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

Federal State Autonomous Educational Institution of Higher Education

NORTH-CAUCASUS FEDERAL UNIVERSITY

APPROVED BY:

Assoc. Prof. Kubanov S.I.

PhD in Medical Sciences

Dean Faculty of Medicine and Biology

WORK PROGRAM OF THE DISCIPLINE

History of Russia

Specialty	31.05.01 General Medicine
Year of commencement of studies	2026
Form of study	full-time
Implemented	Semesters 1 and 2

DEVELOPED BY:

Associate Professor of the Department of
History of Russia
L.A. Zvereva.

Stavropol, 2026

1. Aim and Objectives for mastering the discipline

The discipline History of Russia is included in the federal list of disciplines mandatory for all specialties, modes, and types of study in higher education institutions of the Russian Federation.

The goal of the discipline is to form a comprehensive understanding among students regarding the cultural and historical uniqueness of Russia and its place in world and European civilization. The discipline History of Russia is designed to help students acquire systematized knowledge about the main regularities and features of the world-historical process, with an emphasis on studying the history of Russia. The study of the discipline History of Russia is intended to help students reach a new level of understanding historical processes and to develop their skills in obtaining, analyzing, and generalizing historical information.

In connection with this, the following tasks are set: to show the role of the people and individual personalities in the development of society, to identify the features of the functioning of state and public institutions of our Fatherland in various periods of history; to analyze the evolution of economic life; to trace the main directions of foreign policy; to determine the regularities of the cultural life of Russia. Using specific examples from various eras, to identify the organic interconnection between Russian and world history. In this context, to analyze the general and specific features in the history of Russia, which allows determining the place of Russian civilization in the world-historical process. To show which problems of domestic history are currently the subject of disputes and discussions in Russian and foreign historiography. To reveal the place of history in society; the formation and evolution of historical concepts and categories.

The main task of the discipline is to provide a coherent understanding of the historical path of human development, to form a certain system of theoretical concepts and knowledge about historical processes in the world among students, to show the unity and diversity of human history, the specifics of various civilizations, their types, the history of development of different countries, peoples, societies, the individual, and humanity.

The most important tasks of studying this discipline are also: the activation of students' cognitive activity, teaching them methods for the rational explanation of historical phenomena, ways of understanding them, as well as the choice of personal orientations, conscious behavior, and activity.

2. Place of the discipline in the structure of the educational program

The discipline History of Russia belongs to the mandatory part (B1.O.02). Its mastery takes place in Semesters 1-2.

3. List of planned learning outcomes

Code and definition of the competency	Code and definition of the achievement indicator (AI)	Planned learning outcomes for the discipline (module) describing the
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		stages of competency and indicator development
UC-1 Capable of carrying out search, critical analysis, and synthesis of information, applying a systems approach to solve assigned tasks	AI-1 UC-1 Identifies a problem situation, performs its analysis and diagnosis based on a systems approach; AI-2 UC-1 Carries out the search, selection, and systematization of information to determine alternative options for strategic decisions in a problem situation; AI-3 UC-1 Determines and evaluates the risks of possible options for solving a problem situation, selects the optimal variant for its solution.	Capable of performing analysis and diagnosis based on a systems approach. Carries out the search for information from historical sources. Selects optimal general scientific and special methods when writing a comprehensive historical study.
UC-5 Capable of perceiving the intercultural diversity of society in socio-historical, ethnic, and philosophical contexts.	AI-1 UC-5 Chooses methods of constructive interaction with people, taking into account their socio-cultural characteristics, in order to successfully fulfill professional tasks and enhance social integration. AI-2 UC-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, key historical figures) in the context of world history and a number of world cultural traditions (depending on the environment and educational tasks), including world religions, philosophical, and ethical teachings. AI-3 UC-5 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 interconnections between the diversity of worldviews and the course of the development of history, science, human concepts of nature, society, cognition, and oneself.	Capable of constructively interacting with people, taking into account their socio-cultural characteristics, in order to successfully fulfill professional tasks and enhance social integration. Respects 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, key historical figures) in the context of world history and a number of world cultural traditions. Capable of analyzing 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 interconnections between the diversity of worldviews and the course of the development of history, science, human concepts of nature, society, cognition, and oneself.

4. Volume of the academic discipline and forms of control *

Volume of classes: total: 4 CE, 144 astron. hours	Full-Time	Full/Part-time	Part-time
Contact work:			
Lectures / including practical training	68/0	40/0	40/0
Laboratory works / including practical training			
Practical classes / including practical training	50/0	18/0	18/0
Independent work	26/0	86/0	86/0
Forms of control	-	-	-
Examination	-	-	-
Credit			
Graded credit	Semester 2	Semester 2	Semester 2
Coursework	none	none	none

* The discipline provides for the use of e-learning and distance learning technologies (*unless otherwise established by the educational standard*)

5. Content of the discipline, structured by themes (sections), indicating the number of academic hours and types of classes

5.1 Thematic plan of the discipline

#	Section (theme) of the discipline and brief content	Full-Time					Full/Part-time				Part-Time				Forms of current academic performance monitoring
		Developed competencies, indicators	Contact work of students with the teacher / of which in the form of practical training, hours				Contact work of students with the teacher / of which in the form of practical training, hours				Contact work of students with the teacher / of which in the form of practical training, hours				
			Lectures	Practical classes	Laboratory works		Independent work, hours	Lectures	Practical classes		Laboratory works	Independent work, hours	Lectures		
Semester 1															
1	General issues of the course. 1. Historical prerequisites for the formation of Russian civilization. Russia as a state-civilization. 2. Subject of the history of Russia. Chronological and geographical frameworks. 3. Historical sources and their role in the study of history.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2							2				2	
2.1	Territory of Russia in antiquity. Rus in the second half of the 9th – first third of the 13th century. 1. Peoples and states on the territory of modern Russia in antiquity.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5	2							2				2	

	2. Eastern Europe in the 1st millennium AD. Slavic settlement.	AI-3 UC-5													
2.2	Territory of Russia in antiquity. Rus in the second half of the 9th – first third of the 13th century. 1. Formation of the state of Rus. 2. Adoption of Christianity by Rus and its significance. 3. Rus in the late 10th – early 12th century. 4. Foreign policy and international relations.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2			2	2			2	Interview, report
2.3	Territory of Russia in antiquity. Rus in the second half of the 9th – first third of the 13th century. 1. Beginning of political fragmentation. 2. Key lands and features of their socio-economic and political development (Novgorod land, Vladimir-Suzdal principality, Galicia-Volhynia principality, etc.). 3. Culture of Rus in the 9th-12th centuries.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2							2				2	
3.1	Russian lands in the middle of the 13th - 15th centuries. Formation of the Russian state. 1. Mongol invasion and the formation of the Golden Horde. 2. The fate of Russian lands after Batu's invasion. 3. Rus's struggle against Western aggression in the 13th century. 4. The 14th century: the rise of Moscow.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2	2		2	2	2		2	Interview, report
3.2	Russian lands in the middle of the 13th - 15th centuries. Formation of the Russian state. 1. The Principality of Moscow in	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1	2							2				2	

	the first half – middle of the 15th century. 2. Ivan III. Elimination of dependence on the Horde. 3. Culture of the middle of the 13th – 15th centuries.	AI-1 UC-5 AI-2 UC-5 AI-3 UC-5													
4	Russia in the 16th century. 1. Russia in the first third of the 16th century. 2. The reign of Ivan IV. Domestic policy. 3. Foreign policy of Ivan IV. 4. Russian culture in the 16th century.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2	2		4	2	2		4	Panel discussion
5	Russia at the turn of the 16th–17th centuries. The Time of Troubles. 1. Origins of the Time of Troubles. 2. Main events of the Time of Troubles. The role of the people’s militia in overcoming the crisis. 3. Consequences and significance of the Time of Troubles in the history of Russia.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2					2		2		2		2	
6	Russia in the 17th century. 1. Russian economy and evolution of the political system. 2. Formalization of serfdom. People’s movement of the second half of the 17th century. 3. State and church. The schism of the Russian Orthodox Church. 4. Foreign policy of Russia. 5. Russian culture in the 17th century.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2			2	2			2	Interview, report
7	Russia in the era of Peter I’s transformations. 1. Reasons and character of reforms. 2. International position of Russia	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5	2	2		2	2	2		4		2		4	Panel discussion

	by the beginning of the 18th century. The Great Northern War. 3. Economic and social policy of Peter I. 4. Transformations of Peter I in the sphere of central and local administration. Military reform. 5. Peter I's reforms in the sphere of culture. Significance of the reforms.	AI-2 UC-5 AI-3 UC-5													
8.1	Russia in the middle and second half of the 18th century. 1. Reasons for palace coups. 2. Main trends of domestic development in 1725-1762. 3. Foreign policy in the era of palace coups.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2				2			2	2			2	
8.2	Russia in the middle and second half of the 18th century. 1. Domestic policy of Catherine II. Enlightened absolutism. 2. Goals, tasks, and results of Russia's foreign policy during the reign of Catherine II. 3. Russia at the turn of the 18th-19th centuries. Paul I.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2				2				2	Interview, report
9.1	Russia in the first half of the 19th century. 1. First years of Alexander I's reign. 2. Foreign policy. The Patriotic War of 1812. 3. The second half of Alexander I's reign.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2			4	2			4	Interview, report
9.2	Russia in the first half of the 19th century. 1. Reasons for the emergence of the Decembrist movement. 2. Decembrist organizations. Program documents.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2							2				2	

	3. Uprisings on Senate Square and in Ukraine. 4. Evaluation of the Decembrist uprising by contemporaries and historians.														
9.3	Russia in the first half of the 19th century. 1. Domestic policy in Nicholas's Russia. 2. The peasant question. Crisis of the feudal-serf system. 3. Social thought of the first half of the 19th century.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2			2	2			2	Interview, report
9.4	Russia in the first half of the 19th century. 1. The eastern direction of Russia's foreign policy in the 1820s-1850s. 2. Russia's policy in the Caucasus: strategic tasks and tactical methods. 3. The Crimean War. 4. Russia and European revolutions.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2				2			4	2			4	
10.1	The Time of Great Reforms in Russia. 1. Abolition of serfdom in Russia: causes, stages of preparation, essence, consequences. 2. Great Reforms of Alexander II 1860-1870. 3. Foreign policy of Alexander II.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2			2	2			2	Test
10.2	The Time of Great Reforms in Russia. 1. Domestic policy of Alexander III. 2. Foreign policy course during the reign of Alexander III. 3. Socio-political life of the second half of the 19th century.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2				2			2	2			2	

	Total for Semester 1		36	18		18	20	8		44	20	8		44	
11.1	Russia in the late 19th - early 20th century. 1. The Russian Empire at the turn of the century.. 2. Russia in the system of international relations.. 3. The First Russian Revolution. 4. The I and II State Dumas.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2				2				Interview, report
11.2	Russia in the late 19th - early 20th century. 1. Reforms of P.A. Stolypin. 2. Origins of the First World War. 3. Russia in the First World War.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2				4				4	Interview, report
12	Science and culture of Russia in the 18th – early 20th centuries. 1. Science and education. 2. Architecture and painting. 3. Russian language and literature.. 4. Music and theater. 5. Sculpture.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2			4	2			4	Interview, report
13	The Great Russian Revolution of 1917–1922. The Tragedy of the Civil War. 1. Causes of the revolutionary crisis of 1917. Fall of the monarchy. 2. Development of the revolutionary process from February to October. The Bolsheviks' rise to power in Petrograd. 3. Civil War and foreign intervention. 4. Socio-economic policy of the Bolsheviks during the Civil War.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2	2		4	2	2		4	Panel discussion
14	The 1920s: the New Economic Policy.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5	2	2				2		2		2		2	Interview, report

	1. Domestic and international position of Soviet Russia after the end of the Civil War. 2. Transition to the New Economic Policy. City and countryside in the 1920s. 3. Creation of the USSR. 4. Political struggle during the NEP period.	AI-2 UC-5 AI-3 UC-5													
15	The USSR in the 1930s. 1. 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 the Second World War.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			2	2			2	Interview, report
The Great Patriotic War: NO STATUTE OF LIMITATIONS															
16.1	The Great Patriotic War: no statute of limitations. 1. Main events of the Great Patriotic War. 2. Anti-Hitler coalition: problems of interaction. 3. Soviet rear. Partisan movement. 4. Historical significance of the victory. The USSR in the Great Patriotic War.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2	2	2		4	2	2		4	Panel discussion
16.2	The Great Patriotic War: no statute of limitations. 1. Guidelines of the leaders of Nazi Germany regarding the civilian population. 2. Plan Ost and its implementation. 3. Punitive policy of the Nazis. The Holocaust.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2		2		2		4		2	2	4	Interview, report

	4. Policy of spiritual enslavement of the population and destruction of the national culture of the peoples of Russia.														
16.3	The Great Patriotic War: no statute of limitations. 1. The Caucasus in the plans of the German command and its capture. 2. Battles on the passes of the Main Caucasian Range. 3. Liberation of the North Caucasus in 1943.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			4	2			4	Interview, report
17.1	The USSR in the late 1940s – first half of the 1960s. 1. Post-war economic recovery. 2. Socio-political situation in the country in the late 1940s – early 1950s. 3. Foreign policy of the USSR in 1945-1953. The beginning of the Cold War.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			2	2			2	Interview, report
17.2	The USSR in the late 1940s – first half of the 1960s. 1. Socio-political life in the mid-1950s – mid-1960s. 2. Search for solutions to the agrarian problem. 3. The industrial sphere in 1955-1964. 4. Foreign policy. Crucial events of the Cold War.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			2		2		2	Interview, report
18	The USSR in the second half of the 1960s – first half of the 1980s. 1. Economic development of the USSR. 2. Power and society in the second half of the 1960s – first half of the 1980s. 3. The USSR in the international arena.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			2	2			2	Interview, report

19	Perestroika and the dissolution of the USSR. 1. Beginning of the perestroika policy. 1985-1986. 2. The period of radical perestroika. 1987-1989. 3. Crisis of the perestroika policy. 1990-1991. 4. Foreign policy of the USSR during the perestroika period. 5. Dissolution of the USSR.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			2	2			2	Test
20	Russia of the 1990s. 1. Beginning of economic reforms. 2. The crisis of 1993 and the formation of a new political system. 3. Russian society in the period of reforms. 4. Foreign policy of the Russian Federation.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2						2				2	Interview, report
21	The cultural space of Russia in the 20th - early 21st century. 1. General characteristics of culture 2. Literature 3. Fine arts 4. Theater 5. Music. 6. Cinema. 7. Architecture.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2						2				2	Interview, report
22	The Russian Federation and the modern world. 1. 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.	AI-1 UC-1 AI-2 UC-1 AI-3 UC-1 AI-1 UC-5 AI-2 UC-5 AI-3 UC-5	2	2			2			2	2			2	Interview, report

	4. Foreign policy of the Russian Federation at the beginning of the 21st century. 5. Foreign policy events of 2014-2022. The Special Military Operation (SMO).														
	Total for Semester 2		32	32		8	20	10		42	20	10		42	
	Total for Semesters 1-2		68	50		26	40	18		86	40	18		86	

6. Assessment Tools Fund

The Assessment Tools Fund (ATF) for current monitoring of academic progress and intermediate assessment of students in the discipline History of Russia is based on the list of developed competencies, indicating the stages of their formation in the process of mastering the discipline. The ATF ensures objective monitoring of the achievement of the planned learning outcomes. The ATF includes:

- description of indicators and criteria for evaluating competencies at various stages of their formation, description of evaluation scales;
- methodological materials defining the procedures for evaluating knowledge, skills, abilities, and (or) activity experience characterizing the stages of competency formation;
- typical control tasks and other materials necessary to assess knowledge, skills, and the level of mastery of the developed competencies in the process of mastering the discipline (module).

The ATF is an appendix to this course syllabus.

7. Methodological Guidelines for Students

When starting work, every student must take into account the following provisions.

The discipline is built on a thematic principle, with each theme representing a logically completed section.

Lecture material is dedicated to the consideration of the key, basic provisions of the courses and the clarification of learning assignments designated for the independent work of students.

Practical classes are conducted to consolidate the assimilated information, to acquire skills in its application when solving practical tasks in the corresponding subject area.

Independent work of students is aimed at the independent study of additional material, preparation for practical and laboratory classes, as well as the performance of all types of independent work.

For successful mastery of the discipline, it is necessary to perform all types of independent work using the recommended sources of information.

8. Educational-Methodological and Informational Support

8.1. List of main and additional literature required

8.1.1. Main literature:

1. History of Russia : textbook for universities / Edited by Yu. A. Petrov. – M. : Nauka, 2024. – 521 p. – ISBN 978-5-02-041126-5
2. History of Russia : tutorial : in 2 parts. Part 1 / authors-compilers: M.E. Kolesnikova, D.S. Tkachenko, Z.V. Bochkareva et al. – Stavropol : NCFU Publishing House, 2024. – 302 p.

8.1.2. Additional literature

1. Danilov, A. A. History of Russia from ancient times to the present day in questions and answers : tutorial / 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.
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

8.2. List of teaching-learning support for the independent work of students in the discipline

1. History: teaching-learning manual / authors-compilers: M.E. Kolesnikova, T.A. Nevskaya, L.A. Zvereva, L.P. Ermolenko. – Stavropol: NCFU Publishing House, 2021. – 100 p.
2. Methodological guidelines for students on the organization and conduct of independent work in the discipline History of Russia for students – Stavropol: NCFU, 2026. (electronic version)

8.3. List of resources of the information-telecommunication network Internet required to master the discipline

1. <http://elibrary.ru> – scientific electronic library
2. <https://www.hist.msu.ru/ER/index.html> – Library of Electronic Resources of the Faculty of History of Lomonosov Moscow State University
3. <http://www.hrono.ru/> - Chronos
4. [http:// biblioclub.ru/](http://biblioclub.ru/) - University Library Online
5. <http://medievalrus.csu.ru> – Medieval Rus.
6. <http://www.drevnyaya.ru> – Ancient Rus. Questions of Medieval Studies.

9. Information Technologies, Including Software and Information Reference Systems

When delivering lectures, computer equipment and demonstrations of presentation multimedia materials are used. In seminars and practical classes, students present presentations prepared by them during the hours of independent work.

Information reference systems:

Information reference and information legal systems used in the study of the discipline:

1	ELS University Library Online.
2	Electronic Library System IPRbooks.

Software:

1	Alt Workstation 10
2	Alt Workstation K
3	Alt Server
4	Office software package – R7-Office

10. Material and Technical Supplies

Lecture classes	A classroom for conducting educational sessions, equipped with multimedia equipment and technical training aids.
Practical classes	A classroom for conducting educational sessions, equipped with multimedia equipment and technical training aids.
Independent work	A room for independent work of students, equipped with computer hardware with the capability to connect to the Internet network and provide access to the electronic information-educational environment of the university.
Practical training	Carried out in structural subdivisions of the university and (or) in organizations conducting activities according to the profile of the relevant educational program, including its structural subdivision.

11. Specific Features of Mastering the Discipline (Module) by Individuals with Disabilities and Health Issues

Students with disabilities are provided with special textbooks, tutorials, and didactic materials, special technical training aids for collective and individual use, the services of an assistant (helper) providing students with the necessary technical assistance, as well as the services of sign language interpreters and tactile sign language interpreters.

Mastering the discipline (module) by students with disabilities can be organized jointly with other students, as well as in separate groups.

Mastering the discipline by students with disabilities is carried out taking into account the characteristics of psychophysical development, individual capabilities, and health status.

In order to ensure the accessibility of higher education under the educational program for persons with disabilities, the following is provided during the mastery of the discipline (module):

1) for persons with visual impairments:

- the presence of an assistant providing the student with the necessary technical assistance, taking into account individual characteristics (helps to occupy a workplace, move around, read and complete an assignment, including writing under dictation),

- written assignments, as well as instructions on the procedure for their completion, are formatted in an enlarged font,

- special textbooks, tutorials, and didactic materials (having a large font or audio files),

- individual uniform lighting of at least 300 lux,

- if necessary, the student is provided with a magnifying device to complete the assignment;

2) for persons with hearing impairments:

- the presence of an assistant providing the student with the necessary technical assistance, taking into account individual characteristics (helps to occupy a workplace, move around, read and complete an assignment, including writing under dictation),
 - the presence of sound-amplifying equipment for collective use is ensured; if necessary, the student is provided with sound-amplifying equipment for individual use;
 - provision with appropriate sound means of reproducing information;
- 3) for persons with musculoskeletal disorders (including those with severe motor function impairments of the upper limbs or absence of upper limbs):
- written assignments are performed on a computer with specialized software or dictated to an assistant;
 - at the request of the student, assignments can be completed in oral form.

12. Specific Features of Delivering the Discipline Employing Remote Learning Technologies and E-Learning

According to Part 1 of Article 16 of the Federal Law dated December 29, 2012 No. 273-FZ On Education in the Russian Federation, e-learning is understood as the organization of educational activities using information contained in databases and used in the implementation of educational programs, as well as information technologies, technical means, and information-telecommunication networks that ensure the processing and transmission of the specified information via communication lines, and the interaction of students and pedagogical workers. Distance learning technologies are understood as educational technologies implemented mainly with the use of information-telecommunication networks during the mediated (at a distance) interaction of students and pedagogical workers.

The implementation of the discipline can be carried out with the use of distance learning technologies and e-learning fully or partially. The components of the learning-methodological complex of the discipline (course syllabus, assessment and methodological materials, forms of assessment) implemented with the use of distance learning technologies and e-learning contain an indication of their use.

When organizing educational activities with the use of distance learning technologies and e-learning, asynchronous and synchronous methods for implementing the interaction of participants in educational relations through the information and telecommunications network Internet may be provided.

When applying distance learning technologies and e-learning, the schedule for the discipline indicates: ways of implementing the interaction of participants in educational relations through the information and telecommunications network Internet (VCS - video conferencing, ET - electronic testing); links to the electronic information and educational environment of NCFU, to educational

platforms and resources of other organizations to which open access is provided through the information and telecommunication network Internet; for synchronous learning - the time of conducting online classes and teachers; for asynchronous learning - the authors of online courses.

When organizing intermediate assessment with the use of distance learning technologies and e-learning, the Guidelines on the application of technical means ensuring the objectivity of results during intermediate and state final assessment for higher education educational programs - bachelor's programs, specialist's programs, and master's programs with the use of distance learning technologies are used (Letter of the Ministry of Science and Higher Education of the Russian Federation dated December 7, 2020, No. MN-19/1573-AN On sending guidelines).

The implementation of the discipline with the use of e-learning and distance learning technologies is carried out using the electronic information and educational environment of NCFU, to which students' access is provided through the information and telecommunication network Internet, or using the resources of other organizations, including platforms providing services for video conferencing, online meetings, and distance learning (MTS link), as well as using the capabilities of social networks for communication between students and teachers.

The teaching and learning support of the discipline implemented with the use of e-learning and distance learning technologies includes the course syllabus presented in electronic form, teaching and learning guides or a course of lectures, guidelines for the performance of various types of students' educational activities provided for by the discipline, and other teaching and learning materials posted in the information and educational environment of NCFU.