the formation of Russian civilization. Conceptualization of the concept of "civilization" (outside the ideas of stage determinism).</p>	UC-5, OPC-1 4	4
3	<p>Section 3: Russian worldview and values of Russian civilization.</p> <p>Lecture 1: Worldview and identity. Lecture 2: Worldview principles (constants) of Russian civilization.</p>	UC-5, OPC-1 4	4

	Worldview and its significance for man, society, state		
4	Section 4: Political structure of Russia. Lecture 1: Constitutional principles and separation of powers. Lecture 2: Strategic planning: national projects and state programs. Objective presentation of Russian state and public institutions, their history and key cause-and-effect relationships of recent years of social transformation	UC-5, OPC-1 4	4
5	Section 5: Challenges of the future and development of the country. Lecture 1: Current challenges and problems of Russia's development. Lecture 2: Scenarios for the development of Russian civilization. Scenarios for the prospective development of the country and the role of citizens in these scenarios.	UC-5, OPC-1 4	4
Total hours			18

2.3 Thematic plan of practical classes and their content.

№	Title of sections of practical classes	Contents of topics of practical classes	Codes of developed competencies and indicators of their achievement	Types of control	Labor intensity (hours)
1	Section 1. What is Russia	Seminar 1 "Diversity of Russian regions" Objective and characteristic data on Russia, its geography, resources, economy. Seminar 2 "Trials and victories of Russia" Population, culture, religions and languages. Current situation of Russian regions Seminar 3 "Heroes of the country, heroes of the people" Outstanding personalities ("heroes"). Key trials and victories of Russia, reflected in its modern history.	UC-5: ID 5.1; 5.2; 5.3 OPC-1: ID 1.3	Frontal survey, solving situational problems, testing in the Moodle system.	6
2	Section 2. The Russian State-Civilization	Seminar 1 "Applicability and Alternatives of the Civilizational Approach" Seminar 2 "Russian Civilization in Academic Discourse"	UC-5: ID 5.1; 5.2; 5.3 OPC-1: ID 1.3	Frontal survey, solving situational problems, table, testing in the Moodle system.	4
3	Section 3. The Russian Worldview and the Values of the Russian Civilization	Seminar 1 "Value Challenges of Modern Politics" Seminar 2 "The Concept of Worldview in Social Sciences" Seminar 3 "Systemic Model of Worldview" Seminar 4 "Values of the Russian Civilization" Seminar 5 "Worldview and the State"	UC-5: ID 5.1; 5.2; 5.3 OPC-1: ID 1.3	Frontal survey, solving situational problems, reflexive polylogue, testing in the Moodle	10
4	Section 4. Political structure of Russia	Seminar 1 "Power and legitimacy in constitutional refraction" Seminar 2 "Levels and branches of power" Seminar 3 "Planning the future: state strategies and civic participation"	UC-5: ID 5.3; 5.4	Frontal survey, solving situational problems, tables,	6

				diagrams, testing in the Moodle system	
5	Section 5. Challenges of the future and development of the country	Seminar 1 "Russia and global challenges" Seminar 2 "Internal challenges of social development" Seminar 3 "Images of the future of Russia" Seminar 4 "Guidelines for strategic development" Seminar 5 "Scenarios for the development of Russian civilization"	UC-5: ID 5.3; 5.4 OPC-1: ID 1.3	Frontal survey, solving situational problems, tables, diagrams, testing in the Moodle	10
	Total hours				36 hours

2.4 Interactive forms of training

In order to activate students' cognitive activity, interactive teaching methods (interactive survey, work in small groups, computer test control, etc.), participation in educational and research and scientific research work are widely used in practical classes.

№	Topic of the practical lesson	Time-consuming in hours,	Interactive form of training	Time-consuming in hours, in % of the lesson
1	Section 1. What is Russia	6	Intellectual games and competitions Presentation projects Appeal to multimedia educational portals Viewing current educational and artistic video materials	30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25%
2	Section 2. The Russian state-civilization	4	Immersive performances, plays, games and performances Open discussions and student debates Appeal to multimedia educational portals Viewing current educational and artistic video materials	30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25%
3	Section 3. Russian worldview and values of Russian civilization	10	Business games and scenario modeling techniques Open discussions and student debates Appeal to multimedia educational portals Pros Viewing current educational and artistic video materials	30 min (0.5 hours) / 25% 45 min (1.3 hours) / 50% 30 min (0.5 hours) / 25% 45 min (1.3 hours) / 50%
4	Section 4. Political structure of Russia	6	Presentation business games Intellectual games and competitions Open lectures and discussions Appeal to multimedia educational portals Viewing current educational and artistic video materials	30 min (0.5 hours) / 25% 45 min (1.3 hours) / 50% 30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25%
5	Section 5. Challenges of the future and development of the country	10	Thematic workshops (workshops) Business games and scenario modeling	30 min (0.5 hours) / 25% 30 min (0.5 hours) / 25%

			techniques Open lectures and discussions	30 min (0.5 hours) / 25%
			Student debates	45 min (1.3 hours) / 50%

2.5 Criteria for assessing students' knowledge

Learning outcomes are assessed in accordance with the "Regulations on the system for assessing students' learning outcomes of the Federal State Budgetary Educational Institution of Higher Education Amur State Medical Academy of the Ministry of Health of the Russian Federation.

The basis for determining the level of knowledge, skills, and abilities are the assessment criteria - completeness and correctness:

- correct, accurate answer;
- correct, but incomplete or inaccurate answer
- incorrect answer; no answer.

When assigning marks, the classification of errors and their quality are taken into account:

- gross errors;
- similar errors;
- non-gross errors; shortcomings.

The success of students in mastering the topics of the discipline "Fundamentals of Russian Statehood" is determined by the quality of mastering knowledge, skills and practical skills, the assessment is given on a five-point scale: "5" - excellent, "4" - good, "3" - satisfactory, "2" - unsatisfactory.

Assessment criteria

Quality of mastering	Mark on a 5-point scale
90 - 100 %	«5»
80 - 89 %	«4»
70 - 79 %	«3»
less than 70%	«2»

Entrance control

Conducted at the first lesson, includes: solving problems and exercises; testing in the Moodle system [ps://educ-amursma.ru/course/view.php?id=866](https://educ-amursma.ru/course/view.php?id=866)

The test control includes questions on history and social studies courses studied at school or in a secondary vocational educational institution.

Current control

Current control includes initial and final control of knowledge.

Initial control - is carried out by the teacher at the beginning of each lesson in the form of a frontal survey, solving problems and exercises.

Final control - includes control over the technique of performing the experiment and drawing up the protocol, written work on options, testing in the Moodle system

<https://educ-amursma.ru/course/view.php?id=866>

The final grade during the current control of knowledge is set on the day of the lesson, as the arithmetic mean result for all types of activities provided for in this lesson of the working program of the discipline.

Criteria for assessing the oral answer

- "5" (excellent) - a complete, detailed answer to the question is given, the totality of acquired knowledge about the object is systematically shown, manifested in free handling of concepts, the ability to highlight its essential and non-essential features, cause-and-effect relationships. The answer is formulated using scientific categorical-conceptual apparatus, presented consistently, logically, convincingly, demonstrates the student's authorial position.
- "4" (good) - a complete, detailed answer to the question is given, the totality of conscious knowledge about the object is shown, the main provisions of the topic are convincingly disclosed; the answer has a clear structure, logical sequence, reflecting the essence of the concepts, theories, phenomena being disclosed. The answer is presented consistently, logically and convincingly, but there are shortcomings in the definition of concepts, which the student corrects independently in the process of answering.
- "3" (satisfactory) - a complete, but not sufficiently consistent answer to the question is given, but at the same time the ability to identify essential and non-essential features and cause-and-effect relationships is demonstrated. The answer is logical and presented in scientific language. There may be 2-3 errors in defining the main concepts, which the student finds difficult to correct independently.
- "2" (unsatisfactory) - an incomplete answer is given, representing fragmentary knowledge on the topic of the question with significant errors in definitions. Fragmentation and illogical presentation are present. The student does not understand the connections between concepts, conceptual intersections, structural patterns between different objects of the discipline. There are no conclusions, specification and evidence of presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to the correction of the student's answer not only to the question posed, but also to other questions of the discipline.

Assessment criterion for the seminar part

- "5" (excellent) - the student has fully mastered the practical skills and abilities provided for by the working program of the discipline.
- "4" (good) - the student has fully mastered the practical skills and abilities provided for by the working program of the discipline, but allows some inaccuracies.
- "3" (satisfactory) – the student has only some practical skills and abilities.
- "2" (unsatisfactory) – the student demonstrates the implementation of practical skills and abilities with gross errors.

Criteria for assessing extracurricular independent work:

- the level of mastering the educational material by the student;
- the completeness and depth of general educational ideas, knowledge and skills on the topic being studied, to which this independent work relates;
- the formation of competencies (the ability to apply theoretical knowledge in practice.).
- the problems are solved correctly and the exercises are completed, the exact answers to the test tasks are given - "passed".
- the problems are solved incorrectly and the exercises are completed incorrectly, the answers to the test tasks are not exact - "not passed".

Criteria for assessing a paper / project / essay / written work

- "5" (excellent) is given to a student if the content of the written work corresponds to the topic stated in the title, the document is formatted in accordance with the general writing requirements and technical requirements; the work has a clear composition and structure, the text does not contain logical violations in the presentation of the material; at a minimum, footnotes and references to the used literature are correctly formatted and presented in full; there are no

spelling, punctuation, grammatical, lexical, stylistic or other errors in the author's text; the written work is an independent study, a high-quality analysis of the found material is presented, there are no facts of incorrect borrowing.

- "4" (good) is given to a student if the content of the written work corresponds to the topic stated in the title; the work is formatted in accordance with the general writing requirements, but there are errors in the technical design; the written work has a clear composition and structure; the text of the work does not contain logical violations in the presentation of the material; the list of references is presented in full, but there are errors in the formatting; the references to the references are correctly formatted and presented in full; there are no spelling, punctuation, grammar, lexical, stylistic or other errors in the author's text; the written work is an independent study, a high-quality analysis of the found material is presented, there are no facts of incorrect borrowing.

- "3" (satisfactory), if the content of the written work corresponds to the topic stated in the title; in general, the work is formatted in accordance with the general requirements for writing relevant texts, but there are errors in the technical formatting; in general, the written work has a clear composition and structure, but the text contains logical violations in the presentation of the material; the list of references is presented in full, but there are errors in the formatting; references to the references in the text of the work are incorrectly formatted or not fully presented; there are isolated spelling, punctuation, grammar, lexical, stylistic and other errors in the author's text; in general, the written work is an independent study, an analysis of the found material is presented, there are isolated cases of minor incorrect borrowings.

- "2" (unsatisfactory), if the content of the written work corresponds to the topic stated in the title; the work contains violations of the general requirements for its writing; there are errors in technical design; in general, the written work has a clear composition and structure, but the text contains logical violations in the presentation of the material; the list of references is presented in full, but there are errors in the design; references to the references in the text of the written work are incorrectly formatted or not fully presented; there are frequent spelling, punctuation, grammar, lexical, stylistic and other errors in the author's text; the written work does not represent independent research, there is no analysis of the found material, the text is fragmentary and incorrectly borrows the works of another author (other authors).

Working off debts in the discipline.

1. If a student missed a class for a valid reason, he has the right to work it off and receive the maximum mark provided for by the work program of the discipline for this class. A valid reason must be documented.
2. If a student missed a class for an invalid reason or receives a mark of "2" for all types of activity in the class, then he is obliged to work it off. In this case, the mark received for all types of activity is multiplied by 0.8.
3. If a student is exempted from a class on the recommendation of the dean's office (participation in sports, cultural and other events), then he for this lesson, a grade of "5" is given, provided that a report on the completion of mandatory extracurricular independent work on the topic of the missed lesson is submitted.

Criteria for assessing midterm assessment.

Midterm assessment (credit) is designed to assess the degree of achievement of the planned learning outcomes upon completion of the course and allows assessing the level and quality of its mastery by students.

The success of students in mastering the discipline is assessed on a 5-point system: "5" - excellent, "4" - good, "3" - satisfactory, "2" - unsatisfactory.

"Excellent" - for the depth and completeness of mastery of the content of the educational material, in which the student easily navigates, for the ability to combine theoretical questions with practical ones, express and justify their judgments, correctly and logically present the answer; when testing, up to 10% of erroneous answers are allowed. Practical skills and abilities provided for by the work program of the discipline have been fully mastered.

"Good" - the student has fully mastered the educational material, is familiar with it, and correctly states the answer, but the content and form have some inaccuracies; during testing, allows up to 20% of erroneous answers. Fully practical skills and abilities stipulated by the course program, but allows some inaccuracies

"Satisfactory" - the student has mastered the knowledge and understanding of the main provisions of the educational material, but presents it incompletely, inconsistently, does not know how to express and substantiate his/her judgments; during testing, allows up to 30% of erroneous answers. Has only some practical skills and abilities.

"Unsatisfactory" - the student has fragmentary and unsystematic knowledge of the educational material, does not know how to distinguish between the main and the secondary, makes mistakes in defining concepts, distorts their meaning, presents the material in a disorderly and uncertain manner, during testing, allows more than 30% of erroneous answers. Performs practical skills and abilities with gross errors. A student can apply for an "excellent" grade automatically if he/she has won a prize in disciplinary or interdisciplinary Olympiads (university, regional) and has an average score for the current academic performance of at least 4.8 points. A student can refuse an "automatic" grade and take the test together with a group on a general basis.

Intermediate certification is carried out through a test passing system in 3 stages:

1. Testing in the "Moodle" system <https://educ-amursma.ru/course/view.php?id=866>
2. Completion of the seminar part of the discipline in full: involves attending all practical classes, completing assignments. Based on the grades for the current control of knowledge, skills, and abilities in seminar classes, the average score of the current academic performance is calculated, which is recorded in the educational (electronic) journal. The average score of the current knowledge control is taken into account during the interim certification.
3. Completion of practical skills (control of the level of competence development). Includes 10 options, containing 10 questions each.

Criteria for assessment of midterm assessment

Stages	Mark on a 5-point scale	Binary scale
Test control in the Moodle system	3-5	passed
Completion of the practical part of the discipline full	3-5	
Completion of practical skills (control of competence development)	3-5	
Test control in the Moodle system	2	not passed
Completion of the practical part of the discipline in full	2	
Completion of practical skills (control of competence development)	2	

2.6 Independent work of students: in-class and out-of-class.

The students' independent classroom work is organized using methodological guidelines for students, which contain educational goals, a list of the main theoretical issues to be studied, a list of practical work and the methodology for conducting it, instructions for presenting the results obtained, discussing them and drawing conclusions, self-monitoring assignments with sample answers, and a list of recommended literature.

From 1/4 to 1/2 of the seminar class time is allocated for students' independent work: conducting research, recording results, discussing them, formulating conclusions, and completing individual assignments. The preparatory stage, or the formation of an approximate basis for action, begins with students outside of class time when preparing for the seminar class, and ends in class.

All subsequent stages are carried out in class. The stage of materialized actions (solving problems using an algorithm or without an algorithm, with an unknown answer in advance) is carried out independently. The teacher, if necessary, provides consultation, assistance, and simultaneously monitors the quality of students' knowledge and their ability to apply their knowledge to solve assigned problems.

№	Topic of the practical lesson	Time for the student to prepare for the lesson	Forms of extracurricular independent work	
			Mandatory and the same for all students	At the student's choice
1	What is Russia	2 hours	<ul style="list-style-type: none"> - Preparation on theoretical issues (lecture, primary and secondary literature, methodological recommendations, abstracting, writing notes, diagrams, algorithms, etc.), - solving a test task (in writing), - designing a workbook 	1. Report on the topic: <ul style="list-style-type: none"> - Civilizational character of Russian statehood. - Value principles of Russian statehood. - Main features and guidelines of Russian statehood 2. Essay on the topic: <ul style="list-style-type: none"> - Fundamental achievements of Russian civilization. - Fundamental inventions of Russian civilization.
2	Russian state-civilization	2 hours	<ul style="list-style-type: none"> - Preparation on theoretical issues (lecture, primary and secondary literature, methodological recommendations, abstracting, writing notes, diagrams, algorithms, etc.), - solving a test task (in writing), - designing a workbook 	1. Report on the topic: <ul style="list-style-type: none"> - Ethical and ideological doctrines of Russian statehood. - Key meanings of Russian statehood. 2. Essay on the topic: <ul style="list-style-type: none"> - Prospective value guidelines of Russian civilizational development (stability, mission, responsibility, justice)
3	Russian worldview and values of	6 hours	<ul style="list-style-type: none"> - Preparation on theoretical issues (lecture, basic and additional literature, 	1. Report on the topic: <ul style="list-style-type: none"> - Multinational nature of Russian statehood. - Multi-confessional

	Russian civilization		methodological recommendations, abstracting, drawing up notes, diagrams, algorithms, etc.), - solving a test task (in writing), - designing a workbook	nature of Russian statehood. 2. Essay on the topic: - Social and cultural features of Russian civilization. - Traditions of various social groups..
4	Political structure of Russia	2 hours	- Preparation on theoretical issues (lecture, primary and secondary literature, methodological recommendations, abstracting, writing notes, diagrams, algorithms, etc.), - solving a test task (in writing), - Completing a workbook.	1. Reports on the topics: - History of the Russian government - State and national projects 2. Essays on the topic: - Institute of presidency
5	Challenges of the future and development of the country	4 hours	- Preparation on theoretical issues (lecture, primary and secondary literature, methodological recommendations, abstracting, writing notes, diagrams, algorithms, etc.), - solving a test task (in writing), - completing a workbook.	Reports on the topics: - Climate and environmental issues. - Income inequality: a problem or an incentive? 2. Essay on the topic: - Value guidelines of civic position. - Civic consciousness and patriotism: what is the difference and similarity?
6	Preparation for the test	2 hours	Preparation on theoretical issues	-
Workload in hours		18 hours	16 hours	2 hours
Total workload (in hours)			18 hours	

2.7 Research (project) work

Research (project) work of students (R&S) is a mandatory section of the discipline and is aimed at the comprehensive formation of universal and general professional competencies of students. R&S involves the study of specialized literature and other scientific information on research, substantiation of historical facts, analysis of the constitutional legislation of the Russian Federation, achievements of domestic scientists, figures in various fields of life, participation in scientific research, etc. The topics of R&S are determined by students independently or in consultation with the teacher.

List of recommended topics for research (project) work:

1. Eurasian civilizations: list, specificity, historical dynamics.
2. Russia: national state, nation-state or state-civilization?
3. Modern models of identity: relevance for Russia.
4. Value challenges of modern Russian society.
5. Strategic development of Russia: opportunities and scenarios.
6. Patriotism and traditional values as subjects of state policy.
7. Civilizations in the era of globalization: key challenges and features.
8. Russian worldview in regional perspective.
9. State policy in the field of political socialization: key problems and possible solutions.
10. Value principle in the Basic Law: constitutional design in the modern world.

Assessment criteria for students' research (project) work:

- the material on the research results in the report is presented in detail, the specialized literature is well worked out, the information in the relevant field of knowledge is studied - "passed".
- the material on the research results in the report is not presented correctly enough, the specialized literature is poorly worked out, the information in the relevant field of knowledge is studied - "not passed".

III. EDUCATIONAL, METHODOLOGICAL, MATERIAL, TECHNICAL AND INFORMATION SUPPORT OF THE DISCIPLINE

3.1 Main literature:

1. Auzan A.A., Nikishina E.N. Sociocultura naya economy: how culture influences the economy, and the economy influences culture. Moscow: Faculty of Economics, Lomonosov Moscow State University, 2021.
2. History of Russia from ancient times to the beginning of the 17th century: textbook / compiled by A. V. Blinov. - Kemerovo: KemSU, 2022. - 193 p. - ISBN 978-5-8353-2915-1. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/290630> - Access mode: for authorized users.
3. Marasanova V.M., Bagdasaryan V.E., Ierusalimsky Yu.Yu., Dmitriev M.V., Dementeva V.V., Lyubichankovsky S.V., Uryadova A.V., Fedyuk V.P. Studying the history of Russian statehood: teaching materials of the educational module. Teaching aid and teaching and methodological complex for universities. Yaroslavl: "Indigo", 2023.
4. Orlov A.S., Georgieva N.G., Georgiev V.A., Sivokhina I.A. History of Russia. Moscow: "Prospect", 2023
5. Tufanov, E.V. History of Russia: textbook / E.V. Tufanov. - Stavropol: StGAU, 2021. - 156 p. - ISBN 978-5-9596-1778-3. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/245810> - Access mode: for authorized users.

3.2 Additional literature:

1. Alekseeva T.A. Modern political thought (XX-XXI centuries): Political theory and international relations. Moscow, 2019.
2. Braslavsky R.G. Evolution of the concept of civilization in sociohistorical science in the late 18th - early 20th centuries. Journal of Sociology and Social Anthropology, 2022, 25(2): pp. 49-79.
3. History of the Fatherland: educational electronic publication / O.D. Iskhakova, T.A. Krupa, S.S. Pai et al. - Vladivostok: Medicine DV, 2019. - 775 p. - Text: electronic // EBS "Bukap": [site]. - URL: <https://www.books-up.ru/ru/book/istoriya-otechestva-15758862> Access mode: by subscription.

4. Malakhov V.S. Nationalism as a political ideology. M.: KDU, 2005.
5. Perevezentsev S. V. Russian history: from ancient times to the beginning of the 21st century. - M.: Akademichesky proekt, 2018.
6. Perevezentsev S. V. Russian religious and philosophical thought of the 10th-17th centuries. (Main ideas and development trends). M.: "Prometheus". 1999.
7. Polosin A. V. Step forward: the problem of worldview in modern Russia // Bulletin of Moscow University. Series 12. Political sciences. 2022. No. 3. p. 7-23.
8. Russian society: the architectonics of civilizational development / R. G. Braslavsky, V. V. Galindabaeva, N. I. Karbainov [et al.]. - Moscow; Saint Petersburg: Federal Research Sociological Center of the Russian Academy of Sciences, 2021.
9. Kharichev A.D., Shutov A.Yu., Polosin A.V., Sokolova E.N. Perception of Basic Values, Factors, and Structures of Russia's Socio-Historical Development (Based on Research and Testing Materials) // Journal of Political Studies. - 2022. - Vol. 6, No. 3. - P. 9-19.
10. Shestopal E.B. They and We. Images of Russia and the World in the Minds of Russian Citizens. Moscow: "ROSSPEN", 2021.
11. Shestopal E.B. Political Psychology. M, 2022.

3.3 Educational and methodological support of the discipline, prepared by the staff of the department:

Electronic and digital technologies:

1. Online course on the discipline "Fundamentals of Russian statehood" in the EIS FGBOU VO Amur State Medical Academy <https://educ-amursma.ru/course/view.php?id=866>

Characteristics of modules in the electronic information and educational course

Educational Controlling	Educational Controlling
Theoretical (lecture) material, scientific and educational and educational films Methodological recommendations for students on extracurricular independent work.	Theoretical (lecture) material, scientific and educational and educational films Methodological recommendations for students on extracurricular independent work.
Methodological recommendations for students for seminars.	List of recommended topics for reports, essays, abstracts and provisions for the design of the abstract.
Reference material.	Tests of entrance, current and final knowledge controls.

3.4 Equipment used for the educational process

No.	Name	Quantity
1.	Classroom for practical classes (History room)	1
2	Board	1
3	Teacher's desk	1
4	Study table	14
5	Chairs	26
6	Visual aids (Posters	6

3.5 Professional databases, information and reference systems, electronic educational resources.

Resource name	Resource Description	Access	Resource address
Electronic library systems			
"Student consultant. Electronic library of the medical university"	For students and teachers of medical and pharmaceutical universities. Provides access to electronic versions of textbooks, teaching aids and periodicals.	Remote access after registration under the university profile	https://www.studentlibrary.ru/
Reference and information system "MedBaseGeotar".	The reference and information system "MedBaseGeotar" is intended for practicing medical specialists, researchers, teachers, postgraduate students, residents, senior students, and healthcare managers for the rapid search, selection, and reading of medical literature necessary for work in a single data source.	Remote access after registration under the university profile	https://mbasegeotar.ru/pages/index.html
Electronic library system "Bookup"	Large medical library - information and educational platform for the joint use of electronic educational, educational and methodological publications of medical universities of Russia and the CIS countries	Remote access after registration under the university profile	https://www.books-up.ru/
EBS "Lan"	Network electronic library of medical universities - an electronic database of educational and scientific works on medical topics, created for the purpose of implementing network forms of professional educational programs, open access to educational materials for partner universities	Remote access after registration under the university profile	https://e.lanbook.com/
Scientific electronic library "CyberLeninka"	CyberLeninka is a scientific electronic library built on the paradigm of open science (Open Science), the main tasks of which are the popularization of science and scientific activity, public control of the quality of scientific publications, the development of interdisciplinary research, a modern institute of scientific review, increasing the citation of Russian science and building a knowledge infrastructure. Contains more than 2.3 million scientific articles.	free access	https://cyberleninka.ru/
Oxford Medicine Online	Коллекция публикаций Оксфордского издательства по медицинской тематике, объединяющая свыше 350 изданий в общий ресурс с возможностью	free access	http://www.oxfordmedicine.com

	перекрестного поиска. Публикации включают The Oxford Handbook of Clinical Medicine и The Oxford Textbook of Medicine, электронные версии которых постоянно обновляются.		
Human Biology Knowledge Base	Reference information on physiology, cell biology, genetics, biochemistry, immunology, pathology. (Resource of the Institute of Molecular Genetics of the Russian Academy of Sciences.)	free access	http://humbio.ru/
Medical online library	Free reference books, encyclopedias, books, monographs, abstracts, English-language literature, tests.	free access	https://www.medlib.ru/library/books
Information systems			
Clinical Guidelines Rubricator	A resource of the Russian Ministry of Health, which contains clinical recommendations developed and approved by medical professional non-profit organizations of the Russian Federation, as well as methodological guidelines, nomenclatures and other reference materials.	Link to download the application	https://cr.minzdrav.gov.ru/#!/
Federal Electronic Medical Library (FEMB)	The Federal Electronic Medical Library is part of the unified state information system in the field of healthcare as a reference system. FEMB was created on the basis of the funds of the Central Scientific Medical Library named after I.M. Sechenov.	Free access	https://femb.ru/
Russian Medical Association	Professional Internet resource. Objective: to promote effective professional activity of medical personnel. Contains the charter, personnel, structure, rules of entry, information about the Russian Medical Union	free access	http://www.rmass.ru/
Web-medicine	The site presents a catalog of professional medical resources, including links to the most authoritative subject sites, journals, societies, as well as useful documents and programs. The site is intended for doctors, students, employees of medical universities and scientific institutions.	Free access	http://webmed.irkutsk.ru/
Databases			
World Health Organization	The site contains news, statistics on countries that are members of the World Health Organization, fact sheets, reports, WHO publications and much more.	free access	http://www.who.int/ru/
Ministry of Science and Higher Education	The website of the Ministry of Science and Higher Education of the Russian Federation contains news, newsletters, reports,	free access	http://www.minobrnauki.gov.ru

Education of the Russian Federation	publications and much more		
Ministry of Education of the Russian Federation	The website of the Ministry of Education of the Russian Federation contains news, newsletters, reports, publications and much more	free access	https://edu.gov.ru/
Federal portal "Russian education"	A single window for access to educational resources. This portal provides access to textbooks on all branches of medicine and health care.	free access	http://www.edu.ru/
Polpred.com	Electronic library system Business media. Media review	free access	https://polpred.com/news
Bibliographic databases			
Database "Russian Medicine"	It is created in the Central Scientific and Methodological Library and covers the entire collection, starting from 1988. The database contains bibliographic descriptions of articles from domestic journals and collections, dissertations and their abstracts, as well as domestic and foreign books, collections of institute proceedings, conference materials, etc. Thematically, the database covers all areas of medicine and related areas of biology, biophysics, biochemistry, psychology, etc.	free access	https://rucml.ru/
PubMed	A text database of medical and biological publications in English. The PubMed database is an electronic search engine with free access to 30 million publications from 4,800 indexed journals on medical topics. The database contains articles published from 1960 to the present day, including information from MEDLINE, PreMEDLINE, NLM. Each year, the portal is replenished with more than 500 thousand new works.	free access	https://pubmed.ncbi.nlm.nih.gov/
eLIBRARY.RU	Russian information portal in the field of science, technology, medicine and education, containing abstracts and full texts of more than 13 million scientific articles and publications. The eLIBRARY.RU platform provides electronic versions of more than 2,000 Russian scientific and technical journals, including more than 1,000 open access journals.	Full functionality of the site is available after registration	http://elibrary.ru/defaultx.asp
Electronic library of dissertations (RSL)	Currently, the Electronic Library of Dissertations of the Russian State Library contains more than 919,000 full texts of dissertations and abstracts.	free access	http://diss.rsl.ru/?menu=disscatalog/

Medline.ru	Medical and biological portal for specialists. Biomedical journal.	free access	https://journal.scbmt.ru/jour/index
Official Internet portal of legal information	The single official state information and legal resource in Russia	free access	http://pravo.gov.ru/

3.6. Licensed and freely distributed software used in the educational process.

List of software (commercial software products)

№ p/p	List of software (commercial software products)	Details of supporting documents
1.	Operating system MS Windows 7 Pro	License number 48381779
2.	Operating system MS Windows 10 Pro	AGREEMENT No. UT-368 dated 09.21.2021
3.	MS Office	License number: 43234783, 67810502, 67580703, 64399692, 62795141, 61350919
4.	Kaspersky Endpoint Security for Business – Standard Russian Edition. 50-99 Node 1 year Educational Renewal License	Agreement No. 7 AA dated 02/07/2025
5.	1C Accounting and 1C Salary	LICENSE AGREEMENT 612/L dated 02.02.2022 (additional licenses)
6.	1C: PROF University	LICENSE AGREEMENT No. KrTsB-004537 dated 12/19/2023
7.	1C: PROF Library	LICENSE AGREEMENT No. 2281 dated 11.11.2020
8.	Consultant Plus	Contract No. 41AA dated 12/27/2024
9.	Contour.Tolk	Agreement No. K213753/24 dated 13.08.2024
10.	E-learning environment 3KL (Russian Moodle)	Agreement No. 1362.5 dated November 20, 2024
11.	Astra Linux Common Edition	Agreement No. 142 A dated September 21, 2021
12.	Information system "Plans"	Agreement No. 2873-24 dated June 28, 2024
13.	1C: Document Management	Agreement No. 2191 dated 10/15/2020
14.	R7-Office	Agreement No. 2 KS dated 12/18/2020
15.	License "OS ROSA CHROME workstation"	Agreement No. 88A dated 08/22/2024
16.	Alt Virtualization Server 10 (for secondary specialized and higher professional education)	Agreement No. 14AK dated 09/27/2024
17.	Dr.Web Desktop Security Suite Comprehensive protection + Control Center for 12 months.	Agreement No. 8 dated October 21, 2024
18.	Software "Schedule for educational institutions"	Agreement No. 82A dated July 30, 2024

List of freely distributed software

№ p/p	List of freely distributed software	Links to license agreement
1.	Yandex Browser	Freely distributed License agreement for the use of Yandex Browser programs https://yandex.ru/legal/browser_agreement/
2.	Yandex.Telemost	Freely distributed License agreement for the use of programs

		https://yandex.ru/legal/telemost_mobile_agreement/
3.	Dr.Web CureIt!	Freely distributed License agreement: https://st.drweb.com/static/new-www/files/license_CureIt_ru.pdf
4.	OpenOffice	Freely distributable License: http://www.gnu.org/copyleft/lesser.html
5.	LibreOffice	Freely distributed License: https://ru.libreoffice.org/about-us/license/
6.	VK Calls	Freely distributed https://vk.com/licence
7.	Kaspersky Free Antivirus	Freely distributed https://products.s.kaspersky-labs.com/homeuser/Kaspersky4Win2021/21.16.6.467/english-0.207.0/3830343439337c44454c7c4e554c4c/kis_eula_en-in.txt

3.7. Resources of the information and telecommunications network "Internet"

- Library of the Amur State Medical Academy. Access mode: <https://amurgma.ru/obuchenie/biblioteki/biblioteka-amurskoy-gma/>
- Electronic library system "Student Consultant". Access mode: <http://www.studmedlib.ru/cgi-bin/mb4x>
- Website of lectures on the history of Russia. Access mode: <https://www.studentlibrary.ru>
- Historical site "Chronos". Access mode: <http://www.hrono.ru/>
- Historical sources in Russian. Access mode: <http://www.hist.msu.ru/ER/Etext/index.html>

IV. ASSESSMENT TOOLS FUND

4.1. Current test control (input, initial, output), final.

4.1.1 Examples of test tasks of the input control (with standard answers)

Test tasks are located in the "Moodle" system.

Access mode: <https://educ-amursma.ru/course/view.php?id=866>

Total number of tests – 20.

(select one or more answers)

1. IN THE WORLD SYSTEM OF CHRONOLOGY, THE NEW ERA IS COUNTED

- 1) from the foundation of Rome
- 2) from the Hijra
- 3) from the Nativity of Christ
- 4) from the creation of the world

2. RUSSIAN TROOPS TOOK PART IN THE FOLLOWING WARS:

- 1) Trojan War
- 2) First World War
- 3) War of the Spanish Succession
- 4) Crimean War
- 5) Second World War
- 6) Northern War
- 7) Hundred Years' War
- 8) Seven Years' War

3. MEMBERS OF SECRET NOBLE SOCIETIES, WHO SET THEIR GOAL TO OVERTHROW AUTOCRACY AND ABOLISH SERFDOM, SUBSEQUENTLY WERE CALLED:

- 1) Decembrists
- 2) Socialist Revolutionaries
- 3) Social Democrats
- 4) Octobrists
- 5) Narodnaya Volya

Answer templates: 1-3; 2-2,4,5,6, 8; 3-1.

4.1.2 Examples of initial control test tasks (with answer templates)

Test tasks are located in the "Moodle" system.

Access mode: <https://educ-amursma.ru/course/view.php?id=866>

Total number of tests – 100.

(choose one correct answer)

1. THE ESSENCE OF RUSSIAN DUAL POWER IN THE SPRING OF 1917 CONSISTED IN THE SIMULTANEOUS EXISTENCE OF:

- 1) The State Duma and the Provisional Government
- 2) The State Duma and the Constituent Assembly
- 3) The Provisional Government and the Petrograd Soviet
- 4) The Provisional Government and the Council of People's Commissars

2. HE WAS A MEMBER OF ALL THE STRUCTURES OF THE PROVISIONAL GOVERNMENT, SUCCESSFULLY HOLDING THE POSITIONS OF MINISTER OF JUSTICE, WAR AND NAVAL MINISTER, PRIME MINISTER:

- 1) G.E. Lvov
- 2) A.F. Kerensky
- 3) P.N. Milyukov
- 4) V.M. Chernov

3. V.I. LENIN'S APRIL THESES DID NOT INCLUDE THE SLOGAN:

- 1) "All power to the Soviets!"
- 2) "War to the victorious end!"
- 3) "No support for the Provisional Government!"
- 4) "Confiscation of landowners' estates and nationalization of all land!"

Answer templates: 1-3; 2-2; 3-2.

4.1.3 Examples of final control test tasks (with answer templates)

Test tasks are located in the "Moodle" system.

Access mode: <https://educ-amursma.ru/course/view.php?id=866>

Total number of tests – 100.

(establish a match)

1. ESTABLISH A CORRESPONDENCE BETWEEN EVENTS AND DATES:

- 1) baptism of Rus;
- 2) congress of princes in Lubeck;
- 3) calling of the Varangians to Novgorod;
- 4) unification of Novgorod and Kyiv by Prince Oleg

A. 882; B. 988; C. 862; D. 1097

Answer templates: 1-B; 2-G; 3-C; 4-A.

2. ESTABLISH A CORRESPONDENCE BETWEEN THE NAMES OF THE PRINCES AND THEIR ACTIVITIES:

- 1) Yaroslav the Wise;
- 2) Vladimir Svyatoslavich;
- 3) Oleg the Prophetic;
- 4) Vladimir Monomakh

A. baptism of Rus; B. compilation of the "Russkaya Pravda"; C. unification of Kyiv and Novgorod; D. defeat of the Polovtsians.

Answer samples: 1-B; 2-A; 3-B; 4-D.

3. IDENTIFY THE CATEGORIES OF ANCIENT RUSSIAN SOCIETY:

- 1) free peasants;
- 2) 2. dependent peasants;
- 3) slaves.

A. smerds; B. zakups; C. ryadovichi; G. people; D. kholopy; E. servants.

Standard answers: 1-G; 2-A,B,C; 3-D,E.

4.1.4 Examples of test tasks for the final assessment (with standard answers)

The test tasks are located are registered in the Moodle system. Access mode:

<https://educ-amursma.ru/course/view.php?id=866>

Total number of tests – 100.

(choose one correct answer)

1. IDENTIFY THE REASONS FOR MOSCOW'S VICTORY OVER TVER:

- 1) The Moscow Principality was supported by other Russian principalities
- 2) The Moscow princes pursued a smart, far-sighted policy (+)
- 3) Advantageous geographical position
- 4) The Golden Horde supported the policy of the Moscow princes

2. IDENTIFY WHAT EVENT IS ASSOCIATED WITH THE CONCEPT OF THE "STANDING ON THE UGRE"

- 1) with the recapture of Smolensk from Lithuania in 1514
- 2) with the liquidation of the Tver Principality in 1485
- 3) with the confrontation between Novgorod and Moscow in 1471
- 4) with the fall of the Mongol yoke in 1480

3. WHICH OF THE FOLLOWING BELONGS TO THE REFORMS OF PETER I IN THE SPHERE OF CULTURE

- 1) introduction of European fashion standards for peasants
- 2) creation of the first handwritten newspaper in Russia
- 3) emergence of secular painting
- 4) transition to the chronology from the Nativity of Christ (+)

Answer templates: 1-2; 2-4; 3-4.

4.2 Situational tasks, exercises

1. According to various sources, 2-3 million Russian people were forced to leave Bolshevik Russia. Most of all, from among those who could not put up with the dictatorship, who were

threatened by the danger of terror. It would seem that, having found themselves abroad, these people should have united in their desire to fight the Soviets.

Question: however, this did not happen. Why?

Answer: The anti-Bolshevik forces were very diverse in their composition. They included both moderate socialists and right-wing monarchists. These differences became the reason for their defeat in the civil war. In the difficult conditions of emigration, the hope for unity was even more ephemeral.

2. A seventeen-year-old citizen of the Russian Federation S. decided to organize a rally in order to express his opinion on the issue of amending the law on education. However, his classmates, whom he invited to participate in the rally, said that he could not be the organizer of such an event, since he was not yet an adult.

Question: Can S. be the organizer of the rally?

Answer: Yes, S. can be the organizer of the rally, since according to the legislation of the Russian Federation, the organizers of rallies can be persons who have reached the age of 16.

3. The President of the Russian Federation signed a decree providing for the introduction of a state of emergency in one of the republics of the Russian Federation. The decree established a temporary restriction on the right of citizens to judicial protection of rights and freedoms due to the difficulty of ensuring the activities of courts on the territory of the republic.

Question: Determine whether the decree signed by the President of the Russian Federation complies with the Constitution of the Russian Federation?

Answer: It does not, since the Constitution of the Russian Federation does not allow for the restriction of everyone's right to judicial protection;

4.3 List of practical skills that a student should have after mastering the discipline.

- adequately perceive current social and cultural differences, respectfully and carefully treat the historical heritage and cultural traditions;
- find and use information about the cultural characteristics and traditions of various social groups necessary for self-development and interaction with other people;
- show in their behavior a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development in the context of world history and cultural traditions of the world;
- possess the skills of consciously choosing value guidelines and civic position;
- possess the skills of reasoned discussion and solving problems of an ideological, social and personal nature;
- have a developed sense of citizenship and patriotism, and independent critical thinking skills.

4.4 List of test questions

1. Modern Russia: key socio-economic parameters.
2. Russian federalism.
3. Civilizational approach in social sciences.
4. Nation-state and civilization-state: general and specific.
5. State, power, legitimacy: concepts and definitions.
6. Value principles of Russian civilization: approaches and ideas.
7. Historical features of the formation of Russian civilization.
8. The role and mission of Russia in the view of domestic thinkers (P. Ya. Chaadaev, N. Ya. Danilevsky, V. L. Tsymbursky).

9. Worldview as a phenomenon.
10. Modern theories of identity.
11. Systemic model of worldview (“man-family-society-state-country”).
12. Fundamentals of the constitutional system of Russia.
13. The main branches and levels of public authority in modern Russia.
14. Traditional spiritual and moral values.
15. Fundamentals of Russian foreign policy (based on the Foreign Policy Concept and the National Security Strategy).
16. Russia and global challenges.

Part II. Teaching materials

1. Textbooks
2. Study guides
3. Lectures/lecture notes
4. Etc.

Federal State Budgetary Educational Institution of Higher Education “Amur Medical University”
State Academy of the Ministry of Health of the Russian Federation
Department of Philosophy, History of the Fatherland and Foreign Languages

(name of the department)

APPROVED
at the department meeting
minutes No. 7 dated " 21 " апреля 2025

Head of Department _____
(signature) (I.O.F.)

Lecture course
By discipline_«**Fundamentals of Russian statehood**»

(name of the academic discipline/practice (according to the curriculum))

Specialty_31.05.01 General Medicine

(code-name of the specialty)

Lecture 1.1(1): Modern Russia: figures and facts, achievements and heroes.

1. Fundamentals of Russian statehood as an academic discipline.
2. Russian statehood: essence of the concept, historical and political context.
3. Russia as a territory.
4. Achievements of Russia and its people.

Seminar 1.1(1): Diversity of Russian regions.

1. Geography of Russia.
2. Resource security of Russia.
3. Economy of Russia.
4. Administrative-territorial division of Russia.

5. State symbols of the Russian Federation and its regions.
6. Amur Region as part of the Russian Federation.
7. Population, culture, religions of Russia.

Seminar 1.2(2): Trials and victories of Russia.

1. Challenges that Russia responds to in its history. Great Patriotic War.
2. Achievements of Russian society, Russian science and art.

Seminar 1.3(3): Heroes of the country, heroes of the people.

1. Heroes of Russia at all stages of its historical development. Heroes of the Great Patriotic War and the North Military District.
2. Outstanding Amur residents and relatives of students.

Lecture 2.1(2): Civilizational approach: possibilities and limitations.

1. The essence of the civilizational approach, its representatives.
2. Civilizational approach in socio-political research.
3. Civilizational approach in solving current theoretical problems.

Lecture 2.2(3): Philosophical understanding of Russia as a civilization.

1. Civilizational genesis and political and philosophical support of civilizational development.
2. Interaction of civilizations and globalization.
3. The essence of Russian civilization.

Seminar 2.1(4): Applicability and alternatives of the civilizational approach.

1. Formational approach to history.
2. Nationalism.
3. Civilizational shift, civilizational choice.
4. Limits of applicability of the civilizational approach.

Seminar 2.2(5): Russian civilization in academic discourse.

1. Russian civilization at various stages of its historical development.
2. Mission and purpose of Russia.
3. The essence of Russian identity.

Lecture 3.1(4): Worldview and identity.

1. The essence of concepts: culture, tradition, mentality, identity, self-concept, cultural code.
2. Approaches to the interpretation of worldview.
3. The activity of state and political structures in the field of socialization, symbolic and cultural policy, historical policy and memory policy, national policy and identity policy.
4. The Great Patriotic War and the Russian worldview.

Lecture 3.2(5): Ideological principles (constants) of Russian civilization.

1. Systemic model of worldview and Russian value principles (constants).
2. Current Russian worldview (based on sociology).
3. Cultural/historical traumas. Nazi aggression against the USSR in 1941-1945 as a historical trauma.

Seminar 3.1(6): Value challenges of modern politics.

1. Contemporary Russian public opinion and public consciousness.
2. Key value challenges of our time
3. The influence of the effect of value challenges on the transformation of society, power and the state.

Seminar 3.2(7): The concept of worldview in social sciences.

1. Concepts of worldview.
2. Culture, tradition, mentality, identity, self-concept, cultural code.

Seminar 3.3(8): Systemic model of worldview.

1. Man.
2. Family.
3. Society.
4. State.
5. Country.

Seminar 3.4(9): Values of Russian civilization.

1. Value principles of Russian civilization.
2. "Expanding" values and value principles according to the scheme "symbols-ideas-norms-rituals-institutions".

Seminar 3.5(10): Worldview and state.

1. Public policy and worldview: historical and political science aspects.
2. Constitution of the Russian Federation (with amendments that entered into force on July 4, 2020).
3. Fundamentals of state policy for the preservation and strengthening of traditional Russian spiritual and moral values.
4. National security strategy.

Lecture 4.1(6): Constitutional principles and separation of powers.

1. The state and its structure. Political system and political regime.
2. State-political organization of Russian society:
 - a) RF as a federation and republic;
 - b) RF as a social state;
 - c) Multinationality and state sovereignty;
 - d) Regional and municipal policy of the RF.

Lecture 4.2(7): Strategic planning: national projects and state programs.

1. State and national projects.
2. Russian strategic planning and its features.
3. History of Russian parliamentarism and executive power.

Seminar 4.1(11): Power and legitimacy in constitutional terms.

1. State.
2. Power.
3. Legitimacy.
4. Constitutional system.
5. Political structure.

Seminar 4.2(12): Levels and branches of power.

1. Priorities for long-term development of the country.
2. Development and implementation of strategies and programs.
3. Features of national projects.

Seminar 4.3(13): Planning for the future: state strategies and civic participation.

1. Forms of active state participation in politics and public decision-making.
2. Public-private partnership, humanitarian NGOs.
3. Positive manifestations of civil society activity.

Lecture 5.1(8): Current challenges and problems of Russia's development.

1. Global problems of our time and the Russian Federation:
 - a) Global problems: essence;
 - b) Problems of a "natural" nature;
 - c) Problems of a man-made nature.
2. Technological achievements of the Russian Federation.
3. Political challenges of our time.

Lecture 5.2(9): Scenarios for the development of Russian civilization.

1. The future and values of the state and the people. The future as a result of value choice. The Great Patriotic War and Russian values.
2. An optimistic-constructive scenario for Russia's development.
3. A pessimistic-problematic scenario for Russia's development.
4. A "balanced" scenario for Russia's development.

Seminar 5.1(14): Russia and global challenges.

1. Problems of a "natural" nature.
2. Problems of a "man-made" nature.
3. Political challenges of our time. Reconsidering the results of the Great Patriotic War in the West.

Seminar 5.2(15): Internal challenges of social development.

1. Value orientations of Russian society: in search of a unifying paradigm. The Great Patriotic War and the Central Military District as factors uniting Russian society.
2. Social inequality in modern society: problems and prospects for solution.
3. Development of Russian society and state in the context of globalization.

Seminar 5.3(16): Images of the future of Russia.

1. The past, present and future of Russian statehood.
2. The past, present and future of the Russian economy.
3. History and prospects for the development of Russian science and culture.
4. History and prospects for the development of Russian society.

Seminar 5.4(17): Guidelines for strategic development.

1. State programs in the context of their value guidelines.
2. National projects in the context of their value guidelines.

Seminar 5.5(18): Scenarios for the development of Russian civilization.

1. Optimistic-constructive scenario for the development of Russia.
2. Pessimistic-problematic scenario for the development of Russia.
3. "Balanced" scenario for the development of Russia.
4. The Great Patriotic War and the North-Eastern Military District and the future of Russia.

Seminar 1.1: Diversity of Russian regions.

1. Geography of Russia.
2. Resource security of Russia.
3. Economy of Russia.
4. Administrative-territorial division of Russia.
5. State symbols of the Russian Federation and its regions.
6. Amur Region as part of the Russian Federation.
7. Population, culture, religions of Russia.

Assignment. Preparation of reports by students, discussion in class.

DNA of Russia. Central Russia — the many-faced soul of the state <https://znanierussia.ru/library/video/dnk-rossii-centralnaya-rossiya-mnogolikaya-dusha-derzhavy-3479>

DNA of Russia. Urals: what does the treasury of our country hide? <https://znanierussia.ru/library/video/dnk-rossii-ural-cto-skryvaet-sokrovishnica-nashej-strany-3478>

DNA of Russia. Volga region <https://znanierussia.ru/library/video/dnk-rossii-povolzhe-3468>

DNA of Russia. Buddhism <https://znanierussia.ru/library/video/dnk-rossii-buddizm-3460>

DNA of Russia. Russian North <https://znanierussia.ru/library/video/dnk-rossii-russkij-sever-3436>

DNA of Russia. Siberia <https://znanierussia.ru/library/video/dnk-rossii-sibir-3415>

DNA of Russia. Khabarovsk, Vladivostok, Sakhalin <https://znanierussia.ru/library/video/dnk-rossii-habarovsk-vladivostok-sahalin-3414>

DNA of Russia. Yakutia, Chukotka, Kamchatka <https://znanierussia.ru/library/video/dnk-rossii-yakutiya-chukotka-kamchatka-3372>

DNA of Russia. Moscow, how much in this city... <https://znanierussia.ru/library/video/dnk-rossii-moskva-kak-mnogo-v-etom-gorode-3378>

DNA of Russia. Russian language. More than words <https://znanierussia.ru/library/video/dnk-rossii-russkij-yazyk-bolshe-chem-slova-3375>

Seminar 1.2: Trials and victories of Russia.

1. Challenges that Russia responds to in its history. WWII.
 2. Achievements of Russian society, Russian science and art.
- Assignment. Preparation of reports by students, discussion in class.

Seminar 1.3: Heroes of the country, heroes of the people.

1. Heroes of Russia at all stages of its historical development. Heroes of the Great Patriotic War and the North Military District.
2. Outstanding residents of Amur Region and relatives of students.

Task. Preparation of reports by students, discussion in class.

DNA of Russia. Inventors <https://znanierussia.ru/library/video/dnk-rossii-izobretateli-3485>

Seminar 2.1: Applicability and alternatives of the civilizational approach.

1. Formational approach to history.
 2. Nationalism.
 3. Civilizational shift, civilizational choice.
 4. Limits of applicability of the civilizational approach.
- Task. Preparation of group reports by students, discussion in class.

Seminar 2.2: Russian civilization in academic discourse.

1. Russian civilization at various stages of its historical development.
2. Mission and purpose of Russia.
3. The essence of Russian identity.

Assignment. Discussion.

DNA of Russia. State-civilization <https://znanierussia.ru/library/video/dnk-rossii-gosudarstvo-civilizaciya-3416>

Seminar 3.1: Value challenges of modern politics.

1. Modern Russian public opinion and public consciousness.
2. Key value challenges of our time

3. The influence of the effect of value challenges on the transformation of society, government and the state.

Assignment. Preparation of reports by students, discussion in class.

<https://wciom.ru/analytical-reviews/analiticheskii-obzor/zhiznennye-prioritety-rossiyan-semya-dengi-ili-tvorchestvo>

<https://wciom.ru/analytical-reviews/analiticheskii-obzor/cennosti-molodezhi>

Seminar 3.2: The concept of worldview in social sciences.

1. Concepts of worldview.
2. Culture, tradition, mentality, identity, self-concept, cultural code.

Task. Preparation of reports by students, discussion in class.

Seminar 3.3(8): Systemic model of worldview.

1. Man.
2. Family.
3. Society.
4. State.
5. Country.

Task. Preparation of reports by students, discussion in class.

Seminar 3.4: Values of Russian civilization.

1. Value principles of Russian civilization.
2. "Expanding" values and value principles according to the scheme "symbols-ideas-norms-rituals-institutions".

Assignment. Preparation of reports by students, discussion in class.

Seminar 3.5: Worldview and the state.

1. Public policy and worldview: historical and political science aspects.
2. Constitution of the Russian Federation (with amendments that entered into force on July 4, 2020).
3. Fundamentals of state policy for the preservation and strengthening of traditional Russian spiritual and moral values.
4. National security strategy.

Assignment. Preparation of reports by students, discussion in class.

<http://duma.gov.ru/news/48953/>

<http://www.kremlin.ru/acts/bank/48502>

<http://www.kremlin.ru/acts/bank/47046>

Seminar 4.1(11): Authority and legitimacy in constitutional interpretation.

1. State.
2. Authority.
3. Legitimacy.
4. Constitutional system.
5. Political system.

Assignment. Students to prepare reports, discussion in class.

DNA of Russia. Support of the nation: Russian constitution and principles of the state

<https://znanierussia.ru/library/video/dnk-rossii-konstituciya-3463>

Seminar 4.2: Levels and branches of authority.

1. Priorities for long-term development of the country.
2. Development and implementation of strategies and programs.
3. Features of national projects.

Assignment. Preparation of reports by students, discussion in class.

<https://xn--80aapampemcchfmo7a3c9ehj.xn--p1ai/projects>

<http://government.ru/rugovclassifier/section/2649/>

Seminar 4.3: Planning the future: state strategies and civic participation.

1. Forms of active state participation in politics and public decision-making.
2. Public-private partnership, humanitarian NGOs.
3. Positive manifestations of civil society activity.

Assignment. Preparation of reports by students, discussion in class.

Seminar 5.1: Russia and global challenges.

1. Problems of a “natural” nature.
 2. Problems of a “technogenic” nature.
 3. Political challenges of our time. Revision of the results of the Great Patriotic War in the West.
- Assignment. Preparation of reports by students, discussion in class.

DNA of Russia. Emigrants and compatriots <https://znanierussia.ru/library/video/dnk-rossii-emigranty-i-sootechestvenniki-nasledie-rossii-v-mire-3470>

DNA of Russia. Planet of garbage <https://znanierussia.ru/library/video/dnk-rossii-planeta-musora-3469>

DNA of Russia. Russian world <https://znanierussia.ru/library/video/dnk-rossii-russkij-mir-3467>

DNA of Russia. By fire and gunpowder <https://znanierussia.ru/library/video/dnk-rossii-ognyom-i-porohom-3466>

DNA of Russia. Russia in the world and the modern world system <https://znanierussia.ru/library/video/dnk-rossii-rossiya-v-mire-i-sovremennaya-mirosistema-3461>

DNA of Russia. New digital reality: opportunities and risks <https://znanierussia.ru/library/video/dnk-rossii-novaya-cifrovaya-realnost-vozmozhnosti-i-riski-3403>

DNA of Russia. Cancel culture as a mechanism to fight against Russia <https://znanierussia.ru/library/video/dnk-rossii-kultura-otmeny-kak-mehanizm-borby-protiv-rossii-3402>

DNA of Russia. The fight against Nazism <https://znanierussia.ru/library/video/dnk-rossii-borba-s-nacizmom-3373>

Seminar 5.2: Internal challenges of social development.

1. Value orientations of Russian society: in search of a unifying paradigm. WWII and SVO as factors uniting Russian society.
2. Social inequality in modern society: problems and prospects for solution.
3. Development of Russian society and state in the context of globalization.

Task. Preparation of reports by students, discussion in class.

Seminar 5.3: Images of the future of Russia.

1. The past, present and future of Russian statehood.
2. The past, present and future of Russian economy.
3. History and prospects for the development of Russian science and culture.
4. History and prospects for the development of Russian society.

Task. Preparation of reports by students, discussion in class.

Seminar 5.4: Strategic development guidelines.

1. State programs in the context of their value guidelines.
2. National projects in the context of their value guidelines.

Task. Preparation of reports by students, discussion in class.

Seminar 5.5: Scenarios for the development of Russian civilization.

1. Optimistic-constructive scenario for the development of Russia.
2. Pessimistic-problematic scenario for the development of Russia.
3. "Balanced" scenario for the development of Russia.
4. WWII and the North-Eastern Military District and the future of Russia.

Task. Preparation of reports by students, discussion in class.

Structural elements of the lecture/lecture notes or presentation:

- ☐ goal;
- ☐ tasks;
- ☐ literature (primary and secondary)
- ☐ lecture outline:
 - I. Introductory part.
 - II. Main part.
 - III. Concluding part.

Content of the lecture

I. INTRODUCTORY PART (characterizes the theoretical and practical significance of the topic, shows the connection with the previous material).

II. MAIN PART (comprehensively reveals the content of the problem, substantiates key ideas and provisions, specifies them, shows connections, relationships, analyzes phenomena, assesses current practice and scientific research, reveals development prospects, etc.).

III. FINAL PART (summarizes, briefly repeats and summarizes the main points, forms general conclusions).

Part III. Fund of assessment tools (FAST)

1. FAST for current monitoring of academic performance
2. FAST for midterm assessment

Each method of control has its own advantages and disadvantages, as well as a field of application. None of them can be the only one capable of diagnosing all aspects of the learning process. Only the correct and pedagogically appropriate combination of all types contributes to improving the quality of the educational process. Oral questioning is the most common method of monitoring students' knowledge. Oral control establishes direct contact between the teacher and the student, during which the teacher gets ample opportunities to study the individual characteristics of students' assimilation of the educational material. An individual survey involves students' detailed, coherent answers to a question related to the educational material being studied, so it serves as an important educational tool for developing students' speech, memory, and thinking. To make such a test more in-depth, it is necessary to ask students questions that require a detailed answer.

Written testing, along with oral testing, is the most important method of monitoring students' knowledge, skills and abilities. The homogeneity of the work performed by students allows for the same requirements to be imposed on everyone, and contributes to the objectivity of assessing the learning outcomes. The use of this method makes it possible to simultaneously check the assimilation of the educational material by all students in the group in the shortest possible time, and to determine areas for individual work with each student. Practical testing

occupies a special place in the control system. The main goals of student training are not only their assimilation of a certain system of knowledge, but also, primarily, the formation of professional readiness to solve practical problems. Such readiness is determined by the degree of formation of the system of skills and, above all, professional ones. Practical testing allows us to identify how students can apply the acquired knowledge in practice, to what extent they have mastered the necessary skills, the main components of the activity. In the process of performing professional tasks, the student justifies the decisions made, which allows us to establish the level of assimilation of theoretical provisions, i.e. knowledge is tested simultaneously with skills testing. Standardized control involves the use of tests. The test consists of two parts - a task and a standard. The task is given to students to complete, the standard is an example of correct and consistent completion of the task. By comparing the standard with the student's answer, one can objectively judge the quality of assimilation of the educational material.

Entrance test

1. Which of the following refers to the group of socio-economic rights of a citizen of the Russian Federation?

- 1) the right to social security in old age**
- 2) the right to life
- 3) the right to protect honor and good name
- 4) the right to freedom and personal inviolability

2. Which of the following rights refers to the personal rights and freedoms of a citizen of the Russian Federation?

- 1) to housing
- 2) to life**
- 3) to education
- 4) to freedom of speech

3. Which of the following refers to the personal (civil) rights of citizens of the Russian Federation?

- 1) the right to social security
- 2) freedom of thought**
- 3) the right to housing
- 4) the right to rest

4. Russia is a secular state. What does this mean?

- 1) creation of institutions that ensure the democratic development of the state
- 2) establishment of a guaranteed minimum wage
- 3) provision of state support for the family
- 4) separation of religious associations from the state**

5. According to the Constitution of the Russian Federation, one of the branches of the highest state power is the power

- 1) municipal
- 2) executive**
- 3) party
- 4) people's

6. Which of the following applies to the constitutional duties of a citizen of the Russian Federation?

- 1) declare their income
- 2) pay legally established taxes**
- 3) testify in court
- 4) determine their nationality

7. Article 7 of the Constitution of the Russian Federation enshrines one of the fundamental principles of Russian statehood - a social state. Select one of its characteristics from the list.

- 1) creation of economic and legal conditions that ensure a decent life and free development of a person**
- 2) recognition of human and civil rights and freedoms
- 3) proclamation of freedom of opinion and action
- 4) creation of effective mechanisms that guarantee the legal protection of the individual

8. Which of the following does not belong to the group of civil (personal) rights of a citizen of the Russian Federation?

- 1) right to education**
- 2) right to privacy
- 3) right to protection of honor and good name
- 4) right to receive qualified legal assistance

9. Which of the following characterizes the principle of democracy enshrined in the Constitution of the Russian Federation?

- 1) equality of the subjects of the Russian Federation in relations with federal authorities
- 2) guarantees of the unity of the economic space
- 3) implementation of state power on the basis of its division into legislative, executive and judicial
- 4) recognition of the people as the bearer of sovereignty in the Russian Federation**

10. The legal struggle of political parties for power is an example of

- 1) pluralism**
- 2) authoritarianism
- 3) freedom of conscience
- 4) totalitarianism

11. Which of the following, according to the Constitution of the Russian Federation, is under the joint jurisdiction of the Russian Federation and the subjects of the Russian Federation?

- 1) nature management, environmental protection and ensuring environmental safety**
- 2) issues of war and peace
- 3) foreign economic relations of the Russian Federation
- 4) determination of the status and protection of the state border

12. Which of the listed organizations is an element of civil society?

- 1) inter-district court
- 2) parliamentary committee
- 3) consumer protection society**

4) city administration

13. The political system includes several subsystems. The cultural subsystem includes:

- 1) **behavioral standards characteristic of political activity**
- 2) legislation on the election of senior officials
- 3) television channels and other mass media
- 4) interaction of civil organizations with government bodies

14. Only the proportional electoral system is characterized by

- 1) the possibility of holding a second round of voting
- 2) maintaining the secret expression of the will of voters
- 3) **nominating candidates by lists from political parties**
- 4) conducting an active election campaign in the media

15. The principles of legal responsibility include

- 1) legal custom, precedent, normative agreement
- 2) illegality, punishability, guilt
- 3) supreme legal force, direct action
- 4) **legality, inevitability of punishment, justice**

16. The type of responsibility applied only in the case of a disciplinary offense is

- 1) **reprimand**
- 2) confiscation of property
- 3) deprivation of a special right
- 4) reimbursement of expenses victims

17. Violation of fire safety rules in forests refers to offenses

- 1) civil
- 2) **administrative**
- 3) disciplinary
- 4) financial

18. The subject of legislative initiative is

- 1) mayors of cities of federal significance
- 2) **deputies of the State Duma of the Russian Federation**
- 3) justice of the peace
- 4) plenipotentiary representatives of the President of the Russian Federation in federal districts

19. One of the forms of expression of law is

- 1) tradition
- 2) disposition
- 3) hypothesis
- 4) **precedent**

20. Are the following judgments about the emergence of civil legal relations true?

- A. Civil legal relations are exclusively property legal relations.
- B. The law allows freedom of choice in determining their own behavior by participants in civil legal relations.

- 1) only A is correct
- 2) only B is correct**
- 3) both statements are correct
- 4) both statements are incorrect

Test 1

1. What feature is characteristic of the population of the European North of Russia?

- 1) high natural increase
- 2) predominance of the rural population
- 3) low average density**
- 4) high average density

2. In which regions of Central Russia are iron ores mined?

- 1) Kursk and Belgorod**
- 2) Tver and Yaroslavl
- 3) Bryansk and Smolensk
- 4) Ryazan and Tambov

3. Which of the listed industries has received the greatest development in the Volga region?

- 1) coal industry
- 2) forestry industry
- 3) what metallurgy
- 4) chemical industry**

4. What is typical for the climate of the southern part of the Russian Far East?

- 1) humid warm winter, dry hot summer
- 2) dry cold winter, warm humid summer**
- 3) dry warm winter, dry hot summer
- 4) cold dry winter, cool dry summer

5. Match the subject of the Russian Federation with its administrative center. Amur Region.

- 1) Naryan-Mar
- 2) Blagoveshchensk**
- 3) Barnaul
- 4) Salekhard

6. Match the subject of the Russian Federation with its administrative center. Altai Territory

- 1) Naryan-Mar
- 2) Blagoveshchensk
- 3) Barnaul**
- 4) Salekhard

7. Match the subject of the Russian Federation with its administrative center. Nenets Autonomous Okrug

- 1) Naryan-Mar**
- 2) Blagoveshchensk
- 3) Barnaul

4) Salekhard

8. Match the subject of the Russian Federation with its administrative center. Udmurt Republic

1) Yoshkar-Ola

2) Ulan-Ude

3) Naryan-Mar

4) Izhevsk

9. Match the event (phenomenon, process) with the participant of this event (phenomenon, process). Battle on the Ice.

1) M.D. Skobelev

2) Andrey Bogolyubsky

3) O.S. Kachura

4) Aleksandr Nevsky

10. Match the event (phenomenon, process) with the participant of this event (phenomenon, process). Special military operation (SMO).

1) M.D. Skobelev

2) Andrey Bogolyubsky

3) O.S. Kachura

4) Alexander Nevsky

11. Establish a correspondence between the event (phenomenon, process) and the participant of this event (phenomenon, process). The Battle of Poltava.

1) O.S. Kachura

2) Alexander Nevsky

3) B.P. Sheremetev

4) V.V. Talalikhin

12. Establish a correspondence between the event (phenomenon, process) and the participant of this event (phenomenon, process). The Battle of Moscow.

1) O.S. Kachura

2) Alexander Nevsky

3) B.P. Sheremetev

4) V.V. Talalikhin

13. Establish a correspondence between the cultural figure and the sphere of his creative activity. M.M. Zoshchenko.

1) writer

2) sculptor

3) composer

4) artist

14. Establish a correspondence between the cultural figure and the sphere of his creative activity. I.S. Glazunov.

- 1) writer
- 2) sculptor
- 3) composer
- 4) artist**

15. Match a cultural figure with his/her sphere of creative activity. E.I. Neizvestny.

- 1) writer
- 2) sculptor**
- 3) composer
- 4) artist

16. Match a cultural figure with his/her sphere of creative activity. S.S. Prokofiev.

- 1) writer
- 2) sculptor
- 3) composer**
- 4) artist

17. Match a historical figure with his/her activity. Macarius.

- 1) metropolitan of Moscow, who crowned Ivan IV**
- 2) oprichnina figure
- 3) diplomat, figure of the Chosen Council
- 4) abbot of the Solovetsky Monastery

18. Match a historical figure with his/her activity. Ivan Fedorov.

- 1) figure of the oprichnina
- 2) diplomat, figure of the Chosen Council
- 3) abbot of the Solovetsky Monastery
- 4) book printer**

19. Establish a correspondence between the historical figure and his activities. Malyuta Skuratov.

- 1) metropolitan of Moscow, who crowned Ivan IV as tsar
- 2) figure of the oprichnina**
- 3) diplomat, figure of the Chosen Council
- 4) abbot of the Solovetsky Monastery

20. Establish a correspondence between the historical figure and his activities. A.F. Adashev

- 1) Metropolitan of Moscow, who crowned Ivan IV
- 2) Oprichnina figure
- 3) Diplomat, figure of the Chosen Council**
- 4) Abbot of the Solovetsky Monastery

Test 2

1. Formational and civilizational approaches:

- a) are identical
- b) have no similarities**
- c) have similarities and differences
- d) were invented by Mendeleev

2. Who is the author of the formational approach?

- a) **Marx**
- b) Lenin
- c) Mendeleev
- d) Darwin

3. Which of the following does not apply to the formations identified by Marx?

- a) slave society
- b) **feudal society**
- c) information society
- d) bourgeois society

4. Which formation, according to Marx, was the first?

- a) **primitive communal**
- b) slave
- c) feudal
- d) communist

5. Which social formation, according to Marx, is the final stage of the development of society?

- a) primitive communal
- b) feudal
- c) bourgeois
- d) **communist**

6. Who, according to the representatives of the civilizational approach, is the engine of progress?

- a) **man**
- b) society as a whole
- c) Karl Marx
- d) slave owner

7. With the help of what, according to the supporters of both approaches, should social changes occur?

- a) planned reforms
- b) **revolutions**
- c) they happen by themselves
- d) all answers are incorrect

8. Which approach considers the history of each state as a unique process?

- a) formational
- b) informational
- c) **civilizational**
- d) civilized

9. Which approach considers the level of development of productive forces to be the main criterion of progress?

- a) **formational**
- b) informational
- c) civilizational

d) civilized

10. Which approach makes it impossible to present the history of mankind as a single process?

- a) formational
- b) informational
- c) civilizational**
- d) civilized

11. Which of the following refers to Slavophilism?

- a) Orthodoxy, autocracy, nationality**
- b) sympathy for the experience of Great Britain
- c) revolutionary moods
- d) the desire to introduce a Constitution in Russia

12. Which figures belonged to the revolutionary wing of Westernism?

- a) Granovsky and Kavelin
- b) Turgenev and Chicherin
- c) Melgunov and Pisemsky
- d) Herzen and Ogarev**

13. What form of government did the Slavophiles consider preferable for Russia?

- a) theocratic monarchy
- b) autocratic monarchy**
- c) federal monarchy
- d) unitary monarchy

14. Which of the Decembrists proposed establishing a republic in Russia?

- a) Nikita Muravyov
- b) Kondraty Ryleyev
- c) Alexander Odoevsky
- d) Pavel Pestel**

15. The personality of which Russian emperor was the subject of disputes between Westernizers and Slavophiles?

- a) Peter I**
- b) Peter II
- c) Peter II
- d) Ivan IV

16. Which feature is not characteristic of Russian philosophy:

- a) close alliance with literature and art;
- b) close alliance with science;**
- c) the existence of philosophical ideas not in the form of logical concepts, but in the form of artistic images;
- d) special interest in moral problems.

17. What is the main source of Russian (East Slavic) philosophy:

- a) "Russian Truth";

- b) "The Book of Veles";
- c) "The Word on Law and Grace";**
- d) The Bible.

18. What are the main features of the Russian mentality:

- a) anti-rationalism;
- b) awareness of the Russians as a people-savior;
- c) self-sacrifice and community;**
- d) all answers are correct.

19. What, according to F. Dostoevsky, is the path to salvation for humanity:

- a) in converting man to goodness and God;
- b) in improving man, in liberating himself from temptations through suffering;
- c) the above answers are correct;**
- d) in further technical progress.

20. What is the meaning of life according to L. Tolstoy:

- a) in pursuing science;
- b) in the correct attitude towards oneself;
- c) in love for God and people;**
- d) there is no correct answer.

Test 3

1. Select a generalizing concept for the entire series presented below.

- a) attitudes
- b) values
- c) worldview**

2. Are the following judgments about worldview correct?

- A. Worldview gives a person guidelines and goals for his practical and theoretical activities.
- B. Worldview is a view of a particular aspect of the world.

- a) both statements are incorrect
- b) both statements are correct
- c) only B is correct
- d) only A is correct**

3. Which of the following statements is correct?

- a) A worldview gives a person guidelines and goals in his theoretical and practical activities
- b) A worldview can be formed spontaneously or consciously
- c) A worldview is a system of a person's views on the world and his role, place in this world.**

4. This worldview grows on the basis of mythology and continues to personify the forces of nature in the form of gods. What additional information will allow us to conclude that we are talking about a religious worldview?

- a) asserts the primacy of the spiritual principle over natural existence**
- b) determines the general orientation of the personality
- c) has an emotional coloring

5. A person's generalized system of views on the world as a whole, on his own place in it, understanding and assessing the meaning of his life and activities is called:

- a) **worldview**
- b) thinking
- c) worldview

6. The following are not signs of a scientific worldview:

- a) **artistic imagery**
- b) solid justification
- c) the reality of the goals and ideals contained

7. A sign of a religious worldview is not:

- a) the desire to give a person faith in the possibility of achieving the set goals
- b) **the ability to test the truth of beliefs in practice**
- c) focus on solving problems related to the spiritual needs of a person

8. Choose the correct statement about worldview

- a) Worldview can never disorient an individual
- b) Worldview does not depend on the personal experience of the individual
- c) **The level of knowledge and development of science affects formation of a person's worldview**

9. Choose the correct statement about worldview

- a) **Worldview can depend on immediate living conditions**
- b) A person can exist without any worldview, even the most primitive
- c) In an individual, the formation of a worldview always occurs by chance

10. Among the residents of the village P, traditional ideas about the world, based on common sense, are widespread. What else indicates that the ordinary worldview prevails among these villagers?

- a) Strives for an ever deeper truth
- b) **Generated by immediate living conditions**
- c) Formalized in an abstract conceptual apparatus

11. This type of worldview is defined as a set of ideas that were formed in the conditions of primitive society on the basis of a figurative perception of the world:

- a) **mythological**
- b) religious
- c) philosophical

12. This worldview is based on faith in supernatural powers:

- a) philosophical
- b) **religious**
- c) mythological

13. This worldview is defined as system-theoretical:

- a) **philosophical**
- b) mythological
- c) religious

14. From the point of view of the historical process, the following leading historical type of worldview is distinguished:

- a) scientific
- b) physical
- c) **mythological**

15. From the point of view of the historical process, the following leading historical type of worldview is distinguished:

- a) **religious**
- b) scientist
- c) physical

16. From the point of view of the historical process, the following leading historical type of worldview is distinguished:

- a) scientific
- b) **philosophical**
- c) physical

17. Personal views, convictions and beliefs:

- a) value-normative component of worldview
- b) cognitive component of worldview
- c) **emotional-volitional component of worldview**

18. Worldview gives human activity the following character:

- a) multidirectional character
- b) **purposeful character**
- c) chaotic character

19. Real readiness of a person for a certain type of behavior in specific circumstances:

- a) **practical component of worldview**
- b) value-normative component of worldview
- c) emotional-volitional component of worldview

20. The source of this type of worldview are the Bible, the Koran, the Talmud and other works of world spiritual culture:

- a) everyday worldview
- b) **religious worldview**
- c) mythological worldview

Test 4

1. Which does not apply to political regimes?

- 1) totalitarianism
- 2) democracy
- 3) **bureaucracy**
- 4) authoritarianism

2. National vote on the most significant issues of state and public life:

1) elections

2) referendum

3) census

4) survey

3. Is it true that: a) in a democracy, power is controlled by society: b) in a democratic society, armed forces are often used to maintain power?

1) only a is true

2) only b is true

3) both statements are true

4) both statements are incorrect

4. Is it true that: a) a political regime is one of the forms of government; b) a political regime is the methods by which the state governs society?

1) only a is true

2) only b is true

3) both statements are true

4) both statements are incorrect

5. A sign of democracy is:

1) patriarchal way of life

2) separation of powers

3) declaration of rights and freedoms of citizens

4) intimidation of political opponents

6. The methods by which the state exercises its power:

1) form of government

2) state-territorial structure

3) federation

4) political regime

7. Is it true that: a) political regimes are divided into democratic and anti-democratic; b) anti-democratic political regimes include totalitarian and authoritarian?

1) only a is true

2) only b is true

3) both statements are true

4) both statements are incorrect

8. Is it true that: a) democracy can be implemented in direct and representative forms; b) in a democracy, the people are the source of power?

1) only a is true

2) only b is true

3) both statements are true

4) both statements are false

9. The characteristic feature of any state is

- 1) multi-party system
- 2) separation of powers
- 3) public authority**
- 4) parliamentarism

10. Are the following statements about the state true?

- A. The state exercises public authority in the country.
 - B. The state has the exclusive right to collect taxes and fees from citizens and firms.
- 1) only A is true
 - 2) only B is true
 - 3) both statements are true**
 - 4) both statements are false

11. The method of formation and legal status of the highest authorities is called

- 1) separation of powers
- 2) form of government**
- 3) political regime
- 4) state sovereignty

12. Distinctive The characteristic features of a federal state are

- 1) election of the highest bodies of state power
- 2) supremacy of executive power
- 3) presence of local government bodies
- 4) presence of local government bodies in the territories**

13. Are the following statements about the form correct? states?

- A. The form of government is a monarchy, a republic.
 - B. The forms of state government are a federation, a unitary state.
- 1) only A is true
 - 2) only B is true
 - 3) both statements are true**
 - 4) both statements are false

14. The system of methods of exercising state power, the attitude of power to the realization of individual rights and freedoms

- 1) form of government
- 2) state structure
- 3) political system
- 4) political regime**

15. Only in under a totalitarian regime

- 1) there is a monopoly on power by one political party**
- 2) citizens are not obliged to obey the laws
- 3) the state does not interfere in the affairs of civil society
- 4) elections to government bodies are carried out on an alternative basis

16. Are the following true? the following statements about a totalitarian regime?

- A. Under totalitarianism, state control does not extend to the economic sphere.

B. Under totalitarianism, the state prohibits the activities of any parties.

- 1) only A is true
- 2) only B is true
- 3) both statements are true
- 4) both statements are false**

17. What is the characteristic of any state?

- 1) the rule of law
- 2) election of the highest authorities
- 3) sovereignty**
- 4) multi-party system

18. Are the following statements about the characteristics of the state true?

A. The state has a single territory, delineated by state borders.

B. A state is characterized by the obligatory presence of a single official religion.

- 1) only A is true**
- 2) only B is true
- 3) both statements are true
- 4) both statements are false

19. What is meant by the form of government of a state?

- 1) organization of the highest authorities**
- 2) political regime
- 3) distribution of power across the territory of the country
- 4) political system

20. Country Z is a unitary state. This means that

- 1) the regions of country Z can have their own governments
- 2) the principle of separation of powers is realized in country Z
- 3) the regions of country Z have their own constitutions
- 4) country Z is divided into regions that do not have the attributes of sovereignty**

Test 5

1. ESTABLISH A MATCH BETWEEN THE EVENT AND THE DATE. Baptism of Russia

- A. 882;
- B. 988;**
- C. 862;
- D. 1097

2. ESTABLISH A CORRESPONDENCE BETWEEN THE EVENT AND THE DATE. Congress of Princes in Lubeck

- A. 882;
- B. 988;
- C. 862;
- D. 1097**

3. ESTABLISH A CORRESPONDENCE BETWEEN THE EVENT AND THE DATE. Calling of the Varangians to Novgorod.

- A. 882;
- B. 988;
- C. 862;**
- G. 1097

4. ESTABLISH A CORRESPONDENCE BETWEEN THE EVENTS AND THE DATE. The unification of Novgorod and Kyiv by Prince Oleg.

- A. 882;**
- B. 988;
- C. 862;
- G. 1097

5. ESTABLISH A CORRESPONDENCE BETWEEN THE NAME OF THE PRINCE AND HIS ACTIVITIES. Yaroslav the Wise.

- A. the baptism of Rus';
- B. the compilation of "Russkaya Pravda";**
- C. the unification of Kyiv and Novgorod;
- D. the defeat of the Polovtsians.

6. ESTABLISH A CORRESPONDENCE BETWEEN THE NAME OF THE PRINCE AND HIS ACTIVITIES. Vladimir Svyatoslavich.

- A. the baptism of Rus';**
- B. compilation of the "Russkaya Pravda";
- C. unification of Kyiv and Novgorod;
- D. defeat of the Polovtsians.

7. ESTABLISH A CORRESPONDENCE BETWEEN THE NAME OF THE PRINCE AND HIS ACTIVITIES. Oleg the Prophet.

- A. baptism of Rus;
- B. compilation of the "Russkaya Pravda";
- C. unification of Kyiv and Novgorod;**
- D. defeat of the Polovtsians.

8. ESTABLISH A CORRESPONDENCE BETWEEN THE NAME OF THE PRINCE AND HIS ACTIVITIES. Vladimir Monomakh.

- A. baptism of Rus;
- B. compilation of the "Russkaya Pravda";
- C. unification of Kyiv and Novgorod;
- D. defeat of the Polovtsians.**

9. DEFINE THE CATEGORIES OF OLD RUSSIAN SOCIETY. Free peasants.

- A. smerds, zakups, ryadovichs;
- B. people;**
- C. serfs, servants.

10. DEFINE THE CATEGORIES OF OLD RUSSIAN SOCIETY. Dependent peasants.

- A. smerds, zakups, ryadovichs;**
- B. people;

C. serfs, servants.

11. DEFINE THE CATEGORIES OF OLD RUSSIAN SOCIETY. Slaves.

A. smerds, zakups, ryadovichs;

B. people;

C. serfs, servants.

12. Which problem is not global:

a) environmental

b) demographic

c) urbanization

d) food

13. What is the destruction of the ozone layer associated with:

a) an increase in the number of thermal power plants

b) the release of gases during volcanic eruptions

c) household use of freons

d) industrial use of freons

14. Problems are considered global if they:

a) affect an entire continent

b) affecting all of humanity

c) affecting more than 10 countries

d) problems of a cosmic scale

15. The main global problem of humanity in our time:

a) demographic

b) food

c) environmental

d) peace and disarmament

16. The main way to solve global problems:

a) space exploration

b) reduction of the planet's population

c) consolidation of the efforts of all countries

d) they cannot be solved

17. The essence of the demographic global problem:

a) the population is decreasing

b) the population is growing

c) people are dying from incurable diseases

d) people live less than a hundred years

18. What are environmental problems such as the greenhouse effect, ozone holes, acid rain, etc. associated with pollution:

a) soil

b) atmosphere

c) lithosphere

d) hydrosphere

19. The high content of which gas in the atmosphere causes the "greenhouse effect":

- a) carbon monoxide
- b) oxygen
- c) carbon dioxide**
- d) hydrogen

20. The consequences of acid rain:

- a) death of forests**
- b) increase in crop yields
- c) increase in fish stocks in reservoirs
- d) all of the above are correct

Topics of reports, essays.

1. Modern Russia: key socio-economic parameters.
2. Russian federalism.
3. Civilizational approach in social sciences.
4. Nation-state and state-civilization: general and specific.
5. State, power, legitimacy: concepts and definitions.
6. Value principles of Russian civilization: approaches and ideas.
7. Historical features of the formation of Russian civilization.
8. The role and mission of Russia in the opinion of domestic thinkers (P. Ya. Chaadaev, N. Ya. Danilevsky, V. L. Tsymbursky).
9. Worldview as a phenomenon.
10. Modern theories of identity.
11. Systemic model of worldview ("man-family-society-state-country").
12. Fundamentals of the constitutional system of Russia.
13. The main branches and levels of public authority in modern Russia.
14. Traditional spiritual and moral values.
15. Fundamentals of Russian foreign policy (based on the materials of the Concept of Foreign Policy and Strategy and national security).
16. Russia and global challenges.

Sample essay topics.

1. Eurasian civilizations: list, specificity, historical dynamics.
2. Russia: nation state, nation-state or state-civilization?
3. Modern models of identity: relevance for Russia.
4. Value challenges of modern Russian society.
5. Strategic development of Russia: opportunities and scenarios.
6. Patriotism and traditional values as subjects of state policy.
7. Civilizations in the era of globalization: key challenges and features.
8. Russian worldview in regional perspective.
9. State policy in the field of political socialization: key problems and possible solutions.
10. Value principle in the Basic Law: constitutional design in the modern world.

Grading scale: Tests are conducted in written form and, in general, are a test of the knowledge acquired in the process of studying the discipline. Assessment criteria: - the grade "pass" is given to a student if he/she fully and reasonably answered 3-4 questions out of the planned four in the test, and also demonstrated the ability to highlight the main idea and link it

with the general historical and modern context when analyzing the author's text; - the grade "fail" is given to a student if he/she provides an incomplete (inaccurate) answer to 2-3 questions out of the planned four. Tests are assessed based on the correctness of the choice of one or another answer option. Assessment criteria: - the grade "pass" is given if more than 60% of the answers to the test questions (tasks) are chosen correctly; - the grade "fail" is given if 60% and less than 60% of the answers to the test questions (tasks) are chosen correctly.

Essays are conducted in writing and, in general, are a test of the knowledge acquired in the process of studying the discipline, a creative (individual-personal) approach to this knowledge. Assessment criteria: - the grade "pass" is given if the student has demonstrated their own reasoned position, supported by references, on 5-6 pages of essay text; based it on fundamental science; adhered to a clear, consistent and logical system of evidence. - the grade "fail" is given if the student used someone else's material (usually taken from the Internet) when writing the essay and did not rework it. A report is a type of monologue speech, a public, detailed, official message on a specific issue, based on the involvement of documentary and other data. Assessment criteria: The grade "pass" is given if the topic is covered fully and deeply; there is not a single factual error. Convincing examples are provided. Visual aids are used. A minor deviation from the topic, one to three factual errors are allowed. - the grade "fail" is given if the topic is not covered.

7.3.2. Midterm assessment The result of midterm assessment is receiving the grades "pass" or "fail".

Assessment scale

Passed - All types of academic work provided for by this work program have been completed. The student demonstrated compliance of knowledge, abilities, and skills listed in the table with the competence (UC-5), including its individual components (IUC-5.1. - IUC-5.3) in standard and complex situations. At the same time, minor errors, inaccuracies, and difficulties in analyzing and transferring knowledge and skills to new, non-standard situations are allowed.

Failed - The listed types of academic work provided for by the work program of the discipline have not been completed. The student demonstrated incomplete compliance of knowledge, abilities, and skills with the indicators of competence (UC-5) listed in the table, including its individual components (IUC-5.1. - IUC-5.3), made significant errors, and experienced difficulties in transferring knowledge and skills to standard situations.

The midterm assessment (test) is conducted orally. The time to prepare an answer to one question is no more than 20 minutes.

Questions for midterm assessment

1. Modern Russia: key socio-economic parameters.
2. Russian federalism.
3. Civilizational approach in social sciences.
4. Nation-state and civilization-state: general and specific.
5. State, power, legitimacy: concepts and definitions.
6. Value principles of Russian civilization: approaches and ideas.
7. Historical features of the formation of Russian civilization.
8. The role and mission of Russia in the view of domestic thinkers (P. Ya. Chaadaev, N. Ya. Danilevsky, V. L. Tsymbursky).
9. Worldview as a phenomenon.
10. Modern theories of identity.
11. Systemic model of worldview ("man-family-society-state-country").

12. Fundamentals of the constitutional system of Russia.
13. Main branches and levels of public authority in modern Russia.
14. Traditional spiritual and moral values.
15. Fundamentals of Russian foreign policy (based on the Foreign Policy Concept and the National Security Strategy).
16. Russia and global challenges.
17. Eurasian civilizations: list, specifics, historical dynamics 8. Russia: a national state, a nation-state or a state-civilization?
19. Modern models of identity: relevance for Russia.
20. Value challenges of modern Russian society.
21. Strategic development of Russia: opportunities and scenarios.
22. Patriotism and traditional values as subjects of state policy.
23. Civilizations in the era of globalization: key challenges and features.
24. Russian worldview in regional perspective.
25. State policy in the field of political socialization: key problems and possible solutions.

Appendix No. 5
to the Regulation on the UMKD
FGBOU VO Amur State Medical
Academy of the Ministry of Health of
the Russian Federation

LAYOUT

Federal State Budgetary Educational Institution of Higher Education "Amur State Medical Academy" of the Ministry of Health of the Russian Federation
Department of Philosophy, History of the Fatherland and Foreign Languages

(name of the department)

APPROVED
at the department meeting

minutes No. 7 dated "23" марта 2025

Head of Department _____
(signature) (full name)

METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

for practical/laboratory classes
on the discipline «**Fundamentals of Russian statehood**»

(name of the academic discipline, (according to the curriculum))

Specialty: 31.05.01 General Medicine

(code-name of the specialty)

Author(s): Buyanova Larisa Victorovna
Ph.D. of Historical Sciences, Associate
Professor at the Department of Philosophy,

STRUCTURE OF METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

1. Topic of the lesson (precise wording).
2. Motivational characteristics of the topic.
3. Objective of the lesson.
4. Formed competencies
5. As a result of studying the topic, the student should:
 - know;
 - be able to;
 - possess.
5. Plan and organizational structure of the lesson.
6. Equipment for the lesson.
5. General methodological instructions.
6. Tasks for monitoring the level of formation of competencies during class time.
7. Tasks for independent preparation for the next practical lesson.
9. Literature (main, additional, Internet resources, electronic library system).

Methodological recommendations for a teacher on organizing training

Within the framework of lectures, it is necessary not only to begin substantive work on the relevant section of the educational and methodological complex, but also to generally acquaint students with the structure of the discipline, its purpose and objectives. At the same time, the presentation of the discipline should consist of emphasizing both its academic nature and educational, enlightening components. That is, teachers should not avoid an open and honest conversation with students about such components. It is imperative to emphasize the attention of the University and the academic community to the systematic general humanitarian training of students, the development of a sense of citizenship, and the stimulation of various forms of mobility (academic, labor, recreational).

The leading didactic goal of practical (seminar) classes is the formation of competencies necessary for subsequent educational activities in mastering the disciplines of the professional cycle. In accordance with the leading didactic goal, the content of practical classes is solving various types of problems, including professional ones (analysis of problem situations, solving situational problems, performing professional functions in educational and business games, etc.), working with empirical material, reports, statistics, reference books, etc.

During practical classes, students acquire initial professional skills and abilities, which are subsequently consolidated and improved in the process of educational activities. During practical classes, theoretical knowledge is generalized, systematized, deepened and concretized, the ability and readiness to use theoretical knowledge in practice is developed, intellectual qualities are developed. The leading didactic goal of the seminar is the systematization and generalization of knowledge on the topic or section being studied, the formation of skills in working with additional sources of information, comparing and contrasting points of view, summarizing what has been read, expressing one's point of view, etc. 13 In accordance with the leading didactic goal, the content of the seminar may be the presentation and discussion of essays and reports prepared by students, and various types of educational discussions.

Appendix No. 6
to the Regulation on the UMKD
FGBOU VO Amur State Medical Academy of the
Ministry of Health of the Russian Federation

Federal State Budgetary Educational Institution of Higher Education "Amur State Medical Academy" of the Ministry of Health of the Russian Federation
Department of Philosophy, History of the Fatherland and Foreign Languages

(name of the department)

APPROVED
at the department meeting

minutes No. 7 dated " 21" марта 2025

Head of Department _____
(signature) (full name)

METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS

for practical/laboratory classes
on the discipline «**Fundamentals of Russian statehood**»

(name of the academic discipline, (according to the curriculum))

Specialty 31.05.01 General Medicine

(code-name of the specialty)

Author(s): Buyanova Larisa Victorovna
Ph.D. of Historical Sciences, Associate
Professor at the Department of Philosophy,
History of the Fatherland and Foreign
Languages

(full name, academic degree, title, position)

STRUCTURE OF METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS

Methodological recommendations for studying the discipline "Fundamentals of Russian Statehood)" are a set of explanations that allow the student to optimally organize the process of studying this discipline. The work plan provides for studying the discipline in full-time and part-time forms of study during the 1st semester. Attending lectures is mandatory. Taking notes on lecture material is allowed both in writing and on a computer. Regular repetition of the notes on each section in preparation for the final certification is the most important type of independent work for the student. To successfully master the discipline "Fundamentals of Russian Statehood", the student must systematically prepare for practical classes. For this, it is important to: familiarize yourself with the plan of the next lesson; study the relevant questions of the lecture notes; prepare in advance and answer the questions submitted for discussion; complete all assignments from the teacher outside of class time. The purpose of practical classes is an in-depth study of individual sections of the discipline, testing the acquired knowledge in practice. Preparation for practical classes should be systematic. To obtain deeper knowledge, it is recommended to study additional literature along with the main literature.

The methodology of teaching the discipline "Fundamentals of Russian Statehood" and the implementation of a competency-based approach in the presentation and perception of the material provide for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

- preparation for practical classes and control seminars;
- preparation, presentation and discussion of presentations at practical classes;
- organization and implementation of ongoing monitoring of students' knowledge.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarities of the student body and the content of the discipline "Fundamentals of Russian Statehood" and in general for the discipline is 50%.

Methodological guidelines for mastering the discipline "Fundamentals of Russian statehood" Methodological guidelines for students on planning and organizing the time required to master the discipline. It is recommended to begin studying by familiarizing yourself with the working program of the discipline, its structure, the content of sections (modules), the fund of assessment tools, and to familiarize yourself with the educational and methodological information support of the discipline.

The discipline "Fundamentals of Russian statehood" consists of 8 related among themselves, thus ensuring consistent study of the material.

Training in the discipline "Fundamentals of Russian Statehood" is carried out in the following forms:

1. Classroom classes (seminars).
2. Independent work of the student (preparation for lectures, seminars, tests, reports, performing case analysis, individual consultation with the teacher).
3. Interactive forms of conducting classes (colloquium, group case solution).

The educational material is structured; the study of the discipline is carried out in a thematic sequence. Each seminar lesson is preceded by a lecture on this topic. Students independently conduct preliminary preparation for the lesson, take an active creative part in discussing theoretical issues, analyzing problem situations and searching for ways to solve them.

Many problems studied in the course are debatable in nature, which suggests an interactive nature of conducting classes on specific examples.

Description of the sequence of actions of the student: When studying the course, you should listen carefully and take notes on the material presented in the classroom. For its understanding and high-quality assimilation, the following sequence of actions is recommended:

1. After the end of classes, in order to consolidate the material, review and think over the text of the lecture listened to today, analyze the examples considered (10 - 15 minutes).
2. When preparing for the lecture of the next day, review the text of the previous lecture, think about what the next topic might be (10 - 15 minutes).
3. During the week, choose time to work with literature in the library (1 hour each).
4. When preparing for a seminar, review the basic concepts on the topic, study the examples. When solving a specific situation, - first understand what theoretical material needs to be used.

2. Methodical instructions for the work of students during lectures.

Lectures provide students with systematized knowledge of the discipline, focus their attention on the most complex important issues. Lectures are usually presented in a traditional or problem-based style. For students in most cases, a problem-based style. The problem-based style allows stimulating active cognitive activity of students, their interest in the discipline, developing creative thinking, resorting to contrasts and comparisons, making generalizations, activating students' attention by posing problematic questions, and encouraging discussion. During lectures, it is recommended to take notes on the educational material, paying attention to the wording of the category that reveals the essence of a particular phenomenon or process, conclusions, and practical recommendations. It is better to divide the lecture notes into points, observing the indented line. This will be greatly facilitated by the questions in the lecture plan offered to teachers. It is necessary to pay attention to the accents and conclusions that the teacher makes, noting the most important points in the lecture material with the comments "important", "remember well", etc. This can be done using colored markers or pens, underlining the terms and definitions. It is advisable to develop your own system of abbreviations, abbreviations, and symbols. However, when further working with the notes, it is better to replace the symbols with ordinary words for quick visual perception of the text. When working on lecture notes, it is necessary to use not only the main literature, but also the literature additionally recommended by the teacher. It is this kind of serious, painstaking work with lecture material that will allow you to deeply master the theoretical material. The lecture topics are given in the working program of the discipline.

3. Methodical instructions for students in preparing for seminars.

Active participation in the discussion of specific situations, the ability to find the most effective solutions to the problems posed based on the knowledge gained, and the ability to find useful additional material on the topic of seminars are encouraged during practical/seminar classes.

The student is recommended the following scheme for preparing for a seminar:

1. Familiarization with the plan of the practical/seminar lesson, which reflects the content of the proposed topic;
2. Work through the lecture notes;
3. Read the main additional literature.

In the process of preparing for seminars, it is necessary to pay special attention to independent study of the recommended literature. Despite the completeness of the lecture notes, it is impossible to present all the material due to the limit of classroom hours. Therefore, independent work with textbooks, teaching aids, scientific, reference literature, materials from

periodicals on the Internet is the most effective method of obtaining additional knowledge, allows you to significantly activate the process of mastering information, promotes a deeper assimilation of the material being studied, and forms students' attitudes to a specific problem. All new concepts on the topic being studied must be learned by heart, and a glossary must be included, which is advisable to include in the weight from the very beginning of studying the course;

4. Answer the questions of the seminar plan;
5. Do homework;
6. Work through the test assignments of the task;
7. If you have any difficulties, formulate questions for the teacher.

The result of such work should be the student's ability to freely answer the theoretical questions of the practical course, speak and participate in a collective discussion of the issues of the topic being studied, and correctly complete the tasks that are given in the fund of assessment tools of the discipline.

4. Methodical instructions for students on organizing independent work.

The purpose of organizing independent work on the discipline "Fundamentals of Russian Statehood" is to deepen and expand knowledge of the field of social interaction in construction; to develop the skill of interest in independent cognitive activity. Independent work of students is the most important type of mastering the content of the discipline, preparing for practical classes and tests. This also includes independent in-depth study of the topics of the discipline. Independent work is a permanent system, the basis of the educational process is research in nature, which will serve as the future basis for writing the final qualifying work, practical application of the knowledge gained.

The organization of independent work of students is focused on active methods of mastering knowledge, development of creative abilities, transition from flow to individualized learning, taking into account the needs of the individual's capabilities. The correct organization of independent study sessions, their systematic nature, appropriate planning of working time allows students to develop skills in mastering the systematization of acquired knowledge, ensure a high level of academic performance during the training period, and acquire skills in improving their professional level.

Preparation for a seminar includes, in addition to working out the lecture presentation notes, searching for literature (on recommended lists independently), preparing blanks for speeches on issues submitted for discussion on a specific topic. Such blanks can include quotations, facts, comparison of different positions, and personal thoughts. If a student is interested in a problem, he can prepare an abstract and present it at a practical lesson. A seminar lesson is, first of all, a discussion, a discussion of a specific situation, that is, it involves the ability to listen attentively to the members of the moderator's small group, also try to express your opinion, express your own ideas, suggestions, clarify and ask questions to colleagues in the discussion.

When preparing for a test, the student must review the material covered in strict accordance with the curriculum, using lecture notes and literature recommended by the teacher. If necessary, you can seek advice or methodological assistance from the teacher.

Independent work is implemented:

- directly during classroom lessons
- during lectures, seminars;
- contact with the teacher outside the schedule
- during consultations on educational issues, during creative contacts, when eliminating debts, when completing individual assignments, etc.

- in the library, at home, at the department when the student completes educational practical tasks.

During lectures, take notes on the educational material. Pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture listened to, and also emphasizing the special importance of certain theoretical provisions. Ask the teacher clarifying questions in order to clarify theoretical principles and resolve controversial situations.

In preparation for seminars, study the main literature, familiarize yourself with additional literature, new publications in periodicals: magazines, newspapers, etc. In doing so, take into account the teacher's recommendations and the requirements of the curriculum. Refine your lecture notes, making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Prepare theses for presentations on all academic issues brought up at the seminar.

When preparing a report or abstract, seek methodological assistance from the teacher. Make a plan-outline of your presentation. Think over examples in order to ensure a close connection between the theory being studied and real life. Timely and high-quality completion of independent work is based on compliance with these recommendations and studying the recommended literature. The student can supplement the list of used literature with modern sources not presented in the list of recommended literature.

Working with the material selected for the seminar

The main types of such work are note-taking, citing, abstracting. Let's take a closer look at taking notes and citing. Taking notes. A note is a short record or summary of the content of something. When taking notes on the material of a textbook or a manual, you must adhere to the following rules. A note is a brief, but not fragmentary summary of the material, so all parts of the note should be logically interconnected, and the main concepts and most important points should be highlighted. To make a note of a paragraph or section of educational literature, you must first quickly look through the entire text to find out if it contains the material you are interested in, then read it carefully, carefully highlighting the most important parts with a pencil, and only then start taking notes.

When writing notes, it is advisable to start each new thought on a new line, leaving a small indent between mini-paragraphs. It will be difficult for you to quickly navigate in a 'solid' text. All specialized philosophical and historical-philosophical terms must be deciphered (in brackets in the text or in the margins of the notebook), using a philosophical dictionary, dictionaries on the history of philosophy for this. A summary is a written form of presentation of the material, but not a ready-made text of your oral presentation (!). It is based on the material of your summary, but is not simply reading it out loud.

Very often, students do not know how to structure an oral presentation, replacing it with reading the entire summary, and sometimes even unprocessed material copied from a textbook or printed from Internet resources. The latter looks very pitiful and is not read as an answer to a question in a seminar. In order to structure an oral presentation at a seminar, you need to think through its plan (how you will begin your presentation, what you will talk about first, what from what you have summarized you will dwell on in more detail, what quotes you will read, how you will end your presentation) and disclose all the points of this plan in the form of small theses (you can mark them in the summary, but in this case, from excitement, you can forget what exactly you were going to tell from the written material). An oral answer based on the summary is brief, is well perceived by ear and arouses interest.

During seminars, students' knowledge of a particular problem is deepened and consolidated, their skills in conducting a public debate, and their ability to argue and defend their positions are developed. In preparation for seminars, each student must: - study the recommended educational literature; - supplement lecture notes; - study and summarize primary sources on the topic; - prepare answers to all seminar questions.

These methodological recommendations are intended to facilitate the proper organization of students' independent work. To enhance the effect of independent work, it is necessary to begin it with familiarization with the lecture material, which, at a minimum, indicates the sequence of studying the content of the topic. Further, independent work involves - preparation for seminars by composing detailed written answers to questions proposed for the seminar; - completing assignments provided by the program within the framework of topics submitted for independent study; - preparing abstracts, reports for presentation at practical classes. Independent work involves mastering the theory and practice and recommended literary sources, studying the most interesting, problematic issues on the recommendation of the teacher, as well as solving tests and practical assignments, preparing reports, etc. Organizing independent work of students requires them to adhere to a certain system, which includes familiarization with the content of the discipline program, these recommendations, selection of the necessary educational and specialized literature; In the process of study, the student is obliged to systematically work through the questions, sections, topics of the studied discipline, and then must be ready to actively participate in seminars.

Credit with assessment. Control and assessment of students' knowledge is an integral part of the educational process. Credit is a method of checking students' knowledge of part or the full course of an academic discipline by answering a ticket. The credit tests knowledge of the theoretical provisions of the discipline and the practical skills acquired. The credit provides an objective assessment of students' success over a certain period of time. The main task of preparing students for the credit is to systematize knowledge of the educational material. The most important teaching aid at this stage of the student's work is the lecture notes and practical classes.

During the test, the student is given a ticket containing questions on knowledge of both theoretical and practical material, to which the student prepares his answer. After the answer, the student may be asked additional questions, both on the materials of the ticket, and the main questions on the entire course material as a whole. Having received the ticket, the student must carefully think over the content of the questions asked and compose a detailed plan for each of them. It is recommended to construct answers clearly, consistently, and exhaustively. At the same time, it is desirable to illustrate your answer with examples and graphs. The student is required to: define concepts, substantiate the proposed provisions, and freely operate with factual material. Logic, coherence, and literary literacy of presentation are integral features of a complete answer. When answering, one should not allow either excessive brevity, turning into schematism, or verbosity.

Independent work of students on the discipline

6.1 Questions for independent work

1. Diversity of Russian regions
2. Trials and victories of Russia
3. Heroes of the country, heroes of the people
4. Applicability and alternatives of the civilizational approach
5. Russian civilization in academic discourse
6. Value challenges of modern politics

7. The concept of worldview in social sciences
8. Systemic model of worldview
9. Values of Russian civilization
10. Worldview and the state
11. Power and legitimacy in constitutional refraction
12. Levels and branches of government
13. Planning for the future: state strategies and civic participation
14. Russia and global challenges
15. Internal challenges of social development
16. Images of the future of Russia
17. Guidelines for strategic development
18. Scenarios for the development of Russian civilization

6.2 Topics of reports

1. General natural-geographical and socio-political characteristics of modern Russia 2. Russia in the ideological-political and normative-political dimension
3. Foundations of Russian civilization
4. Culture and civilization
5. Features of Russian civilization. The role and mission of Russia in the works of various domestic and foreign philosophers, historians, politicians, and cultural figures
6. Russian worldview and value constants of Russian civilization
7. Worldview and its significance for man, society, and state Worldview as a functional system. Worldview system of Russian civilization.
8. Key ideological positions and concepts and Russian identity
9. Value foundations of Russian civilization: community, sense of duty and supergoal, existential stability, priority of the intangible over the mercantile
10. Current sociological and political research on the problems of the worldview of Russian civilization
11. Institute of the presidency
12. History of the Russian mission. Modern parliamentarism
13. History of the Russian government and judiciary
14. Challenges of the future and development of the country
15. Global trends and features of world development. Man-made risks, environmental challenges and economic shocks
16. Sovereignty of the country and its place in the scenarios of long-term development of the world and Russian civilization
17. Value guidelines for the development and prosperity of Russia: solidarity, conciliarity, stability, creation, service, justice
18. Communitarian character of a Russian citizen. His personal success and welfare of the Motherland

6.3 Educational and methodological support for independent work of students

1. Zorin, V. Yu. National policy of the Russian state in the twentieth - early XXI century: a textbook for universities / V. Yu. Zorin. - 2nd ed., corrected. and add. - Moscow: Publishing house Yurait, 2023. - 251 p. - (Higher education). — ISBN 978-5-534-06651-7. — Text: electronic // Educational platform Yurait [website].
2. Regional studies: textbook for universities / V. A. A. Achkasova [et al.]; edited by I. N. Barygin. — 2nd ed., corrected. and additional. — Moscow: Yurait Publishing House, 2023. —

391 p. — (Higher education). — ISBN 978-5-534-06588-6. — Text: electronic // Educational platform Yurait [website].

1. Topic of the lesson (precise wording).
2. Motivational characteristics of the topic.
3. Purpose of the lesson.
4. Competencies to be formed.
5. As a result of studying the topic, the student should:
 - know;
 - be able to;
 - possess.
6. Questions studied in previous disciplines and necessary for mastering the topic.
8. Approximate basis of action for conducting independent work of students during class time (supervision, laboratory work, etc.).
9. Tasks for monitoring the level of formation of competencies during class time.
10. Literature (main, additional, Internet resources).

