Ministry of Science and Higher Education of the Russian Federation

Federal State Budgetary Educational Institution of Higher Education

Perm National Research Polytechnic University

APPROVED BY

Pro-rector for Academic Affairs

_____ N.V. Lobov

"25" 03 2021

ACADEMIC COURSE WORKING PROGRAM

Academic course: Philosophy
(Name)

Form of education: Full-time
(Full-time /full-time – correspondence/correspondence)

Level of higher education: Bachelor's degree
(Bachelor's program/specialist program/
Master's program)

Workload in hours (in credits): 144 (4)
(Hours (CU))

Training program (degree): 21.03.01 Oil and Gas Engineering
(Code and denomination of degree)

Direction: Oil and Gas Engineering
(Title of curriculum)

Perm 2021

1. GENERAL PROVISIONS

1.1. GOALS AND OBJECTIVES OF THE COURSE

- to provide students with a conceptual understanding of philosophical underpinnings of different forms of worldview and the most important philosophical categories;
- to demonstrate to students the key conceptual issues related to philosophical thinking and its theoretical understanding;
- to contribute to skills development of cognitive abilities and interest in philosophical inquiry such as social, anthropological problems;
- to explore core ontological and epistemological problems such as being, mind, knowledge, language, man, society, history;
- to teach students how to apply critical reasoning skills in philosophical debates, necessary to assess and solve current problems of culture, science, technology;
- to form the ability to comprehend scientific and technical problems, taking into account humanitarian values.

1.2. STUDIED OBJECTS OF THE COURSE

- Being and its forms(matter, consciousness, social being, human being);
- Phenomenon of worldview and its structure;
- Historical forms of worldview, specific features of philosophical knowledge;
- The relationship of a person to the world, society and to himself;
- Worldview principles and value systems;
- Methodology of scientific activity.

1.3. STARTING CONDITIONS

Unstipulated

2. PLANNED RESULTS OF THE COURSE TRAINING

Compe-tence	Indicator's Index	Planned Results of the Course Training (to know, to be able, to master)	Indicator of Attaining Competence which the planned results of training are correlated with	Means of Assessment
1	2	3	4	5
UC-1.	**IA-1$_{uc-1.}$**	**To know:** principles of collection, selection and generalization of information	**Knows** how to search, to make critical analysis and synthesis of information aimed at solution of the given professional tasks.	Complex task of grading test.

1	2	3	4	5
UC-1.	**IA-2$_{uc-1.}$**	**To be able:** to relate to dissimilar phenomena and systematize them within selected types of professional activities	**Is able to** apply systemic approach on the basis of search, critical analysis and synthesis of information aimed at solution of science-oriented problems of professional field	Colloquium
UC-1.	**IA-3$_{uc-1.}$**	**To master the skills** in working with information sources, experience of scientific research, creation of scientific texts	**Masters the skills** of search, synthesis and critical analysis of information in his professional field; is a master of systemic approach aimed at solution of the given tasks.	Individual task
UC-5.	**IA-1$_{uc-5.}$**	**To know:** main categories of philosophy, laws of historical development, foundations of intercultural communication	**Knows** fundamentals of philosophic analysis and social-historical context of cultural diversity formation in society (ethno-cultural and confessional peculiarities), theoretical basis for cross-cultural communication ethics.	Practical task of grading test.
UC-5.	**IA-2$_{uc-5.}$**	**To be able**: to communicate with representatives of other nationalities and confessions respecting ethical and intercultural norms	**Is able to** take into consideration historical conditionality and ontological basis of cross-cultural diversity in Russian society (ethno-cultural and confessional peculiarities); to carry on dialogue with representatives of different cultures; to show cross-cultural tolerance as the ethical norm of behavior in social medium.	Topic discussion
UC-5.	**IA-3$_{uc-5.}$**	**To master** analysis skills of philosophical and historical facts, experience in assessing cultural phenomena	**Masters** the experience of cultural phenomena estimation, the skill of cross-cultural communication in professional sphere in terms of ethical norms, historical conditionality and ontological basis of ethno-cultural, confessional	Practical task of grading test.

3. FULL TIME AND FORMS OF ACADEMIC WORK

Form of academic work	Hours in all	Distribution in hours according to semesters		
		Number of semester		
		1	2	
1. Holding classes (including results monitoring) in the form: 1.1. Contact classwork, including:	63		63	
– lectures (L)	27		27	
– laboratory work (LW)				
– practice, seminars and/or other seminar-type work (PW)	32		32	
– control of self-work (CSW)	4		4	
– test				
1.2. Students' self-work (SSW)	81		81	
2. Intermediate attestation				
Exam				
Grading test	0		0	
Test (Credit)				
Course Project (CP)				
Course Work (CW)				
Workload in hours	**144**		**144**	

4. COURSE OUTLINE

Name of the units with the course outline	Full time of classroom activity in hours according to the forms			Full time of extracurricular work in hours according to the forms
	L	LW	PW	SSW
1	2	3	4	5
2 semester				
The Philosophical Enterprise. Introduction to History of Philosophy. Phenomenon of worldview and its structure. Historical forms of worldview. Myth, religion, philosophy. Main lines of the Ancient Greece Philosophy. Pre-Socratic philosophy (Milesian school, Eleatic school, Heraclitus, Atomism) Philosophy of sophists and Socrates. Philosophy of Plato, Philosophy of Aristoteles. Philosophy of Stoics Main lines of the Philosophy of the Medieval Period. Patristics and Scholasticism (Saint Augustine, Saint Thomas Aquinas) The Renaissance. Early Modern Philosophy Mainstreams (The Philosophy of Francis Bacon. The Philosophy of Thomas Hobbes. The Philosophy of Rene Descartes. The Philosophy of Baruch de Spinoza The Philosophy of John Locke. The Philosophy of George Berkeley The philosophy of David Hume). Late modern philosophy. Philosophy of Immanuel Kant and G.W.F. Hegel. Philosophy of life (Arthur	6	1	8	23

1	2	3	4	5
Schopenhauer, Friedrich Nietzsche). The Philosophy of Karl Marx. Psychoanalysis of Sigmund Freud Russian Philosophy (Slavophiles and Westernizers, cosmism, philosophy of Berdyaev). Existentialism (Søren Kierkegaard, Martin Heidegger, Jean-Paul Sartre). Postmodern Philosophy (Jean-Francois Lyotard, Michael Foucault, Jean Baudrillard, Jacques Derrida).				
Ontology. Significance of Being. Substance. Materialistic philosophy. Idealistic philosophy. Dualistic philosophy. Matter. The philosophical definition of matter. The Motion of Matter. The space – time as an attribute of matter and its characteristics. Consciousness. The philosophical definition and essence of it. Mind-body problem. Progress and regress. Quality and Quantity. The Principle of Causality.				
The System of Categories in Philosophical approach. Understanding categories: Aristotle, I. Kant. Dialectics, its essence and laws. Progress and regress. The Principle of Causality. System and Structure. Essence and Phenomenon. Quality and Quantity. Negation and Continuity. Contradiction and Harmony.				
Epistemology, philosophy of Science. Truth theory. The problem of knowledge. Sensual level of human cognition and its forms. Rational (logical) level of human cognition and its forms. Philosophy of science. Philosophy of science (Auguste Comte, Herbert Spencer, Karl Popper, Imre Lakatos, Thomas Kuhn).Truth and falsehood. Criteria of truth. Scientific methods.	12	1	12	26
Social philosophy. Sociobiological problem. Society. Philosophical approaches to human nature. Problem of human nature in the history of philosophy. Problem of human nature in modern science. Philosophy of history. The stages of history. Social sphere of society, its structure and nature. Political sphere of society, its structure and nature. Formation of the state. The Problem of Personal Identity. Philosophy of language. Thinking and language. The new information society. Globalization.				
Philosophy of culture. Man and culture. Anthropology. Difference between man and animal. The Problem of Personal Identity. Philosophy of language. Thinking and language. Ethics. Morality. Issues of justice. Aesthetics. Beauty. Free will. Human freedom. Responsibility. Meaning of life. Responsibility for the future.	9	2	12	32
Total with regard to semester	27	4	32	81
Total with regard to the course	27	4	32	81

Topics of exemplary practical work

Sl.№	Topic of practical (seminar) work
1	Introduction to Philosophy. The fundamental problem of philosophy.
2	History of Ideas from early Greeks to The European Enlightenment
3	Philosophical Movements at the end of the 19th and beginning of the 20th century
4	Ontology. The forms of reality
5	The principles of monism and dualism apply to substance
6	The System of Categories in Dialectic
7	The major Categories in contemporary philosophy
8	Epistemology. Concepts of cognition
9	The mental process Sensation and perception. Thought, thinking, judgment. Language
10	Social philosophy. Philosophy of history
11	Civil society. The main values
12	Man and Culture
13	The Problem of Personal Identity
14	Engines and Ethics. Meaning of life

Topics of exemplary laboratory practice

Sl.№	Topic of laboratory work
	Unstipulated

5. ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS

5.1. EDUCATIONAL TECHNOLOGIES USED FOR COMPETENCES FORMATION

Holding lectures in the discipline is based on the active method of training in the process of which students are not passive but active participants of the lesson answering questions of the teacher. Teacher's questions are aimed at activating the process of learning material as well as at the development of logical thinking. The questions stimulating associative thinking and connecting new material with the previous one are identified by the teacher in advance.

Practical lessons are held by realization of the method based on active training: problem areas are determined, groups are formed. The following aims are pursued in the process of practical education: use of definite disciplines knowledge and creative methods in solving problems and decision-making; students' skill-building of teamwork, interpersonal communication and development of leadership skills; consolidation of the basic theoretical knowledge.

5.2. STUDENTS' MANUAL FOR THE COURSE STUDY

Learning the course students are recommended to fulfill the following positions:

1. Learning of the discipline should be done systematically.

2. After learning one of the course unit with the help of the text-book or lecture notes it is recommended to reproduce in memory the basic terms, definitions, notions of the unit.

3. Special attention should be paid to the reports on practical studies, laboratory works and individual complex tasks for self-work.

4. The topic of questions studied individually is given by the teacher at the lectures. Also the teacher refers to the literary resources (first of all, to the newly published in periodicals) in order the students understand the problems touched on the lectures in detail.

6. LIST OF TEACHING MATERIALS AND INFORMATION SUPPLY FOR STUDENTS' SELF WORK IN THE DISCIPLINE

6.1. PAPER-BASED COURSEWARE

Sl.№	Bibliographic entry (author, title, mode of publication, place, publishing house, year of publication, number of pages)	Number of copies in the library
1	2	3
	1. Basic literature	
1	Wagler, H. An introduction to philosophy: / H. Vagler. – Nizhnij Novgorod: NNGU, 2017. – 17 p.	EL
2	Hvostovickaya, T.T. Philosophy and Politics. M: Flinta, 2019. – 264 p.	EL
	2. Additional literature	
	2.1. Educational and scientific literature	
	Kroedel, T. Mental Causation: A Counterfactual Theory. Cambridge: Cambridge University Press, 2019. – 224 p. doi:10.1017/9781108762717	EL
	Bertrand, R. The Prospects of Industrial Civilization / R. Bertrand. – St. Petersburg: Lan', 2019. – 244 p.	EL
	Kant: aphorisms / compiler V. N. Bryushinkin. – Kaliningrad: Baltijskij federal'nyj universitet im. Immanuila Kanta, 2010. – 89 p.	EL
	Dennett, D. C. A History of Qualia. Topoi: An International Review of Philosophy, 39(1), 5, 2020,https://doi.org/10.1007/s11245-017-9508-2	EL
	Miller, F.D., Jr., Plato on the Rule of Reason. The Southern Journal of Philosophy, 43, 2005,50 – 83 pp. https://doi.org/10.1111/j.2041-6962.2005.tb01979.x	EL
	Guseynov, A.A. Philosophy: history and theory. Stud East Eur Thought 68, 2016, 107–117 pp. https://doi.org/10.1007/s11212-016-9251-z	EL
	Livengood, J. and Machery, E., The Folk Probably Don't Think What You Think They Think: Experiments on Causation by Absence. Midwest Studies In Philosophy, 31, 2007, 107-127 pp. https://doi.org/10.1111/j.1475-4975.2007.00150.x	EL
	Chisholm R. The Intentional Approach to Ontology. In: Cho K.K. (eds) Philosophy and Science in Phenomenological Perspective. Phaenomenologica (Series Founded by H.L. van Breda and Published Under the Auspices of the Husserl-Archives), vol 95, 1984,1-8 pp., Springer, Dordrecht. https://doi.org/10.1007/978-94-009-6113-5_1	EL

1	2	3
	Gasparyan D. What does solving the problem 'consciousness-body' mean? Neuroquantology, V.5, № 2, 2007, 258-261 pp.	EL
	Gasparyan D. What Can the Global Observer Know? Constructivist Foundations. Vol. 10, no. 2, 2015, 227-237 pp..	EL
	Brown R.K. Understanding industrial organizations: Theoretical perspectives in industrial sociology / R. K. Brown. – London; New York: Routledge, 1992.	1
	Davis J.B. The Theory of the Individual in Economics: Identity and value / J.B .Davis. – London; Ney York: Routledge, 2003.	1
13.	The Foundations of Analytic Philosophy / Ed. by P. A. French. Minneapolis : Univ. of Minnesota Press, 1981. 529 p.	1
	2.2. Standardized and Technical literature	
	unstipulated	
	3. Students' manual in mastering discipline	
	Korotkih, Z. A. Practice communication skills in English: Religion, Culture and Law: uchebnoe posobie / ZH. A. Korotkih, I. YU. Kocheshkova, SH. L.L... – Barnaul: AltGPU, 2018. – 179 p.	EL
	The Study of Social Problems. Seven Perspectives / Ed. by E. Rubington. – New York: Oxford University Press, 2003.	*1*
	Williams E.J. Presentations in English: Find your Voice as a Presenter / E.J. Williams. – Oxford: Macmillan Publ. Ltd, 2008.	*1*
	Sokolova N. V. How to Write a Research Paper: uchebno-metodicheskoe posobie / N. V. Sokolova. – Perm, PNRPU, 2017.	EL
	4. Teaching and learning materials for students' self work	
	Journal "Constructivist Foundations"	EL
	Journal "Studies in East European Thought"	EL
	Journal "Integrative Psychological and Behavioral Science"	EL
	Journal "Revista de Filosofia"	EL
	Journal "NeuroQuantology"	EL
	Journal "Middle East Journal of Scientific Research"	EL
	Journal "Sofia Philosophical Review"	EL
	Althusser, Louis Philosophy and Social Science: Introducing Bourdieu and Passeron Theory, Culture & Society. Dec2019, Vol. 36 Issue 7/8, p. 5-21.	EL
	Zaslawski, Nicolas Neurodialectics: A Proposal for Philosophy of Cognitive and Social Sciences. Constructivist Foundations. 2018, Vol. 14 Issue 1, p 42-55.	EL
	Political Parties in Advanced Industrial Democracies. – Oxford: Oxford Univ. Press, 2002.	*1*

6.2. ELECTRONIC COURSEWARE

Kind of literature	Name of training tool	Reference to information resource	Accessibility of EBN (Internet/local net; authorized free access)
Students' manual in mastering discipline	Sokolova N. V. How to Write a Research Paper: uchebno-metodicheskoe posobie / N. V. Sokolova. – Perm, PNRPU, 2017.	https://lib.pstu/	local net; authorized free access
Basic literature	Wagler, H. An introduction to philosophy: uchebno-metodicheskoe posobie / H. Vagler. – Nizhnij Novgorod: NNGU, 2017. – 17 p.	https://e.lanbook.com/	local net; authorized free access

6.3. LICENSE AND FREE DISTRIBUTED SOFTWARE USED IN THE COURSE EDUCATIONAL PROCESS

Type of Software	Software branding
OS	Windows 10 (Azure Dev Tools for Teaching)
Office Applications	Adobe Acrobat Reader DC
Image processing software	Corel CorelDRAW Suite X4
General purpose application software	Mathematica Professional Version (license L3263-7820*)
General purpose application software	WinRAR (license №879261.1493674)
Management systems for projects, research, development, design, modeling and implementation	Autodesk AutoCAD 2019 Education Multi-seat Stand-alone

6.4. MODERN PROFESSIONAL DATA BASES AND INQUIRY SYSTEMS USED IN THE COURSE EDUCATIONAL PROCESS

Branding	Reference to information resource
Scopus database	https://www.scopus.com/
Web of Science Database	https://www.webofscience.com/
Scientific electronic library database (eLIBRARY.RU)	https://elibrary.ru/
Scientific Library of the Perm National Research Polytechnic University	https://lib.pstu/
Lan Electronic Library System	https://e.lanbook.com/
Electronic library system IPRbooks	https://www.iprbookshop.ru/
Information resources of the Network ConsultantPlus	https://www.consultant.ru/
Company database EBSCO	https://www.ebsco.com/

7. LOGISTICS OF THE COURSE EDUCATIONAL PROCESS

Type of classes	Name of the necessary basic equipment	Number of units
lecture	projector	1
lecture	notebook	1
practice	notebook	1

8. FUND OF THE COURSE EVALUATING TOOLS

Described in a separate document

Ministry of Science and Higher Education of the Russian Federation

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FUND OF ESTIMATING TOOLS

For students' midterm assessment in the discipline
"Philosophy"
Supplement to the Academic Course Working Program

Training program	21.03.01 Oil and Gas Engineering
Direction (specialization) of educational program	Oil and Gas Engineering
Graduate qualification	Bachelor's degree
Graduate academic chair	Oil and Gas Technology
Form of study	Full-time studies

Year (-s): 1 **Semester (-s)**: 2

Workload:
in credits: 4 CU
in hours: 144 h

The form of midterm assessment:
Test semester 2

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Fund of estimating tools for midterm assessment of students' learning the subject "Philosophy" is the part (supplement) to the academic course working program. Fund of estimating tools for midterm assessment of students' learning the discipline has been developed in accordance with the general part of the fund of estimating tools for midterm assessment of the basic educational program which determines the system of the midterm assessment results and criteria of putting marks. Fund of estimating tools for midterm assessment of students' learning the subject determines the forms and procedures of monitoring results and midterm assessment of the subject leaning by the students.

1. LIST OF CONTROLLED RESULTS OF STUDYING DISCIPLINE, OBJECTS OF ASSESSMENT AND FORMS OF CONTROL

According to the Academic Course Working Program mastering course content is planned during one semester (the second semester of curriculum) and is divided into three educational modules. Classroom activities and lectures as well as students' self-work are provided for every module. In the frames of mastering course content such competences as *to know, to be able, to master* pointed out in the ACWP are formed. These competences act as the controlled results of learning the discipline "Philosophy". (Table 1.1).

Monitoring of the acquired knowledge, abilities and skills is made in the frames of continuous assessment, progress check and formative assessment in the process of studying theoretical material, reports on practical works and during examination. Types of control is given in Table 1.1

Table 1.1 – List of controlled results of learning the discipline

Controlled results of learning the discipline (KAS)	**Type of control**					
	Continuous assessment		**Progress check**		**Formative assessment**	
	D	**AC**	**LWR/ PWR**	**T/CW**		**Test**
1	**2**	**3**	**4**	**5**	**6**	**7**
Acquired knowledge						
UC-1. Is able to search, to make critical analysis and synthesis of information, to apply systemic approach aimed at given problems solution.		AC1		T2		*TQ*
UC-5. Is able to perceive cross-cultural diversity of society in social-historical, ethical and philosophic context.	D1	AC2		T1		*TQ*
Acquired abilities						
IA-1uc-1. Knows how to search, to make critical analysis and synthesis of information aimed at solution of the given professional tasks.			*PWR1*	T2		*PT*

1	2	3	4	5	6	7
IA-2uc-1. In the process of interaction can take into consideration historical conditionality and ontological basis of cross-cultural diversity in Russian society (ethno-cultural and confessional peculiarities); to carry on dialogue with representatives of different cultures; to show cross-cultural tolerance as the ethic norm of behavior in social medium.			*PWR2* *PWR3*	T1		*PT*
Mastered skills						
IA-3uc-1. Has the skills of search, synthesis and critical analysis of information in philosophy; is a master of systemic approach aimed at solution of the given tasks.			*PWR4*			*PT*
IA-3uc-5. Has the experience of cultural phenomena estimation, the skill of cross-cultural communication in professional sphere in terms of ethical norms, historical conditionality and ontological basis of ethno-cultural, confessional peculiarities of partners of communication.			*PWR5*			*PT*

D – topic discussion; AC –colloquium (discussion of theoretical material, academic conference); CT – case-task (individual task); LWR – report on laboratory work; PWR – report on practical work; T/CW – progress check (control work); TQ – theoretical question; PT – practical task; CT – complex task of grading test.

Final assessment of the learned discipline results is the midterm assessment which is made in the form of test taking into consideration the results of the running and progress check.

2. TYPES OF CONTROL, STANDARD CONTROL TASKS AND SCALES OF LEARNING RESULTS ASSESSMENT

Continuous assessment of the academic performance is aimed at maximum effectiveness of the educational process, at monitoring students' specified competencies formation process, at increase of learning motivation and provides the assessment of mastering the discipline. In accordance with the regulations concerning the continuous assessment of the academic performance and midterm assessment of students taught by the educational programs of Higher education – programs of the Bachelor's Course, Specialists' and Master's Course the next types of students' academic performance continuous assessment and its periodicity is stipulated in PNRPU:

– acceptance test, check of the student's original preparedness and his correspondence with the demands for the given discipline learning;

– continuous assessment of mastering the material (the level of mastering the component "to know" defined by the competence) at every group studies and monitoring of lectures attendance;

– interim and progress check of students' mastering the components "to know" and "to be able" of the defined competences by computer-based or written testing, control discussions, control works (individual home tasks), reports on laboratory works, reviews, essays, etc.

Discipline progress check is conducted on the next week after learning the discipline module, while the interim control is made at every monitoring during the discipline module study;

– interim assessment, summarizing of the current students' performance at least once a semester in all disciplines for every training program (specialty), course, group;

– retained knowledge control.

2.1. CONTINUOUS ASSESSMENT OF EDUCATION

Continuous assessment of learning is made in the form of discussion or selective recitation on every topic. According to the four-point system the results of assessment are put into the teachers' note-book and are considered in the form of integral marks in the process of the midterm assessment.

2.2. PROGRESS CHECK

For the complex assessment of the acquired knowledge, abilities and skills (Table 1.1) it is made the progress check in the form of individual task and midterm control works (after learning every discipline module).

2.2.1. Presentation of practical work

It is planned 16 practical works all in all. Standard topics of practical work are given in ACWP.

Presentation of practical work is made by the student individually or by the group of students. Standard scale and criteria of assessment are given in the general part of FET of the educational program.

2.2.2. Midterm control work

According to ACWP 3 midterm control works (CW) is planned to be realized after learning the educational modules of the discipline by the students.

The first CW is realized with respect to the module 1 "The Philosophical Enterprise. Introduction to History of Philosophy", the second CW – with respect to the module 2 "Epistemology, philosophy of Science. Truth theory", the third CW– with respect to the module 3 "Philosophy of culture".

Standard tasks of the first CW:

1. The difference between classical science and other forms of scientific knowledge is that …

2. Pure reason is…

Standard tasks of the second CW:

1. The current interpretation of truth is…
2. the various possible logical forms of judgment are…

Standard scale and criteria of the results of the midterm control work assessment are given in the general part of FET of the educational program.

2.3. FULFILLMENT OF THE COMPLEX INDIVIDUAL SELF-WORK TASK

Individual complex tasks for the students are used for assessment of their skills and abilities acquired in the process of learning the discipline in which the course project or course paper is not stipulated.

Standard scale and criteria of assessment of the individual complex task presentation are given in the general part of FET of the educational program.

2.4. MIDTERM ASSESSMENT (FINAL CONTROL)

Admission for midterm assessment is made according to the results of continuous assessment and progress check. Preconditions for admittance are successful presentation of all practical works and positive integral estimation with respect to the results of continuous assessment and progress check.

2.4.1. Midterm assessment procedure without additional evaluation testing

Midterm assessment is made in the form of a test. Credit on the discipline is based on the results of the previously fulfilled by the student individual tasks on the given discipline.

Criteria of putting the final mark for the components of competences in the process of midterm assessment made in the form of test are given in the general part of FET of the educational program.

2.4.2. Midterm assessment procedure followed by evaluation testing

In definite cases (for example, in case of re-attestation of the discipline) midterm assessment in the form of the test on this discipline can be made as the card-based evaluation test. Every exam card includes theoretical questions (TQ) aimed at control of the acquired knowledge, practical tasks (PT) aimed at mastered abilities, and complex tasks (CT) aimed at control of the acquired skills of all declared competences.

The exam card is formed so that the included questions and practical tasks could estimate the level of maturity of **all** declared competences.

2.4.2.1. Standard questions and tasks the discipline testing

Standard questions for the acquired knowledge control:

1. Phenomenon of worldview and its structure. Historical forms of worldview
2. Specific features of philosophical knowledge. Subject of philosophy
3. Structure of philosophy. Main branches of philosophy
4. Pre-Socratic philosophy (Milesian school, Eleatic school, Heraclitus, Atomism)
5. Philosophy of Plato and Aristotle
6. Medieval Philosophy Mainstreams
7. Existentialism (Søren Kierkegaard, Martin Heidegger, Jean-Paul Sartre, Simone de Beauvoir)
8. Laws and categories of dialectics
9. Philosophy of science (Auguste Comte, Herbert Spencer, Karl Popper, Imre Lakatos, Thomas Kuhn)
10. Truth and falsehood. Criteria of truth
11. Scientific methods
12. Consciousness
13. Anthropology. Sociobiological problem

Standard questions and practical tasks for the mastered abilities control:

1. Read a fragment of a philosophical text on the topic Ethics (Nietzsche F. "On the Genealogy of Morality: A Polemic") and answer the questions:

- What is the point of view of English psychologists on the question of the origin of morality?
- What is the point of view of F. Nietzsche on the question of the origin of morality?
- What point of view do you adhere to on this issue? Argument your answer.

2. Read a fragment of a philosophical text on the topic Philosophical Anthropology (J.-P. Sartre "Existentialism is Humanism") and answer the questions:

- Explain the thesis of J.-P. Sartre that existence precedes essence.
- What is a "man" according to Sartre?
- What kinds of existentialism J.-P. Sartre does? What are their characteristics?

Standard complex tasks for the acquired skills control:

Read the fragment of a philosophical text on the topic Philosophy and its Subject (JW Goethe) and answer the questions:

- What is philosophy from the point of view of Goethe?

- How are philosophy and science interconnected, according to Goethe?
- What is your point of view on the relationship between science and philosophy? Argue your point of view.

Standard complex tasks for the acquired skills control:

1. Understanding the significance of ontology
2. Understanding the significance of consciousness
3. Having an idea what development is

2.4.2.2. Scales of test assessment of educational achievements

Evaluation of discipline achievements in the form of maturity level of the components *to know, to be able, to master the* declared competences is made according to the four-point assessment scale.

Standard scale and criteria of estimating educational achievements in the process of testing for the components *to know, to be able, to master* are given in the general part of FET of educational program.

3. ASSESSMENT CRITERIA FOR COMPONENTS AND COMPETENCES LEVEL OF MATURITY

3.1. ASSESSMENT OF COMPETENCES COMPONENTS LEVEL OF MATURITY

While estimating the level of competences maturity by selective control in the process of testing it is considered that *the mark obtained for the components of the examined competence is combined with the corresponding component of all competences formed in the frames of the given academic course.*

General assessment of maturity level of all competences is made by aggregation of marks obtained by the student for each component of the formed competences taking into account the results of continuous assessment and progress check in the form of integral mark according to the four-point scale. All control results are put into the assessment sheet by the teacher according to the results of midterm attestation.

The form of the assessment sheet and requirements for its completion are given in the general part of FET of the educational program.

While making the final assessment of the midterm attestation in the form of test standard criteria given in the general part of FET of the educational program are used.