

MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC

OSH STATE UNIVERSITY

INTERNATIONAL MEDICAL FACULTY

Department of Social-Humanitarian Disciplines

Fund of Assessment Tasks

in the discipline: «History and culture of Kyrgyzstan»

for students in "560001-General Medicine (GM)»

History and culture of Kyrgyzstan	Classroom hours				Number of Midterm	
	Total hours	Classroom hours		SRS	Assessments (MC)	Exam
		Practical	Lectures			
Course - 1st year, 1st–2nd semesters	90 hours (3 credits)	18	27	45	1	At the end of the semester

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Osh, 2025

ASSESSMENT TASK FUND

for the course “History and Culture of Kyrgyzstan”

Discipline learning outcomes		
By the end of the course the student:		
LO (learning outcome) Basic Education Program	LO discipline	Competencies
<p>RO 1. Able to use basic knowledge of humanitarian, natural science, and economic disciplines in professional work</p> <p>PO2 – Able to use modern communication technologies, including in a foreign language, for academic and professional interaction.</p>	<p>Be able to know:</p> <ul style="list-style-type: none"> - patterns and stages of the historical processes, main events and processes in the history of Kyrgyzstan; -express and justify their position on issues related to the value attitude towards the historical Past; - navigate the world historical process, analyze processes and phenomena occurring in society; - analyze historical terms, knowledge of the chronological sequence of events, expressing own thoughts, enhance debating skills. 	<p>GSC-2 - capable and ready to analyze significant political events and trends, to mastery of the basic concepts and patterns of the world historical process, respectful and careful attitude towards historical heritage and traditions, assessment of state policy, for the formation of a civic position;</p> <p>SPC-2 - capable and ready to master the techniques of professional communication; build interpersonal relationships, working in a group, constructively resolving conflictssituations, tolerantly perceive social, ethnic, religious andcultural differences;</p>

Learning Outcomes (PO1):

Able to use basic knowledge of the humanities, natural sciences, economic disciplines in professional work.

Able to determine and implement the priorities of his own activity and ways to improve it on the basis of the accepted moral and legal norms of society

The types and forms of student learning control are:

a) current control: an individual oral survey on general homework assignments (theory and practice), writing an essay, participating in the preparation and conduct of role-playing and business games, completing assignments (tasks) in practical classes, essay, report, presentation, control work, etc.

b) intermediate control in the discipline: exam.

Points characterizing the student's progress in the discipline are gained by him during the entire period of study for the study of certain topics and the performance of certain types of work.

Scoring Policy

1.	<p>Tasks for module №1</p> <p><i>-Activity during lectures and seminars with abstracts</i></p> <p><i>-Timely and complete delivery of tasks for IWS in accordance with the requirements of each type of work:</i></p> <p>CC-1</p> <p>Lec.(30p)+Sem.(25p)+ISW(25p)</p> <p>DC-1- Presentation(C, B) Cases</p>	<p>Till 50 points</p> <p>25 points</p> <p>25 points</p>
2.	<p>FC</p> <p>Testing</p>	<p>Till 50 points</p>
	Total for the semester	100 points

Evaluation tools represent a fund of control tasks, as well as descriptions of forms and procedures designed to determine the degree of formation of student learning outcomes in a particular discipline. (for CC)

Oral colloquium is a dialogue between a teacher and a student, the purpose of which is to systematize and clarify the student's knowledge, to test his individual abilities to master the material.

An oral colloquium on basic terms can be carried out at the beginning of a practical lesson for 15-20 minutes and is carried out during a practical lesson on a previously issued topic. The student can answer the questions from the seat or at the blackboard.

Evaluation criteria (25p)

- The level of home preparation on the topic
- Ability systematically and logically present material, and analyze
- Formulate own position/point of view
- Answer additional questions

"Excellent" The answer highlighted the content of the topic. The answer is well structured. The conceptual apparatus is perfectly mastered. Demonstrated a high level of understanding of the material. Excellent ability to formulate your thoughts, discuss controversial positions.

"Good" The main questions of the topic are disclosed. The structure of the answer as a whole is adequate to the topic. The conceptual apparatus is well mastered. Demonstrated a good level

of understanding of the material. Good ability to formulate your thoughts, discuss controversial positions

"Satisfactory" The topic is partially disclosed. The answer is loosely structured. The conceptual apparatus is partially mastered. Understanding of individual provisions from the material on the topic. Satisfactory ability to formulate your thoughts, discuss controversial positions.

"Unsatisfactory" The topic has not been disclosed. The conceptual apparatus has been mastered unsatisfactorily. The understanding of the material is fragmentary or absent. Inability to formulate your thoughts, discuss controversial provisions.

Discussion is an evaluative tool that allows students to be included in the discussion of the presented topic, problems and assess their ability to argue their own point of view.

In the classroom, the teacher formulates a problem that does not have an unambiguous solution. Students offer solutions, formulate their position, ask each other questions, put forward arguments and counterarguments in a discussion mode. Assessment of the material skills, the ability to generate their ideas and give a reasonable assessment of other people's ideas, ask questions and answer questions, work in a group, adhere to the ethics of conducting a discussion.

Evaluation criteria: (25p)

- *Completeness of knowledge of theoretical controlled material;*
- *Ability for public communication (demonstration of skills in public speaking and conducting discussions on professional topics, knowledge of the norms of the literary language, professional terminology, etiquette vocabulary)*

"Excellent" High level of proficiency in the material on the topic of discussion. Excellent ability to formulate your position, defend it in a dispute, ask questions, discuss controversial positions. High level of ethics in the discussion.

"Good" Average level of proficiency in the material on the topic of discussion. Good ability to formulate your position, defend it in a dispute, ask questions, discuss controversial positions. The average level of ethics in the conduct of the discussion.

"Satisfactory" Low level of proficiency in the material on the topic of discussion. Weak ability to formulate your position, defend it in a dispute, ask questions, discuss controversial positions. Low level of ethics in the discussion.

"Unsatisfactory" Insufficient level of knowledge of the material on the topic of discussion. Inability to formulate one's position, defend it in a dispute, ask questions, discuss controversial provisions. Lack of ethics in the discussion.

Control work is a means of intermediate control of retained knowledge and skills, usually consisting of several questions or tasks that the student must solve and complete.

Evaluated:

- Knowledge of the subject within the scope of the study program

- Knowledge of basic (compulsory) literature
- Actions that demonstrate the presence of well founded knowledge and skills in the use of technical means
- Presentation of the material
- Application of theoretical knowledge in the analysis of practical issues

Evaluation criteria: (25p)

Excellent ” The presence of deep, comprehensive knowledge of the subject in the volume of the mastered program; knowledge of basic (compulsory) literature; correct and confident actions, indicating the presence of solid knowledge and skills in the use of technical means; complete, clear, competent and logically harmonious presentation of the material; free application of theoretical knowledge in the analysis of practical issues.

"Good" In the student's answer on some of the listed indicators, there are flaws of a fundamental nature, which caused comments or corrections of the teacher

"Satisfactory" There were errors in the answer, which necessitated help in the form of corrections and leading questions from the teacher

"Unsatisfactory" The presence of errors in the presentation of the answer to the main questions of the program, indicating a misunderstanding of the subject; when solving practical problems, the lack of knowledge of the methods of their solution is shown, the material is presented randomly and uncertainly.

An essay is a tool that allows you to evaluate the student's ability to express in writing the essence of the problem posed, to independently analyze this problem using the concepts and analytical tools of the relevant discipline, to draw conclusions that generalize the author's position on the problem posed.

Essay Evaluation Criteria (25p)

- Volume
- specificity of the topic and personal understanding of it
- freedom of composition
- paradoxicality or aphoristic nature
- colloquial intonation and vocabulary

-The essay is assessed as **"excellent"** if a clearly formulated understanding of the problem and a clearly expressed attitude towards it are presented; terms, concepts, theoretical generalizations that are logically connected into a single narrative related to the problem being disclosed; own point of view (position, attitude) is presented in the disclosure of the problem; clear argumentation proving the student's position (in the form of historical facts, modern social processes, statistical data, etc.).

-The essay is rated **"good"** if a clearly formulated understanding of the problem and a clearly expressed attitude towards it are presented; terms, concepts, theoretical generalizations that are logically connected into a single narrative, related to the problem being revealed, the argumentation of his opinion is given based on facts without theoretical justification.

-The essay is assessed as "**satisfactory**" if you have presented your own point of view (position, attitude) in the disclosure of the problem; the problem is revealed in the formal use of cultural terms; the argumentation of his opinion is given based on facts without theoretical justification.

-The essay is assessed as "**unsatisfactory**" if your own point of view (position, attitude) is presented in the disclosure of the problem, the problem is disclosed at the everyday level; argumentation of their opinion is weakly connected with the disclosure of the problem.

An abstract is a product of a student's independent work, which is a summary in writing of the results of a theoretical analysis of a certain scientific (educational and research) topic, where the author reveals the essence of the issue under study, gives various points of view, as well as his own understanding of the problem.

Evaluated:

- Independence and originality-25p
- Application of references to scientific and educational literature-25p
- Own position/view point -25p
- Skills of generalization, analysis and synthesis of information of a cultural nature-25p
- Ability to set goals and objectives when analyzing scientific information and present the results of independent work-25p
- Knowledge of theories and concepts of philosophy and sociology of culture in the analysis of scientific information. -25p

Criteria for evaluating abstract work (25p)

"Excellent" Has shown independence and originality

Applied links to scientific and educational literature

Formulated and substantiated his own position

Showed skills of generalization, analysis and synthesis of information of a cultural nature;

Demonstrated the ability to set goals and objectives when analyzing scientific information and present the results of independent work

Has shown knowledge of theories and concepts of philosophy and sociology of culture in the analysis of scientific information.

"Good" Showed independence;

Did not use references to scientific and educational literature

He did not fully substantiate his own position

Showed to some extent the skills of generalization, analysis and synthesis of information of a cultural nature

Demonstrated in part the ability to set goals and objectives in the analysis of scientific information and to present the results of independent work

Has shown knowledge of theories and concepts of philosophy and sociology of culture in the analysis of scientific information.

"Satisfactory" Showed some independence

Did not use references to scientific and educational literature;

Has not substantiated his own position;

To some extent showed skills of generalization, analysis and synthesis of information of a cultural nature;

Demonstrated in part the ability to set goals and objectives in the analysis of scientific information and to present the results of independent work;

I could not show knowledge of theories and concepts of philosophy and sociology of culture in the analysis of scientific information.

"Unsatisfactory" Showed some independence;

Did not use references to scientific and educational literature;

Has not substantiated his own position;

Showed to some extent the skills of generalization, analysis and synthesis of information of a cultural nature;

Demonstrated in part the ability to set goals and objectives in the analysis of scientific information and to present the results of independent work;

I could not show knowledge of theories and concepts of philosophy and sociology of culture in the analysis of scientific information.

A report, a message is a product of a student's independent work, which is a public speech on the presentation of the results obtained for solving a certain educational-practical, educational-research or scientific topic.

The topic of the reports is given in the first lesson; the student makes the choice of the topic independently. Preparation is carried out outside the classroom. One week is given to prepare. The results are announced at the second practical lesson, the time limit is 7 minutes to the performance. Students of the group take part in evaluating the results on an equal basis with the teacher.

Evaluation criteria: (25p)

- Completeness of knowledge of theoretical controlled material
- Ability to comply with a given form of presentation
- Ability to create a meaningful presentation of the work performed

- Ability to find, analyze and process scientific information in the field of civil society activities using information and communication technologies
- Ability to answer questions and comments of the audience
- Compliance with the time limit (7 minutes)

"Excellent" - the report contains complete information on the topic presented, based on mandatory literary sources and modern publications; the performance is accompanied by high-quality demonstration material (slide presentation, handouts); the speaker is fluent in the content, clearly and competently presents the material; freely and correctly answers questions and comments from the audience; exactly within the time limit (7 minutes).

"Good" - the presented topic is disclosed, but the report contains incomplete information on the topic presented; the performance is accompanied by demonstration material (slide presentation, handouts); the speaker clearly and competently presents the material; reasonably answers questions and comments of the audience, however, the speakers made minor mistakes in the presentation of the material and answers to questions.

"Satisfactory" - the speaker demonstrates superficial knowledge on the chosen topic, has difficulties using the scientific-conceptual apparatus and terminology of the course; no accompanying demo material.

"Unsatisfactory" - the report is not prepared or has significant gaps in the presented topic, is based on inaccurate information, the speakers made fundamental mistakes in the presentation of the material.

Presentation - presentation by the student of the accumulated information on a given topic in the form of a set of slides and special effects prepared in the chosen program.

Presentation evaluation criteria- 25p

Creating slides	6
Title slide with heading	
Minimal amount – 10 slides	
Appropriate use of additional effects (change slides, sound)	
Appropriate use of Greek objects (pictures, animation)	
Content	6,5
The language used to present the material is accessible and understandable. Articulated ideas are clearly stated and structured	
Goals and objectives are correctly formulated	
The degree of evidence of the research results	
Bibliography	
Organization	6
Slides are presented in a logical sequence	
Ease of perception of the color scheme of the presentation	
Performance	6,5
Set goals are clearly stated and structured	
Knowledge and understanding of the presented text	
Total scores	25

Case-task - a problematic task in which the student is asked to comprehend a real professionally oriented situation necessary to solve a given problem. The student independently formulates a goal, finds and collects information, analyzes it, puts forward hypotheses, looks for solutions to the problem, formulates conclusions, substantiates the optimal solution to the situation.

-**Summary**-keeping records on all topics.

Evaluation criteria (25p)

- Mastering note-taking skills
- Ability to work with literature

-**Tests** are a tool by which the teacher evaluates the degree of achievement by the student of the required knowledge, skills, and abilities. Writing a test includes creating a verified system of questions, the actual testing procedure and a way to measure the results obtained.

- Test time - 20 minutes.
- Execution time for 1 task - 1 min.
- Number of attempts / self-test - 1 attempt with self-test
- Each correct answer is equal to 2 points, a total of 20 test questions will be 40 points

Test Evaluation Criteria:

- **"Unsatisfactory"** if the number of correct answers is less than 50% of the total number of tasks; (1-10)
- **"Satisfactory"** if the number of correct answers is 50-70% of the total number of tasks; (11-14)
- **"Good"** if the number of correct answers is 70-95% of the total number of tasks; (15-18)
- **"Excellent"** if the number of correct answers is 95-100% of the total number of tasks. (19-20)

Roundtable work is one of the methods of problem learning. It aims to teach the student to take his own position in the critical analysis of a problem situation, reflect on the problem, and competently substantiate his point of view.

The order of work at the round table (sequence of tasks to be solved):

- 1) statement of the problem / clarification of the problem;
- 2) putting forward the supposed ways of solving the problem;
- 3) selection of evidence and justification of the position taken;
- 4) checking the correctness of the solution to the problem.

Questions for Oral Colloquium and Discussion:

1. Expand the goals and objectives of historical science?
2. Analyze the main types of sources, problems and periods in the history of Kyrgyzstan.
3. The main stages of the development of a primitive society on the territory of Kyrgyzstan.
4. Ancient pastoral and agricultural tribes of the Bronze Age.

5. The first early state formations of ancient nomads on the territory of Kyrgyzstan.
6. Ancient Fergana state of Davan
7. Sources on the history of Kyrgyzstan
8. Kyrgyz state on the Yenisei in the 6th-7th centuries
9. The struggle of the Yenisei Kyrgyz against the Second Turkic Kaganate. Kagan Bars-Beg, his role in the history of the Kyrgyz
10. Kyrgyz great power IX-X centuries
11. Ancient Turkic states on the territory of Kyrgyzstan VI-early. XIII century.
12. Turkic kaganate.
13. Western Turkic Kaganate.
14. Turgesh.
15. Karakhanid kaganate.
16. Ancient Turkic culture and its meaning
17. The origins and main stages of the formation of the Kyrgyz statehood
18. The flourishing of the Turkic civilization. Zhusup Balasagyn, Mahmud Kashgari and their role in the spiritual history of the Kyrgyz.
19. Kyrgyzstan as part of the Chingizid states (XIII-XIV centuries)
20. State of Haidu.
21. Kyrgyz and the state of Mogolistan.
22. Repulse the population of Mogolistan to the expansion of Timur and the Timurids (XIV-XV centuries)
23. Scientists' hypotheses about the origin of the Kyrgyz.
24. The main ethnic components that made up the Kyrgyz people.
25. A dual ethnopolitical organization (late 15th - early 16th centuries). Muhammad Kyrgyz.
26. Completion of the process of formation of the Kyrgyz people (late 15th - early 16th centuries)
27. The Great Silk Road and Trade Relations of Kyrgyzstan
28. Questions of the II module: 1. Socio-political system and socio-economic relations of the Kyrgyz in the XVI-XVIII centuries.
29. The struggle of the Kyrgyz for their independence in the 16th-17th centuries.
30. Kyrgyz in the fight against the expansion of the Dzungar Khanate (mid-17th - first half of the 18th centuries)
31. The rebuff of the Kyrgyz people to the predatory aspirations of Qing China (second half of the 18th century)
32. Kyrgyz-Kazakh relations (late 18th - mid-19th centuries)
33. Kyrgyzstan as part of the Kokand Khanate. Social and economic relations of the Kyrgyz during the period of the Kokand Khanate.
34. The role of Kyrgyz feudal lords in the state system of the Kokand Khanate
35. The conquest of Kyrgyzstan by the Kokand Khanate. The struggle of the Kyrgyz against the Kokand yoke.
36. Historical preconditions for the accession of Kyrgyzstan to Russia.
37. The first ambassadorial relations of the Kyrgyz with Russia late 18th - mid 19th centuries. Attack-bey.
38. Kyrgyz at the crossroads of interests of China and Russia (XVIII-early XX century)
39. Accession of Northern Kyrgyzstan to Russia. Shabdan baatyr, Baitik baatyr and their role in the history of the Kyrgyz.
40. The anti-Kokand uprising of the southern Kyrgyz of 1873-1876, the conquest of southern Kyrgyzstan by Russia
41. Kurmanjan-Datka and her role in the political history of the Kyrgyz

42. Historical consequences and significance of the accession of Kyrgyzstan to Russia
43. Administrative-territorial and judicial structure of Kyrgyzstan as part of the Russian Empire.
44. Agrarian and tax policy of tsarism in Kyrgyzstan. Andijan uprising of 1898
45. Development of the culture of the Kyrgyz people in the second half of the 19th and early 20th centuries: akynskaya poetry, education.
46. Traditional economy and culture of the Kyrgyz in the 16th-19th centuries
47. Uprising of 1916 Reasons, character, driving forces, historical significance.
48. Establishment of Soviet power in Kyrgyzstan. The first socio-economic and cultural transformations of Soviet power in Kyrgyzstan
49. Land and Water Reform of the 1920s in Kyrgyzstan and Its Significance
50. Political activities of A. Sydykov, Y. Abdrakhmanov, A. Orozbekov
51. National-state demarcation of Central Asia. Formation of the Kara-Kyrgyz Autonomous Region.
52. Collectivization of agriculture in Kyrgyzstan: mistakes and lessons
53. Political repressions of the 30s and their political and legal consequences
54. Kyrgyzstan during the Great Patriotic War. Feats of Kyrgyz warriors.
55. Labor heroism of Kyrgyzstanis during the Great Patriotic War.
56. State activity of I. Razzakov.
57. Stagnant phenomena in various spheres of life of the republic, their essence and causes (70s - first half of 80s)
58. Democratization of public life in Kyrgyzstan during perestroika (1985-1991)
59. Adoption of the Law on the State Language (1989) and its political and legal significance
60. The collapse of the USSR and the formation of the sovereign Kyrgyz Republic (August 1991)
61. Formation of a sovereign state Kyrgyzstan. Kyrgyzstan and the world community.
62. Economic reforms of sovereign Kyrgyzstan: miscalculations and real results
63. Democratic values in Kyrgyzstan: human rights (Ombudsman institution, NGOs, youth movements)
64. Kyrgyzstan in the fight against international terrorism and religious extremism. Lessons from Batken events (1999).
65. The first Constitution of the Kyrgyz Republic (1993) and its political and legal significance.
66. Difficulties and prospects for the development of Kyrgyzstan in the third millennium.

Questions for Tests:

1. State activity of I. Razzakov.
2. Stagnant phenomena in various spheres of life of the republic, their essence and causes (70s - first half of 80s)
3. Democratization of public life in Kyrgyzstan during the perestroika period (1985-1991)
4. Adoption of the Law on the State Language (1989) and its political and legal significance
5. The collapse of the USSR and the formation of the sovereign Kyrgyz Republic (August 1991)
6. Formation of a sovereign state of Kyrgyzstan. Kyrgyzstan and the world community.

7. Economic reforms of sovereign Kyrgyzstan: miscalculations and real results
8. Democratic values in Kyrgyzstan :. human rights (Ombudsman institution, NGOs, youth movements)
9. Kyrgyzstan in the fight against international terrorism and religious extremism. Lessons from Batken events (1999).
10. The first Constitution of the Kyrgyz Republic (1993) and its political and legal significance.
11. Difficulties and prospects for the development of Kyrgyzstan in the third millennium.

An indicative list of presentation topics:

1. Kyrgyzstan as a part of world history.
2. The main problems of the history of Kyrgyzstan. Stages and periodization.
3. Scientific research in Kyrgyzstan.
4. The tribal structure of the Kyrgyz people.
5. Culture of the Karakhanid period

An indicative list of topics for reports:

1. Saki. Usuni. Empire of the Huns.
2. State of Davan.
3. Western Turkic Kaganate.
4. Turgesh Kaganate. Karluks.
5. The culture of the Kyrgyz Yenisei: writing, economy, customs.
6. Culture of the Karakhanid period
7. Genghis Khan and his conquests.
8. State of Mogolistan.

An indicative list of essay topics:

1. Kurmanjan-Datka and her role in the political history of the Kyrgyz
2. Historical consequences and significance of the accession of Kyrgyzstan to Russia
3. Administrative-territorial and judicial structure of Kyrgyzstan as part of the Russian Empire.
4. Agrarian and tax policy of tsarism in Kyrgyzstan. Andijan uprising of 1898

5. Development of the culture of the Kyrgyz people in the second half of the 19th and early 20th centuries: akynskaya poetry, education.

6. Traditional economy and culture of the Kyrgyz in the XVI-XIX centuries.

7. The uprising of 1916. Reasons, character, driving forces, historical significance.

An indicative list of topics for abstracts:

1. The tribal structure of the Kyrgyz people.

2. Scientific research in Kyrgyzstan.

3. Popular movements in the Kokand Khanate. The uprising of 1873-1876 under the leadership of Pulat Khan.

4. Stages of the conquest of Kyrgyzstan.

5. Civil War: Basmach movement and kulak revolts.

6. Strengthening the totalitarian regime, Mass repression.

7. Industry and agriculture of Kyrgyzstan during the war.

8. Kyrgyzstan during the years of perestroika.

9. Foreign policy of Kyrgyzstan.

An indicative list of topics for round tables:

1. Political activities of A. Sydykov, Y. Abdrakhmanov, A. Orozbekov

2. National-state demarcation of Central Asia. Formation of the Kara-Kyrgyz Autonomous Region.

3. Collectivization of agriculture in Kyrgyzstan: mistakes and lessons

4. Political repressions of the 30s and their political and legal consequences

DC1-Students must prepare a presentation. (C), (B)

DC2-Students should collect case studies about historical figures.

Assessment Procedure

For each topic, student's complete **current assessment (CA)**

Current assessment includes classroom activities and students' independent work. CA represents the evaluation of individually completed tasks and is conducted in accordance with assessment standards (number of correct answers, number of errors, compliance with formatting requirements, etc.) and specific criteria for each type of assignment while mastering the course material. The assessment evaluates the completed task rather than the student's general abilities.

Diagnostic, formative, and summative assessment methods are used for current assessment.

For interim evaluation of students' knowledge, **midterm assessment (MA)** is conducted. Midterm assessment is based on specific types of independent work (as part of current assessment: written assignments / work with sources; oral responses / presentations; projects, research papers; specific types of tasks, etc.), classroom performance, and midterm control in the form of colloquium and tests.

The total score for midterm assessment is **50 points**. The distribution of points between current and midterm assessments is specified in the assessment map.

Final assessment is conducted in accordance with the academic calendar of the university and is carried out in written and oral forms in compliance with current regulations and approved assessment criteria.

The number of mandatory assignments and their weight are summarized in the final grade. During the final assessment, a student may earn up to **50 points**, which are added to the midterm assessment scores by modules (**50 + 50 points**).

All types of assessment activities are mandatory and evaluated based on established criteria.

Excellent

The response demonstrates a high level of depth and completeness in revealing the topic. The material is presented logically and in a well-structured manner. The conceptual and categorical framework is fully mastered and used correctly. A deep understanding of the studied material is demonstrated, along with a well-developed ability to clearly and convincingly formulate and justify one's own ideas, analyze, and discuss the debatable aspects of the topic.

Good

The main issues of the topic are covered to a sufficient extent. The structure of the response generally corresponds to the logic of the material presentation. The conceptual framework is mastered and mostly used correctly. A good level of understanding of the studied material is demonstrated. The student shows the ability to formulate personal viewpoints and participate in discussions of certain debatable aspects of the topic.

Satisfactory

The topic is partially disclosed. The response lacks sufficient structure and logical consistency. The conceptual framework is mastered fragmentarily and used inconsistently. Only partial understanding of the studied material is demonstrated. The ability to formulate personal ideas and discuss debatable issues is shown at a satisfactory level.

Unsatisfactory

The topic is not disclosed. The response is superficial and fragmentary and lacks logical structure. The conceptual and categorical framework is not mastered or is used incorrectly. An absence or extremely low level of understanding of the studied material is demonstrated. The

ability to formulate and substantiate personal ideas and discuss debatable aspects of the topic is not developed.

Seminar 1

Criteria for assessing student knowledge

(for exam)

During the exam, student knowledge scores are graded 100 b. depending on the following rules:

Points (rating)	Letter system	Digital equivalence	Traditional system
95-100	A+	4,0	Excellent
90-94	A	3,5	
85-89	B+	3,0	Very Good
80-84	B	2,5	
75-79	C+	2,0	Good
70-74	C	1,5	
65-69	D+	1	Satisfactorily
60-64	D	0,5	
30-59	FX	0,0	Unsatisfactory
1-29	F	0,0	

The list of questions and tasks by topics and forms of control (current, final)