

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
higher education
NORTH CAUCASIAN FEDERAL UNIVERSITY

**Methodological guidelines
to practical classes in the discipline**

History of Russia

for students in the field of study

11.03.02 Infocommunication technologies and communication systems , profile

Intelligent data processing in infocommunication systems and networks
university profile

INTRODUCTION

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Practical lesson 8. Russia in the first half of the 19th century .

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Practical lesson 10. Russia in the late 19th – early 20th centuries.

Practical lesson 11. Russia in the late 19th – early 20th centuries.

Practical lesson 12. Science and culture of Russia in the 18th – early 20th centuries.

Practical lesson 13. The Great Russian Revolution of 1917–1922. The tragedy of the Civil War.

Practical lesson 14. 1920s: New Economic Policy.

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Practical lesson 16. The Great Patriotic War: no statute of limitations.

Practical lesson 17. The Great Patriotic War: no statute of limitations.

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INTRODUCTION

Historical science and historical knowledge play a crucial role in human understanding and cognition of the world around us. Historical awareness is a necessary and essential component of comprehensive personal development. The History of Russia is one of the most important social sciences. In our country, the study of the History of Russia is a mandatory general education subject for students in all fields of study.

The objective of this course is to develop a comprehensive understanding of Russia's cultural and historical uniqueness and its place in global and European civilization. Studying "Russian History" will help students reach a new level of understanding of historical processes and develop skills in obtaining, analyzing, and synthesizing historical information. A sense of belonging to a shared historical past ensures the unity of our country's current civil society.

Objectives for mastering the discipline:

- in-depth study and systematization of students' knowledge in the field of Russian and world history, the role of our country in world history;
- to develop interest in the past of the Stavropol Territory and an understanding of its place in Russian history;
- teaching students the skills of scientific thinking, allowing them to understand the processes, events and phenomena in Russia in their dynamics and interrelationships, guided by the principle of historicism;
- the formation of historical consciousness as the basis for understanding the essence of currently occurring processes, events and problems of responding to general historical challenges;
- fostering patriotism and developing a common civic identity, the ability to formulate and convincingly defend one's ideological civic position on issues of national history.

The place of the discipline in the structure of the educational program.

This course belongs to Block 1. "Disciplines (Modules)" of the compulsory course. It is completed over semesters 1-2.

As a result of mastering the topics and sections of the discipline and working in practical classes, students should develop the following competencies:

- Capable of searching, critically analyzing and synthesizing information, and applying a systematic approach to solving assigned tasks (UK-1).
- Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts (UK-5).

As a result of mastering the discipline, the student must:

- know the main events and dates in Russian history;
- analyze and evaluate historical events and processes in their dynamics and interrelationships;
- analyze the knowledge gained in the process of working with sources and scientific literature;
- understand the role and place of Russia in world and European history; to perceive and share a mature sense of civic responsibility and patriotism, to feel one's belonging to Russian civilization and Russian society, to perceive one's personal development through the prism of the public good and moral guidelines relevant to the individual;
- develop the skill of critical thinking and independent judgment, which allows you to improve your academic and research competencies even in relation to resonant and suggestive problems and challenges;

The guidelines serve as an informational and practical source.

PRACTICAL LESSON 1

Topic 2.2: The Territory of Russia in Ancient Times. Rus' in the Second Half of the 9th – First Third of the 13th Century.

The purpose of the lesson: to develop general scientific methodological competence, which presupposes knowledge of modern conceptual approaches to the study of issues of the history of Russia in X I — beginning XII V.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia in the 11th century — beginning XII V;

- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Competencies to be developed :

Capable of searching, critically analyzing and synthesizing information, and applying a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic stems from the fact that, in the context of globalization, there is a surge of interest in our historical roots, including the early stages of Russian statehood. A scholarly approach to this issue will contribute to an objective understanding of the historical process.

Theoretical part

which emerged in the 9th century, arose as a result of a very long and progressive process of society's division into various social groups, which took place among the Eastern Slavs throughout the first millennium AD. According to modern historical scholarship, the Eastern Slavs were on the threshold of statehood in the 9th century . The prerequisites for the formation of statehood among the Eastern Slavs included the disintegration of the tribal system, the emergence of private property, the emergence of a tribal aristocracy, and the formation of tribal alliances.

The Tale of Bygone Years reports that after Rurik's death in 879, his relative Oleg assumed the throne due to the minority of his son Igor. It was he who seized power in Kyiv in 882. Oleg is known to have subdued the Drevlians, Severians, and Radimichi. In 907, Oleg led a campaign against the capital of the Byzantine Empire, Constantinople, which resulted in the signing of a peace treaty favorable to Rus'.

Igor, who reigned from 912, subjugated the Ulichy . He launched two attacks on Byzantium, the second of which, in 944, was successful and resulted in

a treaty. In 945, Igor died attempting to collect tribute from the Drevlians again. His widow, Olga, established the standard of tribute—smoky. The dates and locations for collecting tribute were: urochs and pogosts. Olga was the first member of the princely family to convert to Christianity.

Olga and Igor's son, Svyatoslav, devoted more attention to foreign policy. From 964 to 972, he waged almost continuous wars with Volga Bulgaria and Khazaria. He founded the Principality of Tmutarakan on the Taman Peninsula. He fought the Bulgarians in the Balkan Peninsula and the Byzantine Empire.

After Svyatoslav's death, his sons Yaropolk, Oleg, and Vladimir struggled for the Kyivan throne for eight years. Oleg, then Yaropolk, were killed, and in 980 Vladimir became Grand Prince. During his reign, which lasted until 1015, Rus' made significant progress. Princely authority was strengthened, a number of fortresses were built south of Kyiv, protecting it from nomadic raids, and the state's territory expanded.

In 980, Vladimir attempted to reform pagan cults, but failed. The adoption of Christianity had a positive impact on cultural development, contributed to the strengthening of the prince's power, and increased the international prestige of Rus'. Christianity contributed to the development of Russian culture and the spread of literacy. Rus' became familiar with stone architecture and was exposed to the cultural riches of Byzantium. Christianity had a positive impact on the morals of the Rus' population and contributed to the strengthening of the family. The adoption of Christianity within the Orthodox tradition became one of the defining factors of our subsequent historical development.

After the death of Vladimir Svyatoslavich in 1015, the struggle for the princely throne began anew, with Yaroslav the Wise emerging victorious. The state of Ancient Rus' reached its greatest prosperity during the reign of Yaroslav the Wise (1019-1054). He took the throne by defeating his brother, Svyatopolk the Accursed. However, from 1024 to 1036, he shared power with his brother, Mstislav of Tmutarakan.

Under Yaroslav the Wise, Rus' became one of the most powerful states in Europe. Through his children, Yaroslav formed alliances with many European monarchies: the kings of Poland, Hungary, France, England, and Sweden. In 1036, Russian troops defeated the Pechenegs, ending their raids on Rus'. For several decades, Rus' experienced no nomadic invasions, which facilitated the development of agriculture in the southern Russian lands and created favorable conditions for internal development.

In his domestic policy, Yaroslav was a tireless builder. During his reign, dozens of new cities were founded, and Kyiv rivaled Constantinople in wealth and beauty. The city boasted approximately 400 churches and eight markets. Schools were opened, including a girls' school, and books were translated into Russian. Yaroslav himself spoke several foreign languages and possessed a vast library.

Yaroslav also strengthened the Russian Church, introducing mandatory church tithes, and in 1051, for the first time, he secured the election of a Kievan metropolitan by a council of Russian bishops. The first Russian metropolitan was Hilarion.

The adoption of a uniform judicial code for all of Rus', the "Russkaya Pravda," was of enormous significance. This was the first document to regulate relationships between various social classes, property relations, and contractual relationships. It established procedures for resolving various disputes and compensating damages. Punishments for offenses were defined, blood feuds were abolished, fines were introduced to protect life and property, and the status of feudal dependents was defined. By the mid- 11th century, Ancient Rus' reached its peak of power and became one of the largest and most developed states in Europe.

On his deathbed, Yaroslav the Wise bequeathed that the eldest of the line would henceforth be the Grand Prince. He urged his heirs to live in peace and obey their elder brother, Izyaslav, in all things. But the complexity of dynastic disputes, the growing power of each individual principality, and personal

ambitions inevitably led to princely strife. The most popular prince in Rus' at the time was Vladimir Monomakh. On his initiative, a princely congress was held in Lyubech in 1097. It was decided to end the strife, and the principle "Each prince shall hold his own patrimony" was proclaimed. In 1111, Russian forces led by Vladimir Monomakh routed the Polovtsians.

In 1113, a rebellion broke out in Kiev. The people, tired of the infighting between the princes, sacked the nobles' courts. The Kievan boyars, in violation of their family seniority, called Vladimir Monomakh to the grand princely throne. The new ruler was forced to make some concessions to the people. Vladimir Monomakh's "Charter" was issued, becoming an integral part of the "Russkaya Pravda." The charter regulated the collection of interest by moneylenders, improved the legal status of merchants, and regulated the transition to serfdom. The prince himself wrote of his military exploits: "My campaigns totaled 83, and I don't recall any other minor ones. I concluded 19 peace treaties with the Polovtsians and captured more than 100 of their best princes." Under him, the international prestige of Rus' was strengthened. Vladimir was the grandson of the Byzantine Emperor Constantine Monomakh. His wife was an English princess. Under Vladimir Monomakh, the famous Russian chronicle, "The Tale of Bygone Years," was compiled. The Grand Duke himself authored "Instructions to Children."

Vladimir Monomakh's son, Mstislav I the Great, managed to maintain the unity of most of Rus' for some time. But after his death in 1132, Kievan Rus' finally disintegrated into fifteen lands.

Ancient Rus' still remained an early feudal monarchy, headed by a grand prince, who relied on a princely council composed of the most significant state figures. The council's composition was not permanent: it could include local princes, city elders, and prominent warriors. The council later evolved into the boyar дума.

The foundation of the state's social structure was feudal land ownership. The landowners included princes, boyars, warriors, and the church. They

exploited the labor of various categories of dependent populations: kholops (serfs), outcasts (izgoy), zakups (companies), ryadovichs (commoners), and smerds (commoners). The smerds were the most numerous group. Free smerds included community members who owned farms and the necessary tools. Impoverished community members were forced to turn to wealthy landowners—the feudal lords—for assistance. Thus, they lost their independence and bore certain obligations to their lords. The main form of exploitation in the 10th - 12th centuries was rent in kind or in kind, which was payment to the feudal lord for the land he granted them.

Along with the consolidation of feudal relations in Russia, cities grew. The bulk of the population consisted of artisans and merchants. The veche (people's assembly) played a major role in urban life, deciding on the most important issues of urban life, convening the militia, and appointing "officials." Thus, the boyars, the highest church leaders, and the princes rose above the bulk of the population, but the prince's power was not absolute; it was limited by the boyar дума and the veche system of cities.

Questions and tasks

Questions

1. Formation of the state of Rus.
2. The adoption of Christianity by Russia and its significance.
3. Domestic policy development in 11th century Struggle for power between sons of VladimirSaint. Yaroslav Wise.
4. Rus at Yaroslavichi. Vladimir Monomakh.
5. Foreign policy and international relations.
6. Economy ancient Rus'. Role natural- climatic factor.
7. Public build Rus: discussions V historical science.

Tasks

1. Make a comparative table:
"The Activities of Russian Princes" (from Rurik to Mstislav the Great), which

reflects the main events of domestic and foreign policy.

2. Compare the governance system of the Old Russian state under the first Russian princes (Oleg, Igor) and under Yaroslav the Wise. Identify what was common (at least two characteristics) and what was different (at least two differences).

3. In the given fragment of a historical essay, write the name of the prince in place of the gaps.

It was not without reason that the people loved _____. The Russian land suffered great hardship and devastation from the Polovtsians and princely feuds. _____ mercilessly crushed the pagans, but he neither argued nor feuded with his brothers, but brought peace to the princely family with his advice and love, earning the nickname "brother-lover ." Despite his courage, daring, and love of work, _____ possessed a clear mind, was proficient in all endeavors, and knew how to bring good to his native land always and in everything. Therefore, in the people's minds, he stood above all the princes of that time, and there was no equal among them.

4. Determine what events are discussed in the excerpts from The Tale of Bygone Years.

1) "And he commanded his soldiers to make wheels and set the ships on them. And with a favorable wind, they raised their sails and sailed across the field toward the city. The Greeks, seeing this, were frightened and said through ambassadors: 'Don't destroy the city, we will give you whatever tribute you want.' So he stopped the soldiers, and they brought him food and wine, but he refused to accept it, since it was poisoned... And he ordered a tribute to be paid for two thousand ships: twelve hryvnias per person, and there were forty men in each ship."

2) "...He sent his retinue home, and he himself returned with a small part of his retinue, desiring great wealth. The Drevlians, hearing that he was coming again, held a council with their prince Mal: 'If a wolf has taken to the sheep, it will carry off the entire flock until we kill it; so it is with this one: if we do not kill it, it will

destroy us all.' And they sent to him, saying: 'Why are you coming again? You have already taken all the tribute.' And he did not listen to them..."

3) "And they sent with the words: 'You, Prince, are seeking foreign land and caring for it, but you have abandoned your own, and the Pechenegs nearly took us, your mother, and your children. If you do not come and protect us, they will take us. Do you not feel sorry for your fatherland, your old mother, and your children?'"

4) "And he erected idols on the hill behind the palace courtyard: a wooden Perun with a silver head and golden mustache, then Khors, Dazhbog, Stribog, Simargl, and Mokosh. And they brought sacrifices to them, calling them gods, and brought their sons and daughters to them, and these sacrifices went to demons and defiled the land with their sacrifices. And the Russian land and that hill were defiled with blood."

5) "...He ordered the idols to be overthrown—some to be chopped up and others to be burned. He ordered Perun to be tied to a horse's tail and dragged...to the Brook and assigned twelve men to beat him with rods. This was done not because the tree sensed anything, but to mock the demon who deceived people in this form—so that he would receive retribution from people."

6) "His mother taught him to be baptized, but he did not think to heed this; but if anyone was about to be baptized, he did not forbid them, but only mocked them, saying: 'How can I alone accept another faith? And my retinue will mock them.' She said to him: 'If you are baptized, then everyone will do the same.'"

7) "And a terrible miracle was seen. The Russians, seeing the flames, threw themselves into the sea, seeking to save themselves—and so those who remained returned home. And having returned to their land, they told—each to his own—about what had happened and about the fire in the boat. 'It was as if the Greeks had lightning from heaven,' they said, 'and, releasing it, they burned us; that is why we did not overcome them.'"

8) "They drove the Varangians overseas, and did not pay them tribute, and began to rule over themselves, and there was no justice among them, and clans rose

against clans, and they began to fight among themselves. And they said to themselves: 'Let us seek a prince who will rule over us and judge us by law.' And they went overseas to the Varangians..."

9) "When he grew up and matured, he began to gather many brave warriors, and was as swift as a leopard, and fought in many wars. On campaigns, he did not carry carts or cauldrons with him, did not cook meat, but thinly sliced horse meat, or game, or beef and roasted it over coals, and ate it that way. He had no tent, but slept with a saddle cloth spread over his head - and all his other warriors were the same. And he sent to other lands with the words: "I want to go against you." And he went to the Oka River and the Volga, and met the Vyatichi..."

5. Read the document and answer the questions.

The Tale of Bygone Years about the Lyubech Congress (1097)

"In 1097, Svyatopolk, Vladimir, Davyd Igorevich, Vasilko came Rostislavich, David Svyatoslavich, AND his brother Oleg gathered in Lyubech to establish peace, saying among themselves: "Why are we ruining the Russian land by causing strife among ourselves? And the Polovtsians are devastating our land and are glad that there is civil strife between us. From now on, let us all be of one mind and preserve the Russian land, and let each one hold his own patrimony: Svyatopolk - Kiev, Izyaslav's patrimony, Vladimir - Vsevolod's, David, Oleg, and Yaroslav - Svyatoslav's, and to those to whom Vsevolod gave cities: Vladimir - to David, and to the Rostislavovichs: Volodar - Przemyśl, Vasilko - Terebovl." And on this they kissed the cross: "If from now on anyone is against anyone, we will all make our holy cross against him." They all said: "Let the holy cross and the whole Russian land be against him." And having given an oath, they each went to their own place."

- 1) What was discussed at the Lyubech Congress?
- 2) What decisions were made?
- 3) How did the situation change after this congress?

6. Analyze the main points from the "Russkaya Pravda" cited in the document. Provide specific examples to illustrate the nature of social stratification in Russian society during this time. How do you think the social structure changed during these years compared to the 10th century?

From "Russian Truth"

52. If a slave runs away from his master (without paying him), he becomes his serf; but if he goes to work openly (with his master's permission) or goes to the prince and judges with a complaint against his master, he is not to be turned into a slave for this, but is to be brought to trial.

53. If a master's arable farmer destroys his horse, he shall not pay (the master) for this; but if the master has given the farmer a plough and a harrow, for which he exacts payment from him, the farmer shall pay the master for their damage or loss...

55. If the lord offends the zakup (reduces his land allotment or takes away his cattle), then he is obligated to return everything to him and pay him 60 kuna (1.2 hryvnia) for the offense; if the lord collects money from the zakup (more than was agreed upon), then he is obligated to return the excess money taken, and pay the zakup a fine of 3 hryvnia for the offense; if the lord sells the zakup into serfdom, then the zakup is released from the debt, and the lord is obligated to pay him a fine of 12 hryvnia for the offense...

59. A serf witness cannot be cited (in court), but if there is no free witness, then, in extreme cases, a boyar's tiun can be cited, and no others can be cited. And in a minor dispute (for a small claim), one can, in extreme cases, refer to the purchaser...

84. And for the murder of a slave or a female slave, no fine is paid; but if they are killed without any guilt, then the murderer must pay the value of the slave or female slave to the master, and 12 grivnas of court duty to the prince.

85. If a smerd dies (without having sons), then all his property goes to the prince; if he (the smerd) has minor daughters, then part of the property is to be

allocated to them; if his daughters are married, then nothing is to be allocated to them.

86. If a boyar or a warrior dies, then the property does not go to the prince; if they have no sons, then their daughters shall take their property...

102. There are three types of serfdom: if someone buys (a free person), even if it costs you half a hryvnia...

103. And the second servility: who marries a slave...

104. And here is the third servitude: whoever becomes (the master's) tiun or key keeper of the contract...

7. Based on this document, show what traits Vladimir Monomakh instilled in his descendants? How can we explain the overall intent of this document?

From the "Instructions" of Prince Vladimir Vsevolodovich Monomakh

First of all, for the sake of God and your soul, have the fear of God in your heart and give generous alms, for this is the beginning of all goodness... Learn, mortal man, to be a doer of piety, learn... "to control your eyes, to control your tongue, to have pure thoughts, motivating yourself to good deeds..."

the poor , but feed and provide for the orphan and widow as best you can, according to your means. Justify the widow yourself, and don't allow the powerful to destroy a person. Kill neither the innocent nor the guilty, and don't command their death. Even if someone is guilty of death, don't destroy any Christian soul.

When saying anything, good or bad, do not swear or cross yourself, for there is no need for this. If you are forced to kiss the cross before a brother or someone else, then, having examined your heart, kiss whatever you can stand on. And when you kiss, be careful, lest you transgress and lose your soul.

Above all, do not have pride in your hearts or minds, but say: We are mortal: alive today, and tomorrow in the grave. Honor the old as your father, and the young as your brothers.

Don't be lazy in your home, but keep an eye on everything yourself...

When you go to war, don't be lazy, don't rely on the commanders...

Wherever you travel in your lands, do not allow the youths to harm your own or others', their villages or crops, lest people curse you. Wherever you go and where you stay, give food and drink to the poor, and above all, honor the guest...

Visit the sick, accompany the deceased, for we are all mortal. Don't let anyone pass without greeting them, and speak a kind word to them. And here is the foundation for everything: keep the fear of God above all else...

What you can do well, don't forget, and what you can't do well, learn...

8. What was the relationship between Vladimir Monomakh and Princess Olga?

9. Topics of reports.

"Historical portrait of a Russian prince" (students' choice: Oleg, Igor, Svyatoslav, Vladimir and others), "The adoption of Christianity by Vladimir I as a factor in a new period in the development of the Russian state and society", "Life and customs of Ancient Rus".

Literature

Main literature :

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., paperback and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 1 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 302 p.

Further reading:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On title page: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

History of Russia from ancient times to the present day : textbook : A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; under ed. A.N. Sakharov. - Moscow : Prospekt, 2014. - 768 p. ISBN 978-5-392-12482-4

3. Tikhomirov M.N. Ancient Rus. M., - 1975.

4. Froyanov I.Ya. Ancient Russia IX - XIII centuries. Popular movements. Princely and bishopric power. M., - 2012.

Online Resources

- Library of Electronic Resources of the Faculty of History of Lomonosov Moscow State University. URL: <http://www.hist.msu.ru/ER/index.html>
- History Time . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
- History Russian Federation URL : <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 2

Topic 3.1 Russian lands in the mid-13th - 15th centuries. Formation of the Russian state.

The purpose of the lesson: to develop general scientific methodological competence, which presupposes knowledge of modern conceptual approaches to the study of issues of Russian history lands V in the middle XIII V. — XIV V .

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia in the mid- 13th century - X V V;
- demonstrates the ability to work with sources on Russian history;

- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic lies in the fact that this historical period is extremely important in the history of our country. As a result of stubborn resistance to the Mongols, Rus' preserved its statehood and culture. Victories over the Swedes and the Crusaders demonstrated the military skill of Alexander Nevsky and stopped Western aggression. In the 14th century, the Moscow princes began the process of consolidating their lands and strengthening their power, which took place under the difficult conditions of confronting the Golden Horde and overcoming the separatism of the appanage princes.

Theoretical part

In the late 12th and early 13th centuries, the Mongol tribes inhabiting the steppes of southern Transbaikalia experienced a period of state formation. In 1206, at a kurultai—a congress of the Mongol aristocracy—Temujin was elected Great Khan, Genghis Khan.

The Mongols began their campaigns by conquering the lands of their neighbors—the Buryats, Evenks, and Yakuts. In 1215, the Mongols captured Northern China and Beijing, where they developed their siege tactics. In 1218, Korea was conquered. In 1219-1220, they conquered the states of Central Asia, converting flourishing agricultural regions into pastures. In 1221-1222, Genghis Khan's best commanders, Jebe and Subedei , invaded Iran and Transcaucasia, then reached the steppes of the North Caucasus, defeating the Alans and Cumans. In 1223, the Cuman khans appealed to the Russian princes for help. Some of them responded to this call and marched with their troops into the Cuman steppes. But due to inconsistencies and contradictions, they were defeated in the Battle of Kalka in May 1223.

In 1236, Genghis Khan's grandson, Batu Khan, launched a campaign westward and captured Volga Bulgaria. In the winter of 1237, the Mongols invaded and devastated the Ryazan Principality. In January 1238, they reached the Vladimir-Suzdal lands, defeated the Vladimir army, and captured Vladimir in February. The Vladimir princes attempted to resist the nomads but were routed in the Battle of the Sit River. The Mongols, 100 miles short of Novgorod, turned south toward the steppe, as the conquerors' losses were too great.

In the spring of 1239, Batu Khan defeated Southern Rus'. Kiev fell in the fall of 1240. In 1241, the Galicia-Volhynia Principality was devastated. Such a swift and easy conquest of Russian lands can be explained by the weakness of the fragmented Russian principalities. However, the nomads suffered significant losses, and the best part of the Mongol army perished in Rus'. After invading Europe, the Asian invaders were defeated in Bohemia in 1242. Batu Khan returned to the east and founded the Golden Horde in 1243, with its capital in Sarai.

Unlike the Central Asian countries conquered by the Mongols, Rus' retained its statehood. Dependence on the khans of the Golden Horde was expressed in the heavy tribute (the Horde yezd) they imposed on the Russian people. To determine the amount of the tribute, the Mongols conducted a census in 1257. The practice of Russian princes receiving a yarlyk (label)—the right to reign—was introduced in the Golden Horde.

Having retained power in the principalities of the Russian princes, the khans limited their control to sending special representatives, the baskaks. Based on the baskaks' denunciations, guilty princes were summoned to the Horde or sent to the Russian lands to carry out punitive expeditions—destructive raids. The Grand Baskak had his residence in Vladimir. Feudal fragmentation continued, and the khans supported it. Anti-Tatar uprisings broke out in some Russian lands, but the forces were still insufficient to overthrow the invaders.

Simultaneously with the Mongol-Tatar invasion, Swedish and German feudal lords attempted to seize northwestern Russian lands. Swedish feudal lords

became active in the northern Russian lands. They sought to expand their influence in these territories and hinder Novgorodian trade across the Baltic Sea. To this end, in the summer of 1240, a Swedish flotilla under the command of Birger sailed up the Neva River and stopped at the mouth of its tributary, the Izhora, for a short rest.

The Novgorod Prince Alexander Yaroslavich, hastily gathering his retinue and Novgorodian warriors (militia), approached the Swedish fleet's anchorage. On July 15, 1240, Alexander's cavalry launched a surprise attack along the Izhora River, striking the center of the Swedish forces. Simultaneously, Novgorodian foot soldiers advanced along the Neva, pushing back the enemy and cutting off the Swedes from the fleet. For his courage and valor, the people nicknamed Alexander Nevsky. At the same time, the knights of the Livonian Order began to seize Russian lands. On April 5, 1242, the famous Battle on the Ice took place on the frozen surface of Lake Peipus.

In the 14th century, trends toward the political unification of the Russian lands began to emerge. Rus' began to revive after Batu's pogrom. New cities—Moscow, Tver, and Nizhny Novgorod—recovered and developed faster than the old ones. Moscow and Tver became the main rivals for leadership in the unification of the Russian lands. Moscow had greater advantages. Its advantageous geographic location played a huge role in Moscow's rise. It was protected by other lands from sudden raids by nomads from the south and east, as well as Lithuanians from the west. This facilitated a rapid population increase due to settlers from the southern regions. The most important land and river trade routes passed through Moscow, creating favorable conditions for Moscow's emergence in the 14th century as a major craft and trade center. The Moscow princes' targeted and flexible policies in their relations with both the Russian principalities and the Golden Horde also contributed to Moscow's rise. All this determined Moscow's victory in the struggle for the role of leader and political center in the formation of a unified Russian centralized state.

In 1301, Alexander Nevsky's son, Daniil, who ruled in Moscow, recaptured Kolomna from Ryazan, thus laying the foundation for Moscow's rise. His son, Ivan Kalita (1325–1340), secured the support of the Horde and suppressed an anti-Tatar uprising in Tver (1327), weakened his rivals, and received the Khan's charter for the throne and the right to personally collect tribute for the Horde. Under him, Moscow became the spiritual center of the Russian lands. Only under Kalita's grandson, Dmitry Ivanovich (1359–1389), supported by the boyars and the church, did the principalities rally around Moscow to fight the Golden Horde.

It was the Moscow Prince Dmitry Ivanovich who organized the all-Russian resistance to the Golden Horde. In 1378, at the Battle of the Vozha River in the Ryazan Principality, the Moscow army defeated the Mongol-Tatars in open combat. Then, in 1380, with the goal of restoring the Golden Horde's shaken dominance over Russian lands, the Golden Horde commander Mamai launched a massive army against Rus'. To combat Mamai's hordes, militias and troops from most Russian lands came to Moscow. Never before had such a vast army been assembled on Russian soil. The people's patriotic spirit was supported by the authoritative church figure Sergius of Radonezh, founder of the Trinity-Sergius Monastery.

On September 8, 1380, a famous battle took place on Kulikovo Field, at the confluence of the Nepryadva River and the Don River. The military talent of Dmitry and his commanders, along with the unwavering courage of the Russian soldiers, enabled the rout of the Tatar army. The victory at Kulikovo did not lead to liberation from the Horde, but the myth of Mongol invincibility was shattered at Kulikovo Field. The defeat of Mamai's forces accelerated the collapse of the Golden Horde and led to its general weakening.

However, in 1382, Khan Tokhtamysh seized Moscow by deception. As a result, the payment of the Horde's tribute was resumed. However, the Horde was forced to recognize Moscow's political supremacy in Rus'.

Questions and tasks

Questions

1. The Mongol invasion and the formation of the Golden Horde.
2. Fates Russians lands after Mongolian invasion.
3. Alexander Nevsky. Controversy about his "historical choice."
4. Principalities North-East Rus'. Struggle for great reign Vladimirskoe. Strengthening of the Moscow Principality.
5. 14th century: "The Rise of Moscow." Activities of the first Moscow princes.
6. Dmitry Donskoy. Kulikovskaya battle. Consolidation primacy provisions Moscow princes.

Tasks

1. Read the document and answer the questions.

Nikon's Chronicle about Batu Khan's campaign against Rus'

"In the year 1237. That winter, the godless Tatars, led by Tsar Batu, came from the eastern lands through the forest to the Ryazan land... They sent their ambassadors... to the Ryazan princes, demanding tithes from the princes and people, armor and horses... The princes replied: "When we are gone, then everything will be yours"... (December 21) the Tatars took the city of Ryazan, burned it all down, killed Prince Yuri Igorevich, his princess, killed the other princes, and seized men, women, and children, some they cut to pieces with swords, others they killed with arrows and threw into the fire; and some, they seized, bound, cut open their chests and took out the bile. The Tatars set fire to many holy churches, burned monasteries and villages and took their property..."

- 1) Under what conditions did the Tatars agree to "leave the Ryazan land alone"?
Would they have kept their promise?
 - 2) How can you explain the Ryazan princes' refusal of the conditions presented?
Do you agree with them? Explain.
2. Read the excerpt from "The Tale of Batu's Sacking of Ryazan." Name the detachment's leader.

"We have been with many kings, in many lands, in many battles, but we have never seen such daring and frisky warriors , nor did our fathers tell us of such.

These are winged men, they know no death, and so valiantly and courageously, riding on horseback, they fight—one against a thousand, and two against darkness."

3. Read the assignment and answer the questions. In 1327, the Horde's Baskak Chol Khan arrived in Tver with a large detachment. The oppression and violence they committed provoked an uprising among the townspeople. The Horde were slaughtered. In response, Khan Uzbek launched a punitive expedition against Tver, in which the Moscow prince Ivan Kalita took part. What are the reasons that explain Ivan Kalita's decision to side with the Horde? What were the consequences of the Tver uprising for the Moscow princes and for all of Russia?
4. Compare the foreign and domestic policies of Ivan Kalita and Dmitry Ivanovich Donskoy. Indicate what was common (at least two characteristics) and what was different (at least two differences).
5. Topics of reports.
"Alexander Nevsky and his role in the history of the Russian state", "Historical portrait of the Moscow Grand Duke during the period of land unification" (students' choice: Ivan I Kalita, Dmitry Donskoy, Vasily II the Dark and others).

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1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., peperab . and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
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2. Borisov N.S. Dmitry Donskoy. M., 2014.
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4. History of Russia from ancient times to the present day: textbook: A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; edited by A.N. Sakharov. – Moscow: Prospekt, 2014. – 768 p. ISBN 978-5-392-12482-4

Internet resources

- Library of Electronic Resources of the Faculty of History of Lomonosov Moscow State University. URL: <http://www.hist.msu.ru/ER/index.html>
- History Time . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
- History Russian Federation . URL : <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 3

Topic 4. Russia in the 16th century.

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of Russia related to the reign of Ivan IV .

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia in the 16th century V;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The topic is relevant because Russian society still has no consensus on Ivan the Terrible's personality or assessment of his actions. During this period, progressive reforms were carried out in the Russian state, including the annexation of the Volga region, Siberia, and Kabarda. However, terror became a means of resolving political issues, and the country's economy declined.

Theoretical part

During the reign of Vasily III, Pskov in 1510, Ryazan in 1521, and Smolensk in 1514 were completely annexed. Later, under Vasily III, the ideology of the Moscow autocracy took shape in the theory of “Moscow – the Third Rome.”

After the death of Vasily III in 1533, his three-year-old son Ivan IV formally became Grand Duke, but Ivan's mother, Elena Glinskaya, effectively ruled. Her death in 1538 ushered in the period of boyar rule, characterized by a struggle between the boyar factions of the Shuiskys, Belskys, and Glinskys for power under the young Ivan IV. This significantly weakened state authority and led to numerous civil unrest throughout the country.

Hopes for a resolution to the conflicts were pinned on the beginning of Ivan IV's independent reign. In 1547, following a ritual devised by Metropolitan Macarius, Grand Duke Ivan IV assumed the title of Tsar. This strengthened central authority, and the Russian sovereign was formally elevated to the status of

Western European monarchs. In 1549, the first Zemsky Sobor (Assembly of the Zemsky Sobor) was convened. Russia entered the period of estate-representative monarchy.

The Zemsky Sobor of 1549 marked the beginning of a decade of reforms. Their main organizer was the Selected Council. It included close friends of the tsar: Prince A.M. Kurbsky, nobleman A.F. Adashev, Metropolitan Makarii, Archpriest Sylvester, and others. In 1550, a new all-Russian Code of Laws was adopted. A uniform state tax was established, the tsarist administration having the right to collect it. The population was required to pay a tax—a combination of in-kind and monetary duties. The large wooden plow became the standard taxation instrument.

As a result of the military reform, a permanent Streltsy army was created. A procedure for military service was established for nobles and "boyar children." Service for them was a hereditary obligation, and they were required to report for it at the first summons of the tsar. New special organs of state executive power—*prikazy* (ambassadorial, robber, petitions, etc.)—were further developed and emerged. Localism in the army—the procedure for holding government positions based on noble birth—was limited. The system of feeding officials at the expense of the local population was replaced in 1556 by a national tax, which was used to pay the salaries of service personnel.

The Church Council of Stoglav (Hundred Chapters) of 1551 (its resolutions comprised one hundred chapters) formalized the Pantheon of Russian saints, placed church land ownership under the tsar's control, and called for a fight against vices among the clergy. The reforms of the mid- 16th century significantly strengthened central authority, completed the formation of state administration bodies, and played a positive role in the development of the Russian state.

Beginning in the early 1560s, Ivan IV began to abandon the policy of progressive reform and embraced the *oprichnina*. The entire state was divided into two parts: the *oprichnina* and the *zemshchina*. The *oprichnina* became the

tsar's personal domain, which included the most economically developed regions of the country, trading cities, major salt-producing centers, and strategically important fortresses. Nobles who joined the oprichnina army settled on these lands, while former estate owners, primarily boyars, were resettled in the zemshchina. Prominent among the oprichniki were Prince A. Vyazemsky, boyar V. Gryaznoy, and nobleman Malyuta Skuratov.

Among the first to perish at the hands of the oprichniki were prominent church figures, noble boyars, and princes. The repressions also affected commoners. The peak of the terror was the campaign against Novgorod in the winter of 1569-1570. Along the way to Novgorod, the oprichniki plundered towns and villages, executing their inhabitants. The terror was unpredictable, and in that same year, 1570, the organizers of the oprichnina were also executed and killed.

The Crimean Khan Devlet Giray's raid on Moscow in 1571, when the oprichnina army was unable to resist, helped put an end to the oprichnina. The oprichnina was abolished in 1572. It significantly worsened Russia's economic and political situation.

The unification of Russian lands around Moscow and the successful implementation of reforms in the 1550s facilitated an active foreign policy. During the first years of Ivan IV's reign, the main focus was on Kazan. The Kazan Khanate was Russia's closest and most aggressive neighbor. Attempts to settle relations diplomatically were unsuccessful. Two military campaigns against Kazan also failed. The third campaign was distinguished by its scale and meticulous preparation. It involved not only a 150,000-strong army with 100 cannons but also experts in siege and demolition techniques. In August 1552, the siege of Kazan began. After the water supply was destroyed and part of the Kazan Kremlin walls were blown up, the city fell on October 2, 1552.

In 1556, a successful campaign was launched against the Astrakhan Khanate. The Nogai Horde was also subdued, and in 1557, the Bashkirs. The entire Volga trade route was now open to Russian merchants.

After the fall of Astrakhan and Kazan, Russia gained the opportunity to actively develop lands east of the Volga and in the Urals. Vast territories of the Urals were handed over to the Stroganov family, a powerful industrialist family, for development. The Siberian Khanate remained a serious obstacle to penetrating beyond the Urals into Siberia. After Khan Kuchum came to power, the khanate's policies became more aggressive. In 1582, the Don Cossack ataman, Yermak Timofeevich, who had been in the service of the Stroganovs, gathered a detachment of Cossacks, crossed the Urals, invaded the Siberian Khanate, defeated Kuchum, and captured the capital, Kashlyk. The Russians founded forts along the rivers, which laid the foundations for the cities of Tyumen, Surgut, and Tobolsk. The incorporation of the peoples of Siberia into the Russian state was objectively positive, as Russia was at a more advanced stage of development.

In January 1558, Ivan IV began the Livonian War. Narva and Dorpat fell. In the summer of 1558, Russian troops reached the Baltic Sea, reaching the borders of East Prussia and Lithuania. But the Livonian Order had collapsed, with some recognizing vassalage to Lithuania, and others to Sweden and Denmark. Now Russia faced war with these powerful European powers.

The worsening internal situation in Russia also affected the course of the war. Russia began to suffer defeats. In January 1564, the Russian army was defeated near Polotsk, and in the summer of 1564, near Orsha. In the second half of the 1570s, Russian troops began a new offensive in the Baltic region. They captured almost all of its territory, but their success was short-lived. Russia was forced to fight the powerful Polish-Lithuanian Commonwealth, which emerged in 1569 after the Union of Lublin between Lithuania and Poland. By 1578, Russian troops were defeated. In 1579, the Swedes invaded Novgorod, and the new Polish king, Stefan Batory, captured Polotsk. He continued his offensive against Russian lands and in 1581 besieged Pskov. However, the Polish-Lithuanian army, despite 31 assaults, was unable to take the city. In 1582, the Truce of Yam -Zapolsky ended hostilities between Russia and the Polish-Lithuanian Commonwealth, and in 1583, the Treaty of Plussa with Sweden ended a quarter-century of conflict in

the Baltic region. Russia was losing its lands on the Gulf of Finland. They were regained by the Treaty of Tyavzin in 1595, which ended the Russo-Swedish War of 1590-1595.

Questions and tasks

Questions

1. Russia in the first third of the 16th century.
2. The beginning of the reign of Grand Duke Ivan IV .
3. Reforms of the Chosen One we are glad.
4. The Oprichnina of Ivan the Terrible. Results and assessments of the oprichnina policy.
5. Foreign policy of Ivan IV . Russia in the system of international relations of the 16th century. The Russian state and the Tatar khanates in the 16th century. The Western direction of Russian foreign policy. The Livonian War.
6. Socio-economic development of Russia in the 16th century.
7. Russian culture in the 16th century.

Tasks

1. Fill in the table “Reforms implemented by the Elected Council” (year, reform, results and consequences).
 2. Fill in the outline map “Expansion of the Russian state in the 16th century.” Show the territories that became part of the state under Ivan IV .
 3. Consider various historical perspectives on the personality and actions of Ivan the Terrible. Formulate and substantiate your own point of view.
 4. Compare the status of the noble landowners and the boyar patrimonial landowners. Indicate what they had in common (at least two characteristics) and what they had different (at least two differences).
- a 16th- century Russian family based on the material provided . Which of the "Domostroy" principles do you agree with and which do you disagree with?

"Domostroy" of the 16th century

"Condemn your son in his youth, and he will give you rest in old age and beauty of soul. And do not slack off when beating a child: if you beat him with a stick, he will not die, but will become healthier; but by beating him in body, you deliver his soul from death. If you have a daughter, put your fear on her and preserve her from physical troubles, lest she disgrace your face, but walk in obedience. Otherwise, if she accepts her own will, then in her foolishness she will become a laughingstock to your acquaintances, and you will be shamed before a multitude of people. The house of good people, of a wife who loves order, is always clean and in order. And if a husband sees that his wife is disorderly, he should know how to instruct his wife with all sorts of reasoning and teach her. If a wife listens and does everything according to that instruction, then she will love and favor. If the wife does not live according to this teaching and instruction, then it is fitting for the husband to instruct his wife and to use fear in private. But if the wife does not listen to the instruction, and does not heed, and is not afraid, and does not do as her husband teaches, then he is to flog her with a whip, depending on the fault; and not to beat her in public, but in private: to teach, to speak, and to forgive, and in no way to be angry, neither the wife with the husband, nor the husband with the wife. And for any fault: on the ear, on the eyes, not to hit under the heart with a fist, nor to kick, nor to stab with a staff, not to strike with anything iron or wooden. For those who strike in anger or out of grief, many misfortunes result from it: blindness and deafness, and it is possible to dislocate an arm or a leg, or a finger, and to cause headaches and toothaches, and in pregnant women and children, injury can occur in the womb. "And with a whip, with instruction, beat gently; it is both reasonable and painful, both frightening and healthy. And if there is a great fault and an unpleasant deed, and for great and terrible disobedience and carelessness, then beat politely with a whip, holding the hands, depending on the fault: and having taught, say something, and people would not know or hear it."

6. Topics of reports.

"Historical portrait of the Russian sovereign" (students' choice: Vasily III, Ivan

IV).

Literature

Main literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0
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Further reading:

1. Danilov, A. A. History of Russia from ancient times to the present day in questions and answers : textbook / A. A. Danilov. - Moscow : Prospekt, 2017. - 320 p. - On the title . 1.: Electronic versions of books on the site www.prospekt.ru. - ISBN 978-5-392-21699-4.
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- History [Time](https://www.youtube.com/@history_time/about) . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>

- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
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- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 4

Topic 6. Russia V 17th century

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of Russian history in the 17th century.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia from the 16th century V;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic stems from the fact that the 17th century marked the beginning of a new period in Russian history. Siberia was explored, explorers reached the Pacific Ocean, and manufacturing and trade began to develop. The early 17th century saw a deterioration in the domestic and international situation, leading to the events known as the Time of Troubles, which led to the

establishment of a new dynasty—the Romanovs. This period marked a decisive stage in the formation of serfdom, the Church Schism, and peasant wars.

Theoretical part

During the first half of the 17th century, the economic and political consequences of the Time of Troubles had to be overcome. Serfdom finally took hold in Russia during this period. Nevertheless, significant changes were taking place in the economy: the economy was restored, regions and cities began to specialize, and exchange between them intensified, marking the beginning of the formation of a pan-Russian market. Small-scale commodity production began to emerge. In the 17th century, manufactories emerged—large enterprises employing manual labor and categorizing specialties.

As cities grew, domestic trade expanded significantly. Many cities became major trading centers and began holding fairs. The largest were Makaryevskaya, Svenskaya, and Irbitskaya. The expansion of trade was facilitated by the Trade Charter of 1653, which introduced a uniform duty and abolished a number of internal duties, and the New Trade Charter of 1667, which granted concessions to Russian merchants in domestic trade. Foreign trade suffered from the lack of access to the Baltic and Black Seas.

The first Tsar of the Romanov dynasty, Mikhail Feodorovich, had to overcome the consequences of the Time of Troubles throughout his reign (1613–1645). He restored the country's economy, strengthened the position of the nobility, introduced local voivodeships, replenished the treasury, raised a new army, and increased the number of prikazy (prikazi). He pursued a conciliatory policy of unifying forces, and therefore the Tsar frequently convened the Boyar Duma and Zemsky Sobors (Assemblies of the Land). Mikhail's father, Patriarch Filaret, played a key role in governing the country. From 1619 to 1633, he, a clever and powerful politician, effectively ruled the country jointly with his son.

The state's territory was divided into 250 districts, headed by governors who wielded full administrative, police, and military authority. The Cathedral Code of 1649, adopted during the reign of Alexei Mikhailovich, became the

fundamental code of laws for Russia. It regulated various services, customs policy, real estate transactions, contracting, legal proceedings, and family relations. The code finally formalized serfdom, establishing the indefinite search for runaway peasants. The "white settlements" were abolished, and their population was incorporated into the posad. The entire population of a posad was assigned to a specific city.

From 1653 to 1656, Patriarch Nikon carried out church reforms aimed at returning the Russian Orthodox Church to Greek models. Opponents of these reforms, led by Archpriest Avvakum, advocated the old rites. A schism arose within the church, and schismatics emerged. Patriarch Nikon attempted to dictate his will to the tsar, but this conflicted with Alexei Mikhailovich's policies, and in 1666, Nikon was defrocked.

By the mid- 17th century, the main objectives of Russia's foreign policy became: in the west and northwest - the return of lands lost during the Time of Troubles, and in the south - protection from the raids of the Crimean khans, who took thousands of Russians and Ukrainians into captivity.

By the 1630s, a favorable international situation had developed for the struggle with the Polish-Lithuanian Commonwealth to recapture Smolensk. However, the war of 1632–1634 proved unsuccessful for Russia. Smolensk remained in Polish hands, but the Polish King Władysław IV renounced his claim to the Moscow throne.

By this time, the situation in the eastern lands of the Polish-Lithuanian Commonwealth was deteriorating. The local population was experiencing triple oppression—social, national, and religious—from the Polish lords.

Zaporozhian Cossack Hetman B.M. Khmelnytsky repeatedly asked Moscow for assistance, offering to incorporate the lands under his control into the Russian state. In 1653, the Zemsky Sobor decided to accept the Zaporozhian Cossacks under the "sovereign's hand" and wage war against the Polish-Lithuanian Commonwealth for these lands. In 1654, the Pereyaslav Council of Zaporozhian Cossacks was held, and residents of Pereyaslav were also invited to

participate. The result was the decision to transfer the lands controlled by the Zaporozhian Cossacks along the left and right banks of the Dnieper to the authority of the Russian Tsar.

The war with the Polish-Lithuanian Commonwealth ended in 1667 with the signing of the Truce of Andrusovo . Under its terms, the Smolensk and Seversk lands lost during the Time of Troubles were returned to Russia. Furthermore, most of the territory previously controlled by the Zaporizhian Host was incorporated into the Russian state. The Dnieper River became the border. Kyiv, located on the right bank of the Dnieper, also came under Russian control. The right bank remained largely within the Polish-Lithuanian Commonwealth. In 1686, the Eternal Peace with the Polish-Lithuanian Commonwealth secured these lands for Russia.

At the same time, Russia was at war with Sweden (1656-1658), but according to the Treaty of Cardis in 1661, the Swedes retained the Baltic Sea coast and the Neva lands.

In 1677-1681 there was a war with the Ottoman Turks, and according to the Treaty of Bakhchisarai (1681) the Ottomans recognized Russia's right to Kyiv, and the lands between the Dnieper and the Bug were declared neutral.

During the 17th century, the full-scale development of Siberia began. In 1645, V.A. Poyarkov sailed up the Amur River into the Sea of Okhotsk, and in 1648, the Cossack Semyon Dezhnev discovered the strait separating Asia from North America. As they advanced, the Russians established fortresses (ostrogs) as strongholds for further advance and defense against the local population. The incorporation of vast territories from the Ural Mountains to the Pacific coast into Russia occurred in a historically short period of time. Russia consolidated its position in the vast expanses of Eastern Siberia and the Far East and became a great Eurasian power.

The harsh tax policy implemented by the boyar B. Morozov during the first years of Alexei Mikhailovich's reign, including the increase in the price of salt, led to the Salt Riot in Moscow in 1648. After the unrest was suppressed, the

Zemsky Sobor adopted the Cathedral Code of 1649, which finally established serfdom and bound the tradesmen's population to their urban communities.

In 1662, a major uprising, known as the Copper Riot, broke out in Moscow. The issuance of large quantities of copper coins, equal in value to silver, led to their devaluation. Troops brutally suppressed the rebels, but in 1663, copper coins were abolished. The Solovetsky Uprising (1668-1676) lasted for approximately eight years. The movement, which began as a religious protest against Nikon's reforms, evolved into a social protest. In 1670-1671, a Cossack and peasant uprising took place under the leadership of Stepan Razin.

The 17th century marks the end of the Middle Ages in Russian cultural history. This period saw the emergence of many new phenomena, and secular principles became increasingly evident in all spheres of life. This process is called the secularization of culture.

Questions and tasks

Questions

1. Economic development of Russia and the evolution of the political system under the first Romanovs.
2. The establishment of serfdom. The popular movement of the second half of the 17th century.
3. State and Church. Schism of the Russian Orthodox Church.
4. Foreign policy. Attempts to restore Russia's position on the international stage. Russia and the Zaporozhian Cossack uprising against the Polish-Lithuanian Commonwealth. The Thirteen Years' War with the Polish-Lithuanian Commonwealth and the deterioration of Russo-Turkish relations.
5. Development of Siberia. The significance of Siberia's incorporation into Russia.
6. Russian culture of Russia in the 17th century.

Tasks

1. In January 1613, the Zemsky Sobor (Zemsky Sobor) convened, attended by representatives of the clergy, boyars, nobles, city tradesmen, Cossacks, and even representatives of the Black Soil peasants. The Sobor decided that it would not seek a tsar among foreigners and rejected the candidacy of Marina Mnishek and the "thief"—the son of Mnishek and False Dmitry II . Mikhail Romanov was elected tsar. State the reasons for Mikhail Romanov's election to the Russian throne. What significance did this event have for the subsequent development of the country?
2. Create a comparative table “The Activities of the Romanovs” (Mikhail Fedorovich, Alexei Mikhailovich, Fedor Alekseevich, Sophia Alekseevna), reflecting the main events of domestic and foreign policy, culture.
3. Name at least four features of Russia's political development in the second half of the 17th century that indicate the transition to absolute monarchy. Cite at least three provisions of the Cathedral Code of 1649.
4. Fill in the outline map “Territorial growth of Russia in the 17th century”.
5. In the 15th century, the Russian boyars firmly clung to the right of mestnichestvo, and the boyars said, "It's their death if they're left without a place." However, in 1682, Tsar Feodor Alekseevich abolished mestnichestvo. What motivated this measure? Name at least three reasons. What was the significance of the abolition of mestnichestvo? List at least two provisions.
6. Topics of reports and essays.
"Historical portrait of the Russian sovereign" (students' choice: Mikhail Fedorovich, Alexey Mikhailovich).

Literature

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Further reading:

1. Bуганов В.И. The World of History: Russia in the 17th Century. Moscow, 1989.
2. Валишевский К. The First Romanovs. Moscow, 1990.
3. Данилов, А. А. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / А. А. Данилов. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.
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Online Resources

- Library of electronic resources of the Faculty of History of Moscow State University. M.V. Lomonosov. URL: <http://www.hist.msu.ru/ER/index.html>
- History [Time](https://www.youtube.com/@history_time/about) . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
- History [Russian Federation](https://histrf.ru/?ysclid=lilzoyfmpn871164557) . URL : <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 5

Topic 7. Russia V era transformations Petra I

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of Russia related to the reign of Peter I.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia in the first quarter of the 18th century V;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic lies in the fact that in the early 18th century, medieval Muscovite Rus' transformed into the Russian Empire. Russia's place and role in the international relations of the time radically changed, and enormous changes occurred in the country's economy, political system, governance, and culture. Absolutism took shape, a centralized bureaucracy developed, and a regular army was established.

Theoretical part

In the first quarter of the 18th century, Peter I's entire domestic policy was subordinated to the main objective: access to the Baltic Sea. The tsar lacked a clear reform program, and most of the changes were implemented out of necessity, driven by the Northern War and various challenges facing state development. Therefore, the main feature of Russia's development during this period was the active intervention of the state in all spheres of society.

The war forced the creation of domestic production of iron, copper, cloth, rope, sails, and weapons, necessary to equip the army and navy. The manufacturing industry experienced a leap forward. By 1725, approximately 200 manufactories were operating, and a new industrial region—the Urals—emerged. A poll tax was introduced to replenish the treasury.

Mercantilism, the pursuit of wealth accumulation through exports exceeding imports, dominated trade. St. Petersburg, founded in 1703, became the new capital and center of Baltic trade. Economic regions continued to specialize, facilitating the further development of domestic trade. The number of fairs increased. Merchants were organized into guilds. In agriculture, the area under grain and industrial crops expanded, and highly productive livestock was imported from Europe. Russia's economy not only met the needs of the army and navy but also approached the level of the leading European countries in its development.

Reforms in government reflected Peter I's desire for centralization and absolutism. Beginning in the late 17th century, he ceased consulting the Boyar Duma, and in 1711, he abolished it and established the Senate, whose members were appointed by the tsar. Over time, the Senate became the highest executive, administrative, and judicial body, overseeing the bureaucracy. In place of numerous prikaz (prikazy), 12 collegiums were created, overseeing military, political, industrial, and financial affairs. Fiscals were established to expose abuses by institutions and officials that violated state interests. In 1722, the position of Prosecutor General was established, whose duties included overseeing the implementation of laws by various government agencies.

The Chief Magistrate came to oversee the governance of cities. The country was divided into eight, and later eleven, provinces, which were further subdivided into 50 provinces. Governors appointed by the Tsar headed the provinces, wielding full administrative and judicial authority. Peter placed particular importance on the nobility. By the "Decree on Single Inheritance" of 1714, noble estates were finally given equal rights with boyar votchinas,

signifying the complete merging of the two feudal estates into a single class. All secular feudal lords became known as nobles. All land was inherited by only one son, while the rest were obligated to serve for life in the army, navy, or government agencies.

In 1721, Peter I abolished the patriarchate and completely subordinated the church to the tsarist power, creating the Synod – a state body for the management of church affairs.

Since 1722, the "Table of Ranks"—a classification of ranks and the order of their promotion in civil and military service—came into effect. All positions were divided into 14 grades. A higher rank could only be attained by achieving the previous ones, with special merits and educational level taken into account. Ensuring that the throne would be in reliable hands, Peter signed the "Decree of Succession," which mandated that the reigning monarch personally appoint his successor.

In 1721, Peter I received the title of "Father of the Fatherland, Emperor of All Russia," and Russia became an empire. Absolutism, with unlimited imperial power, was finally established in the country.

The entire burden of Peter the Great's reforms and wars fell on the shoulders of the common people. The strengthening of serfdom, increased taxes, and various duties led to the flight and uprisings of peasants, Cossacks, and tradesmen. The largest uprisings were the Astrakhan (1705-1706) and the Don (1707-1708) revolt led by Kondraty Bulavin.

To successfully resolve the problems facing Russia at the beginning of the 18th century, access to the seas was essential. This became the core of Peter the Great's foreign policy. After exploring Europe during the Grand Embassy, Peter I realized that access to the Baltic Sea was paramount for Russia. To combat Sweden, which dominated the region, the Northern Alliance was formed—Russia, Denmark, Saxony, and the Polish-Lithuanian Commonwealth. The 18-year-old Swedish King Charles XII, seeking to defeat his enemy piecemeal, struck at Denmark and knocked it out of the war. The Swedes then advanced on

Narva, besieged by the Russians, and in November 1700, they routed Peter the Great's army there.

This defeat forced the Russian tsar to accelerate military reforms and create an economic base for equipping the army and navy. The army began to be formed through conscription.

As early as 1701, the Russians inflicted their first defeat on the Swedes. Between 1701 and 1704, Russian troops captured fortresses along the entire Neva River, taking Dorpat and Narva. In 1703, the Peter and Paul Fortress was founded, marking the beginning of St. Petersburg.

Having defeated Russia's allies, Charles XII entered Russian lands in 1708. He was joined by Mazepa, the Hetman of Ukraine. A 16,000-strong army with a huge supply train came to Charles XII's aid. In September 1708, it was defeated by Peter I near the village of Lesnaya. On June 27, 1709, Russian troops defeated Charles XII himself in the Battle of Poltava. The tide of the war had turned.

In 1711, Peter I launched an unsuccessful Prut campaign against Turkey, which had entered the war on Sweden's side in 1710. The Azov fortress was forced to be returned to the Turks and the fortifications of Taganrog destroyed. The war with Turkey ended, and all forces could be directed against the Swedes. In 1714, at Cape Gangut, and in 1720, at Grengam Island, the Swedes were defeated at sea.

In 1721, the Treaty of Nystad was signed. Russia annexed Livonia, Estonia, Ingria (the lands along the Neva River), and part of Karelia. Sweden received substantial monetary compensation from Russia for these lands. But the main outcome of the war was that Russia gained access to the Baltic Sea, strengthening its international authority and creating the conditions for economic and cultural development in cooperation with Europe.

A major foreign policy under Peter the Great was the Persian Campaign of 1722-1723, which, under the Treaty of St. Petersburg, granted Russia the western

and southern coasts of the Caspian Sea. This played a major role in strengthening Russia's position in the region.

Questions and tasks

Questions

1. Reasons and nature of reforms.
2. Russia's international position at the beginning XVII I c. Northern War.
3. Economic and social policy of Peter I.
4. Peter I's reforms in central and local government. Military reform.
5. Peter I's reforms in the cultural sphere. The significance of the reforms.

Tasks

1. Read the document and answer the questions.

From the Decree of Peter I on primogeniture (1714)

“All immovable property, that is, family, serviced and purchased patrimonial estates and estates, as well as farmsteads and shops, are not to be sold or mortgaged, but rather they are to be transferred to the family in the following manner: “Whoever has sons, and if he wishes , to one of them to give immovable property through spiritual inheritance, to him it will be an inheritance; other children of both sexes shall be rewarded with movable property, which their father or mother must divide among themselves, both sons and daughters, as many as there are of their own free will, except for one who will be the heir to the immovable property... The same is understood about daughters.”

- 1) What do you see as the meaning of Peter I 's decree on primogeniture?
- 2) In whose interests was it adopted?

2. Working with sources. Which battles of the Northern War are mentioned in the document excerpts?

A. "Warriors! The hour has come that will decide the fate of the Fatherland. And so, you must not think that you are fighting for Peter, but for the state entrusted to Peter, for your family, for the Fatherland, for our Orthodox faith and Church. Nor

should you be dismayed by the enemy's supposedly invincible reputation, a lie you yourself have repeatedly proven through your victories over him."

B. "True, this victory was at that time extremely sadly felt, both as a despairing defeat before all hope, and considered a great wrath of God. But now, when we reflect on it, it is truly not wrath, but God's mercy that we must confess : for if we had then... won the victory... then what kind of happiness would that have cast upon us after us ..."

Which figures from the Peter the Great era are mentioned in the excerpts from the documents?

A. "In 1702, Field Marshal... defeated the Swedish General Schlippenbach's army, winning a victory over him, capturing many prisoners, banners, and all the heavy artillery, and forcing Schlippenbach and the rest of his army to retreat to Pernov . Tsar Peter, upon receiving news of this victory, said: "Thank God! We have finally achieved victory over the Swedes."

B. "When the report on his mercenary crimes... was presented to His Majesty, the Tsar said: 'The guilt is no small one, but his previous merits are greater.' True, the offense was criminal, but the Tsar punished him only with a fine, and in the turnery, in my presence alone, he secretly beat him with a club and then said: 'Now for the last time, the club; indeed, from now on... beware!'"

3. Fill in the outline map "Territorial growth of Russia in the first quarter of the 18th century."

4. Topics of reports and essays.

"Peter I: the personality of the reformer", "Chicks of Peter's nest" (students' choice: A.D. Menshikov, P.A. Tolstoy, B.P. Sheremetev and others), "Historical portrait of the Russian empress of the era of palace coups" (students' choice: Anna Ioannovna, Elizaveta Petrovna).

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4. Pavlenko N.I. Peter the Great. M., 2000.

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Internet resources

- Library of Electronic Resources of the Faculty of History of Lomonosov Moscow State University. URL: <http://www.hist.msu.ru/ER/index.html>
- History [Time](https://www.youtube.com/@history_time/about) . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>

- History . [Russian Federation](https://histrf.ru/?ysclid=lilzoyfmpn871164557) . URL : <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society.
URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 6

Topic 8.2 Russia in the middle and second half of the 18th century

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of Russia related to the reign of Catherine II .

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia during the reign of Catherine the Great;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

This period has gone down in history as the era of enlightened absolutism, when Russia achieved its greatest successes on the international stage and implemented a number of reforms. Catherine the Great's reforms gave impetus to the country's economic and cultural development. As a result of the Russo-Turkish wars, Crimea, Novorossiia, and the steppe region of the Ciscaucasus were annexed. The Russian multinational state significantly expanded.

Theoretical part

The reign of Catherine II, especially the first half, was marked by a policy of "enlightened absolutism." Among Catherine II's reforms are the reform of the Senate, the secularization of church lands in 1764, the limitation of Cossack self-government in the Don region, and others.

A striking manifestation of the policy of "enlightened absolutism" was the work of the Legislative Commission on drafting new legislation. Representatives of the nobility, Cossacks, urban population, and state peasants participated in the Commission's work. The commission failed to fulfill its formal task, but its findings significantly shaped Catherine II's domestic policy.

Following E.I. Pugachev's rebellion, Catherine II implemented reforms to unify government bodies at the center and local levels. In 1775, the "Institutions for Governing the Provinces of the All-Russian Empire" were APPROVED BYd. The number of provinces increased to 50. Several provinces were united into viceroyalties headed by a governor-general, accountable only to the empress. Governors headed the provinces, exercising full police and administrative authority. The provinces were divided into districts.

Continuing her policy of relying on the nobility, Catherine II expanded its privileges. On April 21, 1785, she signed the "Charter on the Rights and Privileges of the Noble Nobility." All privileges granted by the "Manifesto on the Freedom of the Nobility" of 1762 were confirmed: the nobles were exempted from compulsory service and corporal punishment, and their monopoly rights over distilling, land, and peasants were preserved. The nobility also acquired new rights. For example, nobles could be convicted only by a verdict of a noble court, and they were granted the right to convene district and provincial noble assemblies and elect their leaders.

On the same day as the Charter to the Nobility, the "Charter on Rights and Benefits for the Cities of the Russian Empire" was signed. The urban population was divided into six ranks, each with varying rights. Citizens, based on their property qualifications, elected the mayor and the general city дума, which then

elected a six-member duma (one representative from each rank). This executive body handled municipal affairs under the supervision of the local administration.

During the reign of Catherine II, the main foreign policy priorities were the Black Sea, Poland, and the Baltic. Conquering the Black Sea coast provided an opportunity to secure southern Russia from Crimean Tatar raids, annex and develop the fertile southern lands, and create favorable conditions for expanding foreign trade. Russia's interests in this region were thwarted by England and France, which encouraged the Turkish Sultan to take active actions against the Russians.

The war with Turkey from 1768 to 1774 began with an unsuccessful raid by the Crimean Tatars, Turkish vassals, on Russian lands. In 1769, Russian troops under the command of P.A. Rumyantsev occupied Moldova. Azov and Taganrog were simultaneously captured, where they began building a navy for the Black Sea. In 1770, Rumyantsev won major victories in battles on the Larga and Kagul Rivers. In 1770, the enemy was defeated at sea in the Battle of Chesma. The Russian squadron was led by G.A. Spiridov and I.S. Greig. In 1773, A.V. Suvorov captured Turtukai. According to the Treaty of Küçük Kainardzhi in 1774, Russia received the Black Sea coast from the Dnieper to the Southern Bug, the fortresses of Kerch, Yenikale, Kinburn, the right to the Black Sea Fleet, and Crimea became independent.

A plan to build a line from the Mozdok fortress to Azov was proposed to the Empress by the Novorossiysk viceroy, Prince G.A. Potemkin, in 1776. Catherine II's decree establishing the Azov-Mozdok line was issued on April 24, 1777. Between 1777 and 1780, the Azov-Mozdok defensive line was created from the confluence of the Malka River and the Terek River to the mouth of the Don River. It consisted of ten fortifications, including Stavropol, Donskoye, Severnoye, Aleksandrovsk, Georgievsk, and Novopavlovsk. Retired soldiers and runaway peasants settled near the fortresses and redoubts. Cossacks resettled from the Khopra and Volga rivers settled in stanitsas (villages) around the fortifications.

In 1783, Crimea became part of Russia. That same year, Russia, having signed the Treaty of Georgievsk with Georgia, sent troops into its territory to defend it from Turkey.

In August 1787, Turkey declared war on Russia and attempted to land troops at Kinburn , but they were routed by Suvorov. In 1788, the Russians captured Ochakov. In 1789, Suvorov won two major victories at Focsani and on the Rymnik River , and in 1790 he captured the fortress of Izmail. F.F. Ushakov won a number of victories at sea. In 1791, under his leadership, the Turkish fleet was routed at Cape Kaliakra . In 1791, the Treaty of Jassy was signed: Russia received the Black Sea coast from the Southern Bug to the Dniester, recognized Crimea as Russian territory, and signed the Treaty of Georgievsk. Russia established itself on the Black Sea coast, quickly developed new territories, and established the naval base of Sevastopol.

Taking advantage of the opportune moment when Russia was at war with Turkey, Sweden attempted to regain its former possessions in the Baltics, but suffered defeat during the war of 1788-1790.

One of the goals of Russian foreign policy was to reclaim the old Russian lands of the Polish-Lithuanian Commonwealth, which had been significantly weakened by internal conflicts. In 1772, Russia, Prussia, and Austria carried out the first partition of the Polish-Lithuanian Commonwealth. Russia received Eastern Belarus. The strengthening of Polish statehood in the early 1790s did not suit Prussia and Russia, and in 1793 they carried out a second partition of the Polish-Lithuanian Commonwealth. Russia received Right-Bank Ruthenia and central Belarus with Minsk. In 1795, the third partition of the Polish-Lithuanian Commonwealth ended its existence. The Polish king abdicated. Russia received Western Belarus, Volyn, Lithuania, and Courland.

Thus, in the 18th century there was a steady growth in the international authority of Russia. empire. As one of the leading powers on the world stage, Russia carried out active external politics, achieving most important results.

Paul I ascended the throne in 1796 after the death of his mother, Catherine II . According to the new decree on succession, the throne was to pass only through the male line, from father to son, and in the absence of sons, to the eldest brother. Provincial and district noble assemblies were abolished, noble societies were prohibited from submitting petitions about their needs, and nobles were subject to corporal punishment for criminal offenses.

In 1797-1798, decrees were issued recommending limiting corvée labor to three days a week and prohibiting the sale of house and landless peasants at auction.

In 1799, Russian troops under the command of A.V. Suvorov launched the Italian and Swiss campaigns. A squadron led by F.F. Ushakov operated successfully in the Mediterranean. In 1800-1801, tensions with England and Austria worsened and eventually broke down. The main reason was England and Austria's failure to fulfill their obligations. As a result, Paul I concluded peace with France.

I on the night of March 11–12, 1801 .

Questions and tasks

Questions

1. Domestic policy of Catherine II. "Enlightened absolutism"
2. Goals, objectives and results of Russia's foreign policy during the reign of Catherine II.
3. Azov-Mozdok line and the foundation of the city of Stavropol.
4. Paul I. The main features and characteristics of his domestic policy.
5. Foreign policy of Paul I.

Tasks

1. Specify which results and agreements characterize the end:
A) Livonian War.
B) Polish-Swedish intervention of the early 17th century.
B) Northern War.

D) Russo-Turkish War of 1768-1774.

D) Russo-Turkish War of 1787-1791

Set of answers

- 1) Russia has preserved its state independence.
- 2) Russia gained access to the Baltic Sea.
- 3) The Livonian Order was defeated.
- 4) Russia achieved the right to patronize Christian subjects of the Ottoman Empire.
- 5) Türkiye recognized the accession of Crimea to Russia.
- 6) The Treaty of Yam-Zapolsky was concluded between Russia and Poland.
- 7) Russia gained access to the Black Sea.
- 8) The Treaty of Jassy was concluded between Russia and Turkey.
- 9) Trade and cultural relations between Russia and Europe have been facilitated.
- 10) The Plussa Armistice was signed between Russia and Sweden.
- 11) of Deulino was signed between Russia and Poland.
- 12) Russia achieved autonomy for Moldova and Wallachia.
- 13) Küçük Kaynarca was concluded between Russia and Turkey.
- 14) Stolbovo was concluded between Russia and Sweden.
- 15) Russia retained possession of the Novgorod land, but lost the Smolensk and Chernigov lands.
- 16) The Crimean Khanate was liquidated.

2. Working with sources. What battles are mentioned in the document excerpts?

Determine their authorship and time of writing.

A. "My fleet... under the command of Count Alexei Orlov, having defeated the enemy fleet, burned it completely at the port... About a hundred ships of all kinds turned to dust... I always said: these heroes were born for great deeds."

B. "Having defeated the Crimean Khan Kaplan-Girey and three Turkish pashas: Abaza, Abdi and Izmail at Larga on the 7th of this month, I went with the army after this fleeing enemy to lead my troops in the following order: each division

would form its own square, having a special column from the front and rear lines, and artillery in the middle of them.”

V. "The fortress... so fortified as it was vast and which seemed invincible to the enemy, was taken by the terrible weapon of Russian bayonets; the stubbornness of the enemy, who had arrogantly placed his hope in the number of troops, was overthrown."

G. "The victorious army of your imperial majesty, renowned for its bravery and courage on land and sea, now demonstrates unparalleled tirelessness and fearlessness in a new war, on the masses of inaccessible mountains."

3. Read the document and answer the questions.

From the Manifesto of Emperor Paul I on the non-compulsion of peasants to work on Sundays (April 5, 1797)

The Law of God... teaches us to dedicate the seventh day to it; therefore, on this day, glorified by the triumph of the Christian faith, and on which we have been deemed worthy to receive sacred anointing and the royal coronation on our ancestral throne, we consider it our duty before the Creator and Giver of all blessings to confirm throughout our empire the precise and unfailing observance of this law, commanding everyone to observe that no one, under any circumstances, dares to force peasants to work on Sundays...

1) What does Paul I's decree prohibiting forced labor on Sundays indicate?

2) Whose interests did he serve?

4. Fill in the outline map “Territorial growth of Russia during the reign of Catherine II .”

5. Topics of reports.

"Companions of Catherine II" (students' choice: G.A. Potemkin, E.R. Dashkova, I.I. Betskoy, N. I. Panin and others), “The Legislative Commission as an Element of the Policy of Enlightened Absolutism of Catherine II”, “ The Azov-Mozdok Line and the Founding of the City of Stavropol”, “The Best Commanders of Catherine II” (students’ choice: P. Rumyantsev, A. Suvorov, A.

Orlov, F. Ushakov, G. Spiridov and others), “ Kuchuk Kainardzhi : a Turning Point in the History of Russia and Turkey”.

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2. Brickner A.G. History of Catherine the Second. Moscow, 2005.
3. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.
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5. Pavlenko N.I. Catherine the Great. Moscow, 2006.

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- History [Time](https://www.youtube.com/@history_time/about) . URL : https://www.youtube.com/@history_time/about

- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
- History [. Russian Federation . URL :](https://histrf.ru/?ysclid=lilzoyfmpn871164557) <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 7

Topic 9.1 Russia in the first half of the 19th century

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in Russian history related to the first quarter of the 19th century.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia during the reign of Alexander I ;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The topic's relevance stems from the crucial events that occurred during this period. Russia became the leading producer of commercial grain in Europe, the Industrial Revolution began, and new social strata emerged. The reforms of

Alexander I laid the foundation for a new system of government, and the first steps were taken toward the easing of serfdom. The Patriotic War of 1812 sparked a tremendous patriotic upsurge, transforming all layers of Russian society.

Theoretical part

The reign of Alexander I (1801–1825) was characterized by the struggle between two directions in domestic policy: liberal and conservative.

Upon becoming emperor, Alexander I declared that he would rule "according to the law and heart of Catherine II." He immediately lifted restrictions on trade with England, rehabilitated all those repressed under Paul I, confirmed the charters granted to the nobility and cities, and abolished the Senate's secret expedition. In 1801, the Permanent Council was established. In 1801-1803, Alexander I relied on the activities of the Secret Committee.

In 1801, a decree was issued granting the right of non-nobles to purchase land, thus breaking the nobles' monopoly on land ownership. In 1809, landowners' right to exile peasants to Siberia was abolished. Between 1804 and 1806, serfdom was restricted in the Baltics. In 1802, eight ministries were established in place of the collegiums: the Military Land Forces, the Naval Forces, Foreign Affairs, Justice, Internal Affairs, Finance, Commerce, and Public Education.

was brought in to prepare further reforms . He developed a plan for public administration reform. However, the project encountered significant resistance from conservative dignitaries. As a result, only the State Council was created in 1810.

After the war with France ended, Alexander I continued his liberal reforms. In 1815, Poland received a constitution, the most liberal in Europe at the time. Between 1816 and 1819, peasants in the Estonian, Livonian, and Courland provinces were freed from serfdom, but without land. In 1820, N.N. Novosiltsev prepared a constitutional draft, "State Charter." The draft remained unimplemented.

However, the European revolutions of 1820-1821 in Italy and Spain, peasant and soldier unrest in Russia, and the lack of support for reformist ideas among the nobility led the emperor to turn toward a reactionary course. In 1822, Alexander I effectively retired from public office. His first minister, A.A. Arakcheyev, became the effective ruler. It was under his leadership that military settlements were established, where soldiers combined military service with agricultural labor. Their entire lives were strictly regulated by statutes. A decree of 1822 restored landowners' right to exile peasants to Siberia. Secret organizations and Masonic lodges were banned.

The foreign policy of this period consisted of attempts to contain French aggression, and, above all, in Central Europe, where Russia's influence had become predominant since the second half of the 18th century, and in maintaining its influence in the Eastern Mediterranean and Transcaucasia.

From 1805 to 1807, Russia participated in the Third and Fourth anti-French coalitions. The military campaign as part of the Third Coalition (along with England and Austria) was unsuccessful. In November 1805, at Austerlitz, the Russian-Austrian forces were defeated. Austria left the coalition. In the Fourth Coalition, Prussia was Russia's ally. Napoleon defeated the Prussian army, and in June 1807, at Friedland, he defeated the Russian army. On June 25, 1807, peace was signed with France at Tilsit, according to which Russia joined the Continental Blockade of England.

In Transcaucasia, Russian interests encountered opposition from Iran and Turkey. The annexation of Georgia by Russia in 1801 led to a deterioration in relations with these states. The Russo-Iranian War (1804–1813) ended with the signing of the Treaty of Gulistan . Dagestan and Northern Azerbaijan were ceded to Russia. During the Russo-Turkish War (1806–1812), Bessarabia was annexed to Russia by the Treaty of Bucharest.

The results of the war with Sweden in 1808–1809 were no less successful for Russia. In accordance with the Treaty of Fredrikshamn , Finland became part of Russia.

By 1812, relations between France and Russia had deteriorated. This was the result of a number of factors that led to the war. Russia had virtually ceased to comply with the terms of the Continental Blockade, which had significantly worsened its economic situation. Furthermore, France's dominance in Europe undermined Russia's political interests and was a constant source of military danger. Russia posed a significant obstacle to Napoleon's plans for world domination.

On June 12, 1812, Napoleon's army, numbering approximately 600,000 men, crossed the Neman River—the western border of the Russian Empire. Initially, two Russian armies opposed Napoleon: the 1st, commanded by M.B. Barclay de Tolly and numbering approximately 128,000 men, covered the St. Petersburg sector, and the 2nd, commanded by P.I. Bagration and comprising 52,000 men, concentrated on the Moscow sector. The remaining military units—A.P. Tormasov's army and P.V. Chichagov's Danube Army—covered Russia's southwestern borders and began military operations only late in the war.

The Russian forces refused to accept the border battle and retreated, seeking to unite into a single army, which they succeeded in doing in early August 1812 near Smolensk. After a fierce and bloody battle, the city surrendered to the enemy.

Russian troops continued to retreat, and the war became protracted. The enemy, advancing deeper into Russia, suffered increasing losses. In August 1812, M.I. Kutuzov was appointed commander-in-chief. At the Battle of Borodino, 100 km from Moscow, he set the goal of weakening the enemy and raising the morale of the Russian army. Napoleon, however, wanted to end the war. Through numerous and fierce attacks, the enemy pushed back the Russian troops but failed to achieve a decisive victory. Due to enormous losses, M.I. Kutuzov decided to retreat to Moscow.

At a war council in Fili on September 1, 1812, in order to preserve the army, it was decided to abandon Moscow without a fight. After Napoleon entered Moscow, fires broke out throughout the city, destroying approximately two-thirds

of all buildings. The Russian army retreated to Tarutino, where it replenished its forces, rested, and prepared to continue the war. On October 7, 1812, Napoleon abandoned a devastated Moscow and attempted to break through to the southern regions of Russia, rich in food and resources. On October 12, 1812, the Battle of Maloyaroslavets took place. The French army was routed and forced to retreat to the Old Smolensk Road, which it had destroyed.

Russian troops pursued the enemy, launching small, mobile attacks and making extensive use of guerrilla tactics. Significant losses were inflicted on the enemy by both the army and partisan detachments of D.V. Davydov, A.N. Seslavin, and A.S. Figner, as well as the peasant detachments

of G. Kurin and V. Kozhina.

After defeats at Vyazma and Krasny, the French retreat turned into a rout. In the battle at the Berezina River crossing (November 14-16, 1812), the French suffered enormous losses. About 30,000 enemy soldiers fled Russia. On December 25, 1812, Alexander I issued a Manifesto ending the Patriotic War.

In 1813-1814, the Russian army participated in a foreign campaign. On October 4-6, 1813, a battle known as the "Battle of the Nations" took place near Leipzig, in which Napoleon suffered defeat. In March 1814, Paris fell. Napoleon abdicated and was exiled to the island of Elba in the Mediterranean.

To resolve contentious issues concerning the post-war structure of Europe, an international congress was convened in Vienna. In 1815, the congress was interrupted by Napoleon's flight from Elba and the restoration of his control over France. A renewed unification of the allies was required. In July 1815, at the Battle of Waterloo, the French army was routed, Napoleon was captured, and exiled to Saint Helena, off the west coast of Africa.

By the decision of the Congress of Vienna, the old European royal dynasties returned to their thrones, territorial disputes were resolved, and new borders of European states were established. Russia gained most of Poland.

After the congress concluded, the Russian, Austrian, and Prussian monarchs signed a declaration establishing the Holy Alliance. It was to support the decisions of the Congress of Vienna and combat the spread of revolutionary movements in Europe.

Russia's decisive role in the struggle against Napoleonic France significantly enhanced its international prestige. It became one of the most influential states in Europe.

Questions and tasks

Questions

1. The first years of the reign of Alexander I. Reforms of M.M. Speransky.
2. Foreign policy.
 - A. Russia's European policy in 1801-1809 (Russia's participation in the III and IV anti-Napoleonic coalitions of 1805-1807; the Russo-Swedish War of 1808-1809)
 - B. Russia's Eastern policy in 1801-1813 (Georgia's entry into the Russian Empire, the Russo-Iranian War of 1804-1813, the Russo-Turkish War of 1806-1812)
 - V. Patriotic War of 1812.
 - G. The Russian army's foreign campaign in 1813-1814. The Congress of Vienna and its decisions. The creation and activities of the Holy Alliance.
3. The second half of the reign of Alexander I.

Tasks

1. A common view in foreign historiography is that harsh natural conditions played a decisive role in the defeat of Napoleon's army in Russia. What other points of view on this issue do you know? Which viewpoint do you find more compelling? Support your position with facts.
2. As a result of the Russo-Swedish War of 1808-1809, Finland became part of Russia. Despite this, a monument to Alexander I still stands in the country. Alexander I's name is also given not only to one of the central streets of Helsinki,

but also to the largest city of Tampere, as well as to Oulu, Lahti, and Porvoo.

What explains such respect for the Russian emperor?

3. Fill in the outline map “Territorial growth of Russia during the reign of Alexander I”.

4. Topics of reports.

"Companions of Alexander I" (students' choice: M.M. Speransky, A.A. Arakcheev and others), "The best commanders of Alexander I (students' choice: M.I. Kutuzov, P.I. Bagration, M.B. Barclay de Tolly and others), "The partisan movement during the Patriotic War of 1812", "The Battle of Borodino: strategy and results".

Literature

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., paperback and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
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Further reading:

1. Bezotosny V.M. Russia in the Napoleonic Wars of 1805-1815. – M., 2014.
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Internet resources

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PRACTICAL LESSON 8

Topic 9.3 Russia in the first half of the 19th century

The purpose of the lesson: to develop general scientific methodological competence, which presupposes knowledge of modern conceptual approaches to the study of issues of Russian history related to the reign of Nicholas I.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia during the reign of Nicholas I ;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts (UK-5) .

Relevance of the topic of the practical lesson

The relevance of this topic lies in the fact that this was the most controversial period in Russian history. After the suppression of the Decembrist movement, censorship was tightened, the official became the most important figure in the state, and the entire state system was becoming bureaucratic. But on the other hand, reforms were being implemented: financial reform, reform of the management of state peasants, and legislative reform.

Theoretical part

The Decembrist uprising of December 14, 1825, largely defined the reign of Nicholas I. The main instrument of power became His Imperial Majesty's Chancellery, which included six departments.

At the insistence of Nicholas I, with the active participation of M.M. Speransky, a codification of laws was carried out and the Complete Collection of Laws and the Code of Laws of the Russian Empire were created.

In 1826, a new censorship charter was created, significantly intensifying the persecution of literature and journalism. In 1835, a new university charter was adopted, significantly limiting autonomy. At the same time, the number of schools and gymnasiums increased significantly, and technical universities (the Technological, Construction, and Land Surveying Institutes) emerged. However, education remained class-based and closed.

A secret committee on the peasant question and the Ministry of State Property, headed by P.D. Kiselev, were created. Under his leadership, a reform of the state-owned village was carried out from 1837 to 1841. In 1842, the decree "On Obligated Peasants" was issued, and in 1847, an inventory reform was carried out in the western provinces, fixing the sizes of peasant allotments and duties in favor of landowners, which were then not subject to change.

From 1839 to 1843, Finance Minister E.F. Kankrin carried out a financial reform, introducing the silver ruble as the basis of currency and establishing a mandatory exchange rate for banknotes, thereby strengthening the country's financial position. Minister of Public Education S.S. Uvarov and historian M.P. Pogodin developed the "theory of official nationality." Its essence was expressed in the formula: autocracy, Orthodoxy, nationality.

The main foreign policy objectives during this period were: 1. Preservation of the Vienna system and foreign policy power in Europe. 2. Resolving the "Eastern Question" in Russia's interests. 3. Suppression of revolutionary uprisings. 4. Expanding geopolitical space in the Caucasus.

After the suppression of the uprising in Poland in 1832, the "Organic Statute" was introduced, declaring the Kingdom of Poland an integral part of the Russian Empire. In 1849, the Russian army suppressed the uprising in Hungary, thereby preserving the integrity of the Austrian Empire.

The "Eastern Question" is generally understood to refer to Russia's relations with Turkey and the European powers over Turkish dominance in the Balkans, the Black Sea straits, and the Christian peoples of the Ottoman Empire. The Russo-Turkish War of 1828-1829 ended with the signing of the Treaty of Adrianople, under which Russia received the mouth of the Danube, the Akhaltsikhe region in Transcaucasia, and the eastern Black Sea coast from Anapa to Poti. Broad autonomy was guaranteed for Greece. In 1830, an independent Greek state was established. Thus, Russia's active policy from 1826 to 1829 significantly strengthened its position in Transcaucasia and the Balkans. In 1833, the Treaty of Unkiar Iskelesia was signed with Turkey (the Black Sea became an internal sea shared by Russia and Turkey). This treaty marked the pinnacle of Russia's success in the "Eastern Question."

The Russo-Iranian War of 1826-1828 ended with the signing of the Treaty of Turkmanchay, which annexed Eastern Armenia (the Erivan and Nakhichevan Khanates) to Russia. Iran paid a large indemnity, and Russia's exclusive right to maintain a navy in the Caspian Sea was confirmed.

Throughout the reign of Nicholas I, Russia waged the grueling Caucasian War (1817–1864), which would culminate in the annexation of the North Caucasus. In 1859, Shamil was captured in the village of Gunib, and in 1864, the village of Kbaada was captured .

The causes of the Crimean War included the escalation of the Eastern Question, the growth of the national liberation movement in the Balkans, and the diplomatic miscalculations of Nicholas I. The pretext was a dispute between the Catholic and Orthodox clergy over Palestinian saints. The Turkish Sultan declared war on Russia in 1853. In 1853, Admiral Nakhimov defeated the Turkish fleet in the Battle of Sinop. In 1854, England and France declared war on Russia, and in 1855, the Kingdom of Sardinia did the same. An Anglo-French squadron appeared in the Baltic Sea, attacked Kronstadt, British ships entered the White Sea and bombarded the Solovetsky Monastery, and a military demonstration was held in Kamchatka. Enemy troops landed near Yevpatoria. The Russian defense of Sevastopol lasted 349 days. Tottleben built fortifications around the city of Sevastopol. After the fall of Malakhov Kurgan, Sevastopol fell in August 1855. Admirals Nakhimov, Kornilov, and Istomin were killed. In the Caucasus theater of military operations, Russia captured the fortress of Kars. In 1856, the Treaty of Paris was signed.

The main conditions of the Treaty of Paris of 1856: 1. The Black Sea was declared neutral. 2. Russia lost southern Bessarabia. 3. The Crimean system, with an anti-Russian orientation, was established. The danger of Russia's international isolation arose. 4. Sevastopol was returned to Russia in exchange for the Turkish fortress of Kars.

At the turn of the 1830s and 1840s, magazines , newspapers, and literary salons became the center of socio-political life. In 1836, the Moscow journal *Teleskop* published P. Ya. Chaadaev's "Philosophical Letter," in which the author offered an extremely pessimistic assessment of Russia's past, present, and future. The publication of Chaadaev's views accelerated the formation of two ideological currents—Slavophilism and Westernism.

The most prominent representatives of Slavophilism were A.S. Khomyakov, the Kireevsky brothers, and the Aksakov brothers. They defended the uniqueness of Russia's historical development, which, in their view, lay in the existence of the commune and the enormous moral role of the Orthodox Church. They opposed serfdom and bureaucracy. The Slavophiles proposed the revival of the Zemsky Sobors (Assemblies of the Zemstvo). Their political views were largely reflected in the formula: "The power of authority belongs to the Tsar, the power of opinion belongs to the people." The Tsar's power, however, was to remain unlimited.

The Westernizers included T.N. Granovsky, S.M. Soloviev, V.P. Botkin, K.D. Kavelin, and others. They believed that Russia would inevitably follow the West's path and called for learning from the advanced countries of Europe. They advocated for widespread public education, believing this to be the only sure path to successful modernization of Russia's socio-political system.

The debates between Westernizers and Slavophiles primarily centered on differing approaches to assessing Russia's past and future. But they were united by their defense of individual rights, public freedom, and protest against despotism, bureaucracy, and serfdom. They also shared a resolute rejection of revolution.

The revolutionary democratic wing was represented by V.G. Belinsky, A.I. Herzen, N.P. Ogarev, and the Petrashevites—members of the M.V. Butashevich -Petrashevsky circle, which arose in 1845 in St. Petersburg. The Petrashevites' program was based on demands for the abolition of serfdom, the abolition of the monarchy, and the introduction of democratic freedoms. Among the circle's members were also supporters of a revolutionary path of transformation. In 1849, the Petrashevites were arrested, convicted, and many (21 people) were sentenced to death, which was commuted at the last minute to other punishments.

In the second quarter of the 19th century, social thought not only did not die out, but also gave rise to a significant number of philosophical and political concepts, the further development of which continued throughout the 19th century.

Questions and tasks

Questions

1. Domestic policy in Nicholas's Russia.
2. The Eastern direction of Russia's foreign policy in the 1820s-1850s.
3. Russia's policy in the Caucasus: strategic objectives and tactical techniques.
4. Crimean War.
5. Russian social thought of the second quarter of the 19th century.

Tasks

1. Compare the highest organs of state power at the end of the reign of Peter I and at the end of the reign of Nicholas I. Indicate what was common (at least two characteristics) and what was different (at least two differences).
2. Compare the views of the Slavophiles and Westernizers. Identify what they had in common (at least two characteristics) and what they had different (at least two differences).
3. Match the names of the monarchs with the government bodies created during their reign:
Catherine I ; Anna Ioannovna; Elizabeth Petrovna; Alexander I ;
Nicholas I ;
Conference; State Council; Supreme Privy Council; Ministries; Her Majesty's Cabinet; Ministry of State Property.
4. Match the terms of the peace treaties concluded by Russia, the names of these treaties and the wars that resulted from these treaties.
Terms of the contracts:

- a) France lost its conquests and buffer states were created on its borders; the Kingdom of Sardinia was restored; England was given control of part of the colonies it had seized from France and Holland; Austria again took possession of Lombardy and Venice; Prussia significantly expanded its possessions on the Rhine;
- b) Russia was given control of the Black Sea coast from the Dniester to the Kuban, including Crimea;
- c) the independence of the Crimean Khanate from Turkey was recognized; Russia received the Black Sea coast with the fortresses of Kerch, Yenikale , and Kinburn ; the independence of Moldova and Wallachia was proclaimed;
- d) the Duchy of Warsaw was created; Russia and France concluded an offensive and defensive alliance; Russia joined the continental blockade;
- d) The Erivan and Nakhichevan khanates became part of Russia; the Araks River became the border between Russia and Iran; a contribution was imposed on Iran; Russia's preferential right to have a navy on the Caspian Sea was confirmed, and freedom of navigation there was ensured for Russian merchant ships.

Titles of contracts:

- a) Treaty of Jassy;
- b) Turkmanchay Peace Treaty;
- c) Treaty of Tilsit;
- d) Treaty of Küçük Kaynarca ;
- d) The Final General Act of the Congress of Vienna.

Wars:

- a) war with Napoleonic France (1812 - 1815);
- b) Russo-Turkish War (1768 - 1774);
- c) Russo-Iranian War (1826 - 1828);
- d) the wars of the third and fourth anti-French coalitions;
- d) Russo-Turkish War (1787 - 1791).

5. Topics of reports.

“Companions of Nicholas I” (students’ choice: M.M. Speransky, E.F. Kankrin, P.D. Kiselev, and others), “Dasha Sevastopolskaya”, “Heroes of the Crimean War” (students’ choice: P.S. Nakhimov, V.I. Istomin, V.A. Kornilov, and others)”).

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- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 9

Topic 10.1 The Time of the Great Reforms in Russia.

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of Russia associated with the era of Alexander II .

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia during the reign of Alexander II ;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of studying this period of Russian history stems from the fact that it is known as the era of the Great Reforms, when Russia managed to embark on a capitalist path of development without revolution. The reforms not only liberated the peasants but also created the world's most progressive judicial system, financial stability, self-government, and public education. The country's economy began to develop rapidly, railways and factories were built, and the population grew.

Theoretical part

Alexander II, who came to power in 1855, believed that modernizing the country and overcoming its technological and economic backwardness were impossible within the confines of serfdom. At the emperor's initiative, a Secret Committee was created, later transformed into the Main Committee on Peasant Affairs. A broad discussion of reform began in the press, and draft memos were produced. Local committees were formed, preparing their proposals based on local conditions. All proposals were submitted to the Editorial Commission, where Ya. I. Rostovtsev and N. A. Milyutin played a prominent role. After the State Council APPROVED BYd the drafts, Alexander II signed the Manifesto and the "Regulations on Peasants Emancipating from Serfdom" on February 19, 1861.

In 1864, the Zemstvo reform began. All-class local government bodies, called zemstvos, were created in the provinces and districts. Elections to them were based on property qualifications. Zemstvo assemblies served as the administrative bodies of the zemstvos, while zemstvo councils served as the executive bodies. Zemstvos had no political rights and were responsible for resolving local issues, such as approving and distributing local taxes, opening medical centers and schools, building roads, and managing land.

The urban reform of 1870 created urban self-government: the city council and the administration, which resolved municipal issues: fire fighting, urban

improvement, the construction of schools and hospitals, the development of trade, and urban taxation.

On November 20, 1864, a decree on judicial reform was signed. The court was built on the principles of classlessness, equality of parties before the law, openness and adversarial proceedings, the irremovability of judges, and independence from the administration. Two types of courts were introduced: magistrates' courts and general courts. Criminal cases were heard by jurors—12 jurors, after examining the merits of the case, rendered a verdict—"guilty," "not guilty," and, if guilty, "whether he deserves leniency." The Senate was the highest judicial authority. The judicial reform was the most radical, democratic, and consistent of all the bourgeois reforms of the 1860s and 1870s .

During the educational reform of 1863, a university charter was introduced, establishing a certain autonomy and democratic character for these educational institutions. The school charter of 1864 provided formal equality in education and expanded the school network. Beginning in 1870, girls' gymnasiums began to open, and higher education courses for women were established. In 1865, a press reform was implemented, and censorship was relaxed.

The military reform of 1874 replaced conscription with universal military service beginning at age 21. Soldiers served for six years, sailors for seven, those with primary education for three years, secondary education for one and a half years, and higher education for six months. Officer training was improved, and rearmament was implemented. As a result, a small peacetime army was created with a well-trained reserve force for war.

The bourgeois reforms of the 1860s and 1870s were a significant step forward and contributed to the development of capitalism in Russia.

The development of capitalism in Russia and the implementation of military reform changed the country's situation, creating conditions for resolving the "Eastern Question." In 1870, France was defeated in the Franco-Prussian War, and in January 1871, the German Empire was established. Russian Chancellor and Foreign Minister A.M. Gorchakov took advantage of the situation and

declared the provisions of the 1856 Treaty of Paris null and void. In early 1871, the London Conference granted Russia the right to restore the Black Sea Fleet and naval bases. In 1873, the "Union of the Three Emperors" was formed: Russia, Germany, and Austria-Hungary.

In 1875, Bosnia and Herzegovina rose up against Turkey, and in 1876, the Bulgarians and the peoples of Serbia and Montenegro did the same, but they were defeated. The struggle of the Balkan Slavs evoked a sympathetic response from Russian society (collecting donations, creating Slavic committees, purchasing and transporting weapons to the Balkans, and forming volunteer units).

The Russian government attempted to peacefully limit Ottoman tyranny and grant autonomy to Bosnia and Herzegovina and Bulgaria. Turkey rejected these proposals. On April 12, 1877, Russia declared war on Turkey. The war unfolded on two fronts: the Balkans and Transcaucasia. The war ended with the signing of the Treaty of San Stefano . Its terms, which significantly strengthened Russia's position in the Balkans, were revised by the Congress of Berlin in the summer of 1878. As a result, Russia received part of Bessarabia, Kars, Ardahan, and Batum. Northern Bulgaria received autonomy, and Serbia, Montenegro, and Romania gained independence.

During these years, changes in Russia's territory continued. Thus, in 1858, the Treaty of Aigun with China returned lands along the left bank of the Amur to Russia, and in 1860, the Treaty of Peking ceded the Ussuri region. Vladivostok, Khabarovsk, Blagoveshchensk, and other cities were founded on these new lands.

In 1867, Alaska and the Aleutian Islands were sold to the United States for \$7.2 million to strengthen ties with that country and replenish the treasury. In 1875, Russia exchanged the Kuril Islands with Japan for the southern part of Sakhalin.

In the mid- 19th century, Russia intensified its policy in Central Asia. Russia found itself in close proximity to three Central Asian states: the Emirate of Bukhara and the Khanates of Kokand and Khiva. Russia's policy in this region

was opposed by England, which sought to subjugate the Central Asian states. Fear of England's growing influence forced the Russian government to act more decisively. In addition to military and strategic interests, Russia also had economic ones: the search for new profitable markets and sources of raw materials. The conquest of Central Asia freed it from slavery, the slave trade, and the arbitrary rule of the khans, and civil strife ceased. Central Asia was integrated into the orbit of the Russian economy.

Questions and tasks

Questions

1. Peasant reform 1861 G.: reasons, stages preparations, consequences.
2. The era of the "Great Reforms" (financial reform, reforms in the field of local government: zemstvo and city reforms, judicial reform, education reform, military reform)
3. Political crisis of the 1870-1880s.
4. Features of reforms in the North Caucasus.
5. The European direction of foreign policy during the reign of Alexander II .
6. New accents Russian diplomacy: policy Russia V Average Asia.
7. Relations between the Russian Empire and the Far Eastern states (China and Japan).
8. Russo-Turkish War (1877–1878): price victories. Berlin Congress.

Tasks

1. Read the historical sources cited. What do you see as the next step forward in the reforms of the 1860s and 1870s?

From the Regulation on Zemstvo Institutions (January 1, 1864)

“1. To manage matters related to the local economic benefits and needs of each province and each district, provincial and district zemstvo institutions are formed, the composition and procedure of which are determined by this regulation.

...

7. Zemstvo institutions in their resolutions and orders cannot go beyond the scope of the matters specified to them..."

From the Judicial Statutes (November 20, 1864)

"1. Judicial power belongs to: justices of the peace, congresses of justices of the peace, district courts, judicial chambers and the Governing Senate as the supreme court of cassation. ...

7. To determine the guilt or innocence of the defendants in criminal cases, jurors are added to the composition of the court in cases specified in the charter of criminal proceedings. ...

24. Elections of justices of the peace are held at district zemstvo assemblies. ...

81. Jurors are selected from local residents of all classes..."

From the City Regulations (June 16, 1870)

"1. Care and management of the city's economy and improvements are entrusted to the city's public administration, and supervision of its lawful execution is entrusted to the governor, on the precise basis of the rules of this regulation. ...

9. The city public administration in its resolutions and orders cannot go beyond the scope of the matters assigned to it..."

From the Charter on Military Service (January 1, 1874)

"1. The defense of the throne and the fatherland is the sacred duty of every Russian subject. The male population, regardless of status, is subject to military service. ...

4. Cash ransom for military service and replacement by a hunter is not permitted. ...

5. The armed forces of the state consist of standing troops and a militia. The latter is called up only in extreme circumstances of wartime."

2. Complete the outline map "Expansion of the Russian Empire in the second half of the 19th century."

3. In the list of government institutions in Russia, mark those that were active in 1855:

Supreme Privy Council, Senate, Synod, Ministries, Collegiums, Conference, Orders, State Duma, Zemsky Sobors, State Council.

4. Topics of reports.

"Reformers of Alexander II " (students' choice: D.A. Milyutin, N.A. Milyutin and others), "Heroes of the Russo-Turkish War of 1877-1878" (students' choice: M.D. Skobelev, I.V. Gurko and others)

Literature

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1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.
2. History of Russia from ancient times to the present day: textbook: A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; edited by A.N. Sakharov. – Moscow: Prospekt, 2014. – 768 p. ISBN 978-5-392-12482-4
3. Lyashenko L.M. Tsar-Liberator: the life and deeds of Alexander II . – M., 1994.
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- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
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PRACTICAL LESSON 10

Topic 11.1 Russia in the late 19th - early 20th centuries

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of Russian history at the beginning of the 20th century . V.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia at the beginning of the 20th century;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks (UK-1).

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts (UK-5)

Relevance of the topic of the practical lesson

The topic's relevance stems from the fact that this was a turning point in the country's history, a period of rapid economic development that saw modernization not only of the economy but also of the entire way of life of many peoples of the empire. This period, marked by reforms and a revolutionary movement, opened up new prospects for the country's development. It was during this time that Russia took its first steps toward the formation of a civil society and the rule of law.

Theoretical part

At the turn of the 19th and 20th centuries, Russia remained an absolute monarchy. Emperor Nicholas II was the head of state, vested with full legislative, executive, and judicial powers.

At the beginning of the 20th century, the situation in the Far East deteriorated sharply. Russia had established relatively friendly relations with its great eastern neighbor, China. In 1898, Russia leased the Liaodong Peninsula from China, where it established the Port Arthur naval base. Russia built the Chinese Eastern Railway and concentrated Russian troops on the border with Korea. This led to an escalation of tensions between Russia and Japan.

On the night of January 27, 1904, the Japanese fleet attacked ships in the outer roads of Port Arthur. On the afternoon of January 27, near the Korean port of Chemulpo, an unequal battle ensued between the crew of the cruiser Varyag and the gunboat Koreets and 14 enemy vessels. The crew of the Varyag sank, and the Koreets was blown up. Vice-Admiral S.O. Makarov, who commanded the Pacific Squadron, sank in March 1904 on the battleship Petropavlovsk after hitting a mine.

In the spring of 1904, Japanese troops began deploying in Korea and the Liaodong Peninsula. In May 1904, Port Arthur was blockaded. An attempt to lift the siege of Port Arthur was unsuccessful. In August 1904, in the Battle of Liaoyang, the Japanese failed to encircle the Russian forces, and the battle ended with the Russians withdrawing. In September 1904, the commander of the Russian forces, General A.N. Kuropatkin, launched an offensive on the Shahe

River . Having superior numbers, he led the offensive with part of his forces and was defeated, with the two sides reverting to trench warfare.

The besieged Port Arthur was in dire straits, its garrison repelling several assaults. On December 20, 1904, General A.M. Stessel, commander of the Kwantung Fortified Region , signed the act of capitulation of the Port Arthur fortress. This allowed the Japanese to transfer additional forces to Manchuria, where the Battle of Mukden took place in February 1905. Another attempt by the Japanese army to encircle Russian troops was unsuccessful. The last major event of the war was the Battle of Tsushima in May 1905, which ended in the defeat of the Russian 2nd and 3rd Pacific Squadrons.

In August 1905, the Treaty of Portsmouth was signed in the United States. The Russian delegation was headed by S. Yu. Witte. Under the treaty, southern Sakhalin was ceded to Japan, Korea became a Japanese sphere of influence, and the Liaodong Peninsula was leased to Japan.

The causes of the 1905-1907 revolution lay in Russia's socio-political structure and the feudal remnants that hindered social development. The unresolved agrarian-peasant question, the persistence of large-scale landownership and peasant land shortages, the high level of exploitation of workers, political disenfranchisement, and the absence of political freedoms—all of this led to revolutionary events. The deterioration of the workers' financial situation due to the economic crisis of 1900-1903 and the Russo-Japanese War accelerated the revolution.

The revolution went through three stages in its development:

1. January 1905 – early autumn 1905. The revolution was on the rise, marked by such events as the shooting of a peaceful demonstration in St. Petersburg on January 9 ("Bloody Sunday"), spring and summer workers' protests in Moscow, Odessa, Warsaw, Lodz, Riga, and Baku, the creation and activities of the first council of authorized deputies in Ivanovo-Voznesensk, the mutiny on the battleship Prince Potemkin-Tavrichesky, and the creation of the Peasants' Union.

Under pressure from these events, the government made its first concession and promised to convene the State Duma, a law drafted by Bulygin.

2. The Revolution's Peak. In early October 1905, the country was shaken by a general All-Russian political strike. Approximately 2 million people were on strike. The autocracy lacked the reliable troops to establish a military dictatorship. S. Yu. Witte drafted the Manifesto "On the Improvement of State Order," signed by Nicholas II on October 17, 1905. The Manifesto granted civil liberties: personal inviolability, freedom of speech, conscience, assembly, and association; expanded the electorate for the Duma; the Duma received legislative powers: without its approval, no law could come into force.

The publication of the Manifesto resulted in the formation of political parties, the most influential of which were the Octobrists, Cadets, and Black Hundred organizations, and the legalization of the activities of the Socialist Revolutionaries and Social Democrats.

December 1905 became a month of strikes and armed uprisings in Moscow, Kharkov, Chita and a number of other large cities.

January 3, 1906 – June 3, 1907 – the decline and retreat of the revolution. The main events were workers' strikes and walkouts in various parts of the country, a significant surge in peasant uprisings in the summer of 1906, sailors' rebellions in Kronstadt and Sveaborg, and national liberation movements in Poland, Finland, and the Baltic states. The First and Second State Dumas were active during this period. The dissolution of the Second State Duma on June 3, 1907, and the adoption of a new electoral law without the Duma's consent signaled the end of the revolution.

The revolution significantly changed the country's life. The State Duma was established in Russia, political parties, trade unions, and public organizations were founded, and redemption payments were abolished.

In order to implement the provisions of the Manifesto of October 17, 1905, "On the Improvement of State Order," laws were developed on elections to the State Duma and on the State Duma itself. The First State Duma functioned for 72

days, from April 27 to July 9, 1906. The majority of seats (43%) were won by the Cadets. The Trudoviks, representing the interests of the peasantry, and the Mensheviks gained 23% of the seats. The Chairman of the Duma was the Cadet S.A. Muromtsev. The First State Duma and the government entered into an irreconcilable conflict, and the Duma was dissolved. The Second State Duma functioned from February 20 to June 3, 1907 and proved even more radical than the first. The number of deputies from the Cadets decreased by half, and the left-wing parties won 43% of the seats (including the Bolsheviks). The Cadet F.A. Golovin became the Chairman of the Duma. On June 3, 1907, the Manifesto on the dissolution of the Duma and a new electoral law were promulgated, amended to ensure that the Duma majority belonged to the wealthiest strata of society. Since the law was adopted without the Duma's approval, which violated the Duma's statutes, this event became known as the June 3 Coup d'état.

Questions and tasks

Questions .

1. Russian Empire at the turn of the 19th and 20th centuries.
2. Russia in the system of international relations.
3. The first Russian revolution.
4. I and II State Dumas.

Tasks

1. During the negotiations in Portsmouth, discussing the results of the Russo-Japanese War, the head of the Russian delegation declared: "There are no winners or losers here." What enabled Witte to assert this?
2. Create a comparative table of "Political Parties in Russia," showing their programs on land, labor, and government issues. Examine the preconditions and characteristics of the formation of a multi-party system in Russia.
3. The Duma elections were boycotted by the Social Democrats (Bolsheviks), Social Revolutionaries (SRs), and right-wing parties. How could it be that parties

at polar extremes of the political struggle unanimously boycotted the vote for Russia's first parliament?

4. Give a general description of the Manifesto of October 17, 1905.

From the manifesto (October 17, 1905)

“...We impose upon the Government the duty of fulfilling Our unwavering will:

1. Grant the population the unshakable foundations of civil liberty on the basis of genuine inviolability of the person, freedom of conscience, speech, assembly and association.

2. Without stopping the scheduled elections to the State Duma, to attract now to participation in the Duma, to the extent possible corresponding to the short period remaining before the convocation of the Duma, those classes of the population that are now completely deprived of electoral rights, thereby leaving the further development of the principle of general electoral rights to the newly established legislative order.

3. To establish, as an immutable rule, that no law may be enacted without the approval of the State Duma, and that those elected by the people be guaranteed the opportunity to effectively participate in overseeing the legality of the actions of the authorities appointed by us.

We call upon all faithful sons of Russia to remember their duty to the Motherland, to help end this unprecedented turmoil and, together with Us, to exert all their strength to restore peace and quiet to their native land.”

Literature

Main literature:

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History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th

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- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
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PRACTICAL LESSON 11

Topic 11.2 Russia in the late 19th - early 20th centuries

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of the history of the Russian Empire from 1907 to 1916, as well as the history of the First World War.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia from 1907 to 1916;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks (**UK-1**), able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts (**UK-5**) .

Relevance of the topic of the practical lesson

This historical period is very important and complex in the history of Russia. The coup d'état of June 3, 1907, marked the beginning of the June 3 monarchy. Nicholas II understood that Russia could no longer exist without a representative body—the State Duma. The First World War was the result of acute tensions between the leading world powers, whose interests clashed in many parts of the globe, primarily in Asia, the Middle East, and Africa. The most acute tensions arose between Great Britain, France, and Russia (the Entente) on one side, and Germany and its Triple Alliance allies—Austria-Hungary and Italy—on the other.

Theoretical part

The new electoral law changed the composition of the State Duma. The representation of the propertied classes—landowners and large property owners—increased, while the representation of workers and peasants decreased.

The Third State Duma lasted its entire allotted time, from 1907 to June 1912. Duma deputies APPROVED BYd P.A. Stolypin's agrarian reform. The essence of the reform was an effort to create a class of small landowners. Peasants were granted the right to leave the commune and could also combine their plots into a single block or resettle on a separate farm. A fund was created from a portion of state and imperial lands. The Peasant Bank provided cash loans for the purchase of these and landowners' lands. Considering the land shortage among peasants in central Russia, the government encouraged peasant resettlement beyond the Urals. Settlers were given loans for settling in their new locations, state-owned warehouses for agricultural machinery were established, and they were provided with agronomic consultations, medical care, and veterinary assistance.

The reform accelerated the development of capitalist relations in agriculture, led to a more rapid stratification of the peasantry, increased the commercialization of the economy, and more and more products entered the market.

Having begun successfully, the agrarian reform soon began to falter, and its pace slowed significantly. P.A. Stolypin was subjected to criticism. Socialist Revolutionaries and Black Hundreds made approximately ten assassination attempts. On September 1, 1911, P.A. Stolypin was assassinated in the Kiev Opera House by the terrorist D.G. Bogrov. By 1916, approximately 25% of peasant households had left the commune.

The immediate precipitating factor for World War I was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, and his wife by Serbian terrorist G. Princip in Sarajevo, the capital of Bosnia and Herzegovina, on June 28, 1914. Incited by Germany, Austria-Hungary presented Serbia with an ultimatum with clearly impossible demands. In the ensuing conflict, Russia supported Serbia and declared general mobilization on July 29, 1914. Germany, using this as a pretext, declared war on Russia on August 1,

1914. Most of the world's countries were soon drawn into the war. The war lasted more than four years, from August 1, 1914, to November 11, 1918.

The start of military operations was relatively successful for Russia. Russian troops had already begun active military operations in East Prussia by mid-August (the 1st Army under P.K. Rennenkampf and the 2nd Army under A.V. Samsonov). The German command began urgently transferring troops from the Western Front to the east. The situation for Russia's allies eased, while the Russian troops' successes gave way to setbacks. Samsonov's army was encircled, and by mid-September the Germans had succeeded in driving the Russian troops out of East Prussia.

The Russian army's actions in Galicia were more successful. After inflicting a series of serious defeats on the Austro-Hungarians, it occupied Lviv and blockaded the powerful fortress of Przemyśl. Following this, the German command spent the entire winter of 1914-1915 transferring troops eastward. In the spring and summer of 1915, the Russian army was forced to abandon vast territories: Galicia, Poland, Lithuania, parts of Latvia, and Belarus. Its enemies failed to knock Russia out of the war, but the Russian army suffered heavy losses: its technological backwardness, poor organization, and weak command—all these shortcomings became apparent.

In 1916, the Russian command launched an offensive in Galicia, where, under the command of General A.A. Brusilov, a major breakthrough was achieved in June 1916: the enemy's 350-kilometer front was broken through to a depth of up to 120 kilometers. Brusilov's breakthrough forced Austria-Hungary to begin a massive transfer of troops eastward from Italy, and its ally Germany from France. The situation for Russia's allies was significantly eased, but Russia no longer had the forces for a general offensive on the Eastern Front.

In the Fourth Duma, the Cadets, Octobrists, and representatives of a number of other opposition factions formed the "Progressive Bloc," which sharply criticized the government and demanded the formation of a government

of "public trust," i.e., a government that would actively cooperate with the Duma to resolve the state's most pressing problems.

The Provisional Government, which came to power in Russia after the February Revolution of 1917, effectively became hostage to old commitments. Its commitment to waging the war to a victorious conclusion led to an unsuccessful Russian offensive near Lvov in June 1917. In March 1918, the Treaty of Brest-Litovsk withdrew Soviet Russia from the war, and in November 1918, the war ended with the defeat of Germany and its allies.

Questions and tasks

Questions

1. Government and State Duma.
2. Stolypin reforms.
4. Origins of the First World War.
5. The beginning of the First World War and Russian public opinion. Stages of military operations on the Eastern Front. East Prussian Operation.
6. Galician battle. Battle on Marne. Introduction Ottoman empires V war. Great retreat 1915 Military operations of 1916. Brusilov Offensive. Battle of Verdun. Battle of Somme.
7. Meaning First world wars V connections With transformation political systems Russia. Formation Progressive block, his requirements. Thought And Advice ministers: cooperation And conflicts V conditions growing political crisis.

Tasks

1. A number of historians believe that Stolypin's agrarian reform was a complete failure. What other points of view on this issue are you aware of? Which viewpoint do you find more compelling? Support your position with facts.
2. Prepare a report on the participants of World War I in your city (village, stanitsa). What awards were they awarded and for what heroic deeds?

Literature

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
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- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>

- History . [Russian Federation](https://histrf.ru/?ysclid=lilzoyfmpn871164557) . URL : <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 12

Topic 12. Science and culture of Russia in the 18th – early 20th centuries.

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of Russian history related to the cultural achievements of the 19th century — beginning XX V.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge in the field of cultural development of Russia X VIII — beginning XX V;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

This era is characterized by an intense cultural flourishing in Russia. National schools were established, firmly established in music and theater, painting and architecture, poetry, and literature in general. Russia continued to expand its territory, becoming a vast empire. The reforms and transformations begun in the 18th century also continued, and Russia rapidly changed, acquiring its rightful

and worthy place among the world's leading powers. The cultural legacy of this period continues to exert a powerful influence on the social life of our people.

Theoretical part

Russian culture in the second half of the 18th century is linked to the ideas of the Enlightenment. Education was based on social class. The network of cadet corps for the nobility expanded, and other closed educational institutions were established, such as the Smolny Institute for Noble Maidens. The network of primary schools expanded. By the end of the 18th century, there were approximately 300. Provincial capitals had four-year schools, while district capitals had two-year schools.

In 1755, Moscow University was founded, and in 1783, the Russian Academy for the Study of Russian Literature, headed by E.R. Dashkova.

Several remarkable achievements of technical thought can be highlighted. In 1766, I.I. Polzunov invented the steam engine in the Urals, I.P. Kulibin designed a bridge across the Neva, and built an optical telegraph, a mechanical carriage, an elevator, and an egg clock with dancing figures.

Literature of the second half of the 18th century is characterized by a transition from classicism to romanticism. Classicism is represented by the poet A.D. Kantemir, the playwright A.P. Sumarokov, and M.V. Lomonosov. D.I. Fonvizin, a writer and diplomat, was the creator of social comedy. N.M. Karamzin wrote in the spirit of sentimentalism.

In architecture, the Baroque style began to give way to Classicism, which drew on the traditions of antiquity. V.V. Rastrelli worked in the Baroque style (the Winter Palace, the Grand Palace in Peterhof, and the Catherine Palace in Tsarskoye Selo). One of the founders of Russian Classicism, V.I. Bazhenov, designed the Pashkov House in Moscow and the Mikhailovsky Castle in St. Petersburg. M.F. Kazakov designed the University of Moscow, the Senate in the Kremlin, and the Petrovsky Castle.

Painting was dominated by formal portraits by F.S. Rokotov, V.L. Borovikovsky, and D.G. Levitsky. The Argunovs, father and son, were

outstanding serf artists. Sculpture was distinguished by the work of E. Falconet (The Bronze Horseman) and F.I. Shubin (portraits of Paul I and Lomonosov).

The first professional theater was opened in 1750 in Yaroslavl by F.G. Volkov. Later, his theater, headed by A.P. Sumarokov, became the imperial theater in St. Petersburg. Landowners also established theaters for serf actors, with the Sheremetev Theater being particularly renowned.

In the 18th century, the secular direction in culture finally triumphed, and a system of education and science emerged.

In the 19th century, Russian culture reached its peak in many areas and became an integral part of European culture. Russian culture of the 19th century is the pinnacle of centuries-old Russian culture, its "golden age." Russian culture at the beginning of the 20th century. developed in significantly changed conditions. In a short period, the country experienced two wars, revolutions, and capitalist industrialization, which led to significant changes in the social structure of society, while advances in science and technology transformed views of the surrounding world.

At the beginning of the 19th century, a desire to create a unified system of public education was evident in the field of education. The lowest educational institutions were parochial schools and colleges (district and city). Secondary education was provided by gymnasiums. Higher education was provided by universities. A number of new universities were founded: Dorpat, Vilnius, St. Petersburg, Kiev, Kazan, and Kharkov. Lyceums were opened to train high-ranking officials. A number of technical higher educational institutions were established – the Institute of Railway Engineers, the Institute of Civil Engineers, and the Forestry Institute. In 1832, the Imperial Military Academy was established, followed by the Artillery and Engineering Academies.

Russian science reached a global level. N.I. Lobachevsky developed non-Euclidean geometry. N.N. Zinin and A.M. Butlerov contributed to the development of organic chemistry. The surgeon N.I. Pirogov became the founder of military field surgery. Academicians V.V. Petrov and

B.S. Jacobi made discoveries in electrical engineering. In 1839, the Pulkovo Observatory opened. N.M. Karamzin made a significant contribution to the development of historical science, authoring the 12-volume "History of the Russian State."

Russian explorers made a number of important discoveries. From 1803 to 1806, I.F. Kruzenshtern and Yu.F. Lisiansky, during Russia's first circumnavigation of the globe, refined the world map and discovered several islands. In January 1820, F.F. Bellingshausen and M.P. Lazarev discovered Antarctica.

Various literary movements coexist: classicism, sentimentalism, romanticism, and realism. Realism is primarily associated with the works of A.S. Pushkin, A.S. Griboyedov, M.Yu. Lermontov, and N.V. Gogol. I.A. Goncharov, F.I. Dostoevsky, I.S. Turgenev, N.A. Nekrasov, and A.N. Ostrovsky began their creative careers. A prominent representative of Romanticism was the poet V.I. Zhukovsky.

In music, the Russian romance emerged under the influence of Romanticism, thanks to composers A.E. Varlamov, A.L. Gurilev, and A.A. Alyabyev. The founder of Russian classical music was M.I. Glinka, author of numerous romances and the operas "A Life for the Tsar" and "Ruslan and Lyudmila." His successor, A.S. Dargomyzhsky, created songs, romances, and the operas "Rusalka" and "The Stone Guest."

A.G. Venetsianov, who created a school of genre paintings, depicted peasant life in paintings such as "The Sleeping Shepherd" and "The Reapers." Artists such as K.P. Bryullov ("The Last Day of Pompeii," "The Horsewoman") and A.A. Ivanov ("The Appearance of Christ to the People") became world-famous. O.A. Kiprensky and V.A. Tropinin also worked in the portrait genre. P.A. Fedotov, in the spirit of realism, developed the genre of genre paintings such as "The Major's Courtship," and "The Fresh Cavalier."

In sculpture, the works of I.P. Martos (monument to Minin and Pozharsky), B.I. Orlovsky (monument to Kutuzov), and P.K. Klodt (sculptural group “Horse Tamer” on the Anichkov Bridge in St. Petersburg) should be noted.

The Empire style of late classicism emerged in architecture. It was characterized by monumental forms and rich ornamentation: A.D. Zakharov – the Admiralty; A.N. Voronikhin – Kazan Cathedral; K.I. Rossi – the Mikhailovsky Palace, the General Staff building, and the Synod; A.A. Montferrand – St. Isaac's Cathedral; O.I. Bove – the Bolshoi Theater building.

The Maly Theater in Moscow and the Alexandrinsky Theater in St. Petersburg were the centers of theatrical life. Theaters also opened in provincial towns. For example, in 1845, a theater opened in Stavropol.

The achievements of the first half of the 19th century entered the treasury of world culture and formed the basis of the “golden age” of Russian culture.

the development of culture in the second half of the 19th century. The public education system included literacy schools and parochial schools, which taught only the basics of literacy, district and city schools that provided primary education, and gymnasiums (classical and real), which served as secondary educational institutions. Beginning in the 1860s, gymnasiums for girls were established. The total number of gymnasiums increased from 96 in 1865 to 600 by the end of the century. The literacy rate during this same period increased from 6% to 21%. By the end of the 19th century, there were 63 higher education institutions with 30,000 students.

In the development of science, special attention was paid to the natural sciences. I.M. Sechinov created the Russian school of physiologists. V.V. Dokuchaev developed the foundations of soil science. A.M. Butlerov substantiated the theory of the chemical structure of matter. D.I. Mendeleev discovered the periodic law of chemical elements. In mathematics, P.L. Chebyshev discovered the law of large numbers, and the first Russian female professor S.V. Kovalevskaya became famous for her research in the field of mathematical analysis. Physicist A.G. Stoletov discovered the fundamentals of

the photoelectric effect. P.N. Yablochkov invented the arc lamp. A.S. Popov substantiated the principle of radio communication and confirmed his findings in practice. Major geographical expeditions were conducted: P.P. Semenov-Tyan-Shansky and N.P. Przhevalsky in Central Asia, N.N. Miklouho-Maclay in Southeast Asia and Australia. Significant contributions to the development of historical science were made by S.M. Soloviev and V.O. Klyuchevsky, authors of fundamental works on the history of Russia.

Fiction continued the traditions established by A.S. Pushkin, characterized by realism and an emphasis on moral issues. The works of L.N. Tolstoy, I.S. Turgenev, and F.M. Dostoevsky gained worldwide renown. N.A. Nekrasov played an important role in poetry, and A.N. Ostrovsky in drama. The works of A.P. Chekhov and A.K. Tolstoy also developed.

In music, a group of composers emerged that became known as the "Mighty Handful"—M.A. Balakirev, M.P. Mussorgsky, A.P. Borodin, N.A. Rimsky-Korsakov, and Tsvetkov. P.I. Tchaikovsky became a great Russian composer, writing operas such as "Eugene Onegin" and "The Queen of Spades," ballets such as "Swan Lake" and "The Nutcracker," symphonies, romances, and concertos. The first Russian conservatories were founded in St. Petersburg and Moscow on the initiative of N. Rubinstein.

In 1870, the "Association of Traveling Exhibitions" was formed in painting, headed by I.N. Kramskoy. Its members included V.G. Perov ("Troika", "Tea Party in Mytishchi"), I.E. Repin ("Barge Haulers on the Volga", "They Didn't Expect Him"), V.I. Surikov ("Boyarynya Morozova", "Suvorov Crossing the Alps"), and the landscape painters A.K. Savrasov and I.I. Levitan. The works of V.V. Vereshchagin, V.D. Polenov, V.M. Vasnetsov, I.I. Shishkin, and I.K. Aivazovsky gained great fame. The sculptor M.O. Mikeshin created the monument "1000th Anniversary of Russia" in Novgorod. In 1880, a monument to Pushkin by A.M. Opekushin was unveiled in Moscow.

Eclecticism—a mixture of styles—prevails in architecture. Architect K.A. Ton built the Grand Kremlin Palace, the Armory, the Nikolaevsky and Moskovsky railway stations, and the Cathedral of Christ the Savior.

The early 20th century saw a rise in the level of education. By 1917, the literacy rate was approximately 30%. The education system included primary (public and municipal schools, parochial and Sunday schools), secondary (classical gymnasiums and real schools), and higher education (universities and specialized institutes). Private educational institutions became widespread.

The periodical press assumed a significant role in Russian society, with the number of newspapers and magazines increasing significantly. The major publishing houses of I.D. Sytin and A.S. Suvorin produced inexpensive publications for the education of the people.

A number of prominent Russian scientists received national recognition and worldwide fame. The Nobel Prize was awarded to physiologist I.P. Pavlov in 1904 and microbiologist I.I. Mechnikov in 1908. A significant role in the development of science was played by: physicist P.N. Lebedev, radio engineer

A.S. Popov, geologist I.M. Gubkin, botanist K.A. Timiryazev, and the founder of the theory of astronautics K.E. Tsiolkovsky. The beginning of Russian aircraft construction is associated with N.E. Zhukovsky and I.I. Sikorsky. Major contributions to the development of history were made by V.O. Klyuchevsky, P.N. Milyukov, and S.F. Platonov. A special place is occupied by religious philosophers: S.N. Bulgakov, N.A. Berdyaev, and P.A. Florensky.

There were two main trends in the development of artistic culture: traditional realistic and modernist, associated with a departure from traditional norms and the search for new artistic solutions.

The most famous realist writers were L.N. Tolstoy, A.P. Chekhov, M. Gorky, D.N. Mamin-Sibiryak, I.A. Bunin, V.G. Korolenko, A.I. Kuprin. Representatives of modernist movements were D.S.

Merezhkovsky, Z.N. Gippius, K.D. Balmont, F.K. Sologub. The beginning of the 20th century was the true flowering of Russian poetry: A.A. Blok, V.Ya. Bryusov, V.V. Mayakovsky, S.A. Yesenin, N.S. Gumilyov and others belonged to various trends of modernism.

In the visual arts, there were trends associated with the traditions of the 19th century and avant-garde movements. Realistic and democratic traditions in painting were continued by: I.E. Repin, V.I. Surikov, V.A. Serov, V.M. Vasnetsov, V.D. Polenov. The modernist movement was represented by a number of creative associations. "World of Art" - A.N. Benois, E.E. Lanceray, K.A. Somov. "Blue Rose" - P.V. Kuznetsov, M.S. Saryan. "Knave of Diamonds" - P.P. Konchalovsky, I.I. Russian abstractionism also originates from K.S. Malevich. The following artists worked in the traditions of realism: M.A. Vrubel, B.M. Kustodiev, M.V. Nesterov, K.A. Korovin.

Theatrical life was vibrant. The largest theaters were the Bolshoi and the Mariinsky. A true revolution in theatrical art was associated with the founding of the Moscow Art Theater by K.S. Stanislavsky and V.I. Nemirovich-Danchenko, which performed plays by A.P. Chekhov and M. Gorky. The Russian vocal school was made famous by A.V. Nezhdanova, L.V. Sobinov, and F.I. Chaliapin. From 1907 to 1913, S.P. Diaghilev organized Russian ballet seasons in Paris, which were a huge success.

Questions and tasks

Questions

1. Science and education (development of scientific and educational infrastructure, discoveries of Russian scientists, primary and secondary education).
2. Architecture and painting (Baroque and Classicism, architecture of the 19th – early 20th centuries , Russian painting of the 18th – mid- 19th centuries, new trends in painting).
3. Russian language and literature (the formation of the modern Russian language, literary life of the 18th century, literature of the Golden and Silver Ages, the

problem of book availability).

4. Music and theatre (theatrical life in the first half of the 18th century, serf theatre, imperial theatres, new trends in the development of music and theatre).

5. Sculpture.

Tasks

1. Fill in the table “Main achievements of Russian culture of the second half of the 19th century : literature, architecture, painting, music.”

2. According to N. Berdyaev, Russia experienced a true cultural renaissance at the beginning of the 20th century. What other views on the development of culture in Russia at the beginning of the 20th century do you know? Which viewpoint do you consider more convincing? Provide facts and statements that support your point of view.

3. Topics of reports.

"The reform of public education in the era of Alexander I. The emergence of the network universities", "Development technical educational establishments at Nicholas I", "The influence of Alexander II's reforms on the education system. The creation of zemstvo schools. University Education, Contribution Russian scientists V development world science (works N.I. Lobachevsky, periodic system chemical elements DI. Mendeleev, work By Physiology I.P. Pavlova And etc.), "Completion formations Russian literary language V works of A.S. Pushkin. Gold And Silver century Russian literature", "Periodic printing in the 19th century — beginning XX in., "Heyday academic painting V canvases K.P. Bryullova, I.K. Aivazovsky And A.A. Ivanova", "Transition To realistic art V works participants Partnerships mobile artistic exhibitions", "Turn To individual beginning V creativity artists associations "World of Art", "Avant-garde in the works of V.V. Kandinsky, K.S. Malevich, N.S. Goncharova", "Development national theatrical And musical cultures", "Creations composers "Mighty bunches", "The emergence of the "director's" theater — theatrical system K.S. Stanislavsky And V.I. Nemirovich-Danchenko", "World confession

Russian culture. Works P.I. Tchaikovsky. Synthesis theater, music And painting
V productions S.P. Diaghilev - "Russians seasons" V Paris", "New types arts —
photo And movie".

Literature

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
- 2 . History of Russia : textbook /A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., peperab . and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

History of Russia from ancient times to the present day : textbook : A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; under ed. A.N. Sakharov. - Moscow : Prospekt, 2014. - 768 p. ISBN 978-5-392-12482-4

Online Resources

- Library of electronic resources of the Faculty of History of Moscow State University. M.V. Lomonosov. URL: <http://www.hist.msu.ru/ER/index.html>
- History [Time](https://www.youtube.com/@history_time/about) . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>

- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
- History [. Russian Federation .](https://histrf.ru/?ysclid=lilzoyfmpn871164557) URL : <https://histrf.ru/?ysclid=lilzoyfmpn871164557>
- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 13

Topic 13. The Great Russian Revolution of 1917–1922. The tragedy of the Civil War.

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in Russian history related to the Great Russian Revolution.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of Russian history from 1917 to 1922.
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

During these years, events occurred that transformed not only the country but the entire course of global history. Having seized power, the Bolsheviks implemented a series of social and economic reforms. The revolution in Russia was intended to mark the beginning of a global proletarian revolution, but it instead led to a civil war between opponents and supporters of Soviet power. The

civil war had catastrophic consequences for the country, leading to the socioeconomic disintegration of society.

Theoretical part

By 1917, a nationwide revolutionary crisis had developed in Russia. All the conditions for a revolutionary victory were in place. The main revolutionary events of February 1917 took place in Petrograd. From the beginning of 1917, significant food shortages began to be felt, and factories began to close due to a lack of raw materials. Strikes and walkouts broke out spontaneously. Along with economic demands, workers also advanced political ones.

On February 28, Nicholas II left Mogilev for Tsarskoye Selo, but on the night of March 1, his train was stopped and diverted to Pskov. On March 2, 1917, at Dno station, Nicholas II received prominent State Duma figures A.I. Guchkov and V.V. Shulgin, who persuaded him to sign the Manifesto of Abdication in his own name and that of his son Alexei in favor of his brother Mikhail, who, in turn, abdicated on March 3.

The newly formed Council of Soldiers' Deputies merged with the Workers' Council. Order No. 1 of the Petrograd Soviet was adopted, establishing that military units would be subordinate to the Soviet, not to their officers, in their political actions. This order was transmitted to the troops and played a decisive role in the army's transition to the side of the revolution and its subordination to the Petrograd Soviet.

On March 3, 1917, the Declaration on the Program and Composition of the Provisional Government (until the convening of the Constituent Assembly) was published. Prince G.E. Lvov became Chairman. The Provisional Government failed to unite Russian society. The first crisis of the Provisional Government occurred after Foreign Minister P.N. Milyukov declared on April 18 that the war would continue until victory. This provoked powerful demonstrations in Petrograd and other cities. P.N. Milyukov and War Minister A.I. Guchkov resigned. On May 5, 1917, the

first coalition government was formed, comprising six Menshevik and Socialist Revolutionary ministers.

In June, a second political crisis erupted. At the First All-Russian Congress of Soviets, Bolshevik leader V.I. Lenin declared his party ready to assume power entirely and sharply criticized the conciliatory stance of the Socialist Revolutionary and Menshevik leaders of the Soviets.

Tensions in the country reached a fever pitch. Either the fall of the Provisional Government or decisive action by it was inevitable. This situation could not continue indefinitely. On July 4, 1917, a 500,000-strong demonstration against the Provisional Government's policies took place in Petrograd under Bolshevik slogans. Armed soldiers and sailors were among the demonstrators. The Provisional Government, with the consent of the Soviet, used force. Following these events, Petrograd was declared under martial law. An order was issued for the arrest of V.I. Lenin and other Bolshevik leaders, as they were considered the most dangerous force for the Provisional Government at the time and played a destabilizing role in society. Following the events of July 4, 1917, the Bolsheviks dropped their "All Power to the Soviets" slogan and set a course for armed insurrection.

The Provisional Government formed a new composition. It was headed by the Socialist Revolutionary A.F. Kerensky. Thus, the Socialist Revolutionary-Menshevik leadership found itself at the head of the government and the Soviets, marking the end of dual power. Some of the high command of the Russian army, with the support of certain political circles, seeking to prevent further escalation of the crisis, restore order, and halt the disintegration of the army, attempted a military coup. It was led by General L.G. Kornilov.

At the end of August, Kornilov issued an ultimatum to Kerensky, demanding that he hand over power. On August 25, 1917, he sent General A.M. Krymov's 3rd Cavalry Corps to Petrograd. On August 27, 1917, Kerensky declared Kornilov a traitor. On August 30, 1917, his troops were stopped, and he

himself was arrested.

The Bolsheviks played a major role in suppressing the rebellion. They conducted active propaganda work among the rebel units and created the Red Guard. The Kornilov rebellion and its liquidation resulted in the Bolshevikization of the Soviets. Beginning in September 1917, leadership of the Soviets passed to the Bolsheviks and their supporters.

Meanwhile, Kerensky attempted to seize the initiative. On September 1, 1917, Russia was proclaimed a republic. The Provisional Government APPROVED BYd the statute for a pre-parliament—the Provisional Council of the Russian Republic.

Thus, after the suppression of the Kornilov rebellion, the Bolsheviks' popularity soared, and the Bolshevikization of the soviets began. The Provisional Government also intensified its activities, but time was lost, as the country was plunged into a growing political and economic crisis.

In the autumn of 1917, the economic and political crisis in Russia reached its peak. The Provisional Government was increasingly losing popular support. In the face of a nationwide economic and political crisis, decisive action was necessary. The Provisional Government's slowness was alienating the people.

Only the Bolsheviks in this situation put forward democratic slogans that were understandable to the people, including the renunciation of war, the immediate distribution of land to the peasants, the resolution of the food issue, etc.

On October 12, 1917, a Military Revolutionary Committee (MRC) was created under the Petrograd Soviet, becoming the headquarters of the uprising. On October 16, the Central Committee of the RSDLP(b) decided to prepare for an uprising as soon as possible. During the day of October 24 and the night of October 25, revolutionary forces seized strategically important sites in Petrograd. On the morning of October 25, newspapers published Lenin's appeal "To the Citizens of Russia" calling for the overthrow of the Provisional Government and the transfer of power to the MRC.

On the evening of October 25, the Second All-Russian Congress of Soviets opened. Lenin's appeal, "To the Workers, Soldiers, and Peasants," was adopted. It declared the transfer of power to the Congress of Soviets and outlined the new government's primary tasks. Russia was proclaimed a Soviet republic. At the first session of the Congress, the capture of the Winter Palace and the arrest of the Provisional Government were also announced. At the second session, the decrees "On Peace" and "On Land" were adopted, and the Soviet government was formed.

The Decree "On Peace" proposed a three-month truce for all warring countries and the preparation and adoption of democratic peace treaties without annexations or indemnities. The "Decree on Land" was based on the instructions of peasant committees, summarized by the Socialist Revolutionaries in the summer of 1917. Private ownership of land was abolished, the leasing and sale of land, as well as the use of hired labor, were prohibited, and equal land use was established, that is, the division of land among individuals. All land was transferred to the control of volost committees.

The congress delegates created a provisional government—the Council of People's Commissars (Sovnarkom)—pending the convening of the Constituent Assembly. It included prominent figures of the RSDLP(b), led by V.I. Lenin: L.D. Trotsky, I.V. Stalin, A.I. Rykov, A.V. Lunacharsky, and others. The All-Russian Congress of Soviets became the highest legislative body. Between congresses, these functions were performed by the All-Russian Central Executive Committee (VTsIK).

Civil war, the most acute form of social confrontation and an armed struggle for power between opposing social groups, was a continuation and development of the revolutionary process underway in Russia. On May 25, 1918, an uprising of the 45,000-strong Czechoslovak Corps, composed of captured Slavic soldiers from the Austro-Hungarian army, began. As a result, Soviet power was overthrown in the Volga region, the Urals, and Siberia. The

Volunteer Army, led by A.I. Denikin, defeated Soviet troops in the North Caucasus;

A.P. Krasnov's Don Cossacks approached Tsaritsyn, and A.I. Dutov's Ural Cossacks captured Orenburg. Under these circumstances, the Bolshevik leadership rapidly created the Red Army, mobilizing and recruiting career officers who had served in the Tsarist army. The Entente countries attempted to overthrow Soviet power through direct intervention. As early as March–April 1918, British, French, and then American troops landed in Murmansk and Arkhangelsk. In November–December 1918, British troops landed in Batumi and Novorossiysk; French, British, and Italian troops landed in Odessa and Sevastopol; and American and Japanese troops landed in the Far East. By the beginning of 1919, more than 200,000 foreign soldiers and officers were stationed on Russian territory.

The Western countries decided to rely on the White Guard generals, who, beginning in the autumn of 1918, had ousted the socialists from the anti-Bolshevik governments. Admiral A.V. Kolchak came to power in Siberia. General E.K. Miller assumed a dominant role in the north, and N.N. Yudenich in the northwest. In the south, General Denikin's dictatorship was consolidated. The White generals' numerous, well-armed armies, organized at the expense of the Entente, encircled it. But the generals were unable to unite their efforts, while the Bolsheviks managed to stabilize the situation in their rear and provide the Red Army with all its necessities.

After a series of severe defeats, the Red Army eventually achieved success everywhere. A.V. Kolchak, who captured Ufa in March 1919 and was pushing his way to the Volga, was stopped and driven back by the Eastern Front troops under the command of S.S. Kamenev and M.V. Frunze by the end of April. In the summer, the Red Army occupied the Urals and began advancing deep into Siberia. In January 1920, Kolchak's forces were defeated near Krasnoyarsk, and Kolchak was executed in Irkutsk.

From June to October 1919, A.I. Denikin's armies occupied Tsaritsyn, Kharkov, Kiev, Kursk, Orel, and Voronezh and advanced on Moscow. But at the end of October, they were stopped by Red Army units and, under their attacks, began to retreat south, losing all of Ukraine and the Northern Caucasus by the spring of 1920. White Guard troops entrenched themselves in Crimea under the command of General P.N. Wrangel. Two attempts by General N.N. Yudenich to capture Petrograd in the spring and fall of 1919 also ended in failure .

In April 1920, Poland entered the war with Soviet Russia, receiving military and financial aid from the Entente. After initial successes (Kyiv was captured in May), the Poles began to suffer defeat. In late May 1920, the Western and Southwestern Fronts of the Red Army launched an offensive against the Poles, not only liberating the captured territories but also entering Poland, aiming to capture Warsaw. However, the Soviet troops had become too far removed from their rear, which the enemy exploited, launching a powerful counterattack. The Red Army, suffering defeat, retreated. The RSFSR was forced to conclude an armistice with Poland in October 1920 and sign a peace treaty in Riga on March 18, 1921, under which Western Ukraine and Western Belarus remained in Polish hands.

Meanwhile, P.N. Wrangel launched offensives from Crimea in June and September 1920, seeking to seize the Donbass and southern Ukraine. In late October, troops of the Southern Front under the command of M.V. Frunze launched a general offensive against P.N. Wrangel, broke into Crimea, and by November 17, 1920, had completely captured Crimea. The civil war in European Russia ended. Fighting in the Far East continued until the end of 1922.

The Bolsheviks' victory was due to the concentration of all forces (facilitated by the policy of "war communism"), the transformation of the Red Army into a real military force led by a number of talented military leaders (with the involvement of professional military specialists from former tsarist officers), and the targeted use of all the economic resources of the central part of European Russia that remained in their hands.

The issues of the Civil War and the assessments of the actions of both sides continue to attract the close attention of historians and generate numerous debates. But one thing is clear: the Civil War was a great tragedy for an entire nation, shattering the destinies of individuals and entire generations, and hindering Russia's further development.

The conduct of large-scale military operations, the need to implement economic reforms in the country, and the enormous difficulties in providing the population and the army with food, and industry with raw materials and fuel during the war led to the emergence of the "war communism" system. Its main features were:

1) Nationalization of all industry – by the end of 1918, more than a third of industrial enterprises had become state-owned, followed by nationalization of medium-sized and many small enterprises. All of them were reoriented toward the production of weapons, ammunition, and everything necessary for waging war;

2) the over-centralization of industrial management, the creation of trusts and central departments, which should have helped to quickly solve the main economic problems;

3) the food tax, the introduction of which was linked to the catastrophic food situation. The threat of famine forced the Bolsheviks to begin, in January 1919, the practically free confiscation of grain from the peasantry, and, from 1920, potatoes, vegetables, and other agricultural products;

4) prohibition of private trade, curtailment of commodity-money relations, which is directly related to the food requisition;

5) payment in kind for workers and employees, free utilities and transportation, which is associated with the complete devaluation of money and the collapse of commodity-money relations. Instead of cash wages, food and manufactured goods rations began to be issued;

6) equal pay for workers and employees;

7) Universal labor service. All able-bodied citizens between the ages of 16

and 50 were required to engage in socially useful labor; otherwise, they were forced to do so.

Questions and tasks

Questions

1. Causes of the revolutionary crisis of 1917
2. The fall of the monarchy.
3. Russia from February to October.
4. The Bolsheviks come to power.
5. Civil war How special stage revolutions. The main fronts Civil wars And military actions on them.
6. Socio-economic policy Bolsheviks V years Civil war.

Tasks

1. Read the document and answer the questions.

From the Act of Abdication of Emperor Nicholas II from the Throne of the Russian State (March 2, 1917)

"In the days of the great struggle against an external enemy who has been striving to enslave our homeland for almost three years, the Lord God has been pleased to send Russia a new and severe trial. The internal popular unrest that has begun threatens to have a disastrous impact on the further conduct of this stubborn war. The fate of Russia, the honor of the heroic army, the good of the people, the entire future of our dear Fatherland demand that the war be carried through to a victorious conclusion at all costs... In these decisive days in the life of Russia, we have considered it our duty of conscience to facilitate the close unity and consolidation of all national forces for the swiftest possible achievement of victory, and, in agreement with the State Duma, we have deemed it best to abdicate the Throne of the Russian State and lay down our supreme authority. Not wishing to part with our beloved son, we pass on our legacy to our brother, Grand Duke Mikhail Alexandrovich, and bless him on his accession to the Throne of the Russian State... We command our brother to govern state affairs

in complete and indestructible unity with the representatives of the people... On the principles that will be established by them... May the Lord God help Russia."

- 1) Specify the reasons for the abdication of Emperor Nicholas II from the throne.
 - 2) Did the act produce the expected results?
 - 3) What authorities were created as a result of this manifesto?
3. Read the document and answer the questions.

From the appeal of General L.G. Kornilov (August 28, 1917)

.....Russian people! Our great homeland is dying. The hour of its demise is near. Forced to speak openly, I, General Kornilov, declare that the Provisional Government, under pressure from the majority of the Soviets, is acting in full agreement with the plans of the German General Staff and, simultaneously with the impending landing of enemy forces on the Riga coast, is destroying the army and shaking the country from within...

I declare to one and all that I personally need nothing but the preservation of Great Russia, and I swear to lead the people – through victory over the enemy – to the Constituent Assembly, at which they will decide their own fate and choose the structure of a new state life....

- 1) What goals did General Kornilov pursue when he launched his operation?
 - 2) How would you characterize this performance?
 - 3) What are the consequences of this performance?
3. There are two points of view on the prospects for Russia's development in 1917. 1) The victory of the Bolsheviks in October 1917 was inevitable.
- 2) An alternative path of development was possible, which did not include the Bolsheviks coming to power.

Please indicate which of the following points of view you prefer. Provide your arguments.

4. In February–March 1918, a serious split emerged within the coalition government of the Bolsheviks and Left Socialist Revolutionaries over the conduct of negotiations with Germany for a separate peace. Bolshevik leader V.I. Lenin believed that peace should be signed under any conditions. The Left Socialist

Revolutionaries and some Bolsheviks believed that signing peace with the "imperialist" government of Germany would be a betrayal of the ideas of the revolution. However, negotiations continued, and peace was signed. Why did Lenin insist on peace? Give at least two reasons. What consequences did the conclusion of peace have for the domestic political life of Soviet Russia? Name at least three consequences.

5. Topics of reports.

"The Death of the Tsar's Family", "Political Portrait of Lenin", "Leaders of the White Movement" (students' choice: A.V. Kolchak, A.I. Denikin, N.N. Yudenich, P.N. Wrangel, etc.), "Leaders of the Red Movement (students' choice: V.I. Chapaev, S.M. Budyonny, M.V. Frunze, etc.)

Literature

Main literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Azovtsev N.N. Civil war and military intervention in the USSR. – M., 1987 .
2. Volkogonov D.A. Lenin: political portrait. – M., 1992.
- 3 . Danilov, A. A. History of Russia from ancient times to the present day in questions and answers: a tutorial / A. A. Danilov. - Moscow: Prospect, 2017. -

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Online Resources

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- History Time . URL : https://www.youtube.com/@history_time/about
- Institute of Archaeology of the Russian Academy of Sciences. URL: <https://www.archaeolog.ru/ru/map/kak-polzovatsya-kartoy>
- Information system "Single window access to educational resources." URL: <http://window.edu.ru/>
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- RUNIVERS Electronic Encyclopedia and Library. URL: <https://runivers.ru/>
- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 14

Topic 14. 1920s: New Economic Policy

The objective of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of the Soviet Union in the 1920s.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of Russian history of the 1920s.
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks (UK-1).

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts (UK-5) .

Relevance of the topic of the practical lesson

The relevance of this topic lies in the fact that during these years, state policy underwent a fundamental shift: from "War Communism" to the New Economic Policy (NEP). An analysis of these policy trends allows us to understand the causes of the mass anti-Bolshevik uprisings and the economic recovery following the 10th Congress of the RCP(b). The Soviet Union emerged from international isolation and achieved international recognition.

Theoretical part

Economic And socio-demographic consequences period wars And revolutions (1914–1922) turned out to be extremely heavy. TO end Civil wars country was lying V ruins. Situation worsened scary hunger 1921–1922 gg., which led To ruin bread regions and death millions people. Economic crisis accompanied increasing political crisis: ideology "military communism" exhausted myself, V country flared up anti-Bolshevik performances, was observed height discontent by the authorities even among workers And sailors, traditionally considered social support Bolsheviks.

Striving save power And find exit from crisis, Soviet management in chapter With V.I. Lenin vulgar on acceptance "new economic policy" (NEP) - complex of socio-economic reforms, consequences which V that one or other measure reflected And V political sphere. The NEP as a temporary and largely forced measure showed my efficiency. He allowed already To in the middle 1920s gg. feed the country, launch mothballed production and basically restore pre-war indicators. Together With those, practice NEP (allowing private enterprise, hiring of labor and extraction profits from exploitation, etc.) in many ways was contrary not only to communist ideas, But And With concepts V society O social justice. Exhaustion of the main economic potential of the NEP

and the growth of social contradictions generated by it led in 1928 to refusal from this policy.

Important historical event became what happened V 1922 G.the creation of the USSR - the unification of the states that arose during the Civil War space ex Russian empires Soviet republics. Although formally founders this federal states steel 4equal republics — RSFSR, Ukrainian, Belarusian And The Transcaucasian SSR, in fact, the creation of the USSR became possible in the first queue thanks to efforts RSFSR. WITH those pores And right up to to decay SovietIn 1991, the Russian Federation was the backbone of the Union union states.

Gradually, the number of republics of the USSR increased. In 1924, Uzbekistan and Turkmenistan joined the USSR. In 1929, Tajikistan. In 1936, Kyrgyzstan and Kazakhstan joined the USSR, and in place of the Transcaucasian Soviet Federative Socialist Republic, Azerbaijan, Armenia, and Georgia joined the USSR. In 1939, Western Ukraine and Western Belarus were annexed. In 1940, Latvia, Lithuania, and Estonia joined the USSR.

One of the most important foreign policy goals of Soviet Russia was to emerge from isolation and achieve international recognition. In the first years after the civil war, good-neighborly relations were established with Afghanistan, Finland, Estonia, Latvia, Lithuania, Turkey, Iran, and Mongolia. Trade relations were established with England, Germany, and Italy.

In April-May 1922, the Genoa Economic Conference of European countries took place, to which the RSFSR was invited. Chicherin, exploiting the differences between the Western delegations, managed to conclude the Treaty of Rapallo with Germany, waiving reimbursement for military expenses and resuming diplomatic relations. This was a major diplomatic victory.

In 1924, the USSR was recognized by many countries: England, Italy, Norway, Austria, Greece, Sweden, Denmark, China, Mexico, France, and, in January 1925, Japan. The USSR emerged from its isolation. The main result of the USSR's foreign policy activities in the 1920s was the recognition of the Soviet Union by many countries and the preservation of a peaceful respite.

Questions and tasks

Questions

1. Transition To New economic politics: reasons, the most important transformations and results. Main reasons refusal from the NEP.
2. Formation of the USSR.
3. Soviet society in 1920s.
4. External policy USSR V 1920s.

Tasks

1. What caused the end of the NEP? What are the current views on this issue in modern historical scholarship?
2. Give specific examples demonstrating Soviet Russia's exit from the international economic blockade.
3. Fill in the table "Main directions of the new economic policy" (agriculture, industry, trade).

Literature

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., peperab . and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Gimpelson E.G. NEP and the Soviet political system. Moscow, 2000.

2. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

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Zhukov Yu.N. The flip side of NEPA. Economy and political struggle in the USSR. 1923-1925 – M., - 2014.

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- Electronic library of historical documents of the Russian Historical Society. URL: <http://docs.historyrussia.org/ru/nodes/1> glavnaya 195

PRACTICAL LESSON 15

Topic 15. USSR in the 1930s.

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of the history of the USSR in the 1930s.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the 1930s;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The topic's relevance lies in the fact that during these years, state policy underwent a fundamental shift: from the New Economic Policy (NEP) to a course toward accelerated socialist construction. On the world stage, the USSR represented a powerful state with a vast army and a military-industrial complex.

Theoretical part

Industrialization is the process of creating large-scale machine production in all sectors of the economy. Industrialization in the USSR became inevitable. Plans were made to rely on the enthusiasm of the working class, socialist competition, the already restored industry, and to actively utilize the country's vast mineral reserves. Major sources of this growth included: currency emission, the vodka trade, the export of petroleum products, timber, furs, and grain.

Two versions of the first five-year plan were prepared for 1928/1929 – 1932/1933. Accelerated economic development began. Thanks to the heroism of the people, 1,500 enterprises were built during this period, and approximately 100 cities were refounded. The USSR became the world's fastest growing economy and achieved economic independence. The Turkestan-Siberian Railway, the Stalingrad Tractor Plant, the Dnieper Hydroelectric Power Station, the Nizhny Novgorod Automobile Plant, and other facilities were commissioned. New industries were created, including automobiles, tractors, and chemicals.

During the Second Five-Year Plan (1933-1937), 4,500 enterprises were commissioned. Greater attention was paid to increasing labor productivity, and

the Stakhanovite movement gained momentum. The USSR began to transform from an agrarian-industrial country into an industrial-agrarian one. The development of Group A enterprises (heavy industry) was considered a priority.

Through the collectivization of agriculture, the leadership of the All-Union Communist Party (Bolsheviks) and the USSR attempted to address the problems that had been accumulating in the countryside since the mid- 19th century: poverty and agricultural overpopulation. During the Soviet era, this was compounded by a chronic food shortage. Furthermore, agriculture was the primary source of funds for industrialization, providing both human and material resources.

In 1928, the Law "On General Principles of Land Use and Land Management" was adopted, granting collective farms benefits in land acquisition, lending, and taxation. To assist collective farms, state-owned machine and tractor stations (MTSs) were established starting in November 1928.

In December 1929, I.V. Stalin's article "The Year of the Great Turning Point" was published. It spoke of a change in the mood of the peasantry, who allegedly voluntarily joined collective farms. In the spirit of this article, on January 5, 1930, the Central Committee of the All-Union Communist Party (Bolsheviks) adopted a resolution "On the Rate of Collectivization and State Assistance Measures for Collective Farm Construction." In accordance with this resolution, the pace of collectivization was determined for various regions of the country. The basic form—the *artel*—was established, and the elimination of the kulaks as a class was proclaimed.

In February-March 1930, the so-called all-out collectivization and mass dispossession of the kulaks began, sparking numerous peasant unrest and uprisings involving approximately 700,000 people. Peasants began to migrate to the cities, and livestock began to be slaughtered en masse. On March 2, 1930, Stalin's article "Dizzy with Success" appeared in Pravda. The famine of 1932-1933 halted collectivization. In June 1934, the final stage of collectivization was announced. Agricultural tax rates for individual farmers were

increased. Their mandatory supply quotas to the state were increased by 50% compared to collective farmers. By 1937, collectivization was essentially complete. 93% of peasant farms had been united into collective farms.

Thus, in the 1930s, the country was experiencing a period of modernization in the broad sense of the word. People's lives were changing literally eyes, But was full difficulties And contradictions. Swift processes that were unfolding in the USSR at that time for the first time in the world stories, gave birth to quite a lot errors. WITH one sides, "social" ones have started working elevators", For privates people opened unprecedented previously, opportunities for self-realization and career growth. In the USSR, there were tall pace annual economic growth. They were erected And were reconstructed factories And factories, appeared whole new industries industry. By the end of the 1930s, a generation of people had grown up in the USSR well-mannered on Soviet values And patriotism.

WITH another sides, V 1930s gg. was built Stalin's socialism" —with the dictatorship of the leader, authoritarian methods of governance, ideologization life, attachment peasants To collective farms; With wide using forced labor prisoners And mass political repressions.

After Hitler came to power in Germany in 1933, a serious flashpoint of international tension arose in central Europe. Under these circumstances, the USSR began pursuing a policy aimed at creating a system of collective security, under which an aggressor state would be forced to face resistance from all European countries. This policy led to the strengthening of the Soviet Union's international authority. This was demonstrated by the establishment of diplomatic relations with the United States in 1933 and the invitation in 1934 to the League of Nations—the most authoritative international organization at the time.

In 1935, the USSR signed treaties with France and Czechoslovakia (they were the ones most afraid of fascist aggression), which provided assistance, including military assistance, in the event of an attack by an aggressor.

Meanwhile, in March 1938, Germany annexed Austria, and in September 1938, at the Munich Conference of Germany, Italy, France, and Great Britain, Hitler obtained consent to annex the Sudetenland of Czechoslovakia. As a result of fascist aggressive policies and with the connivance of other countries, a pre-war political crisis arose. Seeking to create a collective front for the defense of peace and to unite the forces of non-aggressive countries, the Soviet government on April 17, 1939, approached England, and then France, with proposals to conclude an agreement on mutual assistance, including military assistance, in the event of aggression in Europe.

The USSR's seriousness in seeking an equitable military cooperation agreement with England and France was particularly evident during special negotiations between the military missions of the three powers, which began on August 12, 1939, in Moscow. However, the negotiations reached an impasse.

In May 1939, the German leadership, through unofficial channels, signaled to the Soviet side its desire to improve relations with the USSR. As a result, on August 23, 1939, German Foreign Minister Ribbentrop and Soviet People's Commissar for Foreign Affairs V.M. Molotov signed a ten-year Soviet-German Non-Aggression Pact.

A week after the signing of the treaty, on September 1, 1939, Germany invaded Poland. This marked the beginning of World War II. On September 28, 1939, the Soviet-German Treaty of Friendship and Borders was signed in Moscow.

In 1938, Japan concentrated the main force of its Kwantung Army near the USSR's border. The Japanese provoked numerous border incidents and made territorial claims to the heights near Lake Khasan. The Far Eastern Front, under the command of Marshal of the Soviet Union V.K. Blucher, was put on alert. On July 29, 1938, Japanese units, supported by artillery, invaded the Soviet Union. Fighting continued until August 11, 1938, when the Japanese proposed negotiations, and the border was reestablished.

In 1939, Japan made territorial claims against Mongolia, demanding that

the border be moved 20 kilometers west along the Khalkhin Gol River. In May 1939, the Japanese began military operations. In accordance with the treaty with Mongolia, Red Army units began to repel the aggression. A group of Soviet forces under the command of G.K. Zhukov launched a counteroffensive on August 20 and routed the Japanese force by August 31. On September 15, 1939, the USSR, Mongolia, and Japan signed an agreement in Moscow to end the conflict.

The USSR was bound to Finland by a 1932 non-aggression pact, but the Soviet leadership was extremely concerned about the border's proximity to Leningrad (32 km). Therefore, the USSR proposed to the Finnish authorities that the border be moved several dozen kilometers north. In exchange for the territory ceded to the USSR, the Soviet leadership agreed to cede twice as much territory in northern Karelia and negotiate a lease for the Soviet Union to the Hanko Peninsula. However, these proposals were rejected by the Finnish government. On November 30, 1939, the USSR began military operations. The USSR truly needed to ensure the security of Leningrad, especially since these lands had historically belonged to Russia.

The Finnish Army managed to delay the Red Army's advance along the Mannerheim Line for several weeks. In late February 1940, Soviet troops broke through. The Finnish government sued for peace, and by the treaty of March 12, 1940, Finland ceded the entire Karelian Isthmus, including the city of Vyborg, to the USSR. The USSR received a 30-year lease on the naval base on the Hanko Peninsula.

Questions and tasks

Questions

1. A course towards modernization and strengthening the country's defense capability (planned economy, industrialization in the interests of the defense industry).
2. Mass collectivization and its results.
3. Features of the political system of the 1930s.

4. Foreign policy. Origins of World War II.

Tasks

1. Fill in the table “Industrialization in the USSR” (prerequisites, main tasks, sources, results).
2. Fill in the table "Collectivization in the USSR" (prerequisites, main tasks, results)

Literature

Main literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.
2. History of Russia from ancient times to the present day: textbook: A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; edited by A.N. Sakharov. – Moscow: Prospekt, 2014. – 768 p. ISBN 978-5-392-12482-4
3. Zemskov V.N. Stalin and the People. Why There Was No Uprising. Moscow, 2014.
4. Nezhinsky L.N. Soviet Foreign Policy 1917-1945. – M., 1992.

Internet resources

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PRACTICAL LESSON 16

Topic 16.1 The Great Patriotic War: no statute of limitations.

The objective of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of the USSR related to the Great Patriotic War.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the Great Patriotic War;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic is undeniable. The Soviet people, at the cost of enormous hardship and unparalleled heroism, defended their country's independence and liberated the world from the fascist threat. A decisive turning point in the war was achieved through enormous effort. The Potsdam Conference of 1945 defined the postwar world order in Europe.

Theoretical part

The invasion of the USSR on June 22, 1941 by the troops of Nazi Germany and its European satellites became one of the most difficult tests ever or those that befell our country. In the first months, the Red Army retreated With large losses. Only joint heroic efforts front And rear, united around leadership countries and by mobilizing all resources, the enemy was stopped and defeated V Battle of Moscow.

For the Soviet people, the Great Patriotic War became a war for survival, for the preservation of sovereignty. At the expense of the territory of the USSR, Hitler planned expand "vital space For Aryan nations." The victims of the genocide were not only Jews and Roma. Part Slavs and representatives of other peoples of the USSR, classified by the Nazis as people of the "second class" were planned to be exterminated, some of them to be resettled beyond the Urals, and third leave V quality slaves — For service German settlers.

The Great Patriotic War is a key component of the entire Second World War II (September 1, 1939 – September 2, 1945), in which the USSR was as part of the Anti-Hitler Coalition. However, first and foremost, it was from events on Soviet-German front depended Exodus Second World War II. The main forces of the Wehrmacht (two-thirds of the military potential), and the fighting was of the most brutal nature. During the war, the USSR lost 27 million people, more than half of these victims were civilian population. For comparison: the total military losses of the US and Britain's losses in World War II did not exceed 1 million people. peaceful population V these countries were are incomparable With similar losses of the USSR.

During the war, three stages are distinguished:

- 1) June 22, 1941 - first half of 1942 - initial;
- 2) the second half of 1942 - 1943 - a radical turning point;
- 3) 1944 - May 1945 - final.

The first stage is characterized by the following events. Border battles, the defense of Kyiv, Odessa, and Sevastopol, where significant enemy forces were held back. The Battle of Smolensk, during which the enemy went on the defensive for the first time. The Battle of Moscow (defensive operations continued throughout the autumn of 1941, with a counteroffensive beginning on December 5, 1941). The occupiers were defeated for the first time, and some captured areas were liberated. The myth of Germany's invincibility was shattered. The victory had enormous moral, political, and international significance, and contributed to the formation of the anti-Hitler coalition and the Resistance Movement in Europe. In the spring of 1942, the Red Army launched unsuccessful offensive operations in Crimea and near Kharkov, which led to the enemy breaking through the front and launching an offensive on Stalingrad and the Caucasus. In the autumn of 1941, the Siege of Leningrad began, lasting almost 900 days.

The second phase began with the German and allied offensive on Stalingrad and the North Caucasus. Throughout the autumn, Red Army units fought bloody defensive battles but halted the enemy advance. From November 19, 1942, to February 2, 1943, the Stalingrad Offensive Operation was conducted, encircling and destroying a 330,000-strong occupying force. The stage was set for a Red Army offensive along the entire front. From August 1942 to February 1943, the Battle of the Caucasus raged, thwarting Germany's plans to seize the Grozny oil fields and reach India. In January 1943, the siege of Leningrad was broken. From July to August 1943, the Battle of Kursk raged, where the best enemy units were routed. The Red Army seized the strategic initiative, marking a turning point in the war. In the autumn of 1943, Left-Bank Ukraine was liberated, and on November 6, 1943, Kyiv.

Large partisan units led by S.A. Kovpak, A.N. Saburov, and A.F. Fedorov, as well as the underground groups of N.I. Kuznetsov, K.S. Zaslونov, and the Young Guard, along with hundreds of similar resistance groups, operated behind enemy lines. Since the summer, partisan units have been conducting combat operations as part of combined arms operations. Partisan actions were particularly large-scale during the Battle of Kursk and later during Operations Rail War and Concert, which resulted in the partisans disrupting service on nearly half of the railways in occupied Soviet territory.

During the third stage, the siege of Leningrad was lifted in January 1944. In January and February 1944, the Korsun-Shevchenko Operation and the liberation of Right-Bank Ukraine took place. At the end of March 1944, units of the Red Army reached the USSR border with Romania and began the liberation of Europe. Crimea was liberated in May 1944. In the summer of 1944, Belarus was liberated and the liberation of Poland and the Baltic states began. During the liberation of Eastern and Central Europe, the most serious resistance to the Red Army was encountered in Czechoslovakia, Hungary, and Poland. Fighting here continued until the spring of 1945. Units of the Red Army participated in the liberation of Norway, Bulgaria, Yugoslavia, and Austria. On April 16, 1945, the Berlin Operation began. By April 25, Berlin was surrounded, and Soviet and American troops met on the Elbe River. On May 2, 1945, Berlin capitulated. On May 8, Germany's act of unconditional surrender was signed. However, fighting in Czechoslovakia and Germany continued until mid-May.

During the liberation of Eastern Europe, coups d'état took place in Romania, Hungary, and Bulgaria, and pro-fascist regimes were overthrown. More than 1 million Red Army soldiers died in combat operations across European territory. Thus, the Great Patriotic War ended.

In August 1945, the Soviet Union took part in the defeat of Germany's former ally in the Far East – Japan.

Questions and tasks

Questions

1. The main events of the Great Patriotic War.
2. Anti-Hitler coalition: problems of interaction.
3. Soviet rear. Partisan movement.
4. The historical significance of the victory of the USSR in the Great Patriotic War.

Tasks

1. Read the statement of the Soviet Government and answer the questions.

“Citizens of the Soviet Union!

The Soviet government and its head, Comrade Stalin, have instructed me to make the following statement:

Today at 4:00 a.m., without making any claims against the Soviet Union, German troops attacked our borders in numerous places and bombed our cities – Zhitomir, Kyiv, Sevastopol, Kaunas, and several others – from their aircraft, killing and wounding more than two hundred people. Enemy aircraft raids and artillery shelling were also carried out from Romanian and Finnish territory.

This unheard-of attack on our country is an act of treachery unparalleled in the history of civilized nations. The attack on our country occurred despite the fact that the USSR and Germany had concluded a non-aggression pact, and the Soviet government faithfully observed all the terms of this treaty. The attack on our country occurred despite the fact that, throughout the entire period of this treaty's validity, the German government never once had the opportunity to raise a single complaint against the USSR regarding its fulfillment. All responsibility for this predatory attack on the Soviet Union falls entirely on the German fascist rulers...

The government calls on you, citizens of the Soviet Union, to unite even more closely around our glorious Bolshevik Party, around our Soviet government, around our great leader, Comrade Stalin.

Our cause is just. The enemy will be defeated. Victory will be ours."

- 1) In what year and what date was the statement made?
- 2) Who made this statement?

2. Create a chronological table “Stages of the Great Patriotic War”.
3. Fill in the table “The main stages of the formation of the anti-Hitler coalition: main stages, events.”
4. Identify which battles (or the planning of which military operations) are discussed in excerpts from historians' works, memoirs, and other sources. Arrange the excerpts in chronological order.
 - 1) "The encirclement of Soviet troops near... is the largest of the entire Second World War... The attempt to break through by the Military Council and the Front Headquarters, who had lost contact with the armies, ended tragically... No more than a thousand men remained in the group, 800 of them officers, including the Front Commander, M.P. Kirponos... Everyone, from the soldier to the Front Commander, participated in hand-to-hand combat. Kirponos was first wounded in the leg, and soon shrapnel from a nearby mine exploded riddled his chest. The commander died immediately."
 - 2) "Our well-founded intelligence data about the enemy's preparations for a main attack in the south were ignored. Fewer forces were allocated to the southwestern direction than to the western one. Accordingly, strategic reserves were concentrated primarily near Tula, Voronezh, Stalingrad, and Saratov. Critically assessing the plan of action adopted at that time... I must say that its most vulnerable element was the decision to simultaneously defend and attack."
 - 3) "Soviet forces wrested the strategic initiative from the enemy, preventing them from achieving any of the strategic objectives envisaged by Operation Barbarossa. Under the impact of devastating blows, Operation Barbarossa collapsed, and its foundation—the theory of blitzkrieg—failed completely."
 - 4) "The enemy's goal was to encircle and destroy Soviet troops. The results of the fighting showed that this new German strategic plan, developed without any realistic consideration of the balance of forces, was adventuristic from start to finish and failed miserably. In stubborn defensive battles, the Red Army exhausted and bled dry the main forces of the Nazi army. The Germans suffered enormous losses but achieved no success. Having routed the Nazi troops, the Red

Army itself launched a decisive offensive, breaking through the heavily fortified German defenses..."

5) "The Supreme Command Headquarters was well aware that... the 6th and 4th German Panzer Armies were concentrated on a narrow section of the front, and their flanks were covered by Romanian troops. It was also known that the enormous losses the enemy continued to suffer in the hope of finally capturing the city, and especially the fact that he had no significant reserves there, further limited his defensive capabilities. A solution was therefore imperative: organize and conduct a counteroffensive."

6) "At 12 o'clock, the enemy threw large masses of infantry and tanks into the battle and began to push back our units. The attack was aimed at the Central Station. This attack was exceptionally powerful. Despite enormous losses, the invaders pushed through. Columns of infantry in vehicles and tanks burst into the city. Apparently, the Nazis decided that its fate was sealed... Our soldiers... hiding in houses, basements and pillboxes, around the corners of buildings, saw drunken Nazis jumping out of cars, playing harmonicas, yelling wildly and dancing on the sidewalks... Soon the Nazis realized that the city could not be taken by storm, that it bit very painfully. From then on, they began to act more cautiously: they prepared their attacks carefully and went into battle without harmonicas, without songs and dances."

7) "The main offensive operations were intended to be carried out in the southwestern theater of military operations, with the primary objective of liberating Right-Bank Ukraine and Crimea. It was decided to completely liberate Leningrad from the siege and push the enemy beyond the Leningrad region. In the northwestern direction, troops were to reach the borders of the Baltic republics. The western direction was tasked with liberating as much of Belarus as possible."

5. Fill out the table. If the "Date" column contains the number "1," you must know and indicate the year(s); if the number "2," you must know and indicate the year and month(s) (or just the month); and if the number "3," you must indicate

the exact date.

	Event	Date	Serial number
From the beginning of World War II to the beginning of the Great Patriotic War	The entry of the Red Army into Western Ukraine and Western Belarus	(3)	
	The beginning of World War II	(3)	
	The annexation of the Baltics, Bessarabia and Northern Bukovina to the USSR	(2)	
	Mutual assistance pacts between the USSR and the Baltic countries	(2)	
	Soviet-Finnish War	(2)	
	Soviet-German Border and Friendship Pact	(2)	
The course of military operations in the Great Patriotic War	Berlin Operation	(2)	
	Vistula-Order Operation	(2)	
	The capitulation of the German army at Stalingrad	(3)	
	The Korsun-Shevchenko Operation and the Red Army's advance	(2)	

	to the USSR border		
	Battle of Kursk	(2)	
	Germany's attack on the USSR	(3)	
	The beginning of the Red Army's counteroffensive near Moscow	(3)	
	The Red Army's failures on the Volkhov Front, near Kerch and Kharkov	(2)	
	Liberation of Kyiv	(2)	
	The end of the lifting of the siege of Leningrad	(2)	
	Defense of Moscow	(2)	
	Operation Bagration	(2)	
	The defensive stage of the Battle of Stalingrad	(2)	
	Liberation of Romania, Bulgaria, parts of Hungary and Poland	(2)	
	Prague Operation	(2)	
	The Red Army launches a counteroffensive at Stalingrad	(3)	
	Battle of Smolensk,	(2)	

	fighting for Kyiv		
The Anti-Hitler Coalition and the Defeat of Japan	The atomic bombing of Hiroshima by US aircraft	(3)	
	The Surrender of Japan	(3)	
	Liquidation of the Comintern	(1)	
	Opening of the Second Fleet	(2)	
	Potsdam Conference	(2)	
	Soviet-Japanese War	(2)	
	Formation of the anti-Hitler coalition	(1)	
	Tehran Conference	(1)	
	Yalta Conference	(2)	

6. Topics of reports.

"Outstanding commanders of the Great Patriotic War" (students' choice: G.K. Zhukov, R.Ya. Malinovsky, I.S. Konev, K.K. Rokossovsky, etc.), "Female pilots during the Great Patriotic War."

Literature

Main literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of

History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0

3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Danilov, A. A. History of Russia from ancient times to the present day in questions and answers : textbook / A. A. Danilov. - Moscow : Prospekt, 2017. - 320 p. - On the title . 1.: Electronic versions of books on the site www.prospekt.ru. - ISBN 978-5-392-21699-4.

History of Russia from ancient times to the present day : textbook : A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; under ed. A.N. Sakharov. - Moscow : Prospekt, 2014. - 768 p. ISBN 978-5-392-12482-4

3. Samsonov A.M. The Battle of Stalingrad. M., - 1989.

4. Shaposhnikov B.M. Battle of Moscow. The Decisive Battle of the Great Patriotic War. Moscow, 2011.

PRACTICAL LESSON 17

Topic 16.2 The Great Patriotic War: no statute of limitations.

The purpose of the lesson: to develop general scientific methodological competence, which presupposes knowledge of modern conceptual approaches to the study of issues of the history of the USSR related to the crimes of the Nazi regime on the territory of the Soviet state.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the Great Patriotic War;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

Every person has a family history. We have no right to forget the memory of our grandfathers and great-grandfathers in the Great Patriotic War. The events of that war are receding further and further in time. However, we never cease to reflect on its results and the lessons learned by all of humanity. It would seem that the verdicts have been pronounced, the conclusions have been drawn, and the multinational Soviet people achieved victory at an incredible, bloody cost. And how sad that pro-fascist voices are once again heard today. Therefore, in our time, it is especially necessary to draw attention to the study of the history of our ancestors and remember their heroic deeds during the Great Patriotic War of 1941-1945. If their memory lives on, we will be able to pass on their life stories to the next generation.

Theoretical part

The Second World War (1939–1945), unleashed by the leaders of Nazi Germany, was the most brutal, bloody, and destructive war in human history, claiming over 50 million lives. During the war, thousands of cities and villages, the peoples of many states were enslaved, total destruction was carried out the plunder of captured territories, a system of death camps was created, systematically was destroyed peaceful population countries, subjected to fascist occupation.

Nazi Germany occupation was subjected to a significant part of the territory of the USSR. These are primarily its western republics - the Byelorussian SSR and the Ukrainian SSR, as well as those that became part of it shortly before the Great The Baltic republics and the Moldavian SSR were occupied by Nazi troops during the Patriotic War. A considerable part of the RSFSR regions (entirely or partially), which were under the yoke of the Nazis for varying periods of time.

The northwestern regions of the RSFSR were under occupation for more than three years, the regions Central Russia - for almost two years. Moreover, during the military actions Red Armies zone fascist occupation gradually narrowed, A number of territories were liberated within a few months.

Of the 70 million Soviet citizens who fell under Nazi rule, only 1 survived. every fifth. About 7.5 million people were killed (shot and burned); 2.1 million died in forced labor in Germany, more than 4 million - in the occupied territories from hunger And absence medical help. Except Togo, The Nazis killed about 3 million Soviet prisoners of war. Since the regions RSFSR V years wars were composite part united countries - Soviet Union, That generalized data O victims fascist terror more often total were cited in relation to ko everything union to the state, And much less often - in relation to To separate Russian regions. Fascism is an open terrorist the dictatorship of the most reactionary, most chauvinistic, most imperialistic elements of finance capital. Fascism in external politics - This chauvinism V the most the roughest form, cultivating zoological hatred To to others to the peoples.

Many assessments of the events of the war were contained in the speeches of Soviet leaders party And Soviet figures, And before in total, V book AND. IN. Stalin's "On the Great Patriotic War of the Soviet Union." Incorporating the most important orders, appeals To people, speeches And reports, for the first time published V 1942 G. And Later complementary new documents, she went out V years wars four times. The book provided an analysis of the nature and goals of the war and summed up the most important operations, issues of the international situation, work on the home front, the nationwide struggle behind enemy lines, and others were discussed. I. V. Stalin also repeatedly touched upon the characteristics of fascism and the Hitler clique. Thus, already in his first public address To to the people By radio 3 July 1941 G. He emphasized, What enemy puts his own the goal of "destroying the national culture and national statehood" of peoples USSR, "their numbness, transformation V slaves", A, hence, speech is coming "O life and the death of the peoples of the USSR, about

whether the peoples of the Soviet Union will be free, or "to fall into enslavement."

In the report dedicated to the 24th anniversary of the October Revolution (November 6, 1941), I. V. Stalin specifically touched upon the characteristics of Nazism, cited here are some excerpts from the speeches of the leaders of the fascist Reich, and concluded: "And these people, deprived of conscience and honor, people with the morality of animals have the audacity to call for the destruction of the great Russian nation! " He expressed the same thought continued V order, timed To celebration Day international workers' solidarity on May 1, 1942: "Only professional deceivers can APPROVED BY, What German fascists, covered Europe gallows, robbers And rapists peaceful population, arsonists And exploding cities And villages And destroying the cultural values of the peoples of Europe, - can be carriers European culture. In fact, German fascists are the enemies of European cultures, A German army — army medieval obscurantism." A In a report for the 25th anniversary of October (November 6, 1942), I. V. Stalin said: "Hitler's scoundrels took for rule torture Soviet prisoners of war, kill them hundred, doom on hungry death thousands from them. They rape And they are killing the civilian population of the occupied territories of our country, men and women, children and the elderly, our brothers and sisters. They set out to convert slavery or extermination of the population of Ukraine, Belarus, Moldova, Crimea, the Caucasus. Only low people and scoundrels, deprived of honor and fallen to the state of animals, can allow to myself such disgrace V relation innocent unarmed people. They covered Europe with gallows and concentration camps. They introduced a vile "hostage system." They shoot and hang innocent people. citizens taken "on bail" because some German animal interfered rape women or rob ordinary people. They turned into Europe into the prison of nations. And they call it "the new order in Europe." We know culprits these disgraces, builders "new order V "Europe". Their names known to tens of thousands of tortured people." And although before the victory over fascism There were still more than two years left, I.V. Stalin assured: "Let these

executioners know that they Not leave from responsibility for their crimes And Not pass by punishing hands tortured peoples."

I.V. Stalin, of course, Not brought specific examples Hitler's atrocities in relation to a particular region or republic, but his speeches, which were largely directive in nature, were taken into service publicists, writers and historians. Their efforts already during the war years created extensive popular science And journalistic literature, replete with evidence of Nazi crimes against civilians occupied territories. Alexei Tolstoy and Mikhail Sholokhov, Ilya Ehrenburg and Konstantin, who were at the front as war correspondents, Simonov, with all the power of his writing talent, told the country and the world about hell, embodied by the Nazis on occupied Soviet soil. The reality was more terrible than any fiction.

Studying origins politicians destruction peaceful population on in the occupied territories of the RSFSR during the Great Patriotic War it is impossible without accounting Togo, What Nazism showed up natural consequence German politicians and ideologies that were formed in the German Reich over the course of several decades long before the National Socialists came to power. Nationalist, racial, theories and teachings were widely present in the views intellectuals, public associations, political party programs and pseudoscientific theories. The notion of German dominance and intellectual superiority, with the rise to power of the National Socialists, was transformed into violence against both the political opposition and representatives others nationalities.

Study topics genocide impossible without studies roles concentration camps. During the Great Patriotic War, thousands of Soviet citizens were deported to German camps in Germany. As the largest instrument of the totalitarian policy of extermination of civilians, the concentration camp system was created already V first year parish To authorities National Socialists. WITH 1933 G. V their task was included internment political opponents. Besides camps They were kept in old factory buildings and abandoned houses. They were tortured and on them medical experiments And used How labor force.

Network of concentration camps, intended for mass extermination, became an integral part of the National Socialist states. Since 1933, six large camps have been established on the territory of Germany: Dachau, Buchenwald, Ravensbrück, Oranienburg, Flossenbürg, and Neuengamme. With the capture of territories in Europe. And beginning of the Second World War, concentration camps were established in Austria (Mauthausen), Poland (Auschwitz-Birkenau, Treblinka, Majdanek, Sobibor) and the USSR (Solovki). Each of them represented an entire system, reaching several dozen camps. In addition, in the occupied local concentration camps for the civilian population were created in the territory. And prisoners of war.

Since 1934, concentration camps have been under the control of the SS. Formally, they were divided into labor camps; camps for the sick; experimental camps, where experiments were conducted; and training camps, where SS officers were trained. Later, prisoner-of-war camps were added. Ghettos and detention centers. Concentration camps were justified by the idea of eradicating antisocial elements, inferior, useless people, as well as for state economic benefit. Actually, it was about exploitation of forced labor in SS enterprises.

The first concentration camp was Dachau, built in March 1933. on the site of a former gunpowder factory near Munich (Bavaria). In June, it Theodor Eicke became its boss and turned it into a "model" one. Developed their plan: arrangement of buildings, routine services, administration. And the commandant's offices became model for everyone subsequent concentration camps. In 1937 G. T. Eicke organized Sachsenhausen and Buchenwald on the model of Dachau. Security and operation of concentration camps was assigned to detachments of SS "Dead head", which counted nearly 5000 people.

War against the USSR was considered by the Nazis before total war against Slavic peoples. Hitler explained: "We are obliged to exterminate population, this enters our mission for the security of the German population. We will have to develop equipment for depopulation. If I am asked what I mean by depopulation, I will

answer that I mean the destruction of entire racial units. This is precisely what I intend to implement - roughly speaking, this is my task. Nature is cruel, therefore, we also have the right to be cruel. If I send the flower of German nations V hell wars, without the slightest pity spilling precious German blood, then, without a doubt, I have the right to destroy millions of people of an inferior race, which multiply like worms." In May 1940, one of the main figures of Nazi Germany, G. Himmler, sent A. Hitler a note on the treatment of the population of the "eastern regions". In it, he openly explains: "We V highest degrees interested V volume, to no V which case not to unite the peoples of the eastern regions, but on the contrary, to divide them into possible more small branches And groups."

Misanthropic attitude To Slavic population

A. Hitler propagandized V numerous conversations, recorded his environment. Such the recordings were also made on the orders of the statesman and political figure of Nazi Germany A. Rosenberg. The transcripts of these recordings testify to the goals and methods of occupation policy on the territory of the USSR. A. Hitler called Russians only "Slavic rabble", incapable To self-government. Their role is that of a slave force, "accustomed to responding only to the blows of the whip," which will create welfare Germans. By words A. Hitler, Slavs belonged To race, unworthy humane appeals. Them it is forbidden give education And self-government, A their cities follows equalize With land. A. Hitler said: "It will arise another world, V which Russian will allowed live... But at on one condition: gentlemen we will We. Eastern spaces will become For us those, What "India was for England."

Chief of the General Staff of the Army, Colonel General Franz Halder wrote in his diary: "The Fuhrer's decision to level Moscow and Leningrad with land, in order to completely get rid of the population of these cities, which otherwise we will then be forced to feed during the winter. The task of destroying these cities must be accomplished by air power. Tanks should not be used for this purpose. This would be a national disaster that would deprive the centers of only Bolshevism, But And Muscovites (Russian) at all".

Addressing the issue of describing the crimes of the Nazis and their accomplices against the civilian population carries a heavy emotional component, since familiarity with the original documents leaves no one indifferent and evokes a feeling of deep empathy towards the defenseless children, old people, women, sick people who became victims of Nazi policies, directed on total destruction population USSR And exploitation of the country's economic resources. Such inhuman and massive your own scale crimes humanity more Not knew.

Peaceful population, turned out to be on occupied territories, was located not just in a state of stress due to the constant threat of brutal reprisals that regularly were arranged fascists And their accomplices; it Also experienced hunger, disease, fear of being killed or taken into slavery in Germany, feeling powerlessness because of impossibility protect their own loved ones.

Labor service was one of the main forms of exploitation of the peaceful population on occupied territory. She touched everyone residents V age from 16 to 50 years. Exception composed disabled people, women With children to 5 years And hard sick. For failure to appear, evasion from work, being late or In the opinion of the Nazis, poor quality work in various commandant's offices was subject to various punishments: beatings with rubber truncheons, iron rods, weapons butts, conclusion V punishment cell, execution. Locals residents forced study collection weapons And trophies, abandoned on field battle, demining, construction defensive fortifications And restoration bridges, peat harvesting, logging, delivery of ammunition to the front line, agricultural works, transportation German wounded, work V in hospitals and kitchens, washing clothes for soldiers. No payment for their work attracted To works population Not received, A under hour their Not provided even nutrition.

By the time of its occupation, a significant number of people had accumulated in the Stavropol Territory refugees from others districts countries (Moldova, Ukraine, Belarus, Rostov region, Leningrad), and a significant part of them were citizens Jewish nationality. Destruction Jews was considered fascists as a "crusade" against the Jewish-Bolshevik system. According to Nazi estimates,

of the 11 million Jews scheduled for extermination, 5 million lived V Soviet Union. On occupied territories Jewish And gypsy population was destroyed V first queue.

Questions and tasks

Questions

1. The attitudes of the leaders (management) of Nazi Germany towards the civilian population.
2. The Nazi system of governance of the occupied territories.
3. The main directions of “activity” of the occupation authorities.
4. Establishment of a slave -serf regime in the occupied areas:
 - ☐ Principles and organization of economic life of the population:
 - ☐ robbery of the population by the German fascist invaders;
 - ☐ economic exploitation of peoples and territories and the deportation of population to Germany.
 - ☐ Punitive policy:
 - ☐ Judicial and extra-judicial reprisals, imprisonment and camps;
 - ☐ Atrocities and violence (mass murders, corporal punishment and torture);
 - ☐ Punitive expeditions, scorched earth tactics.
5. The policy of spiritual enslavement of the population and the destruction of the national culture of the peoples of Russia: agitation and propaganda indoctrination of the population, the use of schools and religion; the destruction and plunder of cultural sites.
6. No statute of limitations. Nazi crimes in Stavropol in 1942-1943.

Tasks

1. Describe the measures of violence applied to the civilian population of the occupied territories.
2. Why is the occupation regime described in sources as “brutal”?
3. Read the passages from the historical sources below and answer the questions.

**Act of the commission on the removal and destruction by the Nazi occupiers of
patients from the Krasnodar Regional Psychiatric Hospital (February 22,
1943)**

We, the undersigned, employees of the Krasnodar Regional Psychiatric Hospital, have drawn up this report on the brutal reprisals of Nazi executioners against mentally ill patients undergoing treatment at the Krasnodar Psychiatric Hospital.

After the city was occupied by the Germans in August 1942, a group of German officers, one of whom called himself a doctor, came to the hospital twice and inquired about the number of patients, their treatment, etc. On August 22, 1942, four German officers arrived at the hospital in cars, accompanied by a team of armed soldiers. One German officer, who called himself a doctor, gathered all the doctors of the psychiatric hospital in the office of the chief physician, took off his weapon, put it on the table and said: "What I am about to say is not subject to disclosure, it is a secret, I am a German soldier and am acting in accordance with the order of the German command, I must take out all the patients, and then you must bring the hospital into proper sanitary condition, I will get down to business."

Some doctors' requests to allow the discharge of certain patients were denied. You can tell the patients and their families that they are being transported to a penal colony. Immediately, a large covered truck, resembling a large freight car, pulled into the psychiatric hospital courtyard. The mentally ill were quickly loaded into the vehicle and driven away.

Within 5 hours, all the patients were taken away, where and why we do not know. Some of the more conscious patients, with the help of doctors and staff, managed to escape from the hospital, despite the fact that German soldiers were stationed around the hospital.

The loading of patients into the vehicle was carried out under the direction and supervision of a German doctor, who himself counted the patients and checked each department, taking into account the patients being transported.

A German doctor noticed the absence of a certain number of patients and made a remark to the head doctor about this.

A total of 320 people were evacuated.

Later, the same German fascists took out the mentally ill twice from the isolation ward that was left instead of a psychiatric hospital: on October 2, 1942—17 people, and on January 21, 1943—18 people.

State Archives of Krasnodar Krai. F.R-897. Op. 1. D. 2. L. 44. Copy //
Federal Archival Project

*"Crimes of the Nazis and their accomplices against the civilian
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During the Great Patriotic War of 1941–1945. URL:
[http://victims.rusarchives.ru/akt-komissii-o-vyvoze-i-](http://victims.rusarchives.ru/akt-komissii-o-vyvoze-i-predpolozhitelnom-unich-tozhenii-nemecko-fashistskimi-okkupantami-pacientov)
[predpolozhitelnom-unich-tozhenii-nemecko-fashistskimi-okkupantami-](http://victims.rusarchives.ru/akt-komissii-o-vyvoze-i-predpolozhitelnom-unich-tozhenii-nemecko-fashistskimi-okkupantami-pacientov)
[pacientov](http://victims.rusarchives.ru/akt-komissii-o-vyvoze-i-predpolozhitelnom-unich-tozhenii-nemecko-fashistskimi-okkupantami-pacientov) (accessed: 22.11.2020).

**From the report of the commission of the Stavropol Psychiatric
Hospital on the extermination of hospital patients by the Nazi
occupiers (July 11, 1943)**

On August 4, 1942, two German military doctors arrived at the Stavropol Psychiatric Hospital, accompanied by the head of the city administration's medical department, Dr. Schultz, and an interpreter. They ordered the acting chief physician of the psychiatric hospital, Dr. Gambarov, to prepare all mentally ill patients for transfer to the villages of Donskoye and Proletarskoye, since, according to existing German law, mentally ill patients could not be found in the city or near it.

Patients must be sent only in hospital clothes, without any belongings and without the psychiatric hospital staff, since the Donskoy and Proletarskaya hospitals have all the necessary equipment and German medical personnel.

On August 4, 1942, German SS soldiers, led by Oberfeldwebel Göring, arrived at the psychiatric hospital in large covered vehicles. The vehicles were hermetically sealed, lined with galvanized sheet metal, and had no windows or seats. The Germans loaded the patients into them without any identification. After boarding,

the vehicle doors were immediately closed and locked. The screams of the patients inside ceased shortly after the engine was started. An hour or two later, the vehicles returned for more patients. On August 5, 7, and 10, 1942, 632 mentally ill patients, including children, were transported in this manner from the city department, the October department of the psychiatric hospital, the city nursing home, and the nursing home on the Molochny farm.

On August 22, 1942, by order of the German Gestapo, Sergeant Major Schmitz, 12 mentally ill people who had been admitted to the psychiatric hospital after August 10, 1942 were taken out in the same way.

On October 20, 1942, another group of newly admitted mentally ill people, 16 in total, was taken out of the mental hospital.

...A total of 660 people were removed and taken away from the Stavropol psychiatric hospital, and the psychiatric hospital was closed.

The mentally ill people taken from the Stavropol psychiatric hospital to the villages of Donskoye and Proletarskoye were not taken to hospital, but were KILLED.

Russian State Archive of Socio-Political History. F.269. Op.1. D.26. L.47–48.

Copy//Federal archival project "Crimes of the Nazis and their accomplices against the civilian population of the USSR during the Great Patriotic War of 1941–1945." URL: <http://victims.rusarchives.ru/akt-komissii-stavropolskoy-psikhiatricheskoy-bolni-cy-ob-unichtozhenii-pacientov-bolnicy-nemecko> (accessed: 22.11.2020).

Questions

1. What is the essence of the orders and instructions of the Nazi leadership and command of the German army regarding the treatment of Soviet prisoners of war and arrested civilians?
2. To what extent do they comply with international law?

From messages secretary Karachay regional committee VKP(b) H. ABOUT.

Laipanov to the boss Management propaganda And agitation Central Committee All-Union Communist Party (Bolsheviks) G. F. Alexandrov "O

**atrocities German fascist invaders And their accomplices V Karachay
autonomous areas"**
(24 June 1943 G.)

"The Nazis proclaimed lawlessness as their legal norm. They elevated the functions of executioner to a high profession. They called bloody war the normal state of humanity. The fascists openly renounced such sentiments, How shame, pity, mercy, compassion.

The Nazi bastards made it a rule to torture Soviet prisoners of war, kill their hundred, doom on hungry death thousands from them. They rape And they kill civil population occupied territories ours countries - men and women, children and the elderly, our brothers and sisters. They set out to to enslave or exterminate the population of Ukraine, Belarus, the Baltic states, Moldova, Crimea, Caucasus. Only low People And scoundrels, deprived honor And fallen to states animals, can allow to myself ugliness V relation innocent people...

The German fascists ruled Karachay for over five months. These months were the most black period V stories peoples Karachay. German occupiers and their accomplices carried out their cannibal program - the extermination of peoples Karachay without distinction of nationality, a program of unbridled robbery and bloody violence.

Having set as its goal to deprive the Karachays and Cossacks of their land and nationality culture, turning them into their slaves, the fascists mercilessly dealt with the peaceful population stanitsas And auls Karachay...

The atrocities of the German occupiers and their accomplices are confirmed by testimony Soviet citizens, living in time occupation V Karachay, A Also acts drawn up by commissions of representatives of Soviet, economic, cooperative, trade union and other public organizations, workers, employees, collective farmers, intelligentsia And military personnel...

German cannibals, according to incomplete data, are found in the Mikoyanovsky district alone destroyed 860 Human Soviet citizens.

These atrocities against Soviet citizens were committed by the vile Gestapo traitors, agents German bloodsuckers - regional foreman Bayrokumov Kadi And boss regional police Laipanov M.

Blood it's getting cold from scary atrocities, which they did something Germans V orphanages resorts of Teberda, Nizhnyaya Teberda and Nizhnyaya Arkhyz, where evacuated children were placed V August 1942 G. from Leningrad, Crimea, Rostov.

German scum tortured 20 children from the Nizhny Arkhyz orphanage. These children were strangled fascist monsters worked out gas V "car."

*State archive Russian Federation. F. R-7021. Op. 17. D. 8. L. 2–3:
"Crimes Nazis And their accomplices against peaceful population USSR
V years
Great Patriotic wars 1941–1945 gg."*

Questions

1. What brutal methods of exterminating civilians, including the mentally ill, did the Nazis use in the occupied territories? South RSFSR?
2. Which most cruel crimes committed German fascist troops against the civilian population in the occupied territories in 1941 G.?
3. What atrocities were committed by the Nazis during the occupation? Karachay autonomous region?

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PRACTICAL LESSON 18

Topic 16.3 The Great Patriotic War: no statute of limitations.

The purpose of the lesson: to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues related to the history of the North Caucasus during the Great Patriotic War.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the North Caucasus during the Great Patriotic War;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

Studying the history of the Great Patriotic War is crucial not only for acquiring theoretical knowledge but also for instilling patriotism, pride in one's homeland, and respect for the heroic deeds of one's fathers and grandfathers. The Soviet victory in the Battle of the Caucasus strengthened the southern flank of the Soviet-German front and paved the way for the liberation of Crimea and subsequent operations in Ukraine and southern Russia.

Theoretical part

The Battle of the Caucasus was the name given to a series of operations that took place between the Don River and the foothills of the Greater Caucasus from July 25, 1942 to October 9, 1943.

In approving the plan for Operation Edelweiss, the Wehrmacht command set Army Group A the goal of encircling and destroying the Southern Front forces south and southeast of Rostov and establishing control over the North Caucasus. One of the primary objectives was to seize oil fields near Grozny and Baku. Simultaneously, they planned to carry out a flanking maneuver and break into Georgia, establishing contact with the Turkish army.

On July 25, 1942, German forces launched an offensive and pushed back the Soviet forces, which on July 28 were consolidated into the North Caucasus

Front under the command of Marshal of the Soviet Union S. M. Budyonny. It should be noted that, unsuspecting of a large-scale offensive in this sector, Soviet forces retreated to the Kuban River line and then to the foothills of the western Greater Caucasus. By August 11, following heavy fighting, troops of the German 17th Army managed to take Maykop and Krasnodar, and on August 31, Anapa. On September 7, German forces reached the outskirts of Novorossiysk. However, they failed to achieve their main objective—breaking through to Tuapse and Sukhumi.

The Nazi defeat at Stalingrad and the Soviet offensive in the Rostov direction forced the German command to begin withdrawing troops from the Mozdok area. On January 3, 1943, Soviet troops began pursuing the enemy and by January 24 had liberated Mozdok, Mineralnye Vody, Pyatigorsk, Yessentuki, Kislovodsk, Stavropol, and Armavir, and by January 30, Kropotkin and Tikhoretsk. On February 12, during the Krasnodar Operation, Krasnodar was liberated.

To defeat the enemy, the Soviet command developed a plan for the Novorossiysk-Taman Operation. According to this plan, the 18th Soviet Army was to strike from land in the Novorossiysk area, while the Black Sea Fleet would land troops from the sea. The operation began on the night of September 10, and in the morning, landings were made on the western shore of Tsemes Bay and in the port of Novorossiysk. After landing amphibious forces behind enemy lines, the troops of Colonel General I.E. Petrov's North Caucasus Front broke through the enemy's defenses and reached the Kerch Strait on October 9, completing the defeat of the Wehrmacht's Taman group.

The partisan movement played a major role. By September, 900 partisans were already active in the region. During the occupation, there were 47 detachments in the region under the command of a headquarters established in December 1942, headed by M. A. Suslov. Despite unfavorable natural conditions, poor organization, and limited numbers, the Stavropol partisans inflicted heavy losses on the enemy. They participated in military operations on

the passes of the Main Caucasus Range, disrupted enemy communications, and rescued collective farm livestock. In battles with the Nazis, the partisans killed over 4,500 German soldiers and policemen, and during the Red Army's advance, they liberated 55 settlements. Underground organizations created by communists and Komsomol members also operated in Stavropol, such as the underground organization in the village of Velichaevskoye.

The consequences of enemy occupation and military action for the region were severe. Damage to the national economy amounted to 14.6 billion rubles, including 10 billion rubles in agriculture. 31,645 civilians were killed, 170,000 Stavropol residents died in battle, and 27,000 people returned home disabled. The population of Stavropol declined sharply, but its pre-war level was restored in 1956. The elimination of the consequences of the occupation began as early as 1943. In the spring of 1944, more than 300 enterprises out of 349 operating before the war supplied produce to the front. In 1944, the region began supplying agricultural products to the state. During the three war years, the region's population purchased government bonds worth 513 million rubles. The war deprived thousands of young Stavropol residents. In 1946, there were 40 orphanages in the region, housing 5,000 orphans. Housing became a pressing issue.

Questions and tasks

Questions

Defense period.

1. Assistance from the North Caucasus to the front at the initial stage of the Great Patriotic War.
2. The Caucasus in the plans of the German command
3. Retreat of Soviet troops. Fighting in the steppe of the Ciscaucasus
4. The advance of the Germans into the foothills of the Caucasus.
5. Battles in the Mozdok direction

6. Defense of Novorossiysk
7. Battles on the passes of the Main Caucasian Range
8. Nalchik defensive operation.
9. Partisan movement
10. Occupation regime
11. Results of the defensive operation

Liberation period.

1. Headquarters plans and deployment of forces. Military operations on the Southern Front
2. Offensive of the Northern Group of the Transcaucasian Front
3. Actions of the Black Sea Group of the Transcaucasian Front
4. Landing operation in the Novorossiysk area. Defense of "Malaya Zemlya"
5. Battles for Rostov and Krasnodar
6. Offensive on the Taman Peninsula. 7. Capture of Novorossiysk and Taman.
8. Results of the Battle of the Caucasus
9. Restoring the economy of the North Caucasus. Assistance to the front.
10. North Caucasians on the battlefields of the Great Patriotic War. The exploits of heroes.

Tasks

1. Create a map of the "North Caucasus during the Great Patriotic War of 1941-1945."
2. Give examples of the selflessness and heroism of the Soviet people during the war (using the history of your village, city, or the exploits of your fellow countrymen as an example).
3. Write an essay "The Great Patriotic War and my family."
4. Topics of reports.
"Stavropol during the Great Patriotic War", "The Economy of Stavropol during the Great Patriotic War", "The Partisan Movement in Stavropol".

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PRACTICAL LESSON 19

Topic 17.1 USSR in the late 1940s – first half of the 1960s.

The purpose of the lesson : to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of the history of the Soviet Union in 1945-1953 .

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the USSR from 1945 to 1953;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

Following victory in the Great Patriotic War, a new period in the history of the Soviet state began. In 1945, the Soviet Union was a victorious but devastated country. Only through the efforts of millions of citizens could the ruined cities and factories be raised from the rubble and the infrastructure restored. This period is extremely significant, as it exemplifies heroic labor, self-sacrifice, and patriotism.

Theoretical part

The primary goal of the post-war period was to rebuild the devastated economy. In March 1946, the Supreme Soviet of the USSR adopted a reconstruction plan outlining key areas and targets. Rebuilding factories and plants began in 1943 as the occupiers were driven out. The Fourth Five-Year Plan (1946-1950) was implemented. More than 6,000 large enterprises were restored or rebuilt. By 1950, industrial production not only reached pre-war levels (which it had reached by 1948), but significantly exceeded them. Overall, during the Fourth Five-Year Plan, industrial production exceeded pre-war levels by 73%. Priority development was given to heavy industry and the modernization of the military-industrial complex. New industries emerged, particularly nuclear energy.

Agriculture emerged from the war greatly weakened. In 1945, its gross output was 60% of its pre-war level. The situation was exacerbated by the catastrophic drought of 1946, which affected the country's most fertile regions—the Volga region, the Northern Caucasus, the Central Black Earth Region, Ukraine, and Moldova. Agriculture reached pre-war production levels by 1950.

In 1946-1948, re-elections of Soviets at all levels were held and the deputy corps formed in 1937-1939 was renewed, a law was adopted on the transformation of the Council of People's Commissars into the Council of

Ministers of the USSR, in 1949-1952, congresses of public organizations of the USSR resumed after a long break, in 1952 the XIX Party Congress was held, which renamed the All-Union Communist Party (Bolsheviks) into the Communist Party of the Soviet Union.

After the war, the USSR's authority significantly strengthened; diplomatic relations were established with 52 countries (compared to 26 before the war). The USSR participated in the Paris Peace Conference, which reviewed treaties with Germany's former allies, Italy, Bulgaria, Hungary, Romania, and Finland, based on democratic principles. In 1947, treaties with these countries were signed. The USSR played a major role in the creation of the United Nations (UN) in 1945. In 1945-1946, Soviet lawyers testified at the Nuremberg Trials of the major Nazi war criminals. The USSR provided economic assistance to many countries, especially those embarking on the path to socialism and former colonial states.

Speaking in Fulton, WA on March 5, 1946, Winston Churchill called for a "show of strength to the Russians, a united front against Eastern Communism." The United States expanded its military bases and sharply reduced trade relations with the USSR and its allies. The Cold War, which lasted from 1946 until the late 1980s, began—a hostile political confrontation between two systems based on an arms race, relations based on positions of strength, and strictly official diplomatic ties.

In Eastern Europe, governments aligned with the USSR consolidated their power. Economic aid, loans, raw materials supplies, and the provision of markets in the USSR contributed to the strengthening of the socialist system in European countries. The Yugoslav conflict erupted. Major events occurred in 1949. For example, Germany was divided into the FRG and GDR. NATO, the military organization of the North Atlantic Treaty Organization in Europe, was formed. Comecon, the Council for Mutual Economic Assistance among socialist countries, was established. In 1949, the USSR acquired atomic weapons, establishing a temporary military equilibrium.

In the early 1950s, the base of socialism emerged in Asia: Mongolia, China, North Vietnam and North Korea.

Thus, the international prestige of the USSR increased among the peoples of the world as the country that had defeated fascism. The USSR strengthened its influence in the countries of Eastern Europe, which began to develop along the socialist path, forming a single bloc of socialist countries. Close contacts were established with the Communist Parties of Western countries.

Questions

1. Post-war economic recovery.
2. The socio-political situation in the country in the late 1940s and early 1950s.
3. Foreign policy of the USSR in 1945-1953. The beginning of the Cold War.

Tasks

1. Soon after the end of World War II, the countries that led the anti-Hitler coalition found themselves in a state of "Cold War." How did the contradictions - between the former allies—the USSR and the Western countries—emerge? What factors determined this development of events?
2. After the end of World War II, the USSR could have used US aid under the Marshall Plan. How and when did the Soviet leadership resolve this issue? Why was this decision made?
3. Compare the international position of the USSR in the early 1930s (before 1933) and in the early 1950s.

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PRACTICAL LESSON 20

Topic 17.2 USSR in the late 1940s – first half of the 1960s.

The purpose of the lesson : to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of the history of the USSR in 1953-1964.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the USSR from 1953 to 1964;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts (UK-5) .

Relevance of the topic of the practical lesson

The relevance of this topic lies in the need to analyze attempts to reform the Soviet system. The utopian program of building communism was embodied at the 22nd Congress of the CPSU. New approaches to economic management enabled success in the social sphere. The USSR became the first person in the world to travel into space.

Theoretical part

On March 5, 1953, I.V. Stalin died. G.M. Malenkov became Chairman of the Council of Ministers, and his first deputies were L.P. Beria, N.A. Bulganin, V.M. Molotov, and L.M. Kaganovich. L.P. Beria also headed the Ministry of Internal Affairs. N.S. Khrushchev became the head of the Secretariat of the CPSU Central Committee. The main levers of power were thus held by G.M. Malenkov, N.S. Khrushchev, and L.P. Beria. A rivalry for power began between them.

By removing L.P. Beria, N.S. Khrushchev acquired a leading position within the party elite. To strengthen his position, he achieved the abolition of the Bureau of the Presidium of the CPSU Central Committee. Furthermore, he proposed establishing the post of First Secretary of the CPSU Central Committee, and on September 13, 1953, the Central Committee Plenum elected N.S. Khrushchev himself to this position.

Seeking to secure the support of his friends among the influential leaders of the USSR's second-largest Soviet republic, Ukraine, N.S. Khrushchev hastened to satisfy the Ukrainians' long-standing claims to Crimea. On February 19, 1954, the Crimean region was transferred from the RSFSR to the Ukrainian SSR as a gift for the 300th anniversary of Ukraine's accession to Russia.

In late 1954, relations between N.S. Khrushchev and members of the Central Committee Presidium, V.M. Molotov, G.M. Malenkov, and L.M. Kaganovich, worsened. G.M. Malenkov was removed from his post as Chairman

of the USSR Council of Ministers and sent to head the Ministry of Electric Power Plants, which had been created specifically for this purpose. However, he remained a member of the Central Committee Presidium. N.A. Bulganin became the head of the Council of Ministers, and G.K. Zhukov replaced him as Minister of Defense. Thus, Khrushchev emerged victorious in the power struggle following the death of I.V. Stalin.

At the Twentieth Congress of the CPSU, held from February 14 to 25, 1956,

N.S. Khrushchev delivered a report entitled "On the Cult of Personality and Its Consequences." Congresses and plenary sessions of the CPSU began to convene regularly. The rights of the Union republics were expanded. Local Soviets received new powers. In February 1957, national autonomy was restored for the Balkar, Chechen, Ingush, Karachay, and Kalmyk peoples. Mass rehabilitation of illegally convicted citizens began.

All these processes were viewed with ambivalence by N.S. Khrushchev's entourage. A group of leaders led by G.M. Malenkov, L.M. Kaganovich, and V.M. Molotov attempted to remove N.S. Khrushchev from his post as First Secretary at the June 1957 Plenum of the CPSU Central Committee. However, the military's support prevented them from doing so. The Plenum ended with a condemnation of the activities of these individuals.

The 1950s saw the widespread construction of power plants, railways, large industrial plants, and canals. Large-scale housing construction also began. Entire neighborhoods of small apartments were erected in cities, temporarily alleviating the housing shortage. In 1954, the Obninsk Nuclear Power Plant was commissioned, and in 1957, the first artificial satellite was launched, and the nuclear-powered icebreaker Lenin was launched.

To address the grain problem, 42 million hectares of virgin and fallow lands were developed between 1954 and 1960. By 1960, industrial production was 5.2 times higher than in 1940, while agricultural production increased by only 60% over the same period. Reckless economic development led to

disproportion between economic sectors and environmental degradation, threatening an ecological crisis and a decline in the country's economic strength. Harvests on reclaimed virgin lands declined, and grain imports began in 1963.

Corn crops were forcibly introduced into agriculture, and collective farmers were prohibited from owning private plots, which dramatically worsened the situation in the collective farm market. Machine and tractor stations (MTS) were liquidated, and collective farms were forced to purchase and maintain their equipment, leading to a technological decline in agriculture.

Significant changes also occurred in social policy. Building on economic achievements, it became possible to raise wages, increase pensions, begin providing pensions to collective farmers for the first time, abolish mandatory internal loans for the population, and transition to a seven-hour workday.

In 1958, N.S. Khrushchev became Chairman of the USSR Council of Ministers, concentrating enormous power in his hands. From that moment on, the errors in his policies, which had led to negative results, became increasingly apparent. The country's leadership, led by N.S. Khrushchev, advanced the slogan: "Catch up and surpass America." It was believed that the practical possibility of building communism had emerged. In 1961, the 22nd Party Congress adopted a new program for the CPSU, one section of which was devoted to building communism. It was proclaimed that it would be achieved by 1980.

Gradually, the "thaw" policy began to give way to strict party and administrative control. N.S. Khrushchev treated the creative intelligentsia with extreme harshness.

In October 1964, N.S. Khrushchev was removed from power for voluntarism—imposing his will, passing off wishful thinking as reality without considering actual possibilities. His rash and hasty decision-making and inconsistent actions prevented him from achieving his desired results.

Since the mid-1950s, Soviet foreign policy has been based on the conclusions of the 20th Congress of the CPSU regarding the shift in the global

balance of power in favor of socialism, the growing ideological struggle, and the desire of capitalist countries to stifle the revolutionary movement. The peaceful coexistence of the two systems was proclaimed the only way to regulate relations between states. In 1955, the heads of government of the USSR, Britain, France, and the United States met to normalize relations in Europe. The USSR unilaterally reduced the size of its army, suspended nuclear testing, and improved relations with Yugoslavia, Turkey, Iran, Japan, and other countries.

In the mid-1950s, the USSR provided assistance to Egypt during the Suez Crisis of 1956. Active economic, technical, and often military assistance was provided to many developing countries in Asia and Africa that had liberated themselves from colonial dependence.

In 1959, N.S. Khrushchev visited the United States and addressed the UN the following year. In 1961, the Wall was built in Berlin, separating the capital of the GDR from West Berlin and becoming a symbol of the Cold War. In 1962, the Cuban Missile Crisis erupted. Following the victory of the 1959 revolution, Cuba embarked on a socialist path. To protect it from possible American aggression, Soviet missiles capable of reaching the United States were deployed there. The United States declared a military blockade of Cuba and was prepared to strike Soviet missile installations and ships. The world found itself on the brink of nuclear war. The Cuban Missile Crisis of 1962 was narrowly overcome under the following conditions: the American side renounced the US invasion of Cuba and withdrew American nuclear missiles from Turkey. The Soviet side was required to withdraw its nuclear missiles from Cuba.

In 1962, the World Disarmament Congress was held in Moscow. In 1963, the USSR, the USA, and Great Britain signed an agreement banning nuclear weapons testing in three areas: water, the atmosphere, and space. In 1964, the USSR announced measures to ease the arms race. In the early 1960s, relations with China and Albania deteriorated, which negatively impacted the global socialist system and the communist movement.

Questions and tasks

Questions

1. Social and political life in the mid-1950s – mid-1960s.
2. Search for a solution to the agrarian problem.
3. Industrial sphere in 1955-1964.
4. Foreign policy. The most important events of the Cold War.

Tasks

1. In early July 1957, at a meeting of the Presidium of the CPSU Central Committee, N.S. Khrushchev was accused of undermining the party's leadership. It was proposed to remove him from the post of First Secretary of the Central Committee. However, N.S. Khrushchev managed to secure the support of Defense Minister G.K. Zhukov, who declared that the army would not agree to remove N.S. Khrushchev, and he remained in his post. Thus, G.K. Zhukov rescued N.S. Khrushchev for the second time (the first time was during the arrest of Beria). And four months later (October 1957), G.K. Zhukov was removed from office on N.S. Khrushchev's initiative. Why did N.S. Khrushchev remove G.K. Zhukov, given that he had colossal support in him?
2. Compare social policy in the USSR in 1945-1953 and in 1953-1964.
3. Identify the episodes of Russian history discussed in the document excerpts. Indicate the years and arrange the excerpts in chronological order.
 - 1) "Comrade Khrushchev, having concentrated considerable power in his hands, in a number of cases began to escape the control of the CPSU Central Committee, ceased to take into account the opinions of members of the Presidium of the Central Committee and members of the CPSU Central Committee, and decided on the most important issues without proper collective discussion. By displaying intolerance and rudeness toward his comrades on the Presidium and the Central Committee, Comrade Khrushchev made a number of serious mistakes in the practical implementation of the line outlined by the decisions of the 20th, 21st , and 10th Congresses of the CPSU" (from the Resolution of the CPSU Central Committee).

2) "This report does not attempt to provide a comprehensive assessment of Stalin's life and work. A sufficient number of books, pamphlets, and studies have been written about Stalin's achievements even during his lifetime. Stalin's role in preparing and carrying out the socialist revolution, in the civil war, and in the struggle to build socialism in our country is well known. This is well known to everyone. We are now discussing a question of enormous significance for both the present and future of the Party: how Stalin's personality cult gradually developed, becoming, at a certain stage, the source of a number of major and extremely serious distortions of Party principles, Party democracy, and revolutionary legality." (From the report to the Party Congress.)

3) "About 10 or more people entered the office. And Malenkov said softly, addressing Zhukov: 'I propose that you, as Chairman of the USSR Council of Ministers, detain Beria.' Zhukov commanded the group: 'Hands up!' Moskalenko and the others drew their weapons, thinking Beria might resort to some kind of provocation. Beria lunged for his briefcase, which was lying on the windowsill behind him. I grabbed Beria's arm so he couldn't use the weapon if there was one in the briefcase. Then we checked: there were no weapons there, neither in the briefcase nor in the pockets" (from the memoirs of N.S. Khrushchev).

Literature

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., peperab . and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

History of Russia from ancient times to the present day : textbook : A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; under ed. A.N. Sakharov. - Moscow : Prospekt, 2014. - 768 p. ISBN 978-5-392-12482-4

3. Pyzhikov A.V. Khrushchev's "thaw" of 1953-1964. M., - 2002.

PRACTICE EXERCISE 21

Theme 18. The USSR in the second half of the 1960s - the first half of the 1980s.

The purpose of the lesson : to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of the history of the USSR in 1964-1985.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the USSR from 1964 to 1985;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

This period was marked by successful state social policies, which contributed to an improvement in the standard of living for citizens. In certain areas of development, the USSR occupied a leading position in the world; for example, enormous advances were made in space exploration. Major projects,

such as the Baikal-Amur Mainline (BAM), were constructed. In terms of foreign policy, there was a period of détente in international relations.

Theoretical part

After the resignation of N.S. Khrushchev in October 1964, L.I. Brezhnev headed the Central Committee of the CPSU, and A.N. Kosygin became head of the government.

In 1971, it was declared that the USSR had entered the stage of developed socialism, characterized as a society in which a state of the whole people had emerged, with high economic potential, the complete dominance of state property, the unity of the Soviet people, and an increased role for the CPSU. In 1977, the Constitution of the USSR was adopted. It declared broad rights and freedoms, and declared the Soviets of People's Deputies to be the foundation of the political system. However, real power remained with the CPSU, whose leading role was enshrined in Article 6.

The division of government bodies based on industry was abolished, economic councils were abolished, ministries were restored, and the planning system was changed while expanding the rights of enterprises. All of this was carried out under the leadership of A.N. Kosygin, who initiated the economic reforms.

In 1965, two Plenums of the CPSU Central Committee were held, the decisions of which were aimed at economic development. The March Plenum examined the situation in agriculture. It was deemed necessary to strengthen the balance between personal and public interests, stimulate peasant labor, partially lift restrictions on private farming, significantly increase appropriations, provide rural areas with machinery, enhance the role of agricultural science, introduce a system for procuring agricultural products at higher purchase prices, and expand construction in rural areas.

The September 1965 Plenum was devoted to industrial issues, focusing on labor incentives and the introduction of economic management methods. While previously the primary indicator had been gross output measured in monetary

terms, and enterprises had strived to produce the most expensive products, now the primary focus was on selling everything produced and generating profit, a portion of which was retained by the enterprise, used for expansion and employee incentives. A transition to business accounting was underway, and local initiatives were taken into account.

In the 1960s and 1970s, the USSR achieved its power. Successfully developed economy, income from which were heading on improving the well-being of the population and social programs. Shelves The stores were stocked with at least basic goods and products. IN these years Soviet Union achieved outstanding scientific and technical achievements: in space exploration, the use of atoms for peaceful purposes, etc. In effect V That time Soviet system education was considered the best Vworld. USSR possessed developed network of scientific institutions.

The USSR's authority on the world stage was also high. It actively helped countries "third peace"; was leader socialist camp operating within the framework of the Council for Mutual Economic Assistance and the Warsaw Pact. In the 1970s, the USSR achieved parity With USA V areas weapons, becoming one from two superpowers.

However, the Soviet system was not perfect, it needed reforming V in accordance With needs time. So time delays or failures in reforms in the economic and political areas, the reluctance to get rid of outdated ideological dogmas has become significantly influence the situation in the country. The economic slowdown was associated withexhaustion of its mobilization model and extensive capabilities, with not high productivity labor, rejection enterprises technological innovations And etc. Big ones complaints citizens called a situation in the consumption sphere where the shortage of some goods coexisted with overstocking Not in demand things.

Dogmatism and formalism were characteristic of the ideological sphere. In the country, everything was decided by the party and the nomenklatura, but the real role of the Soviets and their deputies, in spite of Constitutions, was reduced

To minimum. All This predetermined increase contradictions, crisis phenomena
And public discontent.

Those Not less, Not All spheres life V period late socialism were in a state
of crisis or "stagnation." The standard of living was rising. people, increased
financing social programs. Continued develop military-industrial complex.
Development deposits oil And gas V Western Siberia gave new pulse
development fuel and energy complex.

After the death of L.I. Brezhnev in November 1982, Yury V. Andropov
became General Secretary of the CPSU Central Committee, having previously
headed the KGB for over 10 years. Significant personnel changes were made. The
plan was to expand the autonomy of industrial and agricultural enterprises. Much
attention was paid to combating corruption.

In April 1984, Andropov died and the post of General Secretary of the
CPSU Central Committee was taken by K.U. Chernenko, who held it until 1985.

Questions and tasks

Questions

1. L.I. Brezhnev's coming to power. Political development of the USSR in 1964-1982. The 1977 Constitution of the USSR and its main provisions.
2. Economic development of the USSR from 1964 to 1982. Reform to introduce economic incentives into the economy and the reasons for its curtailment. New advances in space exploration and the peaceful use of nuclear energy.
3. Foreign policy of the USSR in 1964-1982. The Brezhnev Doctrine. Soviet-Chinese relations. The USSR and the Vietnam War. Détente in the 1970s.
4. USSR in 1982-1985. The reigns of Yu. V. Andropov, K. U. Chernenko .

Tasks

1. Fill in the table "Main provisions of the economic reform of 1965: industry, agriculture."
2. The period under L.I. Brezhnev's leadership of the USSR was one of the most peaceful and stable stages in the USSR's development. Provide at least three facts or statements that support this assertion.

3. Read the document and answer the questions. From the "Final Act" of the Conference on Security and Cooperation in Europe (CSCE).

" I. Sovereign equality, respect for the rights inherent in sovereignty

The participating States will respect each other's sovereign equality and individuality, as well as all rights inherent in and encompassed by their sovereignty, including, in particular, the right of each State to legal equality, territorial integrity, freedom, and political independence. They will also respect each other's right freely to choose and develop their political, socialist, economic, and cultural systems, as well as the right to establish their own laws and administrative regulations.

Within the framework of international law, all participating States have equal rights and duties. They will respect each other's right to define and conduct, as they see fit, their relations with other States in accordance with international law and in the spirit of this Declaration. They recognize that their borders may be changed, in accordance with international law, peacefully and by agreement. They also have the right to belong or not to belong to international organizations, to be or not to be a party to bilateral or multilateral treaties, including the right to be or not to be a party to treaties of alliance; they also have the right to neutrality.

II . Non-use of force or threat of force

The participating States will refrain in their mutual relations, as well as in their international relations in general, from the threat or use of force against the territorial integrity or political independence of any State, or in any other manner inconsistent with the purposes of the United Nations and with this Declaration. No consideration may be invoked to justify resort to the threat or use of force in violation of this principle.

Accordingly, the participating States will refrain from any act that constitutes a threat or direct or indirect use of force against another participating State... Likewise, they will also refrain in their mutual relations from any act of reprisal by force.

No such use of force or threat of force shall be used as a means of settling disputes or matters likely to give rise to disputes between them.

III . Inviolability of borders

The participating States regard all one another's frontiers as inviolable, as well as the frontiers of all States in Europe, and therefore they will refrain now and in the future from any attacks on these frontiers.

They will accordingly also refrain from any demand or action aimed at seizure or usurpation of part or all of the territory of any participating State.

IV . Territorial integrity of states

The participating States will respect the territorial integrity of each of the participating States.

V. Peaceful settlement of disputes

The participating States will settle disputes among themselves by peaceful means in such a manner that international peace and security and justice are not endangered."

- 1) Name the city where the Conference of European States was held.
- 2) Name the year it was held and the name of the leader of the USSR during this period.
- 3) Name the most important principles of security and cooperation in Europe, formulated in the Final Act.

Literature

Main literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0

3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

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3. Lux, L. History of Russia and the Soviet Union: from Lenin to Yeltsin / L. Suite ; per. with him. B.L. Havkina. - Moscow :Direct-Media, 2012. - 1205 p. - Bibliogr . in the book. - ISBN 978-5-4458-0009-5 ; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=29037>

PRACTICE EXERCISE 22

Topic 19. Perestroika and the collapse of the USSR.

The purpose of the lesson : to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues in the history of the USSR in 1985-1991.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of the USSR from 1985 to 1991;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic stems from the controversial assessment of the nature and results of the restructuring of the country's social system and economy. The systemic crisis manifested itself in the deterioration of interethnic relations and the prevalence of disintegrative tendencies, which led to the collapse of the USSR. With the emergence of a new state—the Russian Federation—in December 1991, a new stage of development began in the history of our country.

Theoretical part

In March 1985, following the death of K. U. Chernenko, M. S. Gorbachev became General Secretary of the CPSU Central Committee. N. I. Ryzhkov was appointed Chairman of the USSR Council of Ministers. In April 1985, the Plenum of the CPSU Central Committee was held, which came to be considered a turning point in the life of the country. The first stage of perestroika was associated with the course proclaimed in April 1985 to accelerate the country's socio-economic development. Significant attention was to be paid to the implementation of scientific and technological advances and the enhancement of the human factor. State acceptance testing was introduced to control product quality. The state plan was replaced by state orders. Enterprises were granted greater autonomy. In rural areas, the equality of state farms, collective farms, agro-industrial complexes, leased collectives, and private farms was recognized.

The initial reforms sparked a revival in the economy, but by 1988, a general decline in agricultural production, followed by industrial production, began. Under these circumstances, the idea of perestroika was criticized. For example, B.N. Yeltsin, then First Secretary of the Moscow City Committee of the CPSU, criticized Gorbachev for indecisiveness.

In mid-1988, at the 19th Conference of the CPSU, a new stage of perestroika was proclaimed, with a focus on political reform. A new supreme legislative body was established—the Congress of People's Deputies of the USSR—and corresponding republican congresses. For the first time, elections for deputies were held on an alternative basis. A permanent Supreme Soviet was

formed from among the deputies, and the post of Chairman of the Supreme Soviet was introduced. In 1989, M.S. Gorbachev assumed this position in the USSR, and in 1990, B.N. Yeltsin in the RSFSR.

By 1990, the idea of perestroika had practically exhausted itself. The center was increasingly losing the initiative, and a political crisis was brewing. Nevertheless, in the spring of 1990, the USSR leadership moved to the next stage of political and economic reforms. In June 1990, a gradual transition to a regulated market economy was announced.

Reforms in the political sphere: the abolition of Article 6 of the USSR Constitution on the leading and guiding role of the CPSU in Soviet society, the introduction of the position of President of the USSR (M.S. Gorbachev since March 1990), and the official registration of parties.

The weakness of the Gorbachev government and its inability to suppress separatist sentiments in the ethnic regions led to increased pressure from individual republics to secede from the USSR and achieve sovereignty with all the rights and obligations that entailed. In the spring and summer of 1990, Latvia, Lithuania, Estonia, and then the RSFSR and other Soviet republics declared their sovereignty. Power gradually began to shift from the center to the republics, and disobedience to the center began. The country entered a period of disintegration. The situation was exacerbated by interethnic conflicts.

Soviet President M.S. Gorbachev, attempting to return the initiative to the center, entered into direct negotiations with the republic leaders regarding the conclusion of a new union treaty. In March 1991, an all-Union referendum was held on the question of preserving the USSR, in which 76.4% of participants voted to preserve the USSR as a renewed federation of equal sovereign republics.

In April 1991, negotiations between Mikhail Gorbachev and the republic leaders began in Novo-Ogaryovo near Moscow. Of the 15 republics, nine agreed to participate in the negotiations. By August 1991, a compromise draft union treaty had been prepared.

The signing of the treaty was scheduled for August 20, 1991, but the putsch began on August 19. A statement issued by a group of Soviet leaders announced the removal of M.S. Gorbachev from his duties as President of the USSR due to health reasons and the transfer of his powers to Vice President G.I. Yanayev, the introduction of a state of emergency in certain districts, and the creation of the State Committee for the State of Emergency (GKChP). The GKChP consisted of eight people, including G.I. Yanayev, Chairman of the Council of Ministers of the USSR V.S. Pavlov, Minister of Defense of the USSR D.T. Yazov, Minister of Internal Affairs of the USSR B.K. Pugo, and Chairman of the KGB of the USSR V.A. Kryuchkov. Troops were brought into Moscow, rallies, demonstrations, and strikes were banned, and the publication of many newspapers was suspended.

The RSFSR leadership, led by B.N. Yeltsin, led the resistance to the putschists. Barricades were erected in Moscow. On the night of August 21, clashes between Yeltsin's supporters and the army occurred, resulting in the deaths of three people. On August 21, 1991, the defeat of the State Emergency Committee became evident. On August 22, M.S. Gorbachev returned to Moscow. The putschists were arrested. The activities of the Communist Party of the Soviet Union (CPSU) were soon suspended.

On December 8, 1991, without inviting M.S. Gorbachev, the leaders of Russia (B.N. Yeltsin), Ukraine (L. Kravchuk), and Belarus (S. Shushkevich) met in Belovezhskaya Pushcha on behalf of the three founding states of the USSR and declared its dissolution. They called on the former Soviet republics to establish the Commonwealth of Independent States (CIS). This act became known as the Belovezh Accords and marked the beginning of the CIS.

Following a series of negotiations in Almaty on December 21, 1991, Azerbaijan, Armenia, Kazakhstan, Kyrgyzstan, Moldova, Tajikistan, Turkmenistan, and Uzbekistan joined the CIS. On December 25, 1991, USSR President M.S. Gorbachev resigned. The Soviet Union ceased to exist.

On international arena V period perestroika Gorbachev spoke initiator "new political thinking", calling To termination confrontation V "cold war."

Demonstrating kind will, He sometimes walked on one-sided concessions. Gorbachev contributed to the unification of Germany, the withdrawal of Soviet troops from Europe and etc. This made him popular among ordinary people in the West. However, leaders these countries saw V positions Gorbachev V first queue manifestation weaknesses and the opportunity to take advantage of the situation. The USSR was announced losers in "cold war."

Questions and tasks

Questions

1. The beginning of the perestroika policy. 1985-1986.
2. The period of radical perestroika. 1987-1989.
3. The crisis of perestroika policy. 1990-1991.
4. Foreign policy of the USSR during the perestroika period.
5. The collapse of the USSR.

Tasks

1. Show on the map the countries of Central and Southeastern Europe where "velvet revolutions" occurred.
2. Read the excerpt from the historical source and answer the questions.
From the Alma-Ata Declaration of the Heads of Independent States.

"Independent States

- Republic of Azerbaijan, Republic of Armenia, Republic of Belarus, Republic of Kazakhstan, Republic of Kyrgyzstan , Republic of Moldova, Russian Federation (RSFSR), Republic of Tajikistan, Turkmenistan, Republic of Uzbekistan and Ukraine,

Striving to build democratic states governed by the rule of law, relations between which will develop on the basis of mutual recognition and respect for state sovereignty...;

Recognizing and respecting each other's territorial integrity and the inviolability of existing borders;

Being committed to the goals and principles of the Agreement on the Establishment of the Commonwealth of Independent States, declare the following:

Interaction between the participants of the Commonwealth will be carried out on the principle of equality... in the manner determined by agreements between the participants of the Commonwealth, which is neither a state nor a supranational entity...

The commitment to cooperation in the formation and development of a common economic space and pan-European and Eurasian markets is confirmed.

With the formation of the Commonwealth of Independent States, the Union of Soviet Socialist Republics ceased to exist."

- 1) Please indicate the year and month when the declaration was accepted.
- 2) Name the president of Russia at this time.
- 3) What is the name of the period that ended with the signing of the declaration?

Literature

Main literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5
2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp . and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0
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3. Lux, L. History of Russia and the Soviet Union: from Lenin to Yeltsin / L. Suite ; per. with him. B.L. Havkina. - Moscow :Direct-Media, 2012. - 1205 p. - Bibliogr . in the book. - ISBN 978-5-4458-0009-5 ; The same [Electronic resource]. - URL: <http://biblioclub.ru/index.php?page=book&id=29037>

PRACTICE EXERCISE 23

Theme 20. Russia in the 1990s.

The purpose of the lesson : to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of Russian history in the 1990s.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia in the 1990s.
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic of the practical lesson

The relevance of this topic stems from the controversial assessment of the nature and results of the restructuring of the country's social system and economy. The systemic crisis manifested itself in the aggravation of interethnic relations and the prevalence of disintegrative tendencies, which led to the collapse of the USSR. With the emergence of a new state—the Russian Federation—in

December 1991, a new stage of development began in the history of our country: radical economic and political reforms were implemented, and a new Constitution was adopted in 1993. As at the beginning of the 20th century, the country faces the challenge of choosing its historical path of development.

Theoretical part

After the dissolution of the USSR, the question arose about choosing a model for Russia's development new conditions. It was required provide transition from planned- distribution economy To economy, founded on market relations and private property. The main components of the reforms beginning 1990s gg. steel vacation prices And introduction free trade, privatization state property. Reforms called hyperinflation, unemployment, criminalization And sharp fall level life. Yeltsin's reforms did not lead to economic recovery, but to even more more deepening crisis By comparison With period "perestroika".

Big ones complaints called conducted V in the middle 1990s gg. pledge auctions, as a result of which the circle of businessmen close to the government smog purchase for peanuts most profitable oil and gas, mining and processing enterprises created by laborseveral generations of Soviet people. A group formed in Russia rich oligarchs, controlled media And those who claimed on political influence.

The collapse of the USSR did not stop separatist aspirations in Russia itself, which worsened as the economic situation worsened. Chechnya in 1990s gg. became refuge international terrorism And crime, V her Russian laws were not in force. This became the basis for conducting several military operations to normalize life and restore constitutional building.

As disillusionment with market reforms grew in 1992, opposition sentiments, including within the walls of the Supreme Soviet of the RSFSR. Situation led To split inside Russian political elites, which entered a state of acute crisis in 1993. A fierce struggle between president And opposition led To tragedies — armed confrontation V Moscow in autumn 1993 G. And execution White Houses By order Yeltsin. Political crisis was finally allowed V connections

With acceptance V at the end 1993 G. Constitutions Russian Federation. She significantly strengthened powers of the president and changed the political structure of the country. However, less political and economic situation in Russia until the end of the 1990s. remained unstable.

After decay USSR on international arena took shape fundamentally new situation. Revision post-war world order was connected With formation unipolar peace, With military-political dominance of the US and NATO. Russia became the successor to the USSR international arena. She managed to preserve what had previously belonged to the USSR a permanent seat on the UN Security Council and achieve the conclusion of its territory in total nuclear potential USSR.

During the negotiations on the unification of Germany in 1990, the President USSR M. WITH. Gorbachev was promised, What NATO Not will expand east of the borders of a united Germany. However, these verbal promises were not clothed V form international agreements, What gave base Western leaders pretend what are they did not exist.

Basic purpose leadership USA was transformation Russia V country, following in line with American policy. However, by the mid-1990s, Russian society intensified doubts V partnerships relationships. IN 1999 G. relationship Russia And West noticeably worsened because of bombings USA And NATO Yugoslavia.

In general, Russia entered the 21st century weakened economically and military plan, With big cargo internal problems, requiring solutions.

Questions and tasks

Questions

1. The beginning of economic reforms.
2. The 1993 crisis and the formation of the political system
3. Russian society during the period of reforms.
4. Foreign policy of the Russian Federation.

Tasks

1. List and show on the map:

- 1) countries that were part of the CIS;
- 2) NATO countries on the borders of the Russian Federation.

2. Determine the events associated with the documents (or executive speeches) from which the excerpts are taken. Determine the time of the documents' (speech's) adoption and arrange them in chronological order.

1) "In connection with the gross violation by the President of the Russian Federation... of the Constitution of the Russian Federation – Russia... the Supreme Council of the Russian Federation decrees: ... the powers of the President of the Russian Federation... are terminated."

2) "Implement... a transition primarily to the use of free (market) prices and tariffs, determined by supply and demand, for industrial and technical products, consumer goods, works, and services. State purchases of agricultural products will also be carried out at free (market) prices."

3) "Russian aircraft have been and will continue to strike exclusively at terrorist bases in Chechnya, and this will continue no matter where the terrorists are. ... We will pursue the terrorists everywhere. At the airport – at the airport. So, if you'll excuse me, if we catch them in the toilet, we'll wipe them out in the toilet, too, eventually. That's it, the matter is finally closed."

4) "I've heard many times: 'Yeltsin will cling to power at any cost; he'll never give it up.' That's a lie. The point is different. I've always said that I won't deviate one bit from the Constitution. That the Duma elections must be held within the constitutional deadlines. And that's what happened. And I also wanted the presidential elections to be held on time... This was very important for Russia. We are creating a crucial precedent for a civilized, voluntary transfer of power, power from one Russian president to another, the newly elected one."

Literature

List of primary literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka,

2024. - 521 s. – ISBN 978-5-02-041126-5

2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., paperback and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0

3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

List of additional literature:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt, 2017. - 320 p. - On title p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

PRACTICAL LESSON 24

Topic 21. Cultural space of Russia in the 20th - early 21st century

The purpose of the lesson : to develop general scientific methodological competence, which involves knowledge of modern conceptual approaches to the study of issues of cultural space in the 20th - early 21st centuries.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the cultural history of the 20th – early 21st centuries.
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)**.

Relevance of the topic of the practical lesson

The most important factor determining cultural development in the 20th and early 21st centuries was the acceleration of scientific and technological progress. In all areas of human activity, the scope of intellectual labor expanded, the need for qualified personnel increased, leading to a rise in the educational level of the population.

Theoretical part

The Soviet government faced critical tasks, such as eradicating illiteracy, creating a public education system, developing a new intelligentsia and ideologically re-educating the old, creating the necessary conditions for the development of literature, art, and the humanities, and utilizing scientific achievements for socialist transformation. The ultimate goal was the creation of a proletarian culture.

IN 1920s gg. V USSR were carried out innovative social And cultural-educational reforms, many of which were later taken up weapons V others countries. It was conducted active struggle With children's homelessness And illiteracy, outlined successes V security motherhood And childhood, V provision equality women. Together With those, well on the creation of the "new man" was accompanied by a fight against religion and the closure of institutions cult.

A major undertaking for Russia was the elimination of adult illiteracy (approximately 70%). By the late 1920s, a state system of public education was established. The First Five-Year Plan introduced four-year compulsory education, and the Second Five-Year Plan introduced seven-year compulsory education. By 1926, literacy had reached 51.5%, and by 1939, 89%. Dozens of new universities were opened across the country, and technical schools and workers' faculties (rabfaks) were established, where young workers received a general secondary education and prepared for university entrance.

The main scientific center was the Academy of Sciences of the USSR, whose branches began to be established in the capitals of the union republics in

1932; hundreds of research institutes appeared, which conducted scientific research in a wide variety of fields of knowledge.

The following played a major role in the development of science : Arctic explorers O. Yu. Schmidt and I. D. Papanin, chemist S. V. Lebedev, geologist I. M. Gubkin, biologist N. I. Vavilov, physicists A. F. Ioffe, P. L. Kapitsa, I. V. Kurchatov, geochemist V. I. Vernadsky, aircraft designers A. N. Tupolev, O. K. Antonov.

In the second half of the 1930s, the politicization and ideologization of Soviet science intensified sharply. The First All-Union Writers' Congress took place in August 1934. The method of "socialist realism" began to be introduced into literature and art. Among the writers who emerged were A.N. Tolstoy, M.A. Sholokhov, A.A. Fadeyev, and A.M. Gorky. Cinema was given great importance. Films about the revolution—"Lenin in October," the Maxim trilogy, "Chapayev," about the civil war—and comedies—"Volga-Volga" and "Circus"—were particularly popular. A revolutionary theme gradually began to dominate artistic work. Through various creative unions, the state directed and controlled all the activities of the creative intelligentsia in the desired direction.

After the Great Patriotic War, cultural centers were rebuilt: educational institutions, theaters, museums, and others. Schools introduced vocational training, and the transition to compulsory eight-year education took place in 1958. The system of evening and correspondence education expanded significantly. Institutes gave preference to those with industrial backgrounds. New universities and technical schools were opened.

Significant achievements were made in science. In 1956, the Joint Institute for Nuclear Research was opened, headed by I.V. Kurchatov. In 1957, the Siberian Branch of the Academy of Sciences was established in Novosibirsk. A number of Russian physicists were awarded the Nobel Prize: N.N. Semenov, I.E. Tamm, I.M. Frank, P.A. Cherenkov, A.M. Prokhorov, N.G. Basov, and L.D. Landau.

In 1949, the USSR acquired atomic weapons, and then, thanks to A.D. Sakharov and other scientists, the hydrogen bomb (1953). In 1956, A.N. Tupolev created the Tu-144 supersonic aircraft. S.P. Korolev headed practical cosmonautics. In 1957, the first artificial Earth satellite was launched, and on April 12, 1961, Yury A. Gagarin made the first flight into space; in the same year, V.G. Titov made a flight; in 1963, the first woman cosmonaut V.V. Tereshkova; in 1965, A.A. Leonov walked in outer space. Television came into use, automation was introduced. The USSR joined the ranks of countries developing the scientific and technological revolution, but was unable to maintain its priority.

In literature, along with the military theme, the peculiarities of modern life were increasingly revealed, and new names appeared: F. Abramov, D. Granin, V. Tendryakov, V. Dudintsev, V. Shukshin, and others. In 1965, M. Sholokhov became a Nobel Prize laureate. A. Tvardovsky headed the magazine "Novy Mir". New magazines appeared: "Moscow", "Youth", "Foreign Literature", and others. Cinematography, theater, music, and painting successfully developed. The USSR began to hold international festivals and art competitions. New creative unions were created: the Union of Cinematographers of the USSR, the Union of Writers of the RSFSR, the Union of Artists of the RSFSR. Its own bards appeared - B. Okudzhava, V. Vysotsky, a whole galaxy of poets of the sixties - R. Rozhdestvensky, E. Yevtushenko, A. Voznesensky, B. Akhmadulina.

In the late 1960s and early 1970s, a transition to universal secondary education was implemented, dozens of new universities and institutes were opened (by 1980, more than 850 higher education institutions), and the USSR occupied one of the leading places in the world in terms of the number of specialists with higher education.

Works by A. Petrov, G. Sviridov, and A. Khachaturian became notable musical phenomena . Songs by A. Pakhmutova, R. Pauls, D. Tukhmanov, and others were also popular .

A distinctive feature of modern Russian culture is the diversity of creative expression in all areas of public life.

Questions and tasks

Questions

1. General characteristics of culture (the influence of scientific and technological progress on culture, international cultural relations, the culture of the Russian Diaspora, changes in cultural management in the late 20th – early 21st centuries)
2. Literature (literary life in Soviet Russia in the 1920s, the creation of the Union of Soviet Writers of the USSR, literary policy and literary life in the post-war period, new trends in literary life of the late 20th – early 21st centuries)
3. Fine arts (artistic trends in the fine arts of the 1920s, the creation of the Union of Soviet Artists and new trends in artistic life during the Thaw, official and alternative art, the main features of the artistic life of modern Russia).
4. Theatre (theatre in the first post-revolutionary years: searching for a path, theatre companies and repertoire of the 1930s-1940s, new trends in theatre life: from the Thaw to the present day).
5. Music (musical life in the first post-revolutionary years, the fight against formalism and “correction of mistakes”, musical life in the second half of the 20th - early 21st century: stylistic and genre diversity).
6. Cinematography (overcoming the consequences of the Civil War in the film industry, the creation of a system for managing the film industry and film distribution, the achievements of Soviet cinema in the 1930s, from the " little picture " to the thaw, cinema at the end of the Soviet era and during the transition to a market economy).
7. Architecture (search for a new style: innovators and traditionalists, architectural projects and their implementation in the 1930s–1950s, from standard construction to postmodernism).

Tasks

1. Name at least two goals of the "cultural revolution" of the 1930s in the USSR. List at least three of its results.
2. Describe the development of science and technology in the USSR in 1954-1964.
3. Compare the main features of cultural development in the USSR in 1945-1953 and 1953-1964.
4. Topics of reports.

"Development cultures And arts USSR V postwar period",
"Stalin's high-rise buildings", " from Stalin's Empire style — To functional architecture", "Culture during the Great Patriotic War", "Painting — from harsh style to Impressionism", " Exhibition 30 years MOSKh And rout second Russian avant-garde", " Formation national schools painting V allied republics", "Creation large memorial complexes, perpetuating memory O Great Patriotic war", " Construction of Ostankino TV towers and Olympic objects in Moscow", "The Phenomenon of the Author's Song. The Works of O.G. Mityaev, Yu.I. Vizbor, B.Sh. Okudzhava, V.S. Vysotsky and others", "Vocal and instrumental ensembles. Russian rock. Rock clubs and rock festivals. Rock operas", "Soviet cinema post-war period", Awards Soviet films on foreign film festivals " , " Dawn Soviet animation. Worldwide confession Soviet animation", "Development television. Multi-series TV films And TV series, TV program "Time".

Literature

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., peperab . and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0

3. History of Russia: a textbook: in 2 parts. Part 2 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 297 p.

Further reading:

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PRACTICAL EXERCISE 25

Theme 22. The Russian Federation and the Modern World.

The purpose of the lesson : the formation of general scientific methodological competence, which presupposes knowledge of modern conceptual approaches to the study of issues of Russian history at the beginning of the 21st century V.

As a result of studying the topic, the student :

- analyzes the main stages of the historical development of Russia;
- has knowledge of the history of Russia at the beginning of the 21st century V.;
- demonstrates the ability to work with sources on Russian history;
- with the ability to perform cognitive activity.

Developed competencies : Able to search, critically analyze and synthesize information, apply a systematic approach to solving assigned tasks **(UK-1)**.

Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts **(UK-5)** .

Relevance of the topic practical lesson

In 2000, Russia entered a new long period of its history, brought To

noticeable changes How inside countries, So And on international arena. It worked strengthen vertical authorities And integrity countries, raise efficiency state management. The foundation was laid by President Vladimir Putin. A multipolar world is currently emerging. Since the beginning of the 21st century, Russia has strived to pursue an independent foreign policy.

Theoretical part

On December 31, 1999, Russian President B.N. Yeltsin announced his resignation. On March 26, 2000, V.V. Putin was elected President of the Russian Federation in early elections. He was re-elected. President of the Russian Federation in 2004, 2012, 2018 and 2024. In 2008–2012, under President D.A. Medvedev V.V. Putin headed the government of the Russian Federation.

During the first years of his presidency, Vladimir Putin focused on strengthening the state. In May 2000, administrative reform began. Seven large districts were created: Central, Southern, Northwestern, Volga, Siberian, and Far Eastern, comprising 89 regions. Regional laws were brought into line with national laws, and the norms that did not correspond to them were abolished. The oligarchic clans, interfering V politics. Successfully was conducted struggle With international terrorism. The establishment of peace in Chechnya contributed stabilization situations Not only on Northern Caucasus, But And V Russia V in general. IN 2003 G. V Chechen republic passed referendum By acceptance Constitutions, recognized Chechnya integral part Russian Federation.

The government stimulated economic development and increase welfare citizens. On January 1, 2006, Russia began implementing four priority national projects: "Health," "Affordable and Comfortable Housing for Russian Citizens," "Education," and "Development of the Agro-Industrial Complex (AIC)." The government places special emphasis on young families. Since 2007, after the birth of a second child, each mother has received a certificate for maternity (family) capital (the "Birth Certificates" program). In 2008, the country's leadership announced that the birth rate had begun to exceed the death rate.

The deteriorating international situation was a cause for great concern, refusal USA And NATO confess national interests Russia, And the course pursued by the American leadership towards building a unipolar peace.

NATO expansion and its influence posed a particular danger to Russia. military infrastructure to the east. In 1999, Hungary became NATO members, Poland and the Czech Republic. In 2004, Bulgaria, Romania, Slovakia joined the alliance, Slovenia, as well as Latvia, Lithuania and Estonia, which border Russia. After that, how in 2008 Ukraine and Georgia, became It's clear, What their acceptance V alliance — case time. Repeated offers Russia O conducting negotiations, V in the course which should be taken into account And her national interests, A Also warnings O the existence of “red lines”, the violation of which will force Russia to take retaliatory measures measures were ignored. In addition, the US and its allies withdrew from basic agreements with Russia on arms limitation and reduction, which kept the world from global conflict for decades. In their including: the refusal of NATO countries to ratify the treaty updated in 1999 limitation ordinary weapons V Europe, exit USA V 2002 G. from ABM Treaty, in 2018 - from the Open Skies Treaty, in 2019 - from agreements O liquidation of missiles medium and shorter range.

IN 2008 G. armed forces Georgia, trained And encouraged NATO, carried out a military provocation in South Ossetia by attacking a stationed here is the Russian peacekeeping contingent and then on to the city of Tskhinvali. Russia defended Southern Ossetia And, in spite of protests West, admitted her independence. Also was recognized independence another ex Georgian autonomy - Abkhazia.

IN 2014 G. after unconstitutional coup V Kyiv residents The Crimean Peninsula voted to join the Russian Federation (a referendum was held on March 16, 2014, with 96.7% of voters voting in favor of reunification with Russia). March 18, the day the relevant treaty was signed, became a holiday known as Crimean Reunification Day. one hotbed of tension near the Russian borders arose in connection with the military actions of the Kyiv regime against the Donetsk

and Luhansk People's Republic. Prisoners held with Russia's active participation. with the aim of a peaceful resolution of this conflict, the Minsk Agreements of 2014– 2015 gg. were torpedoed by Kyiv regime. Situation on Ukraine, management which turned her into "anti-Russia" And With help NATO was preparing To "return Crimea And Donbass", led To inevitability of implementation of 2022 G. Russia special military operations.

Questions and tasks

Questions

1. The main trends, problems and contradictions of world history at the beginning of the 21st century.
2. Political development of Russia at the beginning of the 21st century
3. Economic development of the country at the beginning of the 21st century.
4. Foreign policy of the Russian Federation at the beginning of the 21st century
5. Foreign policy events 2014-2022. SVO.

Tasks

1. Decipher the abbreviations: CSTO, EurAsEC, SCO, BRICS, CPRF, LDPR.
2. List (name) and show on the map:
 - 1) countries of the CSTO, SCO, BRICS;
 - 2) NATO countries on the borders of the Russian Federation.
3. Read the theses from the Russian leader's report and answer the questions.

"For the modern world, a unipolar model is not only unacceptable, but also completely impossible."

"Russia is a country with more than a thousand years of history, and it has almost always enjoyed the privilege of pursuing an independent foreign policy."

"We see a growing disregard for the fundamental principles of international law."

"I think it's clear: NATO expansion has nothing to do with modernizing the alliance itself or ensuring security in Europe. On the contrary, it's a serious irritant, reducing mutual trust."

"I am convinced that the only mechanism for making decisions on the use of military force as a last resort can only be the UN Charter."

“We cannot help but be concerned about plans to deploy elements of a missile defense system in Europe.”

1) Who is the author of this report?

2) In what year and where did the leader of our country deliver this report?

3) What, according to the author, is the danger of a unipolar world? Why is such a world impossible in today's conditions?

4) What was the attitude of Western countries towards this speech?

4. Topics of reports.

"Heroes of the North-Soviet Military District" (students' choice: N. Gadzimagomedov, V. Zhoga, B. Tsydypov, A. Zhikharev, O. Kachura, M. Pirogova, etc.), "Expansion of transport infrastructure", "Relations with post-Soviet countries".

Literature

List of key literature:

1. History of Russia: a textbook for universities / Ed. Yu. A. Petrov. - M.: Nauka, 2024. - 521 p. - ISBN 978-5-02-041126-5

2. History of Russia: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University named after. M.V. Lomonosov, Faculty of History. – 4th ed., pp. and additional – Moscow: Prospekt, 2020. – 528 p. – Adj.: p. 510-526. – ISBN 978-5-392-30354-0

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List of additional literature:

1. History of Russia. 20th — early 21st century: textbook for universities / D. O. Churakov [et al.]; edited by D. O. Churakov, S. A. Sargsyan. — 3rd ed., revised and enlarged. — Moscow: Yurait Publishing House, 2023. — 311 p. — (Higher education). — ISBN 978-5-534-13567-1. — Text: electronic // Yurait

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5. Kovnir , V. N. Economic history of Russia in 2 parts. Part 2. From 1917 to the beginning of the 21st century: a textbook for universities / V. N. Kovnir . - 2nd ed., corrected . and additional. - Moscow: URAYT Publishing House , 2023. - 156 p. - (Higher education). - ISBN 978-5-534-07911-1. - Text: electronic // URAYT Educational Platform [website]. - URL: <https://urait.ru/bcode/513120> (accessed: 03/13/2023).

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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
higher education
NORTH CAUCASIAN FEDERAL UNIVERSITY

Methodological recommendations for independent work of students
in the discipline "History of Russia/ Russian History »
for students for students of the field of study
11.03.02 Infocommunication technologies and communication systems and areas
of training Intelligent data processing in infocommunication systems and networks
university profile

- Introduction
- Goals, objectives, and competencies of independent work
- Schedule for completing independent work
- Control points and types of reporting on them
- Guidelines for presenting and formatting the results of independent work
- Criteria for assessing students' independent work
- A list of literature recommended for use in students' independent work

Introduction

Independent work of students (IWS) is one of the significant forms of the educational

process, which contributes to the formation of a creative personality of a specialist capable of self-development, self-education, and innovative activity.

Independent student work promotes the development of learning skills, develops the student's abilities for self-development, creative application of acquired knowledge, and methods of adaptation to professional activity in the modern world.

Independent student work is an activity related to cultivating the thinking of future professionals, any type of activity that creates the conditions for the emergence of independent thought and cognitive activity. It encompasses all independent student activities, both in and outside the classroom, with and without the teacher.

Independent work is implemented:

- directly during classroom activities – during lectures, practical classes and seminars;
- in contact with the teacher outside the schedule - during consultations on academic issues, during creative contacts, when paying off debts, when completing individual assignments, etc.;
- in the library, at home, in the dormitory, at the department when the student is performing educational and creative tasks.

Students' independent work can take place both in and out of the classroom; it typically involves primarily extracurricular activities. Active acquisition of knowledge during classroom work requires not only an understanding of the course material but also a creative approach to its acquisition.

Goals, objectives, and competencies of independent work

The objectives of the "History of Russia" course are to develop a comprehensive understanding of Russia's cultural and historical uniqueness and its place in global and European civilization. The "History of Russia" course is designed to help students acquire a systematic understanding of the fundamental patterns and characteristics of global history, with an emphasis on the study of Russian history. The "History of Russia" course aims to help students reach a new level of understanding of historical processes and develop skills in obtaining, analyzing, and synthesizing historical information.

The process of studying the discipline is aimed at developing students' interest in developing skills in obtaining, analyzing and summarizing historical information and the formation of a civic position.

Tasks of the independent work system:

- deepening and consolidating knowledge of Russian History;
- activating students' cognitive activity;
- development of historical thinking, interest in the subject;
- providing assistance to students in preparation for practical classes;
- analyze archival documents and comment on them;
- work on a monograph, with scientific articles, extract the necessary material from these sources and make brief extracts;
- conduct a scientific and evidence-based dialogue, master the culture of debate and the basics of oratory;
- compare different points of view with the choice of the optimal one, find non-standard solutions, defend your point of view, argue your position.

Independent work on the subject "History of Russia" is aimed at developing the following **competencies** : UK-1; UK-5

Procedure for completing independent work by a student of the OFO

Codes of implemented competencies, indicator	Type of student activity		Assessment tools and technologies	Volume of hours, including		
				SRS	Contact work with the teacher	Total
1st semester						
ID-1 UK-1 ID-2 UK-1	Independent study of sources and literature		Sobesedovanie ,	12	2	14

ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	on topics #1-1 0.1	Individual survey, report			
ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	Preparation for the round table on topic No. 4, 7	Interview	3.5	0.5	4
Total for 1 semester			15.5	2.5	18
		2nd semester			
ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	Preparation for the round table on topic No. 13, 16.1	Interview ,	2.5	0.5	3
ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	Independent study of sources and literature on topics No. 11.1-22	Interview , Individual survey, reports	4.5	0.5	5
Total for 2nd semester			7	1	8
Total for 1-2 semesters			22.5	3.5	26

The procedure for completing independent work by a student of the Western Federal District, the Eastern Federal District

District, the Eastern Federal District						
Codes of implemented competencies, indicator	Type of student activity		Assessment tools and technologies	Volume of hours, including		
				SRS	Contact work with the teacher	Total
1st semester						
ID-1 UK-1 ID-2 UK-1	Independent study of sources and literature		Interview , report	36	4	40

ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	on topics No. 1-10.2					
ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	Preparation for the round table on topic No. 4, 7		Interview	3.5	0.5	4
Total for 1 semester				39.5	4.5	44
		2nd semester				
ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	Preparation for the round table on topics No. 13, 16.1		Interview ,	5.5	0.5	6
ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-1 UK-5 ID-2 UK-5 ID-3 UK-5	Independent study of sources and literature on topics #11.1-22		Sobesedovanie , report	34	2	36
Total for 2nd semester				39.5	2.5	42
Total for 1-2 semesters				79	7	86

The main forms of implementing independent **work** and knowledge **control** are:

A summary of a topic is a written text that briefly and sequentially presents the content of the primary source of information. Taking notes means organizing the information gleaned from the original text. The process is based on systematizing what has been read or heard. Notes can be made in the form of precise excerpts, quotations, or a free presentation of the meaning.

A project is a form of assessment aimed at testing a student's information and communication skills.

A discussion seminar is a form of educational activity that allows students to participate in the process of discussing a controversial issue or problem and to assess their ability to argue their own point of view.

A colloquium is a means of monitoring the assimilation of educational material on a topic, section or sections of a discipline, organized as a training session in the form of an interview between a teacher and a student.

An interview is a means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to determine the extent of the student's knowledge on a specific section, topic, problem, etc.

Current monitoring is carried out in the process of individual and group consultations, interviews, in the process of analysis and self-analysis of independent work

Methodological recommendations for the presentation and presentation of the results of independent work.

A supporting outline of a topic is an expanded visual structure of the topic, containing rules, formulas, definitions, graphs, designations of units of measurement and keywords arranged in a certain way.

A summary (from the Latin *conspectus* , meaning overview) is a written text that briefly and sequentially presents the content of a primary source of information. Taking notes means organizing the information gleaned from the original text. The process is based on systematizing what has been read or heard. Notes can be taken in the form of precise excerpts, quotes, or a free presentation of the meaning. The style of writing a summary is typically close to the style of the original source.

If notes are written correctly, they should reflect the logic and semantic connections of the information being recorded. They can easily be used later, and even shared with others, as reading properly recorded information will never be difficult. "Smart" notes help you comprehend information of virtually any complexity by first making it understandable.

When studying or solving a problem, identifying the most important and essential information from the general volume of information makes it easier to master the material. Well-written notes make it easy to find specialized terminology, clearly explained and clearly highlighted for easy memorization. Using notes, it's easier to create meaningful creative or academic works, various essays, and articles.

Types of notes

It is necessary to be able to distinguish between notes and correctly use the category that is best suited to the work being done.

A summary plan. This type of paper presentation is created based on a pre-prepared outline of the material and consists of a certain number of points (with headings) and subpoints. As you take notes, each heading is expanded upon and supplemented with a short text, resulting in a coherent summary plan. This type is most suitable for urgent preparation for a public speech or seminar. Naturally, the more coherent the plan (its points should fully cover the content), the

more coherent and comprehensive your presentation will be. Experts recommend adding notes to your summary plan, listing all the sources you've used, as it's difficult to recall them from memory over time.

Schematic outline. This type of outline looks like this: all plan points are presented as questions that require an answer. As you study the material, you make short notes (2-3 sentences) under each question. This outline reflects the structure and internal relationships of all information and promotes effective information retention.

Textual summary. This form of presentation is richer than others and is composed of excerpts and quotations from the source itself. A textual summary can easily be supplemented with an outline or filled with various points and terms. It is best suited for those studying science or literature, where quotations from authors are always important. However, compiling such a summary is not easy. It requires skill in correctly identifying the most significant quotations so that they ultimately convey a comprehensive understanding of the material.

Thematic outline. This method of recording information differs significantly from others. Its essence lies in covering a specific issue, using not just one source, but several. The content of each material is not reflected, as that is not the purpose. A thematic outline helps analyze a given topic better than other methods, explore the questions posed, and examine them from various angles. However, be prepared to review a significant amount of literature to ensure a complete and coherent picture; only then will the presentation have all its merits.

Free. This type of note-taking is designed for those who are comfortable using several different methods of working with material. It can contain anything—excerpts, quotes, an outline, and multiple points. You'll need the ability to quickly and concisely express your thoughts, work with an outline, and use author quotes. This type of note-taking is considered the most comprehensive and complete. *Note-taking technique*

- It is necessary to review the material, identify the features of the text, its character, understand whether it is complex, whether it contains unfamiliar terms;
- Read the text again and analyze it thoroughly. This will allow you to separate the important from the unimportant, break the information into its component parts, and arrange it in the desired order.
- Outline the main ideas of the text; these are called thesis statements. They can be written in any way—as quotations (if you need to convey the author's point) or in your own way.

When taking notes from lectures, it is recommended to adhere to the following basic rules:

- Don't start writing down the material from the teacher's first words; you must first listen to his thoughts to the end and try to understand them.
- You should start writing at the moment when the teacher, having finished presenting one thought, begins to comment on it.
- In a summary, individual sections must be clearly identified. Headings, subheadings, and conclusions must be clearly delineated, separating one topic from another. Highlighting can be done by underlining or using a different color (just don't turn the text into a cluttered mess of pictures). It's recommended to use indents to indicate paragraphs and points of the plan, space lines to separate one thought from another, and numbering. If definitions, formulas, rules, and laws in the text can be made more prominent, they should be enclosed in a frame.
- Notes should be created using accepted conventions. When taking notes, it's essential to use a variety of symbols (called signal symbols). These can include pointers and directional

arrows, exclamation and question marks, and the combinations "PS" (afterword) and "NB" (note). For example, you could denote the word "therefore" with the mathematical arrow $\Rightarrow$. Once you develop your own set of symbols, creating notes and then studying them will be easier and faster.

- Don't forget about abbreviations (shortcut words), equal and inequality signs, greater than and less than.

- Abbreviations are very helpful for creating proper notes. However, experts believe that abbreviations like "d- t " (to think) and similar ones should be avoided, as they take up a significant amount of time later, and reading notes should not be interrupted by extraneous activities or thoughts. It's best to develop your own system of abbreviations and use them to denote the same words (and nothing else) in all your notes. For example, the abbreviation "g- t " will always and everywhere stand for "speak," and a capital "R" will stand for "work."

- Undoubtedly, foreign words can help you organize good notes. The most commonly used ones are English ones. For example, the abbreviation " ok " successfully denotes the words "excellent," "wonderful," and "good."

- Complex and lengthy reasoning should be avoided.

- When taking notes, it's best to use declarative sentences and avoid independent questions. Questions are appropriate in the margins of your notes.

- Don't try to capture the material verbatim, as this often loses the main idea, and it's difficult to keep track of. Unimportant words should be discarded; without them, the main idea won't be lost.

- If you encounter any unclear terms in a lecture, you can leave some space and then ask the teacher to clarify their meaning after class.

- By mastering all the details of proper note-taking, you can learn not only to work easily and effectively in lectures or courses, but also to enjoy doing so. It's a great pleasure to discover truths that previously seemed inaccessible.

When checking the assignment, the following are assessed:

- mastery of the material;

- the ability to clearly and logically express one's thoughts, and creatively approach solving the main issues of the topic;

- independence of thinking.

A project is a form of assessment aimed at testing a student's information and communication skills.

A creative project is an independent research project in which the author explores the essence of the problem under study, presenting various points of view, as well as their own personal perspective. The content of a creative project should be logical; the presentation of the material should be problem-based and thematic; the text should demonstrate the author's independent position.

A creative project stimulates the development of a student's research potential, ability for creative search, collaboration, self-disclosure and manifestation of possibilities.

The author of a creative project must demonstrate the level of achieved ideological and general cultural competence, i.e. demonstrate knowledge of the real world, the connections and dependencies existing in it, problems, leading ideological theories, the ability to demonstrate evaluative knowledge, study theoretical works, use various research methods, and apply various creative techniques.

Project structure

The creative project must consist of the following parts: introduction, part one (abstract), part two (research), and conclusion. The introduction states the problem, justifies the relevance of the topic, and defines the purpose and objectives of the research. Part one describes the extent to which the problem has been developed in social sciences and humanities and draws conclusions about what has not been explored. Part two represents the student's own research, substantiating their perspective on the problem being analyzed. The conclusion summarizes the student's findings based on their study of the current state of the issue and their own research. A bibliography (at least five sources) must be provided at the end of the project. The work must be one printed sheet (24 typewritten pages). The time allotted for the project defense is 10 minutes, and the time for discussion is 5 minutes. The presentation and defense must be accompanied by a presentation.

When evaluating a creative project, consideration is given to the volume of work completed, the student's competence in the chosen field, independence in approaches, judgments, and conclusions, a creative approach to problem solving, the culture of work presentation, and literacy.

The purpose of the creative project is to develop skills in critical analysis of texts by both classic ethnologists and modern scholars, to express one's attitude to the points of view on key issues presented in them, and to be able to apply the acquired knowledge to formulate and solve research problems related to the students' study of a particular field of knowledge.

The procedure for conducting this form of educational activity includes:

- familiarizing the student with the project topics
- selection and analysis of literature on the project topic
- creation of a multimedia presentation of the project
- preparation for a presentation on the project topic in class
- presentation of a report on the project topic
- assessment of the content of the presentation by students and the teacher.

Advanced level project topics enable students to independently conduct a comprehensive analysis of a problem using relevant scientific and other literature, drawing conclusions that summarize both scientific views and the author's position on the issue. The basic level focuses on presenting existing scientific research on the topic of the report.

To prepare for this assessment event, it is necessary to analyze the proposed project topic, select literature, think through the content, and design the project.

When checking the assignment, the following are assessed:

- compliance of the content with the project topic
- compliance with the requirements for the report structure and volume
- independence of execution
- validity, clarity, and conciseness of the answer on the topic of the project
- the level of mastery of the topic and presentation of the material - the correctness (relevance and sufficiency) of the information used
- scientific nature and independence of the oral and written presentation of the project .

A seminar-discussion is a form of educational activity that allows students to be involved in the process of discussing a controversial issue or problem and to evaluate their ability to argue their own point of view, which involves a comprehensive discussion of any issue, problem, or a comparison of information, ideas, opinions, and proposals.

The preparation process for a seminar-discussion includes studying scientific and educational literature and writing a thesis. Participants are assessed on their ability to generalize and compare different points of view on the issue at hand, to present their position coherently, clearly, and logically, to substantiate their main points and conclusions, and to utilize scientific literature.

A colloquium is a form of assessment and testing of students' knowledge in the education system. It is often a midterm assessment organized by the instructor mid-semester. The purpose of a colloquium is to evaluate students' current skills and knowledge.

Colloquium (translated from Latin as “conversation, talk”) is a form of educational activity understood as a conversation between a teacher and students with the aim of activating knowledge.

The colloquium is conducted in the form of a quiz or oral discussion with the student. The assessments include the student's mastery of the program material, the consistency, grammar, and logic of the presentation, the validity of their answers, and their mastery of a variety of methods in presenting the material.

The interview is an individual discussion with each student on the assigned questions, followed by an assessment of their preparation. The purpose of this type of lesson is to continuously assess students' knowledge of the topic. The interview's objectives include developing skills in working with sources and literature; developing the ability to competently take and use notes; and identifying different perspectives on the issue and its level of development in the scientific literature. The interview requires students to take notes on a text or section of a monograph of their choice, as well as review all available literature on the topic.

Criteria for assessing students' independent work

The assessment criteria for students' independent work are developed in accordance with the requirements of the Federal State Educational Standard of Higher Education. Assignments assigned to students for independent work are graded on a scale of "excellent," "good," "satisfactory," and "unsatisfactory."

The grade "**excellent**" is given under the following conditions:

- comprehensive and well-founded answers are given to the questions posed in the assignment given to students for independent work
- demonstrated the ability to competently apply acquired theoretical knowledge when analyzing real-life events;
- demonstrated deep and creative mastery of primary and secondary literature;
- the material is presented in a reasoned and logical manner.

The rating "**good**" is given under the following conditions:

- complete, sufficiently deep and well-founded answers are given to the questions posed in the assignment given to students for independent work;
- demonstrated sufficiently strong practical skills;

- complete but insufficiently substantiated answers were given to additional questions;
- deep knowledge of the main and insufficient familiarity with additional literature is shown;
- demonstrated the ability to theoretically substantiate the stated positions;
- the answers were generally brief, but they did not always follow a logical sequence.

The grade “ **satisfactory**” is given under the following conditions.

- basically correct answers were given to all questions of the assignment given to students for independent work, but without the necessary depth and justification,
- insufficiently strong practical skills are demonstrated;
- positive answers to some additional questions were not given;
- insufficient knowledge of basic literature is demonstrated;
- the answers were verbose, the thoughts were not expressed clearly enough and without proper logical sequence.

The grade “ **unsatisfactory**” is given in cases where the conditions that would allow a grade of “satisfactory” are not met , when the student has not mastered the main content of the subject and has poor knowledge of the recommended literature.

List of literature for completing independent work

Main literature:

1. History of Russia : textbook for universities / Ed. Yu. A. Petrova. – M. : Nauka, 2024. - 521 s. – ISBN 978-5-02-041126-5
2. History of Russia : textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhina; Moscow State University. M.V. Lomonosov, Faculty of History. – 4th ed., peperab . and additional. - Moscow : Prospekt, 2020. - 528 p. – Add.: p. 510-526. – ISBN 978-5-392-30354-0
3. History of Russia: a textbook: in 2 parts. Part 1 / author-compiled by: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva, and others. – Stavropol: Publishing house of SKFU, 2024. – 302 p.

List of additional literature:

1. Danilov, A. A. History of Russia from Ancient Times to the Present Day in Questions and Answers: a study guide / A. A. Danilov. - Moscow: Prospekt,

2017. - 320 p. - On tit . p.: Electronic versions of books on the website www.prospekt.ru. - ISBN 978-5-392-21699-4.

History of Russia from ancient times to the present day : textbook : A.N. Sakharov, A.N. Bokhanov, V.A. Shestakov; under ed. A.N. Sakharov. - Moscow : Prospekt, 2014. - 768 p. ISBN 978-5-392-12482-4