

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

PHILOSOPHY

Syllabus

**for Bachelor's (first) degree students
of all specialities**

**Kharkiv
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The thematic plan of the academic discipline and its contents are given according to the themes. Plans of lectures and seminars, test questions for self-assessment, the system of evaluation of students' knowledge, professional competences students must have after learning the academic discipline, topics for reports and essays, tasks for thematic sections are included.

For Bachelor's (first) degree students of all specialities.

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Introduction

Desire for discovery of new life mysteries, focus on constant creative research, critical thinking, self-improvement have been paving the way to the heights of knowledge for centuries. Philosophy as one of the oldest ways of understanding the world is directly related to the formation of such qualities in any human being. Philosophy is always a desire to discover something new. Even its first interpretation, which was given by Heraclitus (6 – 5th cent. BC), put philosophy on the track of knowledge defining it as research into the nature of things. The meaning of philosophy that is more close to us today was formulated by Plato: it is cognition of all existing, eternal, inevitable.

According to the modern trends of development of society, the teaching of the academic discipline "Philosophy" should provide a worldview aspect of humanitarian education, form the basis of philosophical thinking as a structural part of professional training of students. The academic discipline "Philosophy" is an important link in the cycle of social and humanitarian training of students of economic specialties of university. The main effort in teaching philosophy is aimed at mastering the basics of general spiritual culture, especially the culture of thinking and conscious formation of the system of attitude to the world, oneself and one's place in this world.

The result of formation of scientific bases of students' worldview is the elaboration of personal motivational focusing on logical, methodological and philosophical analysis of the development and functioning of various spheres of social life, social institutes; on scientific support of activities in public organizations and commercial structures; on ensuring the quality of their own professional activity. Therefore, the academic discipline is necessary for formation of general educational, cultural and moral components of the professional competences a specialist/bachelor should master in the course of the public and professional activity, ensuring optimal integration into the social environment that is built within the paradigm of the priority of human values aimed at democratization of human relations.

1. Description of the academic discipline

Table 1

Name of parameters	Subject area, speciality, educational degree	Characteristics of the discipline
Full-time education		Full-time education
Number of credits according to ECTS	Branch of knowledge: all	Basic
5		
Total number of hours	Specialities: all	Year of training
150		1 or 2
		Semester:
	1 or 2; 3 or 4	
	Lectures	
The average number of weekly hours for the daily form of learning: class hours: 4 independent work: 5 – 6	educational degree: bachelor	32 hours
		Seminars
		32 hours
		Independent work
		86 hours
		Type of control
		Examination
	4 hours	

Note. The ratio of the number of class hours and independent work is 74 %.

2. The goal and tasks of the academic discipline

The goal of teaching of this discipline is the formation of common cultural, scientific, social and personal competences which are formed on the basis of:

generalization of students' knowledge already acquired in the process of education and formation, on this basis, of the integral worldview and outlook;

familiarization of students with the specifics of the philosophical understanding of reality, the history and development of philosophical ideas and concepts, major theoretical problems of philosophy and its conceptual-categorical apparatus;

formation of culture of philosophical thinking, development of the ability to analyse worldview problems, to critically interpret certain philosophical concepts, phenomena and processes of reality;

training the abilities to correlate philosophical ideas with the practice of social life.

The main **tasks** of the academic discipline "Philosophy" are to develop certain skills, which are a part of general cultural competences (scientific and socio-personal). The components of the mentioned competences are realized in the ability to master the basics of general spiritual culture, first of all, the culture of thinking and conscious formation of a system of attitudes to the world, to oneself and their own place in this world; the formation of a socially active, moral oriented, spiritual person.

The **subject** of the academic discipline is the most common essential characteristics and fundamental principles of being and cognition, the relationship between the human and the world.

As a result of studying the discipline the student should

know:

the basic philosophical categories and scientific methods;

the structure of philosophical knowledge;

the basic notions of the fundamentals of philosophy required for the formation of a logically reasoned worldview that contributes to the development of personal culture and socialization;

the main philosophical conceptions of development of economics, history and law;

cause-and-effect relationships of the society development;

conceptual ideological basis of the culture of the modern information society;

the basic concepts of modern philosophy, first of all, the theory of scientific cognition and philosophical anthropology;

be able to:

meaningfully operate the acquired historical and philosophical knowledge in the analysis of the main trends and directions of philosophy;

competently possess the categorical basis of philosophy to reveal the essence of phenomena and processes of human existence, interaction of philosophical theories with other branches of knowledge, primarily socioeconomic.

competently build communication in professional and non-professional communicative environment with the consideration of socio-cultural context;

process information material, perform its self-assessment and synthesis, draw conclusions and make decisions;

effectively form a communication strategy depending on the ideological and cultural characteristics of the social environment;

be proficient in the conceptual baggage of modern philosophy as a source of persuasion to ensure a favorable social climate in the course of preliminary selection, design, and implementation of innovative projects;

effectively and responsibly perceive and use current philosophical and ideological, scientific and theoretical as well as cultural transformations in the social and professional activities;

In the process of teaching the academic discipline, the focus is on mastering the professional competences given in Table 2.1.

Table 2.1

Professional competences

Competence code	Competence name	Competence components
GSC	The ability to understand basic philosophical categories and concepts describing the fundamental nature of reality	To determine the main stages of development of philosophical thought and its main achievements; to define the basic philosophical categories and methods
		To use the historical and philosophical heritage for the worldview formation
SPC	The ability to recognise the basic foundations of social life, acquiring moral values, formation of a moral-oriented spiritual person	To determine the sociocultural values and norms created in the process of society development
		To implement value-moral choices and choose the appropriate strategy of communication and behavior towards other people and nature
IC	The ability to use general scientific methodology and cognitive logic of the scientific process	To apply knowledge and skills regarding the specifics of logical thinking and scientific knowledge in the professional development
		To think creatively, to assess critically the quality of information

* *Note.* Competences: general scientific (GSC), social and personal (SPC), instrumental (IC).

The structure of the components of professional competences and their formation in accordance with the National Qualifications Framework of Ukraine is provided in Appendix A.

3. The theme plan of the academic discipline

Module 1

Philosophy as universal knowledge

Theme 1. Philosophy as a universal type of knowledge

1.1. The nature of philosophical knowledge. The main functions of philosophy.

The specificity of philosophical knowledge. The subject of philosophy. Main functions and methods of philosophy.

1.2. Philosophy and worldview. The types of worldview.

Philosophy as a theoretical core of worldview knowledge. Worldview. The structure and functions of worldview. The types of worldview (mythological, religious, scientific, philosophical).

1.3. The structure of philosophical knowledge.

Sociohistorical and spiritual preconditions of the emergence and development of philosophy. Differentiation of philosophical knowledge. The main philosophical trends, schools, disciplines. History of philosophy: periodization and the main features of the dialogue between concepts at different stages of development of spiritual culture and civilization.

Theme 2. Philosophy of the Ancient World

2.1. Ancient Indian and Ancient Chinese philosophy.

The significance of the philosophy of the Ancient East in the development of world philosophy. The Philosophy Of Ancient India. The philosophy of Ancient China.

2.2. Ancient Greek natural philosophy.

The importance of ancient philosophy for the development of Western and world culture. The periodization of antique philosophy. Natural philosophy. The problem of the primary elements.

2.3. Classical philosophy of Socrates, Plato, Aristotle.

Socrates and the sophists: an appeal to the human. Absolute and relative knowledge. The philosophical system of Plato. Encyclopaedic philosophical system of Aristotle.

2.4. Stoicism, epicureanism, skepticism.

Hellenistic philosophy (stoicism, epicureanism, skepticism). The philosophy of Hellenism, and early Christianity.

Theme 3. Philosophy of the Middle Ages and Renaissance

3.1. The formation and development of the philosophy of the Middle ages.

General characteristics of medieval philosophy. The influence of Christianity on medieval philosophy. The problem of the relation of faith and reason in medieval philosophy. Patristics (A. Aurelius) and scholasticism (T. Aquinas). Realism and nominalism.

3.2. Anthropocentrism and humanism philosophy of the Renaissance.

Peculiarities of the Renaissance philosophy. The impact of the development of the arts (painting, literature), mathematics, mechanics on understanding of the Universe and the creative nature of human. Natural Philosophy of N. of Cusa, B. Telesio, G. Bruno, G. Galileo.

3.3. The social philosophy of the Renaissance.

The image of the sovereign. N. Machiavelli. The search for the perfect society (T. Moore, T. Campanella).

Theme 4. New Time philosophy

4.1. Development of science and philosophical picture of the world in the 16 – 17th centuries.

The philosophy of the New Times: the development of mathematics and natural sciences. The faith in reason and social progress.

4.2. Empiricism and rationalism.

Epistemology (the subject and object of knowledge). Inductive and deductive methods of cognition. Empiricism (F. Bacon, J. Locke, D. Hume). "Idols of mind" by Francis Bacon. Rationalism (R. Descartes, G. Leibniz, B. Spinoza). "Cogito, ergo sum" and the doctrine about the method of Descartes. The monadology of Leibniz. Gnosiological discussions in New Time philosophy (J. Locke and G. Leibnitz). Irrationalism B. Pascal.

4.3. The basic ideas of the philosophy of the Enlightenment.

The social philosophy of the Enlightenment (man is a citizen, the theory of the origin of the state, the concept of the natural man of J.-J. Rousseau). The Enlightenment ideas about freedom, equality and brotherhood. French materialism, the concept of determinism.

Theme 5. German classical philosophy

5.1. General characteristics of German classical philosophy.

The rationalism of German classical philosophy. The preconditions and main achievements of the German classical school.

5.2. The epistemological concept of I. Kant.

The theory of cognition of Kant (*a priori* – knowledge before experience, and *a posteriori* – knowledge based on experience; the cognitive abilities of a human: intellect, judgment ability, mind). The ethical views of Kant (the categorical imperative).

Teaching about science by J. Fichte. The philosophy of the identity of F. Schelling.

5.3. Absolute idealism is G. W. F. Hegel.

The philosophical system of G. W. F. Hegel. The absolute idea, the encyclopedia of philosophical sciences (the teaching about being, the essence and concept in his "Science of Logic", the consideration of mechanics, physics, organics in the philosophy of nature, subjective, objective and absolute spirit in the philosophy of spirit). The development of the dialectic of G. W. F. Hegel.

5.4. Anthropological materialism of L. Feuerbach.

The Materialism of L. Feuerbach. The criticism of religion. Ethical views. The influence of the ideas of the German classics on the philosophy of Marxism. Karl Marx's understanding of the society development (socioeconomic formation). The problem of the alienation of human. The value and stages of development of Marxist philosophy. Neo-Marxism.

Topic 6. Modern World philosophy

6.1. Sociocultural conditions of development of philosophy of the 20th – 21st centuries.

General characteristics of the development of modern philosophy. The influence of sociocultural, spiritual state of society, development of science and technology on the philosophy of modernity. The main directions of modern philosophy.

6.2. The development of the positivist tradition in modern philosophy.

Positivism, postpositivism, neopositivism. Analytical philosophy (B. Russell, L. Wittgenstein). Logico-linguistic analysis of analytic philosophy. The Vienna circle (M. Schlick). Philosophy of science (critical rationalism of K. Popper, the research program of science of I. Lakatos, methodological relativism of P. Feyerabend, historical development of scientific knowledge by T. Kuhn). Pragmatism (C. Pierce).

6.3. The anthropological component of the modern philosophy.

The influence of the philosophy of freedom, philosophy of life on the formation of the existential and anthropological component of the modern philosophy. Existentialism (basic directions and concepts). M. Heidegger, K. Jaspers, J.-P. Sartre, A. Camus. The essence and existence of man in existential philosophy.

Philosophy of psychoanalysis: the doctrine of the unconscious in the human psyche (S. Freud, K. Jung).

6.4. The situation of postmodernism in modern philosophy.

Hermeneutics (the basic concepts, the problem of understanding and interpretation). H. Gadamer, P. Ricoeur. The phenomenology of E. Husserl (phenomenological reduction, intentionality).

Structuralism and poststructuralism. "The situation of postmodernism". The concept of the subject's death. M. Foucault, R. Barthes. Deconstruction by Jacques Derrida.

Theme 7. Traditions of national philosophical thought

7.1. Sources of development of national philosophy.

The place of Ukrainian philosophy in the world philosophy. The periodization of history of domestic philosophy.

The philosophy of Kyivan Rus. Philosophy of the brotherhood schools (Ostroh cultural-educational center). Activity of Kyiv-Mohyla Academy. F. Prokopovych.

7.2. Cordocentrism as a paradigm of Ukrainian philosophy.

The philosophy of H. Skovoroda (the two natures, the three worlds). Philosophical views of P. Yurkevych. Cordocentrism in Ukrainian philosophy.

7.3. Peculiarities of development of Russian philosophy of the 20th – 21st centuries.

Kyiv school of existential philosophy. N. Berdiaiev. The general tendencies of development of Ukrainian philosophy in the unity with the development of scientific knowledge (V. Vernadskyi, etc.). D. Chizhevskyi as a historian of Ukrainian philosophy.

Theme 8. Philosophy of being (metaphysics and ontology)

8.1. The basic ontological problem.

Metaphysics and ontology as the concept of existence. Being as a philosophical category.

8.2. Historical and philosophical conceptualization of being.

Philosophical concepts of being. The basic components of being. The ontological structure of the world from the point of view of modern science. The foundation of the world existence. The allocation of the spheres of being in the history of philosophy and modern ontology. The basic ontological categories.

8.3. Space and time.

Space and time: their characteristics, the substantial and relational concept.

8.4. The philosophy about motion and causality.

The philosophical notion of motion. Causality in philosophical understanding of the world.

Theme 9. Knowledge as a subject of philosophical analysis (gnoseology and epistemology)

9.1. The origin and nature of consciousness. The essence of the mental.

Consciousness as spiritual life and the highest level of mental activity. The basic philosophical concept of the origin of consciousness. The basic properties and functions of consciousness. Consciousness and self-awareness.

9.2. Consciousness and thinking. Consciousness and language. Consciousness as a condition for the reproduction of human culture.

Consciousness and thinking. The problem of the unconscious. The problem of consciousness in modern philosophy. The value of reason, work activity, social life, language in shaping consciousness. Historical and philosophical understanding of consciousness. The structure of consciousness. Components and levels of consciousness.

9.3. The basic epistemological problems. The nature and structure of the cognitive process.

The psychophysical problem and the theory of knowledge. Knowledge as a subject of philosophical analysis. The main approaches, principles and concepts of modern epistemology. The basic epistemological problems. Agnosticism. The nature and structure of the cognitive process. Sensual, rational and intuitive aspects and components of the learning process. The general levels of knowledge of the surrounding world (sensual, rational, irrational). Sub-levels of cognition (sensation, perception, representation). Memory (verbal/acoustic and semantic remembering). Reproductive and creative imagination. Sublevels of rational knowledge (concept, judgment, reasoning). Intellectual intuition.

9.4. Features, levels and methods of scientific knowledge.

Science and scientific knowledge. The main regulations of modern epistemology. The specificity of scientific knowledge, the philosophical status of science. The structure of modern science. Science as activity, a system of knowledge, social institution and the sphere of spiritual production. Science as a factor of social development. Classical and modern science. The empirical and theoretical levels of scientific knowledge. Experiment, modelling. The basic methods of scientific cognition (analysis, synthesis, axiomatic, constructivist, hypothetical-deductive, pragmatic, narrative, etc.).

9.5. Truth and its criteria.

The problem of truth and its criteria. Kinds of truth (absolute, relative, correspondent, coherent, conventional, pragmatic). Practice in the learning process. Science as the basis of existence of the modern (technological) civilization.

Theme 10. Philosophical anthropology

10.1. Historical and philosophical ideas about the nature and essence of human.

The specificity of the philosophical consideration of human as a problem. Philosophy about the nature and essence of human. The basic philosophical definition of human. German philosophical anthropology (M. Scheler, A. Gehlen, E. Cassirer, etc.).

10.2. Anthro-sociogenesis.

The origin of human. Biological and social nature of human.

10.3. Individual, individuality, personality.

The problem of sense of human life. Philosophical solution of the sense of life, death and human immortality. A philosophy of creativity.

10.4. Freedom and responsibility of personality.

The problem of freedom and responsibility. Human and practice.

Theme 11. Social philosophy

11.1. The definition of society; social relations and structure of society.

Philosophical analysis of society. Society as a self-developing system. The specificity of the social laws and social cognition. The main spheres of public life. Public relations and social structure.

11.2. Historical and philosophical concepts of society. The essence and criteria of social progress.

The main philosophical conceptions of society. The role of needs and interests in the forming of social relations. The essence and criteria of social progress. The theoretical models of society.

11.3. Technological, financial, scientific, social and cultural foundations of economy.

The economy in the system of social relations. Philosophical interpretation of economic theories.

Theme 12. Philosophy of culture and civilization

12.1. Basic definitions and concepts of culture.

The emergence of philosophy of culture. Philosophical definitions of culture and the basic concepts of culture. Culture as a specific social reality. Forms of culture. National and universal in culture. The human in culture. The components of spiritual culture (art, science, religion).

12.2. Philosophy about historical types of cultures.

Theoretical concepts of the philosophy of culture of the 19 – 20th centuries, the cultural and historical types by N. Danilevskiy; O. Spengler's morphology of culture, culture and civilization by A. Toynbee; L. N. Gumilev's concept of ethnogenesis; the concept of P. Sorokin and others.

12.3. Peculiarities and contradictions of modern civilization. Information society.

Modern world civilization, its characteristic features. The origin and major types of global problems. Social foresight and forecasting. The task of transition from technological to anthropogenic civilization.

4. The structure of the academic discipline

Before learning Philosophy, each student should be acquainted with the syllabus of the academic discipline and the organizational forms of learning, the structure, the content and the total amount of every learning module, types of control and methods of evaluation. The learning process, according to the academic discipline's syllabus, is provided in the form of lectures, seminars, tests, home (independent) work of students.

The structure of the academic discipline "Philosophy" is given in Table 4.1.

Table 4.1

The structure of the academic discipline credit

The names of the module and themes	Number of hours		
	lectures	seminars	independent work
Module 1. Philosophy as universal knowledge			
Theme 1. Philosophy as a universal type of knowledge	2	2	4
Theme 2. Philosophy of the Ancient World	4	4	8
Theme 3. Philosophy of the Middle Ages and Renaissance	2	2	4
Theme 4. New Time philosophy	2	2	5
Theme 5. German classical philosophy	2	2	5
Theme 6. Modern World philosophy	6	6	15
Theme 7. Traditions of national philosophical thought	2	2	5
Theme 8. Philosophy of being (metaphysics and ontology)	2	2	5
Theme 9. Knowledge as a subject of philosophical analysis (gnoseology and epistemology)	4	4	10
Theme 10. Philosophical anthropology	2	2	5
Theme 11. Social philosophy	2	2	5
Theme 12. Philosophy of culture and civilization	2	2	5
<i>The total number of hours per module</i>			76
Preparation for the exam			6
Preexam counselling			2
Exam			2
<i>Total</i>	32	32	86

5. The themes and plans of the seminars

A **seminar** is a form of educational lessons at which the lecturer organizes a discussion around pre-defined topics to which students prepare theses. Every seminar the lecturer evaluates reports and presentations on the outlined issues prepared by the students (Table 5.1), their performance, active participation in debate, ability to formulate and defend their position, etc. The total points for each of the seminars are fixed appropriately. The points received by the student are taken into account in the process of accumulation of total points for the academic discipline.

Table 5.1

The seminar plans

Theme names	The syllabus questions	Number of hours	Bibliography
1	2	3	4
Module 1. Philosophy as universal knowledge			
<i>Theme 1.</i> Philosophy as a universal type of knowledge	1. The nature of philosophical knowledge. The main functions of philosophy. 2. Philosophy and worldview. Types of worldview. 3. The structure of philosophy	2	Main: [1; 10; 15; 17; 21]. Additional: [33; 39; 40; 51; 70; 76; 100]
<i>Theme 2.</i> Philosophy of the Ancient World	1. Ancient Indian and ancient Chinese philosophy. 2. Ancient Greek natural philosophy. 3. Classical philosophy of Socrates, Plato, Aristotle. 4. Stoicism, epicureanism, skepticism	4	Main: [1; 10; 15; 17; 21]. Additional: [33; 39; 40; 51; 70; 76; 100]
<i>Theme 3.</i> Philosophy of the Middle Ages and Renaissance	1. Formation and development of medieval philosophy. 2. Patristics and scholasticism. 3. Realism and nominalism. 4. Anthropocentrism and humanism of the Renaissance philosophy. 5. Natural philosophy of the Renaissance. 6. Renaissance social philosophy	2	Main: [1; 10; 15; 17; 21]. Additional: [26; 27; 34; 39; 59; 67; 69; 71; 107]
<i>Theme 4.</i> New Time philosophy	1. The development of science and philosophical picture of the world in the 16 – 17th centuries. 2. Empiricism. 3. Rationalism. 4. The basic ideas of the Enlightenment philosophy	2	Main: [2; 7; 8; 10; 11; 13; 15; 18; 20]. Additional: [90; 91; 92; 93; 100]
<i>Theme 5.</i> German classical philosophy	1. General characteristics of German classical philosophy. 2. The epistemological concept of I. Kant. 3. The absolute idealism of G. W. F. Hegel. 4. The anthropological materialism of L. Feuerbach	2	Main: [1; 2; 6; 10]. Additional: [32; 46; 58; 76; 84; 87]

Table 5.1 (continuation)

1	2	3	4
<i>Theme 6. Modern World philosophy</i>	<ol style="list-style-type: none"> 1. Social and cultural conditions for the development of philosophy in the 20th – 21st centuries. 2. The anthropological component of modern philosophy. Existentialism. Psychoanalysis. 3. Development of the positivist tradition in modern philosophy. 4. The situation of postmodernity in contemporary philosophy 	6	Main: [2; 8; 10]. Additional: [24; 30; 33; 35; 36; 38; 76; 91]
<i>Theme 7. Traditions of national philosophical thought</i>	<ol style="list-style-type: none"> 1. Sources of the national philosophy. Philosophical thought of Kyivan Rus. 2. Ukrainian philosophical thought of the Polish-Lithuanian period. 3. Cordocentrism as a paradigm of Ukrainian philosophy (H. Skovoroda, P. Yurkevych). 4. The features of development of native philosophy of the 20th – 21st centuries 	2	Main: [2; 4; 15; 16; 18]. Additional: [54; 55; 88; 113]
<i>Theme 8. Philosophy of being (metaphysics and ontology)</i>	<ol style="list-style-type: none"> 1. The basic ontological problems. 2. Historical and philosophical conceptualization of existence. 3. Space and time. 4. Philosophy about the movement and causality 	2	Main: [2; 10; 15; 17; 21]. Additional: [30; 40; 50; 51; 53; 85]
<i>Theme 9. Knowledge as a subject of philosophical analysis (gnoseology and epistemology)</i>	<ol style="list-style-type: none"> 1. The origin and nature of consciousness. The essence of the mental. 2. Consciousness and thinking. Consciousness and language. Consciousness as a condition for the reproduction of human culture. 3. The main gnoseological problems. The nature and structure of the cognitive process. 4. Features, levels and methods of scientific knowledge. 5. Truth and its criteria 	4	Main: [2; 10; 15; 17; 21]. Additional: [22; 24; 40; 41; 59; 64; 66; 71; 72; 81; 84; 98; 106; 109]

Table 5.1 (the end)

1	2	3	4
<i>Theme 10.</i> Philosophical anthropology	<ol style="list-style-type: none"> 1. Historical and philosophical ideas about human nature. 2. Antropo-sociogenezis. 3. The individual, individuality, personality. 4. Preconditions for the development, freedom and responsibility of the individual 	2	Main: [7 – 10; 18; 21]. Additional: [23; 29; 30; 108; 110]
<i>Theme 11.</i> Social philosophy	<ol style="list-style-type: none"> 1. Definition of society. Social relations and the structure of society. 2. Historical and philosophical concepts of society. 3. The essence and criteria of social progress. 4. Technological, financial, scientific and sociocultural basics of the economy 	2	Main: [1; 2; 6; 18; 21]. Additional: [25; 57; 60; 77; 84; 86 – 88; 114]
<i>Theme 12.</i> Philosophy of culture and civilization	<ol style="list-style-type: none"> 1. Basic definitions and concepts of culture. Forms of culture. 2. Unity of the world civilization in the spiritual culture. 3. The philosophy about the historical types of cultures. 4. The features and contradictions of contemporary world civilization. 5. Information society. The universal concept of sustainable development 	2	Main: [1; 2; 6; 18; 21]. Additional: [25; 46; 50; 57; 60; 77; 84; 108; 109; 111]
The total number of hours		32	

6. Independent work

Independent work of students (IWS) is the form of organizing the learning process, so that the planned tasks are completed by students independently under the methodical guidance of the lecturer.

The goal of the IWS is studying the whole syllabus material and forming students' common and professional competences which play an essential role in the upbringing of future high level specialists.

When doing independent work students have to become active participants in the lecture classes, to comprehend how to use the theoretical and practical knowledge, orient freely in the information space, have individual responsibility for their own professional preparation. IWS includes studying lecture materials, recommended literature, as well as basic terms and definitions of the themes of the academic discipline, preparation for seminars, in-depth study of definite themes or questions, doing individual tasks, writing essays, searching and analyzing primary and secondary literary sources, preparation for the tests and other forms of current control, systematization of information of the material studied during the semester to prepare for the semester exam. An essential element of successful assimilation of the discipline material is students' independent work with special philosophical literature.

The main types of the independent work suggested to students for learning the theoretical information on philosophy are given Table 6.1.

Table 6.1

Tasks for independent work of students and forms of control

Theme names	The content of the individual work of students	Number of hours	Forms of control of IWS	Bibliography
1	2	3	4	5
Module 1. Philosophy as universal knowledge				
<i>Theme 1.</i> Philosophy as a universal type of knowledge	The study of lecture material, preparation for seminars, review of the theoretical material on Theme 1	4	Presentation of the results	Main:[1; 10; 15; 17; 21]. Additional: [33; 39; 40; 51; 70; 76; 100]
<i>Theme 2.</i> Philosophy of the Ancient World	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 2. Preparation for express questioning on Themes 1, 2	8	Express questioning	Main: [1; 10; 15; 17; 21]. Additional: [26; 27; 34; 39; 59; 67; 69; 71; 107]
<i>Theme 3.</i> Philosophy of the Middle Ages and Renaissance	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 3	4	Presentation of the results	Main: [1; 2; 6; 10; 15; 16; 19; 20]. Additional: [23; 28; 32; 36; 44; 47; 49; 50; 61; 62; 64; 94]

Table 6.1 (continuation)

1	2	3	4	5
<i>Theme 4.</i> New Time philosophy	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 4	5	Presentation of the results	Main: [2; 7; 8; 10; 13; 15; 18 – 20]. Additional: [90 – 93; 100]
<i>Theme 5.</i> German classical philosophy	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 5. Preparation for the express questioning on Themes 3, 5	5	Express questioning	Main: [1; 2; 6; 10]. Additional: [32; 46; 58; 76; 84; 87]
<i>Theme 6.</i> Modern World philosophy	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 6	15	Presentation of the results	Main: [2; 8; 10]. Additional: [24; 30; 33; 35; 36; 38; 76; 91]
<i>Theme 7.</i> Traditions of national philosophical thought	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 7. Preparation for express questioning on Themes 6, 7	5	Express questioning	Main: [2; 4; 15 – 17]. Additional: [54; 55; 88; 113]
<i>Theme 8.</i> Philosophy of being (metaphysics and ontology)	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 8	5	Presentation of the results	Main: [2; 10; 15; 17; 21]. Additional: [30; 40; 50; 51; 53; 85]
<i>Theme 9.</i> Knowledge as a subject of philosophical analysis (gnoseology and epistemology)	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 9	6	Presentation of the results	Main: [2; 10; 15; 17; 21]. Additional: [22; 24; 40; 41; 59; 64; 66; 71; 72; 81; 84; 98; 106; 109]
<i>Theme 10.</i> Philosophical anthropology	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 10	6	Presentation of the results	Main: [7 – 18; 21]. Additional: [23; 29; 30; 108; 110]

Table 6.1 (the end)

1	2	3	4	5
<i>Theme 11.</i> Social philosophy	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 11. Writing an essay	6	Presentation of the results. Reviewing the essay	Main: [1; 2; 6; 18; 21]. Additional: [25; 57; 60; 77; 84; 86 – 88; 114]
<i>Theme 12.</i> Philosophy of culture and civilization	The study of lecture material, preparation for the seminar, review of the theoretical material on Theme 12. Preparation for the final test	6	Final test	Main: [1; 2; 6; 18; 21]. Additional: [25; 46; 50; 57; 60; 77; 84; 108; 109; 111]
<i>Preparation for the exam</i>		6		
<i>Preexam consultation</i>		2		
<i>Exam</i>		2		
<i>Total</i>		86		

Questions for in-depth self-study of the academic discipline are presented in Table 6.2.

Table 6.2

Questions for in-depth self-study

The theme name	Questions for self-study	Bibliography
1	2	3
<i>Theme 1.</i> Philosophy as a universal type of knowledge	1. What is the worldview significance of philosophy? 2. Expand on the value of the basic philosophical categories. 3. What is the subject matter of the main parts of philosophical knowledge? 4. On what grounds were the types of worldview specified?	Main: [1; 10; 15; 17; 21]. Additional: [33; 39; 40; 51; 70; 76; 100]
<i>Theme 2.</i> Philosophy of the Ancient World	1. What directions of philosophy emerged in the ancient Indian and ancient Chinese philosophy? 2. What are the achievements of the early Greek natural philosophy? 3. Why is the ideological legacy of Socrates, Plato and Aristotle considered as classics of antique philosophy? 4. What philosophical schools relate to the period of Hellenism?	Main: [1; 10; 15; 17; 21]. Additional: [26; 27; 34; 39; 59; 67; 69; 71; 107]

Table 6.2 (continuation)

1	2	3
<p><i>Theme 3.</i> Philosophy of the Middle Ages and Renaissance</p>	<ol style="list-style-type: none"> 1. What is the difference between philosophical truth and the truth of religion? 2. Is the synthesis of philosophy and religion possible? 3. What problems were considered in patristics? 4. How was the problem of the relation between faith and reason solved by Q. S. Tertullian, Augustine of Hippo, Thomas Aquinas? 5. What is the eschatological character of the history of mankind in the view of Augustine Aurelius? 6. Specify the main ideas of Italian Humanism. 7. What are the principles inherent in the art of the Italian Renaissance? 8. What sayings of Leonardo da Vinci on science and knowledge are relevant to the present time? 9. Describe the philosophical views of N. of Cusa and G. Bruno. 10. What are the main ideas of the mechanistic picture of the world? 	<p>Main: [1; 2; 6; 10; 15; 16; 19; 20]. Additional: [23; 28; 32; 36; 44; 47; 49; 50; 61; 62; 64; 94]</p>
<p><i>Theme 4.</i> New Time philosophy</p>	<ol style="list-style-type: none"> 1. What factors influenced the formation of classical philosophy in Western Europe in the 17th century? 2. What is the specificity of the enlightenment-modernist philosophical paradigm? 3. How did F. Bacon ground empirical methodology? 4. What is the essence of Descartes' method of "radical doubt" and what is his role in the criticism of scholasticism? 5. What is the role of intuition and universal mathematics in cognition from the perspective of Descartes? 6. What caused the emergence of irrational concepts in the 17th century? 7. How do philosophers of the New Time treat a human being? 	<p>Main: [2; 7; 8; 10; 13; 15; 18; 19; 20]. Additional: [90; 91; 92; 93; 100]</p>
<p><i>Theme 5.</i> German classical philosophy</p>	<ol style="list-style-type: none"> 1. What are the common features inherent in the philosophical teachings of the representatives of the German classical school? 2. How did I. Kant understand the role of the subject in the learning process? 3. What is the nature of morality according to I. Kant? What is categorical imperative? 4. Specify the major points of the I. Fichte theory of science. 5. What are the main ideas of F. Schelling's philosophy of identity? 6. What are the contradictions between G. W. F. Hegel's system and the method? 	<p>Main: [1; 2; 6; 10]. Additional: [32; 46; 58; 76; 84; 87]</p>

Table 6.2 (continuation)

1	2	3
	7. Why is the philosophy of L. Feuerbach characterized as anthropological materialism? 8. Identify the historical significance of the German classical school of philosophy. 9. What ideas of the German classical thought became the basis of Marxist philosophy?	
<i>Theme 6.</i> Modern World philosophy	1. Define the sociocultural conditions of development of the Western philosophy of the 20th – 21st centuries. 2. Formulate the main ideas of American pragmatism. 3. Formulate the main ideas of analytical philosophy (B. Russell, L. Wittgenstein). 4. Compare atheistic and religious existentialism. 5. Compare the S. Freud's and C. G. Jung's psychoanalytic concept of the unconscious. 6. What is typical of the philosophy of postmodernism?	Main: [2; 8; 10]. Additional: [24; 30; 33; 35; 36; 38; 76; 91]
<i>Theme 7.</i> Traditions of national philosophical thought	1. What are the origins of the philosophical thought of Kyivan Rus? 2. What are the directions of development of Ukrainian philosophy of the Polish-Lithuanian period? 3. What significance for the development of philosophical discourse had the polemical literature? 4. Define the most significant ideas of the great Ukrainian philosopher H. S. Skovoroda. 5. How did cordocentrism manifest itself in the Ukrainian philosophical thought? 6. D. Chizhevskyi as a historian of Ukrainian philosophy	Main: [2; 4; 15 – 17]. Additional: [54; 55; 88; 113]
<i>Theme 8.</i> Philosophy of being (metaphysics and ontology)	1. What main philosophical problems are solved by the ontology? What ontological categories are used? 2. What is the content of the basic concepts of being? 3. Which spheres of being were singled out in the history of philosophy and are examined by the current ontology? 4. What characteristics of space and time are recognized by the ontology? 5. What is the philosophical grounding of the movement and causality?	Main: [2; 10; 15; 17; 21]. Additional: [30; 40; 50; 51; 53; 85]
<i>Theme 9.</i> Knowledge as a subject of philosophical analysis (gnoseology and epistemology)	1. How do you understand the correlation between reflection and consciousness? What does the idea that consciousness both reflects and creates the world mean? 2. What is the sociohistorical essence of consciousness? What are the structural ideal elements contained in the human psyche? 3. What main philosophical issues does epistemology solve? 4. What is the essence of the cognitive process? What is its structure?	Main: [2; 10; 15; 17; 21]. Additional: [22; 24; 40; 41; 59; 64; 66; 71; 72; 81; 84; 98; 106; 109]

Table 6.2 (the end)

1	2	3
	5. What common levels of cognition are distinguished in epistemology? What is the specificity of the sublevels of the sensual and rational cognition? 6. What features, levels and methods of scientific knowledge are specified by epistemology? 7. How is the problem of truth solved in epistemology? What are the criteria of truth? What is the value of practice in cognition?	
<i>Theme 10.</i> Philosophical anthropology	1. What definitions of a human being are introduced by philosophy? How does philosophy explain the nature and essence of a human being? 2. Why is personality a product and creator of the social environment? 3. What is the general value of German philosophical anthropology in the development of the philosophical doctrine of a human being? 4. What is the meaning of life? Give several variants of answer. 5. What is the value of creative activity, freedom and responsibility of the individual?	Main: [7 – 10; 18; 21]. Additional: [23; 29; 30; 108; 110]
<i>Theme 11.</i> Social philosophy	1. What definitions of society are used in philosophy? 2. What is public relations? 3. What are the elements of the structure of society? 4. What is the content of the main historical and philosophical concepts of society? 5. What factors influence the development of society? 6. What is the place of the economy in the system of social relations? 7. Describe the value of technological, financial, scientific and sociocultural foundations of the economy	Main: [1; 2; 6; 18; 21]. Additional: [25; 57; 60; 77; 84; 86 – 88; 114]
<i>Theme 12.</i> Philosophy of culture and civilization	1. What are the basic definitions and concepts of culture used in the philosophy of culture? 2. What forms of culture are specified in the philosophy of culture? How is the problem of the relationship between national and universal in the culture solved? 3. What are the forms the spiritual culture of mankind? 4. How are the regularities of existence and development of cultures explained in the philosophy of culture? 5. What are the peculiarities and contradictions of modern civilization specified in philosophy? 6. What futuristic concepts are put forward in philosophy? Do we need philosophical predictions? Is it possible to reduce the risk of unfavourable prognosis?	Main: [1; 2; 6; 18; 21]. Additional: [25; 46; 50; 57; 60; 77; 84; 108; 109; 111]

6.1. Topics of reports

Theme 1. Philosophy as a universal type of knowledge

1. The specificity and the place of philosophy in culture.
2. Philosophy as wholistic and systematic worldview.
3. The main functions of philosophy.
4. The structure of philosophy as a science.
5. The types of worldview.
6. Dialogue of concepts, opinions, attitudes as a factor in the development of modern philosophy

Bibliography: main [1; 5; 8; 9; 16; 18]; additional [27; 29; 45; 71].

Theme 2. Philosophy of the Ancient World

1. Preconditions for the emergence of philosophy.
2. Philosophical and religious ideas of Ancient India.
3. Traditions of Chinese philosophy.
4. Myth and logos.
5. Natural philosophy in early Greek philosophy (choose any: the work of Thales, Pythagoras, Heraclitus, Democritus, Parmenides, Zeno).
6. The sophists and Socrates.
7. The importance of Plato's philosophical system in the history of philosophy.
8. The philosophical system of Aristotle.
9. Hellenistic philosophy

Bibliography: main [1; 10; 15; 17; 21]; additional [26; 27; 34; 39; 59; 67; 69; 71; 107].

Theme 3. Philosophy of the Middle Ages and Renaissance

1. The philosophy of the Middle Ages as a synthesis of ancient philosophical traditions and Christian doctrines.
2. Patristics as a direction of medieval philosophical thought.
3. Scholasticism: the debate between nominalism and realism.
4. Thomas Aquinas as a systematizer of scholasticism.
5. Comparative characteristics of the philosophy of the Renaissance and medieval philosophy.
6. Natural philosophy of the Renaissance (G. Bruno, G. Galilei).

Bibliography: main [1; 2; 6; 10; 15; 16; 19; 20]; additional [23; 28; 32; 36; 44; 47; 49; 50; 61; 62; 64; 94].

Theme 4. New Time philosophy

1. General characteristics of New Time philosophy.
2. Empiricism of Francis Bacon.
3. Descartes' rationalism.
4. Sensualism of J. Locke.
5. Philosophy of B. Pascal.
6. The age of Enlightenment as the realm of reason.
7. Philosophical activity of J.-J. Rousseau.

Bibliography: main [2; 7; 8; 10; 13; 15; 18 – 20]; additional [90 – 93; 100].

Theme 5. German classical philosophy

1. The epistemological concept of I. Kant.
2. The ethical teachings of I. Kant.
3. Subjective idealism of J. Fichte.
4. The philosophy of the identity of F. Schelling.
5. The philosophy of G. W. F. Hegel as a system of absolute knowledge.
6. The dialectics as a universal theory of development.
7. The criticism of religion in the philosophical teachings of L. Feuerbach.
8. Marxism and neo-Marxism.

Bibliography: main [1; 2; 6; 10]; additional [32; 46; 58; 76; 84; 87].

Theme 6. Modern World philosophy

1. The positivist tradition in philosophy.
2. Analytic philosophy.
3. The philosophy of the "will" of A. Schopenhauer and F. Nietzsche.
4. Existentialism: reflections on the human existence.
5. The existential ontology of M. Heidegger.
6. Hermeneutics as philosophy of understanding.
7. The phenomenology of E. Husserl.
8. The situation of postmodernism in philosophy.

Bibliography: main [2; 8; 10]; additional [24; 30; 33; 35; 36; 38; 76; 91].

Theme 7. Traditions of national philosophical thought

1. Peculiarities of national philosophy.
2. The philosophy of Kyivan Rus.
3. The development of philosophy at the Kyiv-Mohyla Academy.
4. Philosophical heritage of H. S. Skovoroda.

5. The main ideas of the philosophy of P. D. Yurkevych.
6. Kyiv school of existentialist philosophy. N. A. Berdyaev.
7. Problems of modern Ukrainian philosophy.

Bibliography: main [2; 4; 15 – 17]; additional [54; 55; 88; 113].

Theme 8. Philosophy of being (metaphysics and ontology)

1. Basic concepts of existence.
2. Pluralism and monism.
3. Mode of existence: space and time.
4. Movement and causality in the philosophical understanding of the world.
5. What is metaphysics?
6. The borders of metaphysics.
7. The varieties of metaphysical systems.
8. The problem of body and soul.
9. The problem of free will and determinism.
10. Is philosophy metaphysics?
11. Philosophy as dialectic.
12. Being and freedom.
13. The main concepts of ontology.
14. The dialectics of essence and existence.
15. The dialectics of essence and phenomenon.
16. The category of ontology.
17. The dispute about universals.

Bibliography: main [2; 10; 15; 17; 21]; additional [30; 40; 50; 51; 53; 85].

Theme 9. Knowledge as a subject of philosophical analysis (gnoseology and epistemology)

1. The basic epistemological problems.
2. Consciousness as the spiritual life and the highest level of human mental activity.
3. Basic concepts of consciousness and its structure.
4. Philosophical concepts of thinking.
5. The empirical and transcendental consciousness.
6. Consciousness and language.
7. The nature and structure of the cognitive process.
8. Sensual and rational levels of cognition. Intuition.
9. Science as a factor of social development.

10. Levels and methods of scientific knowledge.
11. The concept of truth and the truth criteria.
12. The theory of knowledge as a transcendental ontology.
13. The semantic theory of truth.
14. Matter as the basis of knowledge.
15. The rationalistic theory of knowledge.
16. Knowledge as a system.
17. What is truth?
18. The interpretation and understanding.
19. Truth as a process.
19. Practice as a criterion of truth.

Bibliography: main [2; 10; 15; 17; 21]; additional [22; 24; 40; 41; 59; 64; 66; 81; 84; 98; 109].

Theme 10. Philosophical anthropology

1. The general philosophical definition of a human being. The individual, individuality, personality.
2. The philosophy of human nature. Antropo-socio genezis.
3. Definition of the human essence in German philosophical anthropology (M. Scheler, A. Gehlen, H. Plesner).
4. The philosophy about the meaning of life and the human immortality.
5. The background of creative activity of the person.
6. The freedom and responsibility of the individual.
7. What is a human being?
8. The antropo-social and creative function of language.
9. Humanistic dimation of progress.
10. Humanity as a global community.
11. The unity of biological and social.
12. Eros and love.
13. The body as a thing.
14. Utilitarianism as ethics.
15. Hedonism as ethics.
16. *Homo ludens* as a philosophical concept.
17. *Homo faber* as a philosophical concept.
19. Man of the postmodern world.
20. Language as power.

Bibliography: Main [7 – 10; 18; 21]; additional [23; 29; 30; 108; 110].

Theme 11. Social philosophy

1. The concept of society as the nature and form of human life.
 2. Society as a system, the main spheres of public life and their relationship.
 3. The main factors of development of society. Specifics of social determinism.
 4. The dynamic and statistical laws of social life.
 5. The theoretical models of society.
 6. The criteria of social progress.
 7. Society as a product of interaction between individuals.
 8. The spiritual life of society, its characteristics and components.
 9. The role of the public in the development of science and technology.
 10. The structure and function of social consciousness.
 11. The economy in the system of social relations.
- Bibliography: main [1; 2; 6; 18; 21]; additional [25; 57; 60; 77; 84; 86 – 88; 114].

Theme 12. Philosophy of culture and civilization

1. The general philosophical definitions of culture. The basic concept of culture.
 2. The forms of culture. National and universal culture.
 3. Spiritual culture (art, science, religion) as a form of value unity.
 4. The main aspects of the relation of culture and civilization.
 5. Philosophy of culture about the historical existence of the types of culture (for example, to choose from: the theory of N. Danilevskiy, L. Gumilev, O. Spengler, A. Toynbee, K. Jaspers, P. Sorokin and others).
 6. The multidimensionality of cultures and civilizations.
 7. Peculiarities of modern civilization and its characteristic manifestations: the technological revolution, the information society, globalization.
 8. Philosophy about the problem of the transition from technology to anthropological civilization.
 9. The essence, origin and basic types of global problems.
 10. The main futuristic concept.
- Bibliography: main [1; 2; 6; 18; 21]; additional [25; 46; 50; 57; 60; 77; 84; 86; 87; 108; 109; 111].

6.2. Essay topics

One of the forms of student's independent work is preparation of an essay (a short creative paper on 3 – 4 A4 pages). While working on an essay the students develop the skills in creative thinking, the ability to articulate and analyze ideas, argue conclusions. Essay writing supposes in-depth work with additional bibliography.

Essays should contain an introduction, problem statement and solutions, conclusions. The essay subject is developed by comparison, studies and grounding of different definitions, views, trends, etc. Literature, which was used to write the essay, should be placed at the end on a separate list in accordance with the requirements of bibliographic references.

1. Worldview orientation of philosophical knowledge.
2. Place of philosophy in culture.
3. Philosophy as a culture of thinking.
4. Modern philosophical concepts of consciousness and thinking.
5. The diversity of opinions and directions as a factor in the development of modern philosophy.
6. Philosophy of science.
7. Modern philosophical concepts of consciousness and thinking.
8. Reflections on human existence in existentialism.
9. Understanding and interpretation in hermeneutics.
10. The phenomenology about operation of the consciousness.
11. "Postmodern sketches".
12. National philosophy: tradition and modernity.
13. Philosophical cosmism theory.
14. Modern philosophical and scientific methodology.
15. Modern philosophical and natural-scientific picture of the world.
16. Modern philosophy and science about the spiritual and the practical mastering of the world.
17. The importance of achievements of science and technology in shaping the human outlook.
18. Synergetics – the theory of self-organization.
19. The philosophy of creativity.
20. Expression of universal knowledge in the spiritual culture.
21. Phenomenon of religion in culture.

22. Ethics in contemporary culture.
23. Philosophy of language.
24. Philosophical ideas in modern literature.
25. The economy in the system of sociocultural relations.
26. The activity concept of culture.
27. Theories of the development of cultures.
28. Theoretical models of society.
29. Science as a factor of the society development.
30. Philosophy of the information society.
31. Information systems, their impact on the human worldview.
32. The concept of sustainable development of culture.
33. World civilization – a new paradigm of development.

7. Individual consultative work

Individual consultative work is done according to the schedule of the individual consultative work in the form of individual lessons, consultations, revision of individual tasks, revision and defending of the tasks which are part of the current control, etc.

The forms of individual consultative work organization are as follows:

a) for learning of the theoretical material:

consultations: individual (questions – answers), in group (consideration of specific phenomena, processes, contexts);

b) learning of the practical material:

consultations: individual (questions – answers), in group (consideration of specific historical sources);

c) for the complex grading of the learned syllabus material: doing individual tasks suggested by the lecturer.

8. The teaching methods

In accordance with the implementation of the competence-based approach to the educational process, the use of active and interactive forms of education is assumed. They should be combined with extracurricular work (visiting theater performances, thematic lectures in museums, thematic exhibitions and so on). Such activities are aimed at the formation and development of personal

qualities in students. The lecturer can change or add new methods, taking into account specific features of students.

During the teaching of the academic discipline, to enhance the learning process, the following methods can be used: problem lectures, minilectures, work in small groups, presentations, banks of visual support, seminars, discussions, brainstorming (the distribution of these methods of intensification of the learning process is presented in Table 8.1).

Table 8.1

Distribution of forms and methods of intensification of the learning process according to the themes of the academic discipline

Theme	Practical usage of teaching methods
<i>Theme 1.</i> Philosophy as a universal type of knowledge	A problem-based lecture "Philosophy and worldview", small group work, presentation of the results
<i>Theme 2.</i> Philosophy of the Ancient World	A minilecture on the topic "Life strategies in the philosophy of late antiquity", banks of visual support
<i>Theme 3.</i> Philosophy of the Middle Ages and Renaissance	A problem-based lecture "The problem of the relation between faith and reason", small group work, presentation of the results
<i>Theme 4.</i> New Time philosophy	A minilecture on the topic "Rationalism and empiricism", small group work, presentation of the results
<i>Theme 5.</i> German classical philosophy	A problem-based lecture "Kant's ethics", small group work, presentation of the results
<i>Theme 6.</i> Modern World philosophy	A problem-based lecture "The problem of freedom and responsibility in existentialism"
<i>Theme 7.</i> Traditions of national philosophical thought	A minilecture on the topic "The philosophy of the heart of H. Skovoroda and P. Yurkevych", banks of visual support
<i>Theme 8.</i> Philosophy of being (metaphysics and ontology)	A minilecture on the topic "Materialism and its historical forms", banks of visual support
<i>Theme 9.</i> Knowledge as a subject of philosophical analysis (gnoseology and epistemology)	A problem-based lecture "Truth and its criteria", small group work, presentation of the results
<i>Theme 10.</i> Philosophical anthropology	A minilecture on the topic "Man in a postmodern philosophy", banks of visual support
<i>Theme 11.</i> Social philosophy	A minilecture on the topic "Information society: socio-philosophical analysis", banks of visual support
<i>Theme 12.</i> Philosophy of culture and civilization	Problem-based lecture "The origin of culture", small group work, presentation of the results, banks of visual support

The main features that make the active and interactive teaching methods different from traditional ones are defined not only by the methods and techniques of teaching, but also by high efficiency of the educational process, which is manifested in the high motivation of students, consolidation of theoretical knowledge in practice, raising awareness, shaping students' ability to self-sufficiency (the formation of their own point of view on a specific issue or problem) and group work (the capacity for social integration and compromise in collective decision-making and conflict resolution).

Problem-based lectures aim to develop students' logical thinking. The range of lecture questions is limited to two or three main points, the students' attention is focused on the material, which has not been covered in textbooks, on highlighting the main conclusions on the issues. During the presentation of lecture material students are asked questions for independent reasoning. The answers are provided by the lecturer, but students are encouraged to focus on them and find a solution. Direct answers to these questions should be avoided, but the lecture material should be covered so that the information that students receive can be used in the course of solving the problem.

Minilectures provide presentation of the educational material in a short period of time and are characterized by large capacity, complexity of logical constructions, images, proofs and generalizations. Minilectures are held, as a rule, as a part of a research study. At the beginning of the minilecture the students' attention is focused on the need to provide an outlined lecture material in a structural and logical form. The questions discussed in the course of the lecture, are suggested for consideration. A minilecture promotes the activity and attention of students in the perception of the material, focuses students on using a systematic approach when reproducing information received at the lecture.

It is reasonable to carry out problem-based lectures and minilectures in combination with **work in small groups**. Working in small groups enables the lecturer to structure seminars in the form and content; it creates opportunities for the participation of each student in the workshop, provides the formation of experience in social communication. The results of group work should be presented and discussed. During the **presentation**, the participants in the group work present their findings to the audience.

Banks of visual support intensify educational and informative activities, creative perception of the content of the academic discipline through visibility.

Seminar-discussions presuppose an exchange of views and ideas about the topic between the participants, as well as develop thinking, help to shape

attitudes and beliefs, develop the ability to formulate and express their thoughts, a critical approach to their own views and learn to assess the proposals of others.

Brainstorming is the method for solving urgent problems, the essence of which is to generate a large number of ideas in a limited period of time with further discussion and selection.

The case method (the method of consideration of particular situations in the process of study of educational material) allows the lecturer to bring learning to practice.

Distribution of the methods of intensification of the learning process is presented in Table 8.2.

Table 8.2

Implementation of the methods enhancing the process of study

The theme of the academic discipline	Practical implementation of the methods	Methods enhancing the process of study
<i>Theme 1.</i> Philosophy as a universal type of knowledge	<i>A seminar.</i> The theme "Philosophy and/or science"	A seminar-discussion, a presentation
<i>Theme 2.</i> Philosophy of the Ancient World	<i>A seminar.</i> The theme "The philosophy of Socrates and Confucius: comparative analysis"	A seminar-discussion, a presentation
<i>Theme 5.</i> German classical philosophy	<i>A seminar.</i> The theme "Laws of dialectics"	Work in small groups, a presentation
<i>Theme 9.</i> Knowledge as a subject of philosophical analysis (gnoseology and epistemology)	<i>A seminar.</i> The theme "Empiricism and rationalism as cognitive strategies"	Work in small groups, a presentation
<i>Theme 11.</i> Social philosophy	<i>A seminar.</i> The theme "The place of economics in the system of social relations"	Work in small groups, a presentation, brainstorming

9. Control methods

The level of formation of students' personal qualities and general cultural (universal) competences (general scientific, social and personal) is determined by the system of evaluation of knowledge of the discipline. Forms of control and evaluation of students' mastery of appropriate competences are:

- solving theoretical and modular test problems;
- written performance of a complex examination task.

The system of evaluating the competences got by students (Table 2.1) includes the types of study in the form of lectures, seminars, and independent work. Evaluation is made according to the 100-grade system. Following the temporary regulations "On the Order of Evaluation of Students' Academic Performance according to the Cumulative Grade Rating System" of Simon Kuznets KhNUE, the control measures include:

current control which is effected during the semester at lectures and seminars, and evaluates the students' knowledge as a sum of points gained (the **maximum is 60 grades**; the **minimum** which allows students to be allowed to take part in the exam is **35 grades**);

final control – an exam (**maximum 40 grades, minimum 25 grades**).

Current control (60 points) of students' progress includes evaluation of the assimilation of the theoretical lecture material, work at seminars, reports, various types of individual work (essays, etc.), grades for the final test.

The number of grades that students receive for various forms of training is presented in Table 9.1.

Table 9.1

The points students receive for various forms of training

Form of training	Maximum grades
Obligatory	
Attendance of lectures (notes)	0.25 (each lecture)
Active participation in seminars	0.25 (each seminar)
An essay	8
Express questioning	4 (three times per semester)
Reports	4 (three times per semester)
Analytical reading	1 (four sources per semester)
Final test	16
Optional	
Participation in conferences, round tables, competitions, contests, scientific circles, writing scientific articles	15

The final control on the academic discipline is realised in the form of an exam. The condition for admission to the examination is obtaining **35 points** – the minimum number.

In accordance with the competence approach the exam card has the following types of assignments:

- 1) stereotype (1st and 2nd questions);
- 2) situational (3rd question);
- 3) heuristic (4th question).

A sample examination card

**Ministry of Education and Science of Ukraine
Simon Kuznets Kharkiv National University of Economics**

Educational qualification: Bachelor

Academic discipline: Philosophy

Semester: 1

Examination card No. 26

1. What is the subject matter of the following philosophical sciences: **praxeology, ontology, gnoseology, axiology, philosophical anthropology, ethics, logic?**

2. Put the following philosophical trends in the correct chronological order: **German classical philosophy, Enlightenment, Postmodernity, positivism, patristics, pre-Socratics, existentialism, Marxism, scholastics, hellenism, positivism, rationalism.**

3. What concepts do the definitions refer to: **a) love for wisdom; b) teaching of being; c) theory of cognition; d) theory of values; e) science about formal laws and rules of thinking; f) the art of interpretation; g) theory of a human being; h) theory of sensual perception; i) theory of that beyond the visible.**

Ontology	
Epistemology	
Philosophy	
Axiology	
Aesthetics	
Metaphysics	
Hermeneutics	
Logic	
Anthropology	

4. What do you think the reasons for emergence of such genres as social utopia and antiutopia were? Analyze one of the models of an ideal society.

Approved by the **Department of Philosophy and Political Sciences**

Protocol No. 4 of December 11, 2016

**Head of the Department,
Lecturer**

Professor O. Kuz
Iu. Kosova

The criteria for evaluation of examination papers on the academic discipline

Answers to the first two questions of stereotypical type make it possible to identify the degree of assimilation of the main approaches to the the study of the essence, content and nature of philosophical knowledge, peculiarities of philosophical schools, special terminology.

Answers to situational questions demonstrate the ability to use the categorical apparatus of philosophy, freely navigate in the history of philosophy and philosophical trends, names, dates.

The answer to the heuristic question should reveal the ability to creatively master the material and use it in the professional activity.

Each type of questions is assessed on the suggested scale separately, and the total score is calculated as the sum of grades for each question. The quantitative value (grades) is determined depending on the level of performance. The maximum grade for the exam is 40.

The stereotypical assignment (up to 10 grades): 1 grade for one correct answer.

The situational assignment (up to 6 grades): 1 grade for one correct answer.

The heuristic assignment (up to 24 grades): the answer is evaluated according to the following scale (Table 9.2).

Table 9.2

The criteria for assessing heuristic questions

The level of performance	Grades
1	2
The answer is grounded, reveals the depth and originality of thought, contains all assimilated theoretical material	23 – 24
The answer is grounded, reveals the depth and originality of thought. Minor mistakes were made in the operation with theoretical material	21 – 22
The answer is grounded, but it does not demonstrate sufficient independence of thought. Minor mistakes were made in the operation with theoretical material	19 – 20

Table 9.2 (the end)

1	2
The answer is correct in general, but there are no grounded conclusions, there are some mistakes in determining the categories, meaning, relations and so on	17 – 18
The answer demonstrates familiarity of the student with the range of problems, but contains no grounded conclusions, there are some mistakes in determining the categories, meaning, relations and so on	15 – 16
The answer demonstrates familiarity of the student with the range of problems, but contains no grounded conclusions, the student faced some difficulties when operating with theoretical material	13 – 14
There is only a partial coverage of the issue; there were difficulties faced by the student when operating with theoretical material	11 – 12
There are bad mistakes that influence the meaning; only partial independence of thought was demonstrated	9 – 10
The answer demonstrates a general familiarity with the problems; no conclusions	7 – 8
The answer shows the absence of independent thinking; no generalizations and theoretical conclusions	5 – 6
The student shows absence of competence, failure to understand the essence of the problem field outlined by the task	1 – 4

The exam is passed if the student receives at least 25 grades.

10. Distribution of grades received by students

The system of assessment of formation of students' professional competences for full-time education is given in Table 10.1.

Table 10.1

The system of assessment of formation of professional competences

General scientific, social and personal, instrumental competences		Week of study	Academic hours	Methods and forms of training		Assessment of formation of professional competences		
						Forms of control	Maximum grades	
1		2	3	4		5	6	
Module 1. Philosophy as universal knowledge							1	
GSC	The ability to express the general sense of philosophical problems using the acquired categorical basis. The ability to understand the essence and nature of the main philosophical questions	1	Class.	2	Lecture	Theme 1. Philosophy as a universal type of knowledge	Work at the lecture	0.25
				2	Seminar	Knowledge of the basic methods of philosophy, its subject, functions, structure and main branches. Knowledge of the types of worldview. Assimilation of theoretical and methodological foundations of philosophical knowledge. Knowledge of the functional purpose of philosophy, the main stages of its development	Work at the seminar.	0.25
		1	IWS	5	Preparation for classes	Search, selection and review of the literature on the given topic. Assimilation of the basic categories of philosophy, understanding of the specificity of separate philosophical and historical periods		
GSC	The ability to relate their own worldview with the worldview inherent in antiquity and Ancient East. The ability to analyze the main directions of the ancient philosophy	2	Class	2	Lecture	Theme 2. Philosophy of the Ancient World	Work at the lecture	0.25
				2	Seminar	Assimilation of the historical tradition of the genesis and development of the philosophical teaching of the world, its ontological and metaphysical foundations. Understanding the correlation of philosophical and natural scientific picture of the world. Knowing the specifics of antiquity and ancient eastern philosophy. Understanding the sources of formation of world philosophy	Work at the seminar	0.25
		2	IWS	5	Preparation for classes	Search, selection and review of the literature on the given topic. Consideration of the main types of worldview		

Table 10.1 (continuation)

1	2	3	4		5	6	
GSC	The ability to use the main achievements of ancient philosophy, to develop their own worldview and culture of thinking	3	Class	Lecture	Theme 2. Philosophy of the Ancient World	Work at the lecture	0.25
				Seminar	Knowledge of the specifics of the philosophy of antiquity and the Ancient East. Knowledge of the main stages of development, trends and schools of philosophy of antiquity. Understanding the importance of ancient philosophical thought for the further development of world philosophy	Work at the seminar	0.25
		3	IWS	5	Preparation for classes	Search, selection and review of the literature on the given topic	
GSC	The ability to analyze the fundamental philosophical trends of the Middle Ages and the Renaissance. The ability to apply basic philosophical achievements of this period for the development of their own worldview	4	Class	Lecture	Theme 3. Philosophy of the Middle Ages and Renaissance	Work at the lecture	0.25
				Seminar	Mastering knowledge about the specifics and fundamentals of the medieval world. Review of philosophical tradition of the Renaissance and its connection with modernity. The discovery of the individual and the individuality	Work at the seminar; reviewing the homework (oral report)	0.25 4
			IWS	5	Preparation for classes	Search, selection and review of the literature on the given topic. Understanding the basic principles of philosophizing in the Middle Ages and the Renaissance	Analytical reading
GSC	The ability to analyze the main trends of the New Time and the philosophy of the Enlightenment. The ability to apply basic philosophical achievements of this period to develop their own worldview and culture of thinking	5	Class	Lecture	Theme 4. New Time philosophy	Work at the lecture	0.25
				Seminar	Mastering the worldview issues of the New Time. Reviewing the philosophy and methodology of science of Modern; analysis of rationalism and empiricism as the cognitive strategies. Reviewing the Enlightenment project and the consequences of its implementation	Work at the seminar. Express-questioning	0.25 4
		5	IWS	6	Preparation for classes	Search, selection and review of the literature on the given topic. Mastering the fundamentals of the discourse of modernity. Writing an essay on historical and philosophical issues	Preparation for express-questioning

Table 10.1 (continuation)

1		2	3		4		5	6
SPC	The ability to identify the main achievements of German classical philosophy. The ability to use the legacy of German classical schools to develop their own worldview and culture of thinking	6	Class	2	Lecture	Theme 5. German classical philosophy	Work at the lecture	0.25
				2	Seminar	The assimilation of the heritage of German classical philosophy, epistemology and ethics of Kant, panlogism of G. W. F. Hegel. Understanding the categories of principles and laws of dialectics. Reviewing the basic points of Marxist philosophy	Work at the seminar	0.25
		6	IWS	6	Preparation for classes	Search, selection and review of the literature on the given topic. Writing an essay on the proposed theme: "Man is a machine of desires", "Man is an ocean of alternatives", "Humanity as a creative process"		
GSC	The ability to determine the main directions of development of modern philosophy. The ability to apply the basic achievements of the modern world philosophy for the development of their own worldview and culture of thinking	7-9	Class	6	Lecture	Theme 6. Modern World philosophy	Work at the lecture	0.75
		7-9		6	Seminar	Thematization of differences between rationalism – irrationalism, modern – late modernity – postmodernity, modernity – postmodernity, scientism – anti-scientism. Review of plurality of modern philosophy and attempts to classify it. Analysis of the philosophical paradigms of the 20th – 21st centuries (positivism and its variants, existentialism, phenomenology, structuralism and post-structuralism, Freudianism and neo-Freudianism, analytic philosophy, postmodern philosophy)	Work at the seminar. Reviewing the homework (an oral report)	0.75 4
		7-9	IWS	15	Preparation for classes	Search, selection and review of the literature on the given topic; consolidation of knowledge of multiparadigmality of modern philosophy	Analytical reading	1
GSC	The ability to analyze the basic ideas and teachings of the national philosophy. The ability to apply the basic achievements of the national philosophy to develop their own worldview and culture of thinking	10	Aud	2	Lecture	Theme 7. Traditions of national philosophical thought	Work at the lecture	0.25
				2	Seminar	Mastering national philosophical tradition (the formation, influence, specificity). Thematization of the philosophy of heart (H. Skovoroda, P. Yurkevych). Problematization of national philosophizing by means of the concepts "national mentality" and "national character"	Work at the seminar. Express questioning	0.25 4
		10	IWS	6	Preparation for classes	Search, selection and review of the literature on the given topic. The study of cultural and historical factors of formation of national philosophizing	Preparation for express-questioning	

Table 10.1 (continuation)

1		2	3		4		5	6
GSC	The ability to analyze, rationally and critically evaluate the philosophical doctrine of the Universe and the basis of its existence	11	Class	2	Lecture	Theme 8. Philosophy of being (metaphysics and ontology)	Work at the lecture	0.25
		11		2	Seminar	The assimilation of the philosophical concepts of being. Understanding of the main existential modes of human existence. Mastering the essence of the fundamental philosophical problems solved by metaphysics and ontology. Assimilation of the specifics of the dialectical view of the universe	Work at the seminar	0.25
		11	IWS	6	Preparation for classes	Search, selection and review of the literature on the given topic; mastering the categorical apparatus of ontology and metaphysics; understanding of the differences between dialectical and metaphysical view of the world		
SPC	The ability to use formal logical apparatus to address general scientific problems. Ability to apply scientific methodology	12–13	Aud	4	Lecture	Theme 9. Knowledge as a subject of philosophical analysis (gnoseology and epistemology)	Work at the lecture	0.5
		12–13		4	Seminar	Assimilation of the historical and philosophical concepts of the genesis and structure of consciousness. Understanding the relation between the unconscious and consciousness. Mastering the specifics of epistemological problems. Mastering the methodology of scientific knowledge. Mastering basic forms of scientific knowledge: theory, hypothesis, problem. Understanding the relationship between the deductive and inductive methods. The study of the general level of knowledge and its components. Understanding the basic concepts of truth	Work at the seminar. Reviewing the homework (an oral report)	0.5 4
		12–13	IWS	12	Preparation for classes	Search, selection and review of the scientific literature on the given topic. Clarification of the essence of scientific and methodological function of philosophy	Analytical reading	1
GSC	The ability to define the meaning of life and value priorities in the context of personal worldview settings. Understanding the relation of freedom and responsibility in their own activity	14	Class	2	Lecture	Theme 10. Philosophical anthropology	Work at the lecture	0.25
				2	Seminar	Mastering philosophical concepts about man's place in the world. Understanding the main existential modes of human existence: freedom, responsibility, creativity, sense of life, and others	Work at the seminar. Presentation of the essay	0.25 8
		14	IWS	5	Preparation for classes	Search, selection and review of scientific literature on the given topic. Awareness of plurality of philosophical-anthropological heritage		

Table 10.1 (the end)

1		2	3		4		5	6
GSC	The ability to apply historical and contemporary philosophical concepts about society for the formation of skills in social communication. The ability to apply the philosophical analysis of the economy in their professional activity	15	Class	2	Lecture	Theme 11. Social philosophy	Work at the lecture	0.25
				2	Seminar	Assimilation of the historical and philosophical views about society. Understanding the structure of society and the functions of social life. Understanding the place and role of the economy in the system of social relations. Identification of the philosophical foundation of economic concepts	Work at the seminar. Express questioning	0.25 4
		15	IWS	5	Preparation for classes	Search, selection and review of scientific literature on the given topic. Writing an essay on the problems of practical philosophy	Analytical reading. Preparation for express questioning	1
		16	Class	2	Lecture	Theme 12. Philosophy of culture and civilization	Work at the lecture. Final test (colloquium)	0.25 16
					Seminar	Assimilation of theoretical concepts of culture of the 19th – 20th centuries. Understanding the structure and grounds of culturological creative dynamics. Assimilation of the similarities and differences between the major world religions. Understanding the functions performed by religion in society and spiritual life of man	Work at the seminar	0.25
				5	Preparation for classes	Search, selection and review of scientific literature on the given topic. Understanding the regularities of cultural-historical process. Preparation for tests		
						Total maximum number of grades for the module		60
						Total maximum number of grades for the exam		40
	Total hours		150		Total maximum number of grades for the discipline		100	

The distribution of grades within the themes of the module is presented in Table 10.2

Table 10.2

Distribution of grades within the themes

Current control and independent work												Exam	Total
Module 1												40	100
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12		
0,5	1	5.5	4.5	0.5	6.5	4.5	0.5	6	8.5	5.5	16.5		

Note. T1, T2 ... T12 mean themes of the module.

The maximum grades which a student can gain according to the forms and methods of learning are given in Table 10.3

Table 10.3

Distribution of grades within the weeks

Themes of the module		Weeks	Lecture	Seminar	Essay	Report	Analytical reading	Express questioning	Final test	Exam	Total
M1	Theme 1	1	0.25	0.25							0.5
	Theme 2	2	0.25	0.25							0.5
		3	0.25	0.25							0.5
	Theme 3	4	0.25	0.25		4	1				5.5
	Theme 4	5	0.25	0.25				4			4.5
	Theme 5	6	0.25	0.25							0.5
	Theme 6	7	0.25	0.25							0.5
		8	0.25	0.25		4	1				5.5
		9	0.25	0.25							0.5
	Theme 7	10	0.25	0.25				4			4.5
	Theme 8	11	0.25	0.25							0.5
	Theme 9	12	0.25	0.25			1				1.5
		13	0.25	0.25		4					4.5
Theme 10	14	0.25	0.25	8						8.5	
Theme 11	15	0.25	0.25			1	4			5.5	
Theme 12	16	0.25	0.25					16		16.5	
Exam		17							40	40	
Total			4	4					40	100	

The final grade on the academic discipline is defined according to the Temporary Regulations "On the Order of Evaluation of Students' Academic Performance According to the Cumulative Grade-Rating System" of S. Kuznets KhNUE (Table 10.4).

The grades of the scale below are entered into the Register of Students' Academic Performance, students' individual learning plan and other academic documents (Table 10.4).

Table 10.4

The scale of evaluation: national and ECTS

The sum of grades for all kinds of the academic activities	The ECTS grade	The grade of the national scale	
		Exam	Passed
90 – 100	A	Excellent	Passed
82 – 89	B	Good	
74 – 81	C		
64 – 73	D	Satisfactory	
60 – 63	E		
35 – 59	FX	Unsatisfactory	Failed
1 – 34	F		

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Appendices

Appendix A

Table A.1

The structure of the components of professional competences on the academic discipline "Philosophy" in accordance with the National Qualifications Framework of Ukraine

The components of the competence which is formed within the theme	Minimum experience	Knowledge	Skills	Communication	Autonomy and responsibility
1	2	3	4	5	6
Theme 1. Philosophy as a universal type of knowledge					
The ability define the general sense of the range of problems of philosophical knowledge using the acquired categorical basis. Understanding the essence and nature of the main philosophical questions	Definition of the subject matter and tasks of philosophy; definition of the terms "mythology", "rational cognition", "worldview"	Knowledge of the functional purpose of philosophy, the basic stages of its development. Knowledge of the basic methods of philosophical investigation, subject matter, tasks and structural sections of the discipline "Philosophy"	The ability to analyze and interpret information about the specifics of philosophical knowledge and define its social significance	Finding and reporting to the audience information about the specifics of philosophical knowledge and its social meaning	The ability to further train with a high level of autonomy
Theme 2. Philosophy of the Ancient World					
The ability to correlate their worldviews with the worldview inherent in antiquity and Ancient East	Definition of the specificity of the philosophy of the Ancient East and antiquity; definition of the concepts "primary element", "idea", "matter"	Knowledge of the characteristics, the peculiarities of the historical development and the achievements of ancient philosophy and the philosophy of the Ancient East	The ability to analyze main trends and achievements of the ancient world philosophy	Finding and reporting to the audience the information regarding the achievements of ancient philosophy	The ability to further train with a high level of autonomy

Table A.1 (continuation)

1	2	3	4	5	6
Theme 3. Philosophy of the Middle Ages and Renaissance					
The ability to apply the main achievements of the philosophy of the Middle Ages and Renaissance for the development of their own worldview and culture of thinking	Characteristics of the process of formation of the philosophy of the Middle Ages and Renaissance; definition of the concept "humanism"	Knowledge of the achievements of philosophy of the Middle Ages and Renaissance in the context of world philosophy	The ability to analyze the main philosophical trends of the Middle Ages and Renaissance	Finding and reporting to the audience information on the philosophical heritage of the Middle Ages and Renaissance	The ability to further train with a high level of autonomy
Theme 4. New Time philosophy					
The ability to define the key concepts of modern philosophy, apply achievements of the philosophy of modernity to form their own philosophy and culture of thinking	Characteristics of the conditions of modern philosophy, definition of the terms "scientific revolution", "empiricism", "rationalism"	Knowledge of specificities of the development and achievements of modern philosophy. Knowledge of the basic philosophical trends of the period	The ability to analyze main trends of the New Time and Enlightenment philosophy	Finding and reporting to the audience information on the achievements of philosophical thought of the New Time	The ability to further train with a high level of autonomy
Theme 5. German classical philosophy					
The ability to define the basic concepts of classical German philosophy, apply achievements of German classical school for the formation of their own outlook and development of the culture of thinking	Definition of the historical significance of German classical philosophy	Knowledge of the content of the philosophical systems of prominent thinkers of classical German school	The ability to analyze the main ideas of classical German philosophy and Marxism	Finding and reporting to the audience information concerning the content and meaning of philosophical doctrines of German classical school	The ability to further train with a high level of autonomy

Table A.1 (continuation)

1	2	3	4	5	6
Topic 6. Modern World philosophy					
The ability to define the direction of the modern philosophy development, apply the main achievements of the modern world philosophy to form their own worldview	Characteristics of socio-cultural conditions of the development of modern philosophy; the definition of the concept "postmodern"	Knowledge of the conditions, characteristics of the development and achievements of modern philosophy	The ability to analyze the main achievements of the modern world philosophy	Finding and reporting to the audience information concerning the achievements and development trends of modern philosophy	The ability to further train with a high level of autonomy
Theme 7. Traditions of national philosophical thought					
The ability to apply achievements of Ukrainian philosophy to form their own worldview and develop the culture of thinking	Definition of the stages of development of Ukrainian philosophy; definition of the concept "cordocentrism"	Knowledge of operation and content of the philosophical ideas of outstanding Ukrainian thinkers. Understanding the place of Ukrainian philosophy in the world philosophy	The ability to analyze the main ideas and systems of Ukrainian philosophy	Finding and reporting to the audience information on the achievements of Ukrainian philosophical thought	The ability to further train with a high level of autonomy
Theme 8. Philosophy of being (metaphysics and ontology)					
The ability to rationally and critically evaluate the philosophical teachings about the Universe and their theoretical foundations	Definition of the problem field of ontology	Knowledge of the philosophical teachings about the world and the ratio of general philosophical and natural scientific picture of the world	The ability to analyze and explain historical and contemporary philosophical and scientific conceptions of the world	Finding and reporting to the audience information concerning the main concepts of being	The ability to further train with a high level of autonomy
Theme 9. Knowledge as a subject of philosophical analysis (gnoseology and epistemology)					
The ability to use formal logical apparatus to address general scientific problems	Definition of the problem range of epistemology, the concept of absolute and relative truth	Knowledge of the basic philosophical problems that are solved by epistemology. Knowledge of the general levels of knowledge and their components	The ability to apply scientific methodology and analyze the concepts and criteria of truth	Finding and reporting to the audience information on the issues and concepts of the theory of knowledge	The ability to further train with a high level of autonomy

1	2	3	4	5	6
Theme 10. Philosophical anthropology					
The ability to define the value priorities in the context of personal worldview	Definition of the problem range of philosophical anthropology	Knowledge of philosophical doctrines about the person, the main problems of human existence (the meaning of life, creativity, freedom and responsibility)	The ability to analyze the philosophical conception of human	Formation of a communication strategy taking into account the socio-cultural environment	Responsibility for making decisions about their own value orientation and moral choice
Theme 11. Social philosophy					
The ability to apply the philosophical concept of society for the formation of skills in social communication, apply philosophical analysis of the economy in their professional activity	The concepts "society", "economy". Definition of criteria of social progress	Knowledge of basic historical and philosophical concepts of society and social relations	The ability to analyze historical and contemporary philosophical ideas about society and economy	Formation of a communication strategy taking into account the socio-cultural environment	Responsibility for making decisions about their own value orientation and moral choice
Theme 12. Philosophy of culture and civilization					
The ability to use philosophical analysis of contemporary global civilization for the formation of their own responsible worldview and the organization of social activity	The concepts of culture and civilization; global problems of modern civilization	Knowledge of the basic philosophical concepts of culture and civilization	The ability to analyze the nature and laws of existence of culture, the current state of the world civilization	Formation of a communication strategy taking into account the socio-cultural environment	Responsibility for making decisions about their own value orientation and moral choice

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НАВЧАЛЬНЕ ВИДАННЯ

ФІЛОСОФІЯ

Робоча програма для студентів усіх спеціальностей першого (бакалаврського) рівня (англ. мовою)

Самостійне електронне текстове мережеве видання

Укладачі: **Кузь** Олег Миколайович
Косова Юлія Вікторівна

Відповідальний за видання *О. М. Кузь*

Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Подано тематичний план навчальної дисципліни та її зміст за модулями й темами. Вміщено плани лекцій та семінарських занять, контрольні запитання для самодіагностики, систему оцінювання знань студентів, професійні компетентності, якими повинен володіти студент після вивчення дисципліни, теми доповідей та есе, завдання до тематичних розділів.

Рекомендовано для студентів усіх спеціальностей першого (бакалаврського) рівня.

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