

Документ подписан простой электронной подписью

Информация о владельце:

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**MINISTRY OF SCIENCE HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**

Federal State Autonomous Educational Institution of Higher Education

NORTH CAUCASIAN FEDERAL UNIVERSITY

I APPROVED BY

Director of the Humanitarian Institute,
Doctor of Historical Sciences, Professor
M.E. Kolesnikova

ASSESSMENT TOOLS FUND FOR DISCIPLINE

History of Russia History »

Field of study/specialty	11.03.02 Infocommunication technologies and communication system
Profile	Intelligent Data Processing in Infocommunication Systems and Networks
Year of commencement of studies	2026
Form of study	full-time
It is being implemented	1-2 semester.

Introduction

1. Purpose: This FOS is intended to organize the assessment of the level of acquired competencies of bachelors in the discipline " History of Russia ".

2. FOS is an appendix to the program of the discipline " History of Russia ".

3. Developer: Zvereva L.A., Associate Professor of the Department of Russian History.

4. An examination of the organophosphorus compounds was carried out.

Members of the expert group:

Chairman: Kolesnikova M.E., Doctor of Historical Sciences, Professor, Head of the Department of Russian History

Members of the commission: Vartanova L.R., Chairperson of the Teaching and Methodological Committee of the Humanitarian Institute

Representative of the employer organization: Nakhaeva I.V., PhD in History, Associate Professor, Deputy Director for Academic Affairs, Private Educational Institution of Additional Education, Educational Center "Erudite", Stavropol

Expert opinion: the fund of assessment tools corresponds to the educational program of higher education in the field of training 11.03.02 Infocommunication technologies and communication systems, Profile "Intelligent data processing in infocommunication systems and networks" and is recommended for assessing the level of development of competencies in the discipline "History of Russia".

5. The validity period of the FOS is determined by the period of implementation of the educational program.

1. Description of indicators and evaluation criteria at various stages of their formation, description of evaluation scales

Competence (and), indicator(s)	Levels of development of competencies (ies),			
	The minimum level has not been reached (Unsatisfactory) 2 points	Minimum level (satisfactorily) 3 points	Intermediate level (Fine) 4 points	High level (excellent) 5 points
UK-1				
Learning outcomes for the course (module): <i>Indicator:</i> ID-1 UK-1 Identifies a problematic situation, carries out its analysis and diagnosis based on a systems approach.	With difficulty identifies a problematic situation, carries out its analysis and diagnosis based on a systems approach.	With some errors identifies a problematic situation, carries out its analysis and diagnosis based on a systems approach.	Correctly identifies a problematic situation, carries out its analysis and diagnosis based on a systems approach.	Competently identifies a problematic situation, carries out its analysis and diagnosis based on a systems approach.
Learning outcomes for the course (module): <i>Indicator:</i> ID-2 UK-1 Searches for, selects, and systematizes information to identify alternative strategic solutions in a problematic situation.	Unsure about the existence search, selection and systematization of information to determine alternative options for strategic decisions in a problem situation.	Partially implemented search, selection and systematization of information to determine alternative options for strategic decisions in a problem situation.	Carries out search, selection and systematization of information to determine alternative options for strategic decisions in a problem situation.	Confidently carries out search, selection and systematization of information to determine alternative options for strategic decisions in a problem situation.

Learning outcomes for the course (module): <i>Indicator:</i> ID-3 UK-1 Identifies and evaluates the risks of possible solutions to a problematic situation, and selects the optimal solution.	Unable to identify and assess the risks of possible solutions to a problematic situation, and chooses the optimal solution.	Partially identifies and evaluates the risks of possible solutions to a problematic situation, and selects the optimal solution.	Identifies and evaluates the risks of possible solutions to a problematic situation, and selects the optimal solution.	Confidently identifies and evaluates the risks of possible solutions to a problematic situation, and selects the optimal solution.
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UK-5

<i>Learning outcomes for the course (module):</i> <i>Indicator:</i> ID-1 UK-5 Chooses methods constructive interactions with people with taking into account their socio-cultural features for the purposes of successful completion professional tasks and strengthening social integration.	Doesn't know how to choose methods constructive interactions with people with taking into account their socio-cultural features for the purposes of successful completion professional tasks and strengthening social integration.	Unsure chooses methods constructive interactions with people with taking into account their socio-cultural features for the purposes of successful completion professional tasks and strengthening social integration.	Fine chooses methods constructive interactions with people with taking into account their socio-cultural features for the purposes of successful completion professional tasks and strengthening social integration.	Confidently chooses methods constructive interactions with people with taking into account their socio-cultural features for the purposes of successful completion professional tasks and strengthening social integration.
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Learning outcomes for the course (module): <i>Indicator:</i> ID-2 UK-5 Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development (including major events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and	Shows a disrespectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development (including major events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and objectives of	Demonstrates a partial respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development (including major events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and	Demonstrates a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development (including major events, major historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and objectives of	Demonstrates a confident, respectful attitude towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development (including key events and key historical figures) in the context of world history and a number of cultural traditions of the world (depending on the environment and
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objectives of education), including world religions, philosophical and ethical teachings.	education), including world religions, philosophical and ethical teachings.	objectives of education), including world religions, philosophical and ethical teachings.	education), including world religions, philosophical and ethical teachings.	objectives of education), including world religions, philosophical and ethical teachings.
Learning outcomes for the course (module): <i>Indicator:</i> ID-3 UK-5 And analyzes various socio-cultural trends, facts and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development, understands the relationship between the diversity of worldviews and the course of development of history, science, human ideas about nature, society, knowledge and oneself	He can't analyze various socio-cultural trends, facts and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development, understands the relationship between the diversity of worldviews and the course of development of history, science, human ideas about nature, society, knowledge and oneself	Partially analyzes various socio-cultural trends, facts and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development, understands the relationship between the diversity of worldviews and the course of development of history, science, human ideas about nature, society, knowledge and oneself	Competently analyzes various socio-cultural trends, facts and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development, understands the relationship between the diversity of worldviews and the course of development of history, science, human ideas about nature, society, knowledge and oneself	Free analyzes various socio-cultural trends, facts and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development, understands the relationship between the diversity of worldviews and the course of development of history, science, human ideas about nature, society, knowledge and oneself

The assessment of the level of development of competence in the discipline is carried out on the basis of the "Regulations on the current monitoring of academic performance and midterm assessment of students in higher education programs - bachelor's programs, specialist programs, master's programs - at the federal state autonomous educational institution of higher education "North Caucasus Federal University" in the current version.

ASSESSMENT TOOLS FOR CHECKING THE LEVEL OF DEVELOPMENT OF COMPETENCIES

Task number	Correct answer	Contents of the question	Competence
1.		The following people took part in the creation of the laws of Ancient Rus: a : Yaroslav the Wise and Vladimir Monomakh b : Rurik and his brothers c : Oleg and Igor d : Svyatoslav and Svyatopolk	UK-1
2.		They were contemporaries a : Vasily III and Ivan Kalita b : Ivan III and Sergius of Radonezh c : Dmitry Donskoy and Andrei Kurbsky d : Ivan IV and Ermak Timofeevich	UK-1
3.		Which of the named monuments was built in the 12th century? a : Archangel Cathedral of the Moscow Kremlin b : Pokrovsky Cathedral (St. Basil's Cathedral) in Moscow c : Church of the Ascension in the village of Kolomenskoye d : Church of the Intercession on the Nerl	UK-1
4.		Which of the following individuals were outstanding Soviet military leaders during the Great Patriotic War? a : I.S. Konev, K.K. Rokossovsky b : S.S. Kamenev, M.I. Kalinin c : V.M. Molotov, A.A. Gromyko d : L.D. Trotsky, N.I. Bukharin	UK-1
5.		Write the missing word. The mass movement of innovators of socialist production in the USSR – workers, collective farmers, engineering	UK-1

		and technical workers – for increasing labor productivity, which began in 1935, was called the “_____ movement.”	
6.		Match the names of the commanders with the names of the wars in which they became famous. 1: A.P. Ermolov 2: M.D. Skobelev 3: P.A. Rumyantsev 4: P.S. Nakhimov a: Crimean War 1853–1856 b : Patriotic War of 1812 c : Russo-Turkish War 1768–1774 d : Russo-Turkish War of 1877–1878	UK-1
7.		Give a definition of the term "Capital Tax"	UK-1
8.		Give a definition of the term "conscription"	UK-1
9.		Give a definition of the term "Westerners"	UK-1
10.		Provide a definition of the term "Constituent Assembly".	UK-1
11.		Give a definition of the term "Military settlements"	UK-1
12.		Provide a definition of the term "Belovezh Accords of 1991"	UK-1
13.		Name at least three reasons for the rise of Moscow.	UK-1
14.		Indicate at least three main results of the reign of Ivan III	
15.		Name at least four features of the state and political	UK-1

		development of Russia in the second half of the 17th century that indicate the transition to an absolute monarchy.	
16.	-	Name at least three results of the oprichnina rule.	UK-1
17.		Name the main results of industrialization (at least three).	UK-1
18.		Specify the main types of social movements in Russia in the 17th and 18th centuries. Give examples of movements known to you.	UK-1
19.		Name the main directions of Russia's foreign policy in the second half of the 18th century. Give at least three examples.	UK-1
20.		Reveal the reasons for the emergence of the Decembrist movement.	UK-1
21.		Name the main Decembrist organizations that existed in 1821-1825, the most important programmatic documents of the Decembrists and the names of their authors.	UK-1
22.		Reveal the content of the peasant reform of 1861.	UK-1
23.		Name two wars that Russia fought in the early 20th century before the collapse of the monarchy. List at least three main goals of the Russian government in each of them.	UK-1
24.		What were the results of the implementation of the Fourth Five-Year Plan (1946-1950)? List at least three provisions.	UK-1
25.		Describe the development of science and technology in the USSR in 1954-1964.	UK-1

26.		Describe the main content of the economic reforms of the 1990s.	UK-1
27.		Which of the following literary works tells about the Battle of Kulikovo? a: " Zadonschina " b: "Apostle" c: "Russian Truth" d: "Teaching to Children"	UK-5
28.		The largest tank battle in the history of World War II near the village of Prokhorovka took place during a: Battle of Moscow b: Battle of Smolensk c: Battle of Kursk d: Battle of Stalingrad	UK-5
29.		Match the description, characteristic features, and characteristics of the events of the Great Patriotic War of 1941–1945 with the names of the events: for each position in the first column, select the corresponding position in the second column. <u>DESCRIPTION, CHARACTERISTIC FEATURES, PECULIARITIES</u> 1: the largest tank battle in the history of the war, the transfer of the strategic initiative to the Red Army 2: encirclement and liquidation of a large group enemy under command Field Marshal F. Paulus 3: The first major defeat of the German army in World War II, as a result of the Soviet The counteroffensive pushed the enemy back more than	UK-5

		100 km 4: The German offensive was delayed for two months, for the first time the Germans were forced to temporarily go on the defensive EVENTS a:The Battle of Stalingrad b : Battle of Kursk c : Battle of Smolensk d : Battle of Moscow	
30.		Write the missing phrase. One of the most important events of the first years of the reign of Catherine II was the convocation of the _____, whose deputies were representatives of all strata of the population, except for serfs and the clergy.	UK-5
31.		Arrange the documents of the 18th century in chronological order of their adoption. a: "Charter to the Nobility" b : "Decree on unified inheritance" c : "Manifesto on the Freedom of the Nobility" d : "Table of Ranks"	UK-5
32.		Give a definition of the concept of "Patrimonial Estate"	UK-5
33.		Give a definition of the term "Zemsky Sobor"	UK-5
34.		Define the concept of "localism"	UK-5
35.		Give a definition of the term "Chosen Council"	UK -5
36.		Give a definition of absolutism	UK -5
37.		Define the concept of "military communism"	UK -5

38.		Name three reasons for the Mongol-Tatar victory over the Russian armies in the 13th century	UK -5
39.		The Old Russian state emerged as a result of internal societal development and social and economic shifts. The need to regulate relations between people living in the same territory, as well as to protect their land from external enemies, led to its formation. Prove this statement (indicate at least three points).	UK-5
40.		What reforms were carried out by the Elected Council in the 16th century? (at least three).	UK-5
41.		Name the reasons for the Time of Troubles in Russia. (at least three).	UK-5
42.		Name at least three reasons for the election of the Romanov dynasty in 1613.	UK-5
43.		Name at least three new features of Russia's economic development in the 17th century.	UK-5
44.		What are the terms of the Peace of Nystad of 1721?	UK-5
45.		Name the reasons for the era of palace coups (at least three).	UK-5
46.		Name the main directions (components) of the "cultural revolution" in the USSR. Provide examples of specific events and achievements in the field of education.	UK-5
47.		Name the reasons for the victory of the red movement during the Civil War (at least three).	UK-5
48.		Name the main features of war communism (at least three).	UK-5
49.		Name the main features of the new economic policy (at least three).	UK-5
50.		Name the prerequisites for the formation of the USSR.	UK-5
51.		Name the republics that were part of the USSR in 1985.	UK-5

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2. Description of the rating scale

Under the rating system, student performance in each discipline is assessed through ongoing assessments and midterm assessments. The rating system for assessing student knowledge is based on a set of assessment activities (checkpoints) optimally spaced throughout the course. The principles of the rating system for assessing student knowledge are based on the provisions described in the Regulation on the Organization of the Educational Process Based on the Rating System for Assessing Student Knowledge at the North Caucasus Federal University.

The rating system of assessment is not provided for students studying in educational programs at the master's level of higher education, for students studying in educational programs at the bachelor's level of higher education in part-time and full-time forms of study.

3.Evaluation criteria:

A student receives a "Pass" grade based on their performance during the semester. The student has completed all assignments during practical classes and independent work.

"Fail" is assigned to a student based on their performance during the semester. The student failed to submit assignments completed during practical classes and independent work.

An "excellent" grade is awarded to a student if they present multiple solutions to the problem, highlight the strengths and weaknesses of each solution, and substantiate their own perspective on the problem being analyzed; demonstrate a broad body of knowledge, high philosophical erudition, and a high level of intellectual development; demonstrate the ability to construct their work logically and find compelling arguments to support their position; have no formatting issues; and meet deadlines.

A "good" grade is awarded to a student if the essence of the problem is presented competently and well-reasoned; personal interest in the topic is demonstrated, a unique point of view is expressed; the ability to analyze factual material and statistical data is demonstrated; there are no comments regarding the formatting; and deadlines are met.

A "satisfactory" grade is given to a student if one of the questions is not fully addressed; the list of literature and sources is incomplete; there are difficulties in presenting and arguing one's point of view; or there are minor comments on the formatting.

A student is given a grade of "unsatisfactory" if the topic is not covered, there is no list of references and sources, or there is no personal point of view.