

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Поверинов Игорь Егорович

Должность: Проректор по учебной работе

Дата подписания: 13.07.2023 22:11:53

Уникальный программный ключ:

6d465b936eef331cede482bde6d12ab98216652f016465d55b72a2eab0de1b2

MINISTRY OF EDUCATION AND SCIENCE OF RUSSIA

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

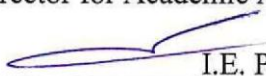
«I.N. Ulianov Chuvash State University»
(FSBEI of HE «I.N. Ulianov Chuvash State University»)

Medical Faculty

Department of National History named after A.V. Arsent'eva

«APPROVE»

Vice-rector for Academic Affairs


I.E. Poverinov

« 13 » 04 2022

Working programs of the discipline (module)
«История (история России, всеобщая история) / History
(History of Russia, General History)»

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 – 144/4

The year of beginning the training – 2022

Cheboksary - 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:

docent, candidate of Historical Sciences M.A. Shirokova

The working program was approved at the meeting of the Department of National History
named after A.V. Arsent'eva, 25.03.2022, protocol № 7

Head of the department A.P. Zykina

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 - Studying the history of mankind from the appearance of the first settlements to the beginning of the 21st century.

The objectives of the discipline - Know the periodization of world history and the main characteristics of the main stages: Prehistory, the ancient world (the appearance of the first civilizations), the Middle Ages, Modern history and Contemporary history.

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

The discipline «История (история России, всеобщая история) / History (History of Russia, General History)» 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 и культура Чувашии / History and Culture of Chuvashia

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 химии и фармации / History of Chemistry and Pharmacy

Подготовка к сдаче и сдача государственного экзамена / Preparation for Taking and Passing the State Exam

Основы проектной деятельности / Fundamentals of Project Activities

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-1 Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий / He/she is able to carry out a critical analysis of problem situations on the basis of a systematic approach, develop an action strategy	УК-1.1 Осознает поставленную задачу, осуществляет поиск аутентичной и полной информации для ее решения из различных источников, в том числе официальных и неофициальных, документированных и не документированных / He/she understands the task, searches for authentic and complete information for its solution from various sources, including official and unofficial,	

	documented and undocumented	
УК-1 Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий / He/she is able to carry out a critical analysis of problem situations on the basis of a systematic approach, develop an action strategy	УК-1.2 Способен описать и критически анализировать информацию, отличая факты от оценок, мнений, интерпретаций, осуществляет синтез информационных структур, систематизирует их / He/she is able to describe and critically analyze information, distinguishing facts from assessments, opinions, interpretations, carries out the synthesis of information structures, systematizes them	
УК-1 Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий / He/she is able to carry out a critical analysis of problem situations on the basis of a systematic approach, develop an action strategy	УК-1.3 Способен применить системный подход для решения поставленной задачи применяет системный подход, выявляя ее компоненты и связи; рассматривает варианты и алгоритмы реализации поставленной задачи, оценивая их достоинства и недостатки / He/she is able to apply a systematic approach to solving the task applies a systematic approach, identifying its components and connections; considers options and algorithms for the implementation of the task, assessing their advantages and disadvantages	
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	УК-5.1 Осознает межкультурное разнообразие общества в его различных контекстах: социально- историческом, этическом, философском / He/she recognizes the intercultural	

intercultural interaction	diversity of society in its various contexts: socio-historical, ethical, philosophical	
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	
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	
УК-6 Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки и образования в течение всей жизни / He/she is able to identify and implement the priorities of his /her own	УК-6.1 Владеет основами методов и инструментов управления временем для достижения цели и решения конкретных задач / He/she possesses the basics of methods and tools for time management to achieve the goal and solve specific problems	

activities and the ways to improve them on the basis of self-esteem and lifelong education throughout life		
УК-6 Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки и образования в течение всей жизни / He/she is able to identify and implement the priorities of his /her own activities and the ways to improve them on the basis of self-esteem and lifelong education throughout life	УК-6.2 Способен выстраивать и в течение всей жизни реализовывать траекторию личного развития на основе принципов образования / He/she is able to build and to implement the trajectory of personal development based on the principles of education throughout life	
УК-6 Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки и образования в течение всей жизни / He/she is able to identify and implement the priorities of his /her own activities and the ways to improve them on the basis of self-esteem and lifelong education throughout life	УК-6.3 Способен вносить коррективы в развитие своей профессиональной деятельности в связи с личными интересами, потребностями общества и изменением внешних факторов / He/she is able to make adjustments to the development of his / her professional activities in connection with personal interests, the needs of society and changes in external factors	
УК-11 Способен формировать нетерпимое отношение к коррупционному поведению / He/she is able to form an intolerant attitude towards corrupt behavior	УК-11.1 Понимает значение основных правовых категорий, сущность коррупционного поведения, формы его проявления в различных сферах общественной жизни / He/she understands the importance of the main legal categories, the essence of corrupt behavior, the forms of its manifestation in various spheres of public life	
УК-11 Способен	УК-11.2 Демонстрирует	

<p>формировать нетерпимое отношение к коррупционному поведению / He/she is able to form an intolerant attitude towards corrupt behavior</p>	<p>знание российского законодательства, а также антикоррупционных стандартов поведения, уважение к праву и закону. Идентифицирует и оценивает коррупционные риски, проявляет нетерпимое отношение к коррупционному поведению / He/she demonstrates knowledge of the Russian legislation, as well as anti-corruption standards of conduct, respect for the right and the law. He/she identifies and assesses corruption risks, shows an intolerant attitude to corrupt behavior</p>	
<p>УК-11 Способен формировать нетерпимое отношение к коррупционному поведению / He/she is able to form an intolerant attitude towards corrupt behavior</p>	<p>УК-11.3 Способен анализировать, толковать и применять нормы права в различных сферах социальной деятельности, а также в сфере противодействия коррупции. Осуществляет социальную и профессиональную деятельность на основе развитого правосознания и сформированной правовой культуры / He/she is able to analyze, interpret and apply the norms of law in various spheres of social activity, as well as in the field of combating corruption. He/she carries out social and professional activities on the basis of a developed legal consciousness and a formed legal culture</p>	

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
History	History: science, methods, periodization, historical sources. Prehistory.		
	Ancient History. First civilisations: Egypt, Mesopotamia, China, India.		
	Ancient history: Greece.		
	Ancient history: Rome.		
	Middle Ages		
	Modern history		
	Contemporary history		

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)	
	2	total
1. Face-to-face work:	48,3	48,3
In-class learning in total, including:	48	48
Лекционные занятия (Лек)	32	32
Практические занятия (Пр)	16	16
Индивидуальная контактная работа (ИКР)	0,3	0,3
2. Independent work of the student:	50,7	50,7

3. Intermediate certification (exam) (экзамен)		Эк	Эк
Total:	academic hours	144	144
	credit units	4	4

№ 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		
	History						
1	History: science, methods, periodization, historical sources. Prehistory.	4	2				6
2	Ancient History. First civilisations: Egypt, Mesopotamia, China, India.	4	2			5	11
3	Ancient history: Greece.	4	2			8	14
4	Ancient history: Rome.	4	2			8	14
5	Middle Ages	4	2			8	14
6	Modern history	4	2			8	14
7	Contemporary history	8	4		0,3	13,7	26
Total academic hours		32	16		0,3	50,7	144

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

Раздел 1. History

Тема 1. History: science, methods, periodization, historical sources. Prehistory.

Лекционное занятие. Prehistory

Практическое занятие. Prehistory

Тема 2. Ancient History. First civilisations: Egypt, Mesopotamia, China, India.

Лекционное занятие. Ancient History. First civilisations: Egypt, Mesopotamia, China, India.

Практическое занятие. Ancient History. First civilisations: Egypt, Mesopotamia, China, India.

Тема 3. Ancient history: Greece.

Лекционное занятие. Ancient history: Greece.

Практическое занятие. Ancient history: Greece.

Тема 4. Ancient history: Rome.

Лекционное занятие. Ancient history: Rome.

Практическое занятие. Ancient history: Rome.

Тема 5. Middle Ages

Лекционное занятие. Middle Ages

Практическое занятие. Middle Ages

Тема 6. Modern history

Лекционное занятие. Modern history

Практическое занятие. Modern history

Тема 7. Contemporary history

Лекционное занятие. Contemporary history

Практическое занятие. Contemporary history

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:

testing, answers to questions, reports

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

not provided

6.2. Sample list of questions for the examination

1. Prehistory
 2. Ancient history of mankind
 3. The Ancient East
 4. Ancient Rome
 5. The collapse of the empires of the ancient world
 6. Byzantium
 7. Islamic world
 8. Early feudal empires in Europe and their collapse
 9. The Age of Enlightenment in European History
 10. English Enlightenment
 11. French Enlightenment
 12. Enlightened Absolutism in Central Europe
 13. International relations in the XVIII century.
 14. The development of natural sciences in the XVIII century.
 15. Industrial Revolution in England
 16. German lands in the 18th century
 17. Austrian Habsburg Monarchy in the 18th century
 18. War of Independence and its results
 19. France under the old order. Causes of the Revolution, development of the revolution.
- French Republic
20. Ottoman Empire and Persia in the 18th century.
 21. India in the 18th century
 22. China in the 18th century
 23. Japan in the 18th century
 24. The colonial policy of European powers in the XVIII century.
 25. Consulate and Empire of Napoleon Bonaparte
 26. Fall of the First Empire
 27. Unification of Italy
 28. German unification
 29. USA in the first half of the 19th century
 30. American Civil War and Reconstruction
 31. Latin America: the road to independence
 32. Second industrial revolution
 33. UK Victorian and Edwardian
 34. France: Order and Chaos of the Third Republic
 35. Germany: Second Reich
 36. Austria-Hungary and Italy in the second half of the 19th century
 37. USA: Gilded Age
 38. Latin America in the second half of the 19th - early 20th centuries: dictators and

wars

39. Ottoman Empire and Persia in the 19th - early 20th centuries
40. India in the late 18th - early 20th century: strong fetters
41. China in the second half of the 19th - early 20th centuries: a time of humiliation
42. Japan in the 19th – early 20th century: time for a breakthrough
43. Causes and start of World War I
44. World War I: A Very Long Carnage
45. Western countries in the 1920s: on the way to the Great Depression
46. "New Deal" in the USA
47. France, Great Britain and the Scandinavian countries in the 1930s
48. "New Order" in Germany
49. Authoritarian regimes in Europe and Asia
50. National liberation movements in the countries of the East
51. Latin America and Sub-Saharan Africa in the interwar period
52. International relations after World War II
53. Western society in 1945–1970s Completion of the era of industrial society
54. Western world at the end of the 20th century. - the beginning of the XXI century.
55. United States in the second half of the 20th - early 21st centuries.
56. Great Britain and France in the second half of the 20th - early 21st centuries.
57. Germany and Italy in the second half of the 20th - early 21st centuries.
58. Transformations and revolutions in Eastern Europe post-soviet space
59. Latin America in the second half of the 20th - early 21st centuries.
60. Asia and Africa in the second half of the 20th - early 21st centuries.
61. China and India in the second half of the 20th - early 21st centuries.
62. Japan. New industrial countries in the second half of the 20th - early 21st century.
63. International relations in the second half of the 20th - early 21st centuries.

6.3. Suggested themes of term papers (projects)

not provided

6.4. Suggested themes of term projects

not provided

6.5. Suggested topics of calculation and graphic works

not provided

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.chuvsu.ru/>

7.1. Regulatory documents, standards and rules

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		https://www.history.com/
2	Britannica. World History.	https://www.britannica.com/browse/World-History

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/.

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.

The main goal of independent work is to work with historical data, search for information, and analyze information.

Forms of independent work of students provided by the discipline:

- Preparation for practical exercises;
- Independent study of educational issues;
- Preparation for the test.

For self-training, the following sources can be recommended: lecture notes and / or practical, educational literature on the profile.

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

Practical training is one of the forms of educational work, which is focused on consolidating the studied theoretical material, its deeper assimilation and the formation of the ability to apply theoretical knowledge for practical, applied purposes. Special attention in

practical classes is paid to the development of educational or professional skills. Such skills are formed in the process of performing specific tasks – exercises, tasks, etc. – under the guidance and supervision of a teacher. The main purpose of practical training is the formation of skills and the acquisition of practical experience aimed at the formation of professional competencies (the ability to perform certain actions, operations necessary in professional activities) or general competencies (general competencies are necessary for successful activities in both professional and non-professional spheres).

The content of practical classes is solving various kinds of tasks, including professional ones (analyzing situations, solving situational tasks, performing professional functions in business games, etc.), working with regulatory documents, instructional materials, reference books, and more.

To prepare for a practical lesson, the student needs to study the theoretical material on this topic, memorize the basic definitions, and analyze the contents of lectures. To consolidate the material passed, the student must complete homework in accordance with the task received at the previous practical lesson. In case of difficulties in its implementation, it is recommended to seek the help of a teacher in the time allotted for consultations.

Stages of preparation for the practical lesson:

- study of theoretical material obtained at lectures and in the process of independent work;
- completing homework;
- self-check on the control issues of the topic.

Preparation for the seminar.

The seminar is a special form of educational and theoretical classes, which serves as an addition to the lecture course. The seminar is usually devoted to a detailed study of a particular topic.

Stages of preparation for the seminar:

- analyze the topic of the seminar, think about the purpose and the main issues put up for discussion;
- carefully read the material given by the teacher on this topic at the lecture;
- study the recommended literature, while making notes of what you have read or extracts that you will need when discussing at the seminar;
- try to formulate your opinion on each issue and substantiate it in a reasoned manner;
- write down the questions that arose during the independent work with textbooks and scientific literature, so that you can then get answers to them at the seminar.

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

The seminar is a special form of educational and theoretical classes, which serves as an addition to the lecture course. The seminar is usually devoted to a detailed study of a particular topic.

Stages of preparation for the seminar:

- analyze the topic of the seminar, think about the purpose and the main issues put up for discussion;
- carefully read the material given by the teacher on this topic at the lecture;
- study the recommended literature, while making notes of what you have read or extracts that you will need when discussing at the seminar;
- try to formulate your opinion on each issue and substantiate it in a reasoned manner;
- write down the questions that arose during the independent work with textbooks and scientific literature, so that you can then get answers to them at the seminar.

11.2. Methodological instructive regulations for preparing for an examination

Exam preparation tips

The study of the discipline ends with an exam. Preparation for the exam contributes to the consolidation, deepening and generalization of knowledge gained in the learning process, as well as their application to solving practical problems. Preparing for the exam, the student eliminates the existing gaps in knowledge, deepens, systematizes and streamlines his knowledge. At the exam, the student demonstrates what he has acquired in the process of learning in a particular academic discipline.

For 3-4 days you need to systematize existing knowledge. At the consultation before the exam, students will be introduced to the basic requirements, and their questions will be answered. Therefore, attending consultations is a must.

The requirements for the organization of preparation for exams are the same as for classes during the semester, but they must be observed more strictly. When preparing for exams, the student should have a good textbook or abstract of literature read at the direction of the teacher during the semester. Reference sheets can be used effectively here.

First, you should look at all the material on the discipline being passed, mark difficult questions for yourself. Be sure to understand them. In conclusion, it is advisable to repeat the main provisions once again, using sheets of reference signals.

11.3. Methodological instructive regulations for preparing for a test

not provided

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 №	