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**MINISTRY OF EDUCATION AND SCIENCE OF RUSSIA**

**Federal State Budgetary Educational Institution  
of higher education**


**«I.N. Ulianov Chuvash State University»  
(FSBEI of HE «I.N. Ulianov Chuvash State University»)**

Medical Faculty

Department of Archeology, Ethnography and Regional History

«APPROVE»

Vice-rector for Academic Affairs

  
I.E. Poverinov

« 13 » 04 2022

**Working programs of the discipline (module)  
«История и культура Чувашии / History and Culture of Chuvashia»**

Direction of training / specialty 31.05.03 Стоматология / Dentistry  
Graduate's qualification Врач-стоматолог / Dental Practitioner

Direction (profile) / specialization «Dentistry»

Form of training – очная / intramural

Course – 1

Term – 2

Total academic hours/credit points – 72/2

The year of beginning the training – 2022

The fundamental document for compiling the working program of the discipline (module)  
Федеральный государственный образовательный стандарт высшего образования -  
специалитет по специальности 31.05.03 Стоматология (приказ Минобрнауки России от  
12.08.2020 г. № 984)

Approved by:

Associate Professor, Candidate of Historical Sciences, T.V. Semenova

The working program was approved at the meeting of the Department of Archeology,  
Ethnography and Regional History,

25.03.2022, protocol № 7

Head of the department N.A. Petrov

Approved by

Dean of the Medical Faculty V.N. Diomidova

Acting Head of the Educational and Methodological Department E.A. Shirmanova

### 1. The purpose and objectives of training in the discipline (module)

The purpose of the discipline - to form students' holistic understanding of the history and culture of Chuvashia of the ancient, medieval and modern periods, the laws and mechanisms of historical development, the study of the main stages of the history of Chuvashia, the features of the traditional material and spiritual culture of the Chuvash ethnic group, prominent figures of science and culture of the Chuvash Republic

The objectives of the discipline - - on the example of the historical experience of the Chuvash people, to achieve the assimilation of students' knowledge about cause-and-effect conditionality and the logical-chronological sequence of events and historical phenomena;

- to promote the formation of a sense of respect for the cultural, labor and martial traditions of the peoples of Chuvashia;

- to show the common and special in the socio-economic and political development of Chuvashia, as well as the contribution of the Chuvash people to the culture of Russia;

- to form knowledge about the main historical facts, dates, events, names of prominent historical figures, the ability to express their own position on issues related to the value attitude to the historical past of the Chuvash ethnic group;

- develop skills of independent study of sources and literature, public speaking on the problems of Chuvash history and culture;

- to promote the formation of erudite, highly intelligent specialists with a broad outlook, an active civic position.

### 2. The place of practical training in the structure of the educational program of higher education

The discipline «История и культура Чувашии / History and Culture of Chuvashia» относится к обязательной части учебного плана refers to the mandatory part in the curriculum of the educational program of higher education (hereinafter referred to as the EP of HE) in the field of training / specialty 31.05.03 Стоматология, direction (profile) / specialization of the program «Dentistry».

Previous academic disciplines (modules) and (or) practices that form the knowledge, skills and abilities necessary for training in the discipline (module):

История (история России, всеобщая история) / History (History of Russia, General History)

Философия / Philosophy

Knowledge, skills and abilities formed as a result of training in a discipline (module) are necessary when teaching in the following disciplines (modules) and (or) practices:

История медицины / History of Medicine

Граждановедение и патриотическое воспитание / Civics and Patriotic Education

### 3. Planned learning outcomes in the discipline (module), correlated with the planned learning outcomes

Planned learning outcomes in the discipline (module), correlated with the planned learning outcomes

Code and name of the competence	Code and name of the competence achievement	Descriptors for the indicator of competence achievement (learning)
УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного	УК-5.1 Осознает межкультурное разнообразие общества в его различных контекстах: социально-	To know the theories of the origin of the Chuvash people, highlighting the currently scientifically recognized theory. Be able to express your thoughts

взаимодействия / He/she is able to analyze and take into account the diversity of cultures in the process of intercultural interaction	историческом, этическом, философском / He/she recognizes the intercultural diversity of society in its various contexts: socio-historical, ethical, philosophical	correctly both orally and in writing. Master the methods of cultural studies.
УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия / He/she is able to analyze and take into account the diversity of cultures in the process of intercultural interaction	УК-5.2 Способен выбрать способ адекватного поведения в поликультурном сообществе и соблюдает общекультурные этические нормы, разрешает возможные противоречия и конфликты / He/she is able to choose a way of adequate behavior in a multicultural community and observes general cultural ethical standards, resolves possible contradictions and conflicts	the main stages of the history of the Chuvash people; the main historical facts, dates, events of the history of Chuvashia; features of the socio-economic development of Chuvashia. To show a tolerant attitude while living in a multicultural environment. the culture of scientific thinking.
УК-5 Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия / He/she is able to analyze and take into account the diversity of cultures in the process of intercultural interaction	УК-5.3 Способен к продуктивному общению с учетом разнообразия социальных групп в социально-историческом, этическом и философском контекстах, в том числе для решения профессиональных задач / He/she is capable of productive communication, taking into account the diversity of social groups in socio-historical, ethical and philosophical contexts, including that for solving professional problems	features of socio-economic development of Chuvashia use both general and special literature on the course for making oral presentations, reports, writing abstracts skills of public speech and argumentation.

#### 4. Structure, scope and content of the discipline (module)

Educational activities in the discipline (module) are carried out:

- in the form of students' face-to-face work with the teaching staff of the organization and (or) persons involved by the organization to implement the educational programs on other terms (hereinafter - contact work);

- in the form of students' independent work.

Face-to-face work can be classroom-based, extramural, as well as it can be conducted

in an electronic information and educational environment (EIEE).

Learning sessions in the discipline (module) and interim assessment of students are conducted in the form of face-to-face work and in the form of students' independent work.

During learning sessions in the discipline (module) face-to-face work includes: lecture-type classes, seminar-type classes and (or) group consultations, and (or) individual work of students with the teaching staff of the organization and (or) persons involved by the organization to implement the educational programs on other terms (including individual consultations).

Legend:

Lec – lectures, Lab – laboratory work, Pr – practical classes, ICW – individual face-to-face work, IW – independent work.

#### 4.1. Content of the discipline (module)

Section name	The section's content	Formed competences	Competence achievement indicator
The history of Chuvashia from ancient times to the XX century	The subject and objectives of the course "History and culture of Chuvashia". Sources of study.	YK-5	YK-5.1, YK-5.2, YK-5.3
	Turkic-speaking ancestors of the Chuvash in ancient times. Volga Bulgaria (X – XIII centuries).		
	The Chuvash Region under the rule of the Golden Horde and the Kazan Khanate.		
	The entry of the Chuvash Region into Russia. Socio-economic development in the XVI - XVII centuries. Chuvashia in the XVIII century. Christianization of the Chuvash people.		
	Chuvashia in the XIX century. Bourgeois reforms and post-reform development		
Chuvashia in the XX – early XXI centuries	The Chuvash Region during the revolutions and the Civil War. Creation and development of the national statehood of the Chuvash people.	YK-5	YK-5.1, YK-5.2, YK-5.3
	Chuvashia during the Great Patriotic War (1941-1945)		
	Development of the Chuvash ASSR in 1945-		

	1990. Chuvashia in the XXI century .		
"Individual contact work"	"Individual contact work"	УК-5	УК-5.1, УК-5.2, УК-5.3

#### 4.2. Scope of the discipline and types of academic work

Forms of control and types of academic work		Labor intensity of the discipline (module)	
		1	total
1. Face-to-face work:		48,2	48,2
In-class learning in total, including:		48	48
Лекционные занятия (Лек)		32	32
Практические занятия (Пр)		16	16
Индивидуальная контактная работа (ИКР)		0,2	0,2
2. Independent work of the student:		23,8	23,8
3. Intermediate certification (exam) (зачет)		3а	3а
Total:	academic hours	72	72
	credit units	2	2

№ item	The section's (theme's) name	Face-to face work, including in the electronic information and educational environment, academic hours				IW, academic hours	Total, academic hours
		Lect.	Pr.	Lab.	ICW		
	The history of Chuvashia from ancient times to the XX century						
1	The subject and objectives of the course "History and culture of Chuvashia". Sources of study.	4	2			3	9
2	Turkic-speaking ancestors of the Chuvash in ancient times. Volga Bulgaria (X – XIII centuries).	4	2			3	9
3	The Chuvash Region under the rule of the Golden Horde and the Kazan Khanate.	2	2			2	6

4	The entry of the Chuvash Region into Russia. Socio- economic development in the XVI - XVII centuries. Chuvashia in the XVIII century. Christianization of the Chuvash people.	6	2			3	11
5	Chuvashia in the XIX century. Bourgeois reforms and post-reform development	2	2			5	9
	Chuvashia in the XX – early XXI centuries						
6	The Chuvash Region during the revolutions and the Civil War. Creation and development of the national statehood of the Chuvash people.	6	2			2	10
7	Chuvashia during the Great Patriotic War (1941-1945)	2	2			0,8	4,8
8	Development of the Chuvash ASSR in 1945-1990. Chuvashia in the XXI century .	6	2			5	13
	"Individual contact work"						
9	"Individual contact work"				0,2		0,2
Total academic hours		32	16		0,2	23,8	72

### 4.3. Summary of the discipline (module), structured by sections (topics)

#### Раздел 1. The history of Chuvashia from ancient times to the XX century

#### Тема 1. The subject and objectives of the course "History and culture of Chuvashia".

##### Sources of study.

Лекционное занятие. The subject and objectives of the course "History and culture of Chuvashia". Sources of study. Modern general characteristics of the Chuvash Republic. Geographical location, nature, climate, natural resources, territorial and administrative division, the number and national composition of the population, confessional characteristics, the system of state power.

The Chuvash Diaspora. The reason for the formation. The current situation in the Chuvash diaspora.

Periodization of Chuvash history. Various approaches to the periodization of the history of the Chuvash people.

Sources of the study of the history and culture of Chuvashia: archaeological, language data, ethnographic, written (Chinese, ancient, Byzantine, Syrian, Arabic, Persian, Tatar-Mongolian, Russian).

Historiography of the history of Chuvashia. Problems and tasks of studying the history of Chuvashia in modern historiography. Theories of the origin of the Chuvash people. The debatable nature of the problem. Finno-Ugric, Sumerian, Amazonian, etc. hypotheses of Chuvash ethnogenesis: authors, essence, argumentation. The scientifically recognized Bulgarian-Suvar theory of Chuvash ethnogenesis. Formation and development of

the Bulgarian theory.

Methodological recommendations for working with literature and sources for the course.

Лекционное занятие. Periodization of Chuvash history. Various approaches to the periodization of the history of the Chuvash people.

Sources of the study of the history and culture of Chuvashia: archaeological, language data, ethnographic, written (Chinese, ancient, Byzantine, Syrian, Arabic, Persian, Tatar-Mongolian, Russian).

Historiography of the history of Chuvashia. Problems and tasks of studying the history of Chuvashia in modern historiography. Theories of the origin of the Chuvash people. The debatable nature of the problem. Finno-Ugric, Sumerian, Amazonian, etc. hypotheses of Chuvash ethnogenesis: authors, essence, argumentation. The scientifically recognized Bulgarian-Suvar theory of Chuvash ethnogenesis. Formation and development of the Bulgarian theory.

Methodological recommendations for working with literature and sources for the course.

Практическое занятие. Chuvash mythological representations

The purpose of the lesson: acquaintance with the Chuvash folk philosophy expressed through mythology.

Lesson content

Definition of a myth. Classification of Chuvash myths. Cosmogonic myths. Mythological representations of the Chuvash about the structure of the universe.

Numerical symbolism in myths.

Anthropogonic and ethnogonic myths. Etiological myths (3 examples of the content of etiological myths). Eschatological myths (description of 2 catastrophes).

## **Тема 2. Turkic-speaking ancestors of the Chuvash in ancient times. Volga Bulgaria (X – XIII centuries).**

Лекционное занятие. Turkic-speaking ancestors of the Chuvash in ancient times. Volga Bulgaria (X – XIII centuries). The population of the Chuvash Volga region in the era of stone, Bronze and Iron Age.

Central Asia is the ancestral homeland of the Turkic peoples. The nomadic tribes of the Huns in the III–I millennium BC. The Hunnic power in the III century BC: political system, administrative management, laws, military organization. Social structure, economy, customs and beliefs of the Huns. Tribal union of Onogurs in the upper reaches of the Ob and Irtysh. The collapse of the Hunnic Union. The movement of the Onogurs to the west.

Bulgarians and Bulgarians in the Azov Sea and the North Caucasus. The Turkic ancestors of the Chuvash in the era of the "great migration of peoples". Bulgarians and Suvars in the Hun Union. Attila. The power and fall of the Hun Alliance.

Лекционное занятие. Bulgarians and Suvars under the rule of the Avar, Western Turkic and Turkic khaganates. Savir (Suvar) principality in the Western Caspian region. Religious beliefs, economic system. Foreign policy relations of the Savir Principality. Ali- Ilitver. Unification of the Bulgarian tribes by Khan Kubrat, liberation from the power of the Turkic khaganate. Formation of Great (Golden) Bulgaria: territory, economy, social relations. The emergence of the Khazar Khaganate. Savir principality as part of the Khazar Khaganate. The collapse of the Azov Union of tribes of Great Bulgaria in the 670s. The main directions of migration of the Bulgarian-Suvar tribes in the VII–VIII centuries.

Практическое занятие. Chuvash folk calendars, agricultural holidays and rituals

The purpose of the lesson: acquaintance with Chuvash folk calendars, agricultural holidays and rituals

Content: classification of Chuvash holidays and rituals

Chuvash folk calendar holidays:

- a) March 21-22 - kalam, seren, virem, mankun;
- b) June 21-22 - sinse;
- c) September 21-22 – chukleme;
- d) December 21-22 – surhuri.

Chuvash holidays and rituals related to economic activity: aka patti, aka chuke, akatuy, vyrma, avan, etc.

### **Тема 3. The Chuvash Region under the rule of the Golden Horde and the Kazan Khanate.**

Лекционное занятие. The Chuvash Region under the rule of the Golden Horde and the Kazan Khanate. The ethnopolitical situation in the Middle Volga region in the second half of the VII – IX centuries. The level of development of the autochthonous population. Resettlement of Turkic-speaking tribes. Changes in the economy of the Bulgarian-Suvar tribes. Ethnocultural processes in the region. The emergence of territorial and tribal associations. Formation of the Bulgarian Union of tribes in the Middle Volga region in the VIII–IX centuries.

The formation of Volga Bulgaria. Cities. Expansion of the territory, ethnic composition of the population. The role of Islam in ethnic separation processes. Liberation from Khazar dependence in 965. Political structure, economy, social and social relations. Domestic and foreign trade. Craft development, coinage. Relations with Russia and other countries and peoples.

The formation of the Bulgarian nationality in the X–early XIII centuries. Ethnic features of the northern part of the Chuvash Volga region. Material and spiritual culture.

Практическое занятие. Traditional (pre-Christian) Chuvash religion

The purpose of the lesson: to get an idea about the features and evolution of the traditional Chuvash religion

Content: Beliefs related to the deification of phenomena and objects of the real world: the deification of fire, water sources, the sun, stars, lightning and thunder, earth, totemism, ancestor cult. The hierarchy of deities in the pagan religion is Chuvash: Turo, kepe, pihampar, ireh, arshuri, vutosh, hytom, etc.

The cult of Kiremet. Servants of the Chuvash religious cult: kele huchi – mochaur, yomzi, tuhatmosh.

### **Тема 4. The entry of the Chuvash Region into Russia. Socio-economic development in the XVI - XVII centuries. Chuvashia in the XVIII century. Christianization of the Chuvash people.**

Лекционное занятие. The entry of the Chuvash Region into Russia. Socio-economic development in the XVI - XVII centuries. Chuvashia in the XVIII century . Christianization of the Chuvash people. Socio-economic and political prerequisites for the accession of the Mountain side to the Russian state. The events of 1546-1547 and the refusal of the Mountain side to obey the Kazan Khan. Military campaigns of Russian troops on Kazan. Moscow's policy towards the Chuvash and Mountain Mari.

Peaceful annexation of the Mountain side to the Moscow state. Construction of the Sviyazhsk fortress – a military stronghold of Russia in the Kazan Khanate. The embassy of the "mountain people" to Ivan the Terrible. The march of Russian troops to Kazan in 1552 and the inclusion of the peoples of the Middle Volga region into the Moscow state. Assistance of the Chuvash and mountain Mari in the implementation of the campaign of Russian troops to Kazan. The fall of Kazan. The historical significance of the annexation of the Chuvash Region to Russia.

Organization of management of the territory of the Middle Volga region. The order of the Kazan Palace. Creation of the voivodeship administration. Kazan Diocese. Monasteries.

Strengthening and construction of fortress cities – the support bases of the Russian autocracy in the Middle Volga region. Construction of defensive zasechnye lines in the Middle Volga region to protect the southeastern borders of the Russian state, their importance for the colonization of the "Wild Field". The growth of Chuvash settlements, the development of the southern regions of the Chuvash Region.

Лекционное занятие. Socio-economic development of the region. Landowner- monastic colonization. Changes in the position of the feudal elite of the Chuvash people. The economic and legal status of the country peasants. Urban development. Craft. Involvement of the Middle Volga region in the economic space of Russia. The situation of the posadsky population. Agriculture. Agricultural production.

The Chuvash region in the conditions of turmoil. Strengthening of tax oppression. Performances in the counties of the Chuvash Region in 1606-1607 . The decree banning non-Russian peoples of the Volga region from metalworking, its detrimental consequences for the economic development of the region.

Participation of the population of the Chuvash Region in the struggle against Polish and Swedish interventionists as part of the troops of the second militia.

Participation of Chuvash peasants in the uprising of S.T. Razin. Actions of the Razin atamans in the Middle Volga region. The siege of Tsivilsk. Razintsy capture Kurmysh, Yadrin, Alaty. Chuvash leaders of the rebellious peasants. The reasons for the defeat of the peasant war. The government's measures in relation to the non-Russian peoples of the Volga region after its completion.

Social and national composition of the population of the Chuvash region. Administrative reforms of Peter I. Changes in the local government system. Introduction of conscription. Administrative reforms of Catherine II Provincial reform of 1775

Лекционное занятие. Agricultural industry. Forms of land ownership and land relations. Landowner's farm. Deterioration of the economic situation of private peasants. Strengthening of the social oppression of the country peasants. The position of the Lashmans. The economic situation of specific peasants. The state of agricultural machinery and agricultural culture.

Industry and trade. Development of peasant crafts. Processing of agricultural raw materials. Noble and merchant manufactories. State-owned manufactories. The growth of trade and the expansion of interaction of the Chuvash Region with the All-Russian market.

Christianization. State Christianization of the first quarter of the XVIII century . Activity of the Novokreschenskaya office. Forms and methods of mass Christianization in the second half of the XVIII century. Construction of churches. Educational missionary activity. Resistance of the Chuvash peasantry to methods of forced Christianization. O. Tomeev. The results and historical significance of Christianization for the development of the culture of the Chuvash people. Old Believers in Chuvashia. Islam in Chuvashia.

The Peasant War led by E.I. Pugachev (1773-1775). The entry of E. I. Pugachev's troops into the territory of Chuvashia. The route of Pugachev's army in Chuvashia, the actions of his detachments in Tsivilsk, Kurmysh, Alaty. "Tsarist manifestos" of July 18 and 20, 1774. The attack of Cossacks and Chuvash peasants on Yadrin. The leaders of the Chuvash peasants. The reasons for the defeat of the peasant war of 1773-1775 . Reflection of the events of Pugachevism in Chuvash oral poetry.

Практическое занятие.  
Chuvash folk knowledge

1. The Chuvash calendar. The names of the months and days of the week, the history of their origin.

2. Folk knowledge about the weather. Short-term and long-term weather forecast.

3. Fundamentals of Chuvash metrology. The account and the numbers of the Chuvash.
4. Folk methods of treating patients.

## **Тема 5. Chuvashia in the XIX century. Bourgeois reforms and post-reform development**

Лекционное занятие. Chuvashia in the XIX century. Bourgeois reforms and post-reform development of the Chuvash Region in the Patriotic War of 1812 Successful recruitment. Formation of the Kazan and Simbirsk people's militias. People's aid to the army. Heroism of the natives of Chuvashia at the front.

Economic and social relations in the first half of the XIX century . The crisis of the landlord economy in the conditions of the development of commodity-money relations. Peasant latrine crafts. Development of industrial production. The growth of fair and market trade. Cities.

Aggravation of social contradictions in the village. Forms of social struggle of private peasants. Unrest among the appanage peasants. The situation of state peasants by the end of the 1830s. P.D. Kiselyov's reform of the state village: goals, content, results. Changes in the management system and the economic situation of state peasants. The uprising of the Chuvash and Mari state peasants in 1842. The Akramov War.

Bourgeois reforms and post-reform development. Abolition of serfdom. Peasant reform in the specific and state village. Peasant allotments and redemption operations. Segments. Zemstvo reform, the role of the Zemstvo in the development of education, health care, peasant economy. Urban reform, military reform. Judicial reform, organization of the world Court. School reform of 1864 Female education. The system of teaching non-Russian children of N.I. Ilminsky.

The development of capitalism in agriculture. Development of commodity-money relations in land ownership and land use. Social and property stratification in the village. The ruin of the mass of the peasantry. Koshtany.

Industrial development. Changes in the structure of handicrafts in the post-reform period. The birth of the national bourgeoisie. Otkhodnichestvo and its role in the development of the cottage industry. The main types of crafts in the Chuvash region. Manufactory. Development of transport. The importance of the construction of the Moscow- Kazan railway for the economic development of the region. Factory industry. Formation of the pre-proletariat. Large entrepreneurs of the Chuvash Region (Efremov, Talantsev, Selivanov, etc.). Changes in the development of cities and their population.

Практическое занятие.

Topic 10. Chuvash folk pedagogy

1. Sources, essence and goals of education in the ideas of the Chuvash people.
2. Labor and physical education among the Chuvash.
3. The importance of children's mental development in folk pedagogy. Moral education.
4. Folk traditions of aesthetic education. The ideal of harmony and perfection of personality.
5. Educators.

## **Раздел 2. Chuvashia in the XX – early XXI centuries**

### **Тема 6. The Chuvash Region during the revolutions and the Civil War. Creation and development of the national statehood of the Chuvash people.**

Лекционное занятие. The Chuvash Region during the revolutions and the Civil War. Creation and development of the national statehood of the Chuvash people February Revolution. The beginning and nature of the February Revolution. Creation of local bodies of the Provisional Government (county commissars, public security committees, people's

militia, etc.). The emergence of Soviets of Workers', soldiers', peasants' deputies in cities and rural areas. Dual power and multi-power on the ground. The revolutionary movement of the soldiers' masses. K.Y. Gracis. Cheboksary Pravda newspaper.

Political and national processes. Aggravation of interethnic relations. Activation of the Chuvash national movement. Creation of the Union of Small Peoples of the Volga region. The emergence of the Chuvash National Society (CHNO). The resumption of the publication of the newspaper "Khypar" (News). Formation of the Chuvash Military Committee in Kazan. Chuvash "national congresses". The success of the Chuvash Social Revolutionaries in the elections to the All-Russian Constituent Assembly: G.F. Alunov, I.V. Vasiliev, S.N. Nikolaev, D.P. Petrov, G.T. Titov. Deepening of the national crisis. Chuvashia on the eve of the October events.

The October Revolution of 1917 The establishment of Soviet power in the region. I.G. Kadykov. The decree on the land.

Лекционное занятие. The Civil War. Mobilization of the population. The natives of Chuvashia are heroes of the Civil War (V.I. Chapaev, S.D. Pavlov, I.V. Smorodinov, etc.).

Actualization of the idea of self-government of the Chuvash ethnic group after the end of the Civil War. National policy of the Soviet government and the Bolshevik Party. Prerequisites for the creation of the national statehood of the Chuvash people. The project of the Chuvash Department of the People's Commissariat of the RSFSR on the allocation of the Chuvash people into an administrative unit on the rights of the province. The decision of the First All-Russian Congress of Chuvash sections, cells of the RCP (b) and communist activists on the creation of the Chuvash Labor Commune. Defining the boundaries of the private partnership. Resolution of the Central Executive Committee and the SNK of the RSFSR of June 24, 1920 "On the autonomous Chuvash region". Formation of the Revkom of the CIAO. The first regional Congress of the Councils of the PRAO. Election of the Executive Committee of the Councils of the PRAO (D.S. Elmen, S.A. Korichev, etc.). The results of the first stage of the formation of the national statehood of the Chuvash people.

Conversion of CIAO to CHASSR.

Лекционное занятие. Formation of the USSR. Prerequisites for the transformation of the Chuvash Autonomous Region into a republic. Proposals of the management of the PRAO to expand the territory of the republic (Greater Chuvashia). Resolution of the Central Executive Committee of the USSR of April 21, 1925 on the formation of the Chuvash ASSR. Annexation to Chuvashia of the city of Alatyr and part of the Alatyr district of the Simbirsk province. 1st Congress of Soviets of the Chuvash ASSR. Formation of a new structure of state power and management. Adoption of the first Constitution of the Chuvash ASSR on January 31, 1926 The historical significance of the formation of the statehood of the Chuvash people.

Практическое занятие. Material culture of the Chuvash people

The purpose of the lesson: to get acquainted with the traditional material culture of the Chuvash people: with national clothes, hats and ornaments, shoes, traditional food culture, settlements and dwellings.

Lesson content

Traditional national clothing: undergarments, outerwear, hats and jewelry, wedding clothes.

Traditional food culture: food of plant and animal origin, drinks. Settlements and dwellings: types of dwellings, construction equipment and building rituals, interior of the dwelling

### **Тема 7. Chuvashia during the Great Patriotic War (1941-1945)**

Лекционное занятие. Chuvashia during the Great Patriotic War (1941-1945). The restructuring of the national economy in a military manner and the mobilization of the forces of workers to fight the enemy. Construction of defensive lines. Replenishment of the human

reserves of the Red Army by the workers of the Republic and mass voluntary entry into the ranks of the army during the war. Military exploits of the natives of Chuvashia on the fronts of the Great Patriotic War. Antiheroes: participation of natives of Chuvashia in the military formations of fascist Germany.

Industry and agriculture during the war.

Restructuring of the republic's industry and transport to meet military needs. Placement and start-up of evacuated enterprises. The emergence of new industries. Mass labor heroism of workers.

Organized agricultural work in conditions of war. The role of women and youth in production. Successful fulfillment by collective farms and state farms of the republic of state tasks for the procurement of agricultural products. Presentation of the Chuvash ASSR of the passing Red Banners of the State Defense Committee for Successes in agriculture in 1942 and 1943. Deprivation of the people during the war.

Healthcare, education and culture during the war. Medical institutions in conditions of war. Military hospitals in the republic. Selfless work of medical workers. Educational and cultural-educational institutions during the war. Literature and art. Print. Theatre.

National assistance of the workers to the front.

Movement for the creation of the Defense Fund. Fundraising for the construction of armored trains, planes, tank columns. Collection of warm clothes and gifts for veterans. Taking care of the families of soldiers and evacuees. Participation of the church in raising funds to defeat the enemy.

Assistance to the workers of Chuvashia in the restoration of industry, transport and agriculture, liberated from the occupation of Nazi Germany regions and republics of the USSR.

Практическое занятие. Famous scientists, natives of Chuvashia (XX century.)

The purpose of the lesson: to get acquainted with scientists of the XX century, natives of Chuvashia, who made a significant contribution to the study of the history and ethnography of the Chuvash people, with the organizers of the health system, the first rectors of the I.N. Ulyanov Chuvash State University.

Lesson content

N.V. Nikolsky is the first professor from Chuvash. N. I. Ashmarin. A. I. Yakovlev. K.V. Volkov is a well-known doctor of Chuvashia. The first rectors of the Chuvash State University: S. F. Saykin and P. A. Sidorov

## **Тема 8. Development of the Chuvash ASSR in 1945-1990. Chuvashia in the XXI century .**

Лекционное занятие. Development of the Chuvash ASSR in 1945-1990. Chuvashia in the XXI century . The state of the republic's industry after the war. Construction of new industrial enterprises. Cheboksary Cotton Mill, tractor spare parts factory and other enterprises. The pace of industrial production in the 1950s and 1960s. Development of electric power industry, mechanical engineering. Forestry, woodworking and electrical industry.

Socio-political development. XX Congress of the CPSU, the beginning of rehabilitation of victims of repression. Khrushchev's "thaw". The course on "building communism".

Industrial development in the 1970s and 1980s. Construction of large industrial facilities. Cheboksary HPP, Novocheboksarsk Chemical Plant, Cheboksary Industrial Tractor Plant. The growth of the welfare of the inhabitants of the republic.

Changes in socio-political life. Adoption of the new Constitution of the CHASSR. The concept of "developed socialism". The manifestation of crisis phenomena in public relations.

Socio-economic development.

The situation in the country and the republic in the mid-1980s. The April (1985)

Plenum of the CPSU Central Committee and the beginning of perestroika. An attempt to accelerate socio-economic development. Expansion of the rights of enterprises, brigade contract, introduction of lease. Adoption of the laws "On Individual Labor activity" (1986), "On State Enterprise" (1987), "On Cooperation" (1988). the reasons for failures in reforming the economy. The transition to a market economic system is a way to bring the economy of the country and the republic out of the crisis and its consequences.

Лекционное занятие. Socio-political life in the republic.

Reflection of the political crisis in the country and in Chuvashia. The growth of socio-political activity of citizens in the conditions of publicity. Democratization of the electoral system. Participation of voters of Chuvashia in the elections of People's Deputies of the USSR in 1989. The formation of the "Democratic Alternative" bloc during the elections to the Supreme Soviet of the CHASSR in the spring of 1990. The formation of a multiparty system.

Revival of the national-cultural movement. The activities of the Chuvash Socio- Cultural Center. Creation of the Chuvash National Revival Party. Transformation of the Chuvash ASSR into the Chuvash SSR on 24.10.1990 Adoption of the Declaration of State Sovereignty and the Law on Languages in the Chuvash SSR. Giving the Chuvash language the status of the second state language. Implementation of the reform of local self- government in 1990. Expansion of the powers of Councils, expansion of their material and financial base. Strengthening of the legal status of Chuvashia against the background of increasing political and economic instability in the country.

Changes in the system of executive power. Adoption of the law on the establishment of the post of President of the Chuvash Republic and on its elections in autumn 1991. The first presidential elections of December 1991 and the reasons for their failure.

The economy of Chuvashia in the context of economic reforms.

Chuvashia after the collapse of the USSR. Cardinal economic reforms. "Shock therapy". Price liberalization. Mistakes and miscalculations in the implementation of the privatization policy. The decline in production. Financial crisis. The first enterprises are bankrupt. Deterioration of the living conditions of the majority of the population. Increased social tension.

The beginning of stabilization in the situation of the republic's industry. Production growth. Development of the construction industry. Housing construction. Foreign economic activity. The emergence of the mining industry in Chuvashia. Agricultural industry. Functioning of enterprises of various forms of ownership. Gasification of the Chuvash Republic. Difficulties and contradictions in the development of the agricultural sector of the economy. Implementation of national projects.

Лекционное занятие. Socio-political development of Chuvashia.

The signing of the Chuvash Federal Treaty in 1992. The struggle of opinions on the issues of national-state development of Chuvashia. The impact of the October 1993 events in Moscow on the socio-political life of Chuvashia. Transformation of the Chuvash ASSR into the Chuvash Republic. Amendments to the law on the election of the President of the Chuvash Republic. Implementation of the Decree of the President of the Russian Federation "On the reform of local self-government of the Russian Federation" dated 26.10.1993. N.V. Fedorov's victory in the presidential elections in the Chuvash Republic in December 1993. Formation of the presidential Republic. Election of the State Council of the Chuvash Republic in the summer of 1994 Political parties and public organizations.

Практическое занятие. Famous cultural figures, natives of Chuvashia (XX century)

The purpose of the lesson: to get acquainted with cultural figures of the XX century, natives of Chuvashia, who played an important role in the formation of professional Chuvash literature, visual and musical art.

Lesson content

The first Chuvash professional artists: A.A. Kokel, M.S. Spiridonov, N.K. Sverchkov. Singers and composers, natives of Chuvashia: M.D. Mikhailov, F.P. Pavlov, G.S. Lebedev.

The founder of Chuvash Soviet poetry is M. Sespel. Famous Chuvash writers: P.P. Khuzangai, Ya. Ukhsai, Gennady Aigi.

## **5. Educational technologies**

To implement the competence-based approach in the study of the discipline (module), extensive use of active and interactive methods of conducting classes in the educational process is provided:

The term "educational technology" has been used as a scientific concept relatively recently and represents a set of means and methods of implementing the educational process with a guaranteed result.

In the course of studying the course "History and culture of Chuvashia" it is assumed to use the following educational technologies:

1. Information and communication.
2. Research.
3. Gaming technologies.
4. Technology of problem-based learning.
5. Group technologies.
6. Technology of cooperation.

Within the framework of these technologies, electronic lectures-presentations, informational lectures with elements of a problem lecture, traditional seminar classes, traditional seminar classes with elements of a research type - with the search for information on topics on the Internet, seminars - discussion of reports with the presentation of electronic presentations are held.

Extracurricular forms of classes are also used when studying the course - visiting theaters, museums.

The constituent elements of educational technologies are:

the use of multimedia tools (electronic whiteboards, projectors) – to improve the quality of perception of the studied material;

control works – for intermediate certification and assessment of the degree of assimilation of the material passed by students

## **6. Forms of control and types of evaluation materials for the discipline (module)**

Intermediate attestation - evaluation of intermediate and final results of training in the discipline (module).

### **6.1. Sample list of questions for the credit test**

1. Theories of the origin of the Chuvash people.
2. Ancient Asian ancestors of the Chuvash.
3. Bulgarians and Suvars in the North Caucasus and the Azov Sea.
4. Great (Golden) Bulgaria and the Principality of Suvar.
5. Volga Bulgaria and its role in the formation of the Chuvash people.
6. The population of Volga Bulgaria under the rule of the Golden Horde.
7. Creation of the Kazan Khanate: territory and management system.
8. Formation of the Chuvash nationality.
9. The Chuvash Region as part of the Kazan Khanate.
10. The entry of the Chuvash into the Russian state.
11. The territory and population of the Chuvash region in the second half of the XVI-XVII centuries.
12. Territory and population. The management system of the Chuvash region in the XVIII century

13. Creation and development of the management system of the Chuvash region in the second half of the XVI- XVII centuries.

14. Participation of the population of the Chuvash Region in the events of the beginning of the XVII century and in the peasant war under the leadership of S.T. Razin.

15. Agriculture and the situation of the peasantry in the XVIII – first half of the XIX centuries. The uprising led by E. I. Pugachev on the territory of the Chuvash region.

16. Industry and trade. Cities and urban population in the XVIII – first half of the XIX centuries.

17. The processes of Christianization of the Chuvash peasantry in the XVIII century

18. The Chuvash region in the Patriotic War of 1812

19. State peasants of Chuvashia. Reform of P. D. Kiselyov. Akram's war.

20. The abolition of serfdom and the implementation of bourgeois reforms of the 60-70s of the XIX century in Chuvashia.

21. The development of capitalism in agriculture in the second half of the XIX century – 1917.

22. Industry and cities of Chuvashia in the second half of the XIX century – 1917.

23. Chuvash region during the First Russian Revolution and Stolypin agrarian reform.

24. Chuvashia during the First World War and the February Revolution.

25. The Chuvash region during the October Revolution and the Civil War.

26. Creation and development of the national statehood of the Chuvash people.

27. Socio-economic development of the Chuvash ASSR in the 1930s

28. Development of culture and education in the 20s of the XX century.

29. Development of education and culture in the Chuvash ASSR of the 1930s

30. Chuvash ASSR during the Great Patriotic War (1941-1945)

31. Socio-economic development and socio-political development of Chuvashia in 1945-1985.

32. The life of the population, the social sphere, the development of education and culture in Chuvashia in 1945-1985.

33. Economic and socio-political transformations in Chuvashia in the 1985-1990's

34. Chuvashia in the 21st century

35. Territory, state structure, nature, climate, national and religious composition of the population of the Chuvash Republic.

36. The Chuvash Diaspora.

37. Hierarchy of deities in the pagan religion of the Chuvash. The cult of kiremet.

38. Chuvash mythology (characteristics of any group of myths).

39. Traditional national dress.

40. Culture of traditional food.

41. Settlements and dwellings.

42. Chuvash calendar holidays.

43. Chuvash holidays and rituals related to the economic activity of the Chuvash.

44. Chuvash family and household holidays and rituals

45. Architect P.E. Egorov.

46. Scientist - orientalist N.Ya. Bichurin.

47. Scientist - ethnographer S.M. Mikhailov.

48. P. A. Kikin.

49. Contribution of I.N. Ulyanov to the development of education among the Chuvash.

50. I.Ya. Yakovlev - educator of the Chuvash people.

51. K.V. Ivanov is the founder of Chuvash poetry.

52. N.V. Nikolsky is the first professor from Chuvash.

53. N. I. Ashmarin

54. A. I. Yakovlev

55. The first rectors of the Chuvash State University: S. F. Saykin and P. A. Sidorov  
 56. The first Chuvash professional artists: A.A. Kokel, M.S. Spiridonov, N.K. Sverchkov  
 57. Singers and composers, natives of Chuvashia: M.D. Mikhailov, F.P. Pavlov, G.S. Lebedev  
 58. The founder of Chuvash Soviet poetry - M. Sespel  
 59. Famous Chuvash writers: P.P. Khuzangai, Ya. Ukhsai, G. Aigi.  
 60. K.V. Volkov - famous doctor of Chuvashia

### 6.2. Sample list of questions for the examination

The curriculum is not provided for

### 6.3. Suggested themes of term papers (projects)

The curriculum is not provided for

### 6.4. Suggested themes of term projects

The curriculum is not provided for

### 6.5. Suggested topics of calculation and graphic works

The curriculum is not provided for

## 7. Educational, methodological, informational and software support of the discipline (module)

The electronic catalog and electronic information resources provided by the scientific library of the FSBEI of HE "I. N. Ulianov Chuvash State University" are available at the link <http://library.chvsu.ru/>

### 7.1. Regulatory documents, standards and rules

1. Конституция Российской Федерации : (принята всенар. голосованием 12 дек. 1993 г.) : (с учетом поправок, внес. Законом РФ о поправках к Конституции РФ от 21 июля 2014 г. № 11-ФКЗ). – Текст : электронный // КонсультантПлюс: надежная правовая поддержка : офиц. сайт. – URL: [http://www.consultant.ru/document/cons\\_doc\\_LAW\\_28399/](http://www.consultant.ru/document/cons_doc_LAW_28399/) (дата обращения: 25.08.2019)

2. Об образовании в Российской Федерации : федер. закон от 29 дек. 2012 г. № 273-ФЗ : с изм. и доп. от 2 дек. 2019 г. – Текст : электронный // ГАРАНТ : информ.-правовое обеспечение. – URL: [http://mobileonline.garant.ru/#/document/70291362/paragraph/1/highlight/об\\_образовании:2](http://mobileonline.garant.ru/#/document/70291362/paragraph/1/highlight/об_образовании:2) (дата обращения: 25.07.2019)

### 7.2. Recommended basic educational and methodological literature

№ item	Name
1	

### 7.3. Recommended supplementary educational and methodological literature

№ item	Name
1	

### 7.4. List of resources of the "Internet" information and telecommunication network

№ item	Name	Link to the resource

1	Chuvash: Ethnic history and traditional culture / Authors-comp.: Ivanov V.P., Nikolaev V.V., Dimitriev V.D. M.: DIK, 2000. <a href="http://www.balkaria.info/library/i/ivanov/chuvashi.htm">http://www.balkaria.info/library/i/ivanov/chuvashi.htm</a> (accessed: 20.06.2019)	<a href="http://www.balkaria.info/library/i/ivanov/chuvashi.htm">http://www.balkaria.info/library/i/ivanov/chuvashi.htm</a>
2	Alexandrov G.A., Izorkin A.V., Klementyev V.N. The history of Chuvashia of modern times. Book 1. 1917-1945. Cheboksary. 2001. <a href="http://gov.cap.ru/hierarhy_cap.asp?page=/.86/3743//5330">http://gov.cap.ru/hierarhy_cap.asp?page=/.86/3743//5330</a> (accessed: 08/20/2019)	<a href="http://gov.cap.ru/hierarhy_cap.asp?page=/.86/3743//5330">http://gov.cap.ru/hierarhy_cap.asp?page=/.86/3743//5330</a>
3	Madurov D.F. Traditional decorative art and Chuvash holidays. Cheboksary, 2004. <a href="http://www.bulgari-istoria-2010.com/booksRu/D_MADUROV_TR_I_CHUVASH.pdf">http://www.bulgari-istoria-2010.com/booksRu/D_MADUROV_TR_I_CHUVASH.pdf</a> (accessed: 29.07.2019)	<a href="http://www.bulgari-istoria-2010.com/booksRu/D_MADUROV_TR_I_CHUVASH.pdf">http://www.bulgari-istoria-2010.com/booksRu/D_MADUROV_TR_I_CHUVASH.pdf</a>
4	Ethnography of the Chuvash people [Text] / [D. V. Egorov, V. A. Enderov, V. P. Ivanov, etc. ; project manager and scientific editor V. P. Ivanov] ; Chuvash State Institute of Humanities. Cheboksary : Chuvash Publishing House, 2017. - 350 p.	<a href="https://www.elibrary.ru/item.asp?id=32298796">https://www.elibrary.ru/item.asp?id=32298796</a>

## 7.5. Software, professional databases, information and reference systems, electronic educational resources and electronic library systems

Software, professional databases, information and reference systems provided by the Informatization Department of the FSBEI of HE "I.N. Ulianov Chuvash State University" are available for download at the link <http://ui.chuvsu.ru/>. The Unified Register of Russian programs for electronic computers and databases, including freely distributed ones, is available at the link [reestr.minsvyaz.ru/reestr/](http://reestr.minsvyaz.ru/reestr/).

### 7.5.1. Licensed and freely distributed software

Microsoft Windows operating System and/or Unix-like operating system and/or mobile operating system;

Office software packages:

Microsoft Office and/or LibreOffice  
and (or) OpenOffice and (or) analogues;

Browsers, including Yandex.Browser.

List of software:

### **7.5.2. Lists of professional databases and (or) information reference systems and (or) electronic library systems and (or) electronic educational resources**

## **8. Material and technical support of the discipline**

Classrooms for lecture-type classes in the discipline are equipped with a teacher's automated workplace consisting of: a personal computer/laptop, multimedia equipment with a screen and (or) SMART interactive whiteboard/SMART TV.

The premises for students' independent work are equipped with computer equipment enabling to connect to the Internet and provide access to the electronic information and educational environment of the FSBEI of HE "I.N. Ulianov Chuvash State University".

№ item	Lesson type	Brief description and characteristics of the composition of installations, measuring and diagnostic equipment, computer equipment and experimental automation tools
1		

## **9. Means of adapting the discipline teaching to the needs of persons with physical conditions**

If necessary, persons with physical conditions can be offered one of the following options for perceiving information, taking into account their individual psychophysical characteristics:

1) using e-learning and distance learning technologies.

2) using special equipment (enginery) and software in accordance with the students' health restrictions in the Training Centers for Persons with Disabilities and Physical Conditions (hereinafter referred to as special needs) available at the university.

In the course of training, if necessary, the following conditions are provided for persons with visual, hearing and musculoskeletal disorders:

- for persons with visual impairments: educational and methodological materials in printed form in enlarged font; in the form of an electronic document; in the form of an audio file (conversion of educational materials into audio format); in printed form in Braille; individual consultations involving a tactile interpreter; individual assignments and consultations.

- for people with hearing impairments: educational and methodological materials in printed form; in the form of an electronic document; video materials with subtitles; individual consultations involving a sign language interpreter; individual assignments and consultations.

- for persons with disorders of the musculoskeletal system: educational and methodological materials in printed form; in the form of an electronic document; in the form of an audio file; individual assignments and consultations.

## **10. Guidelines for students to perform independent work**

The purpose of the student's independent work (IW) is to consolidate the theoretical knowledge gained and to acquire practical skills in using and performing research of algorithms and data structures when designing application software programs. IW includes

independent study of educational issues, preparation for laboratory classes, performing calculation and graphic work, preparation for a test and an exam.

The list of questions and tasks for independent work to prepare for laboratory classes is given in the corresponding methodological instructive regulations in the description of each laboratory work.

The list of questions and tasks for independent work to carry out calculation and graphic work is given in the relevant methodological instructive regulations.

Individual work of students is an integral part of the educational process. The purpose of individual work is to prepare a modern competent specialist and to form abilities and skills for continuous self-education and professional improvement.

The implementation of this goal involves solving the following tasks:

- qualitative mastering of theoretical material in the discipline under study, deepening and expanding theoretical knowledge in order to apply them at the level of interdisciplinary connections;

- systematization and consolidation of the acquired theoretical knowledge and practical skills;

- formation of skills in the search and use of normative, legal, reference and special literature, as well as other sources of information;

- development of cognitive abilities and activity, creative initiative, independence, responsibility and organization;

- formation of independent thinking, abilities for self-development, self-education, self-improvement and self-realization;

- development of research skills;

- formation of the ability to solve practical problems (in professional activity) using acquired knowledge, abilities and skills.

Individual work is determined by the specifics of the discipline and the methodology of its teaching, the time provided by the curriculum, as well as the stage of study at which the discipline is studied. The main forms of organizing independent work of students are: classroom independent work under the guidance and supervision of a teacher (at lectures, practical classes and consultations); extracurricular independent work under the guidance and supervision of a teacher (during consultations, during research work), extracurricular independent work without the direct participation of a teacher (preparation for classroom classes, Olympiads, conferences, performance of control work, work with electronic information resources, preparation for exams and tests). Independent work of students is provided by these methodological recommendations.

When studying the course "History and culture of Chuvashia", a significant role is given to the independent work of students. The purpose of independent work is to consolidate students' theoretical knowledge gained at lectures and practical classes, the formation of practical skills in collecting, analyzing and systematizing information. It includes many types of active mental activity of a student:

- study of a scientific monograph;

- work on lectures;

- study of the textbook;

- writing an abstract;

- practical classes;

- work in the bibliographic department for the selection of literature;

- work at the colloquium;

- preparation and work for consultation.

The most difficult and time-consuming type of individual work is the study and taking notes of sources and literature. During the study of sources and literature, it is necessary to keep records, while taking notes of those provisions of the source that, with

maximum brevity, sufficiently fully and accurately convey the main provisions of the material read. It is advisable to keep notes, because they help the student to restore the contents of the source in the shortest possible time.

Independent work also serves to consolidate the ability to clearly formulate goals and objectives for revealing the topic of the abstract, determining the relevance of studying the issue, summarizing the consideration of the problems to which the abstract is devoted. Thanks to this, students develop a competent, scientific style of presentation of the material.

### **11. Methodological instructive regulations for students studying the discipline (module)**

The discipline "History and Culture of Chuvashia" provides information on the history and culture of the region, allows students to instill logical thinking skills in determining the patterns of historical development. Therefore, students should rely mainly on the knowledge and skills acquired during lectures and practical classes. This provides the necessary basis for further in-depth study of other socio-humanitarian disciplines. However, this knowledge needs to be activated. Forms of independent work of students provided by the discipline:

- preparation for practical classes;
- independent study of educational issues;
- preparation for the test.

For independent preparation for practical classes, study of educational issues, preparation for the test, the following materials can be recommended:

- lecture notes and materials of practical classes;
- educational literature of the relevant profile.

The test on the subject aims to evaluate the student's work for a certain course: the theoretical knowledge gained, their strength, the development of logical and creative thinking, the acquisition of independent work skills, the ability to analyze and synthesize the knowledge gained and put into practice the solution of practical problems.

#### **11.1. Methodological instructive regulations for preparing for seminar-type classes**

The task of the practical (seminar) lesson is the most complete disclosure of the issues put up for discussion. Students are required to study and take notes on the data on individual points of the seminar plan and supplement their knowledge by the answers and additions of students or by the instructions of the teacher.

Preparation for the seminar includes several stages: search and selection of material, formulation of the answer in accordance with the task, preparation of a summary, preparation for an oral answer, presentation at the seminar and assimilation of additions. The search and selection of the material is recommended to be conducted in accordance with the given literature. The main educational literature is used for initial familiarization with the topics. Based on the knowledge gained, it is necessary to turn to special works on a specific topic. The student can find this literature, first of all, in the university library or the National Library of the Chuvash Republic. In the event that the recommended literature is freely available on the Internet on trustworthy resources, an appropriate link is additionally given.

The answer to the questions posed can be formulated in the form of a plan (chronological or logical) or theses. The chronological plan includes dates, events, their result and meaning, explanations are also possible. A logical plan is a structured presentation of the material showing the logic of an event or process. Theses are logically related units of information, including the main idea, its justification (logical arguments or factual data), explanations and comments, possibly a link to other theses. Students can develop and suggest other ways to formulate the material. The value of any answer increases significantly if the student accurately indicates the source of information – the exact name of the document, book, article, website.

The formulated answers must be necessarily outlined in a notebook. A student who

comes to class without notes, issued in accordance with the assignment and does not participate in the work, is considered unprepared and receives an unsatisfactory grade. While working at the seminar, students should carefully listen to the speeches of the participants, the comments of the teacher and write down the missing information in the abstract. To record additions, it is recommended to set aside fields in the abstract with a size from 1/4 to 1/3 of the width of the sheet, write additions next to the question to which they relate, number them, and make a reference to the corresponding addition in the text of the abstract. The implementation of all these recommendations will ensure the effectiveness of studying the topic of the seminar and will significantly facilitate the preparation for the final control event (control work or test). Due to the fact that the topics of the seminars cover only certain aspects of the course, some of the material is studied at lectures and in the course of independent work. Working at a seminar does not exempt a student from the need to attend lectures and work independently.

### **11.2. Methodological instructive regulations for preparing for an examination**

Not provided.

### **11.3. Methodological instructive regulations for preparing for a test**

Preparation of students for passing the test includes:

- viewing the program of the training course;
- identification of sources necessary for the preparation (textbooks, additional literature, etc.) and their study;
- use of lecture notes, materials of practical classes;
- consulting with a teacher.

Preparation for the test begins with the first lesson in the discipline, at which students receive a general teacher's attitude and a list of basic requirements for current and final reporting. At the same time, it is important to systematically master the material from the very beginning, guided, first of all, by the list of questions for the test, to take notes of sources important for solving educational tasks. During the semester, the replenishment, systematization and adjustment of student achievements, the development of new and consolidation of already studied material take place.

### **11.4. Methodological instructive regulations for performing computational and graphical**

Not provided.

### **11.5. Methodological instructive regulations for performing a control work**

Not provided.

### **11.6. Methodological instructive regulations for performing a course work (project)**

Not provided.

### List of additions and changes

The name and details (if any) of the document attached to the Working Program of the discipline (module) containing the text of updates	Department's decision		Full name of department head:
	Date	Protocol №	