

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

**ЗАТВЕРДЖЕНО**

на засіданні кафедри  
міжнародних відносин, політичних наук і  
практичної філософії  
Протокол № 6 від 12.01.2024 р.

**ПОГОДЖЕНО**

Проректор з навчально-методичної роботи



**ФІЛОСОФІЯ**

**робоча програма навчальної дисципліни (РПНД)**

Галузь знань **07 «Управління та адміністрування»**  
Спеціальність **073 «Менеджмент»**  
Освітній рівень **перший (бакалаврський)**  
Освітня програма **Бізнес-адміністрування**

Статус дисципліни **обов'язкова**  
Мова викладання, навчання та оцінювання **англійська**

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Харків  
2024

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

**APPROVED**

at the meeting of the Department of International  
Relations, Political Science and Practical  
Philosophy  
Protocol № 6 of 12.01.2024

Vice-rector for educational and methodical work



Karina NEMASHKALO

**PHILOSOPHY  
Program of the course**

Field of knowledge      **07 «Management and administration»**  
Specialty                  **073 «Management»**  
Study cycle               **First (bachelor)**  
Study programme       **«Business administration»**

Course status    **mandatory**  
Language    **English**

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**Kharkiv  
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## INTRODUCTION

Philosophy is an integrative system of knowledge that affects the formation of consciousness and develops human spirituality, provides general knowledge about man, nature and the universe. In modern times, it is philosophy (as a set of general theoretical knowledge that has applied value) that plays a decisive role in shaping a person's worldview. Centuries of experience in philosophy and the intensive development of modern philosophy contribute to this.

Philosophy, as a special type of knowledge, both analyzes and shapes the modern spiritual and practical situation in culture. The ideal of scientific rationality in knowledge and the principle of personal responsibility in behavior are decisive in philosophy. Recognition of the diversity of philosophical ideas and trends is the basis for the development of a creative personality and culture.

The purpose of the course is to develop general competencies in students of higher education on the basis of:

- generalization of the knowledge already acquired in the process of education,
- familiarization with the specifics of the philosophical and worldview mastering of reality and the formation of a holistic scientific picture of the world on this basis;
- formation of skills of critical understanding of basic theories, principles, methods and concepts in education and their application to the analysis of society;
- training in the skills of independent search, processing and analysis of information;
- awareness of the values of civil society and the need for its sustainable development.

The task of the course is to reveal the content and regularities of the historical-philosophical process; to outline the general concepts and content of the problems of philosophical knowledge; contribute to the formation of a culture of thinking, spiritual and moral values, creative skills in learning about the surrounding world and personal activity.

The object of the course is the most general characteristics and fundamental principles of existence.

The subject of the course is the relationship between man and the world, existence and knowledge.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

### Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO 1	GC 1, GC 2, GC 5, GC 15
LO 2	GC 1, GC 2

LO 11	GC 3
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GC 1. The ability to realize one's rights and responsibilities as a member of society, to realize the values of civil (democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC 2. The ability to preserve and multiply moral, cultural, scientific values and multiply the achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, use different types and forms of motor activity for active recreation and leading a healthy lifestyle.

GC 3. Ability to abstract thinking, analysis, synthesis

GC 5. Knowledge and understanding of the subject area and understanding of professional activity.

GC 15. Ability to act on the basis of ethical considerations (motives).

LO 1. To know one's rights and responsibilities as a member of society, to be aware of the values of civil society, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

LO 2. To preserve moral, cultural, scientific values and multiply the achievements of society, to use various types and forms of physical activity to lead a healthy lifestyle.

LO 11. Demonstrate the skills of situation analysis and communication in various areas of the organization.

## COURSE CONTENT

**Content module 1.** Philosophy as universal knowledge. History of philosophy.

**Topic 1. Philosophy as a universal type of knowledge**

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

Specificity of philosophical knowledge. Subject of philosophy. Basic functions and methods of philosophy. The main question of philosophy.

**1.2. Philosophy and worldview.** Types of worldview.

Philosophy as a theoretical core of worldview knowledge. Outlook. Structure and functions of worldview. Types of worldview (mythological, religious, scientific, philosophical).

**1.3. The structure of philosophical knowledge.**

Socio-historical and spiritual conditions of the emergence and development of philosophy. Differentiation of philosophical knowledge. Main philosophical directions, schools, disciplines. History of philosophy – periodization and main features of dialogue of concepts at different stages of development of spiritual culture, civilization of society.

**Topic 2. Ancient philosophy**

**2.1. Ancient Indian and ancient Chinese philosophy.**

The importance of the philosophy of the Ancient East in the development of world philosophy. Philosophy of ancient India. Buddhism. Philosophy of ancient China. Confucianism.

## **2.2. Ancient Greek natural philosophy.**

The importance of ancient philosophy in the development of Western European and world culture. Periodization of ancient philosophy. Natural philosophy. The problem of the first element.

## **2.3. Classical philosophy of Socrates, Plato, Aristotle.**

Socrates and the sophists: appeal to man, search for absolute and relative knowledge. Plato's philosophical system. Aristotle's encyclopedic philosophical system.

## **2.4. Stoicism, Epicureanism, skepticism.**

Hellenistic philosophy (Stoicism, Epicureanism, skepticism). Hellenistic philosophy and early Christianity.

## **Topic 3. Philosophy of the Middle Ages and the Renaissance**

### **3.1. Formation and development of the philosophy of the Middle Ages.**

General characteristics of medieval philosophy. The influence of Christianity on medieval philosophy. The relationship between faith and reason in medieval philosophy. Patristics (A. Aurelius) and scholastics (H. Aquinas). Realism and nominalism.

### **3.2. Anthropocentrism and humanism of Renaissance philosophy.**

Peculiarities of Renaissance philosophy. The influence of the development of arts (painting, literature), mathematics, mechanics on the idea of the universe and the creative nature of man. Natural philosophy of M. Kuzansky, M. Copernicus, J. Bruno, G. Galileo.

### **3.3. Social philosophy of the Renaissance.**

The image of the ruler in M. Machiavelli. The search for an ideal society (T. More, T. Campanella).

## **Topic 4. Philosophy of the New Age**

### **4.1. The development of science and the philosophical picture of the world in the 16th - 17th centuries.**

Modern philosophy: development of mathematics and natural sciences. Belief in reason and progress in society.

### **4.2. Empiricism and rationalism.**

Epistemology (subject and object of knowledge). Inductive and deductive methods of cognition. Empiricism (F. Bacon, D. Locke, D. Hume). "Ghosts of Consciousness" by F. Bacon. Rationalism (R. Descartes, G. Leibniz, B. Spinoza). "Cogito ergo sum" and the doctrine of the method of R. Descartes. Monadology of H. Leibniz. Epistemological controversies in modern philosophy (D. Locke and G. Leibniz). Irrationalism of B. Pascal.

### **4.3. The main ideas of Enlightenment philosophy.**

Social philosophy of the Enlightenment (man-citizen, theories of the emergence of the state, primitive cultural man J.-J. Rousseau). The Enlightenment strives for freedom, equality and fraternity. French materialism, the concept of determinism.

## **Topic 5. German classical philosophy**

### **5.1. General characteristics of German classical philosophy.**

Rationalism of German classical philosophy. Background and main achievements of the German classical school.

### **5.2. Epistemological concept of I. Kant.**

I. Kant's theory of knowledge (a priori - knowledge prior to experience and a posteriori - knowledge based on experience; human cognitive abilities: reason, ability to judge, reason). Ethical views of I. Kant (categorical imperative).

### **5.3. The absolute idealism of G.V.F. Hegel.**

Philosophical system of H. V. F. Hegel. The absolute idea, the encyclopedia of philosophical sciences (the doctrine of existence, essence and concepts in the "Science of Logic"; consideration of mechanics, physics, organics in the "Philosophy of Nature"; subjective, objective and absolute spirit in the "Philosophy of the Spirit"). The development of dialectics by H.V. F. Hegel.

## **Topic 6. Modern world philosophy**

### **6.1. Sociocultural conditions of the development of philosophy of the 20th-21st centuries.**

General characteristics of the development of modern philosophy. The influence of socio-cultural and spiritual conditions in society, the development of science and technology on modern philosophy. The main directions of modern philosophy.

### **6.2. Development of the positivist tradition in modern philosophy.**

Positivism, postpositivism, neopositivism. Analytical philosophy (B. Russell, L. Wittgenstein). Logico-linguistic analysis of analytical philosophy. Vienna circle (M. Shlik). Philosophy of science ("critical rationalism" by K. Popper, "research programs" of science by I. Lakatos, methodological relativism by P. Feyerabend, historical development of scientific knowledge by T. Kuhn). Pragmatism (Ch. Pierce).

### **6.3. Anthropological component of modern philosophy.**

The influence of "philosophy of will", "philosophy of life" on the formation of the existential and anthropological component of modern philosophy. Existentialism (main trends and concepts). M. Heidegger, K. Jaspers, J.-P. Sartre, A. Camus. "Essence" and "existence" of man in existential philosophy.

The philosophy of psychoanalysis: the doctrine of the unconscious in the human psyche (Z. Freud, K. Jung).

### **6.4. The situation of postmodernism in modern philosophy.**

Hermeneutics (basic concepts, the problem of understanding and interpretation). G. Gadamer, P. Ricoeur. E. Husserl's phenomenology (phenomenological reduction, intentionality). Structuralism and poststructuralism. "The postmodern situation". The concept of subject death. M. Foucault, R. Barthes. Deconstruction. J. Derrida.

## **Topic 7. Traditions of domestic philosophical thought**

### **7.1. Sources of development of national philosophy.**

The place of domestic philosophy in world philosophy. Periodization of the history of domestic philosophy. Philosophy of Kyivan Rus. Philosophy in fraternal schools (Ostroh cultural and educational center). Activities of the Kyiv-Mohyla Academy (F. Prokopovych).

### **7.2. Cordocentrism as a paradigm of Ukrainian philosophy.**

Philosophy of H. Skovoroda (two natures, three worlds). Philosophical ideas of P. Yurkevich. Cordocentrism in Ukrainian philosophy.

### **7.3. Features of the development of domestic philosophy of the 20th - 21st centuries.**

Kyiv school of existential philosophy. M. Berdyaev. General trends in the development of modern domestic philosophy in unity with the development of scientific knowledge (V. Vernadskyi and others). D. Chyzhevskyi is a historian of Ukrainian philosophy.

## **Content module 2. Theoretical and practical philosophy.**

### **Topic 8. Philosophy of being (metaphysics and ontology)**

#### **8.1. Basic ontological problems.**

Metaphysics and ontology as concepts of being. Being as a philosophical category.

#### **8.2. Historical and philosophical conceptualizations of existence.**

Philosophical concepts of being. Problems of being in a historical and philosophical outline. The main components of being. The ontological structure of the world according to modern science. Reasons for the existence of the world. Identification of spheres of existence in the history of philosophy and modern ontology. Basic ontological philosophical categories.

#### **8.3. Space and time.**

Space and time: their characteristics, substantive and relational concepts.

#### **8.4. Philosophy of motion and causality.**

Philosophical concept of movement. Causality in the philosophical understanding of the world.

### **Topic 9. Cognition as a subject of philosophical analysis (epistemology and epistemology)**

#### **9.1. The origin and nature of consciousness. The essence of mental.**

Consciousness as spiritual life and the highest level of mental activity (basic philosophical concepts of the origin of consciousness). Basic properties and functions of consciousness. Consciousness and self-awareness.

#### **9.2. Consciousness and thinking. Consciousness and language.**

Consciousness as a condition for reproduction of human culture.

Consciousness and thinking (intelligent thinking, etc.). The problem of the unconscious. Philosophy about the genesis of consciousness. Problems of consciousness in modern philosophy. The importance of the mind, work, social life, language in the formation of consciousness. Historical and philosophical understanding of consciousness. Concepts of consciousness and its structure. Components and levels of consciousness.

#### **9.3. Basic epistemological problems. The essence and structure of the cognitive process.**

Psychophysical problem and theory of cognition. Cognition as a subject of philosophical analysis. Basic approaches, principles and concepts of modern epistemology. Basic epistemological problems. Agnosticism. The essence and structure of the cognitive process. Sensory, rational and intuitive aspects and

components of the cognitive process. General levels of knowledge of the surrounding world (sensory, rational, irrational). Sublevels of sensory cognition (feeling, perception, representation). Memory (verbal-acoustic and semantic memorization). Reproductive and creative imagination. Sublevels of rational cognition (concept, judgment, inference). Intellectual intuition.

#### **9.4. Features, levels and methods of scientific knowledge.**

Science and scientific knowledge. Basic provisions of modern epistemology. Specificity of scientific knowledge, worldview status of science. The structure of modern science. Science as an activity, a system of knowledge, a social institution and a sphere of spiritual production. Science as a factor of social development. Classical and modern science. Empirical and theoretical levels of scientific knowledge. Experiment, simulation. Basic methods of scientific knowledge (analysis, synthesis, axiomatic, constructivist, hypothetical-deductive, pragmatic, descriptive, etc.).

#### **9.5. Truth and its criteria.**

The problem of truth and its criteria. Types of truth (absolute, relative, correspondence, coherence, conventional, pragmatic). Practice in the process of learning. Science as the basis of existence of modern (technogenic) civilization.

### **Topic 10. Philosophical anthropology**

#### **10.1. Historical and philosophical ideas about the nature and essence of man.**

The specifics of the philosophical consideration of the human problem. Philosophy about the nature and essence of man. Basic philosophical definitions of man. German philosophical anthropology (M. Scheler, A. Hellen, E. Cassirer, etc.).

#### **10.2. Anthroposociogenesis.**

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

#### **10.3. Individual, individuality, personality.**

The problem of the meaning of human life. Solving the problem of life, death and immortality of man through philosophy. Philosophy of creativity.

### **Topic 11. Social philosophy**

#### **11.1. Definition of society, social relations and the structure of society.**

Philosophical analysis of society. Society as a self-developing system. The specifics of social laws and social cognition. Main spheres of social life. Social relations and social structure of society.

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

Basic philosophical concepts of understanding society. The role of needs and interests in the formation of social relations. The essence and criteria of social progress. Theoretical models of society. Economy in the system of social relations.

### **Topic 12. Philosophy of economics**

#### **12.1. Types of economy: gift economy and benefit economy.**

Profit economy and waste economy. The potlatch phenomenon. The theory of potlatch by J. Bataille.

#### **12.2. Paradigms of economic theory and philosophy of money.**

Monetarism, Keynesianism, Marxism, etc. Money as a means of payment and as a sign of debt. Virtualization of money and economy in general.



### 12.3. The concept of homo economicus and its alternatives - the economy of competition and the economy of cooperation.

The concept of homo economicus-a as an abstraction and as a corresponding psychotype, M. Weber's theory of Protestant ethics and the spirit of capitalism. Behavioral economics.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

#### List of practical (seminar) studies

Name of the topic and/or task	Content
Topic 1. Task 1.	Problem lecture on "Philosophy and worldview"
Topic 2. Task 2.	Discussion on the issue "Plato's model of the ideal state"
Topic 3. Task 3.	Discussion on the question "The relationship between faith and reason"
Topic 4. Task 4.	Mini-lecture on "Rationalism and empiricism"
Topic 5. Task 5.	Problem lecture on the issue "Autonomous personality in the context of I. Kant's ethics", work in small groups, presentation of results
Topic 6. Task 6.	Mini-lecture on the issue "The problem of power in the philosophy of postmodernism"
Topic 7. Task 7.	Mini-lecture on "Cordocentrism as a national philosophical paradigm"
Topic 8. Task 8.	Mini-lecture on "Materialism and its historical forms"
Topic 9. Task 9.	Problem lecture on "Truth and its criteria", work in small groups, presentation of results
Topic 10. Task 10.	Problem lecture on the issue "Transformation of ideas about the essence of man"
Topic 11. Task 11.	Mini-lecture on the issue "Economics in the system of social relations"
Topic 12. Task 12.	Mini-lecture on the issue "The phenomenon of money and the foundations of economic theory". Presentation of work results in small groups

The list of self-studies in the course is given in table 3.

### List of self-studies

Name of the topic and/or task	Content
Topic 1-12	Study of lecture / theoretical material. Search, selection and review of literary sources on a given topic
Topic 1-12	Preparation for seminar classes (participation in discussions, polemics, debates)
Topic 1-12	Preparation of analytical reports (presentations)
Essay preparation and presentation	Creation of an essay text on the proposed topics and its presentation in the form of a public speech
Topic 1-12	Preparation for an express survey on previous topics
Topic 1-12	Preparation for the final written test

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

### TEACHING METHODS

In the process of teaching an educational discipline, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such learning methods as:

Verbal (lecture (Topic 2, 3, 6), problem lecture (Topic 1, 5, 9, 10), mini-lecture (Topic 4, 7, 8, 11, 12)).

In person (demonstration (Topic 1-12)).

Practical (practical work (Topic 1 - 12), essay (Topic 8), seminar-discussion (Topic 2, 3, 5)).

### FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

**Current control** is carried out during lecture, practical and seminar classes and is aimed at checking the level of readiness of the student for the perform of specific job and is evaluated by the amount of points scored:

- for courses with a form of semester control as an exam: the maximum amount is 60 points; the minimum amount required is 35 points.

**The final control** includes current control and an exam.

**Semester control** is carried out in the form of a semester exam.

The semester exam is taken during the exam session.

The maximum number of points that a student of higher education can receive during the examination (examination) is 40 points. The minimum amount for which the exam is considered passed is 25 points.

**The final grade in the course** is determined:

- for disciplines with a form of exam, the final grade is the amount of all points received during the current control and the exam grade.

During the teaching of the course "Philosophy", the following control measures are used:

Current control: – presentation of analytical reports (10 points); – written control work-colloquium (12 points); – essay (12 points); – participation in the discussion (12 points); – express survey (14 points).

Semester control: Grading including Exam (40 points).

More detailed information on the assessment system is provided in technological card of the course.

### **An example of an examination ticket**

Simon Kuznets Kharkiv National University of Economics  
First (bachelor) Study cycle  
"Management" specialty  
Educational and professional program "Business administration"  
Semester II  
Educational discipline "Philosophy"

### **Examination ticket N 1**

#### **Task 1 (stereotypical, 6 points)**

Fill in the table in which the correspondence between classical philosophical works and their authors would be established - the works: "Sum of Theology", "City of the Sun", "Phenomenology of Spirit", "New Organon", "Monadology", "German Ideology", "On the Spirit laws", "Logical-philosophical treatise", "Metaphysics", "Leviathan", "Critique of pure reason", "Thus spoke Zarathustra"; authors: T. Aquinas, Aristotle, F. Bacon, L. Wittgenstein, H.-V.-F. Hegel, T. Hobbes, J. Derrida, T. Campanella, I. Kant, J. Locke, G. Leibniz, K. Marx, S.-L. Montesquieu, F. Nietzsche.

Works	Authors

#### **Task 2 (stereotypical), 5 points**

Which of these philosophers does NOT belong to the positivist trend in philosophy:

A. Bergson, L. Wittgenstein, H.-V.-F. Hegel, E. Husserl, F. Engels, I. Kant, O. Comte, S. Kierkegaard, E. Mach, F. Nietzsche, J.-P. Sartre, G. Spencer, B. Spinoza, M. Schlick, A. Schopenhauer.

#### **Task 3 (stereotypical), 5 points**

Name the thinkers whose philosophy was based on the following key concepts: "will"; "existence"; "scientific paradigm"; "I think - therefore I exist"; "libido"; "alienation"; "tabula rasa"; "archetype"; "man is the measure of all things"; "God is dead."

**Task 4 (diagnostic), 12 points**

Does the concept of "social status" characterize nominal or rank indicators of social differentiation? Does education remain a factor of social stratification in the "post-modern" world?

**Task 5 (heuristic), 12 points**

Analyze the relationship between philosophical, religious and scientific worldviews. What famous achievements of modern science change the perception of religion?

Protocol N\_\_\_\_\_dated "\_\_\_" \_\_\_\_\_20\_\_\_ was approved at the session of the Department of International Relations, Political Sciences and Practical Philosophy.

Examiner Ph.D., Assoc.

Biletsky I.P.

Chief Department of Ph.D., prof.

Kuz O.M.

**Evaluation criteria**

The final control of knowledge of the academic discipline "Philosophy" is carried out on the basis of the semester exam.

Each exam ticket consists of 5 tasks (tasks 1–3 – stereotype level; task 4 – diagnostic and task 5 – heuristic levels).

According to the competency approach, exam tickets have three levels:

- 1) stereotypical (memorizing and reproducing knowledge);
- 2) diagnostic (practical application of knowledge);
- 3) heuristic (creation of new knowledge).

Each level of tasks is scored separately, and the total score is calculated as the sum of the scores for each task. Quantitative indicator (point) is set depending on the degree of performance of the task. The maximum score for the exam is 40.

Tasks 1–3 of the stereotype level are presented in the form of various test tasks for the reproduction of acquired knowledge and contain 32 evaluation points, each correct answer - 0.5 points; the maximum number of points is 16.

Task 4 of the diagnostic level is an open question that requires demonstration of the skills of applying the acquired knowledge. The maximum number of points is 12.

Task 5 of the heuristic level is an open problem question that requires a systematized, rationally based, reasoned answer and aims to demonstrate skills in creating new knowledge. The maximum number of points is 12.

**Evaluation system of diagnostic and heuristic tasks**

Degree of execution	
	points

The answer is reasoned, reveals the depth and originality of thinking. Contains learned theoretical / practical material in full	12
The answer is reasoned, reveals the depth and originality of thinking. Minor mistakes were made when working with theoretical / practical material	11
The answer is generally well-argued, reproduces independent thinking, but lacks systematization. Minor mistakes were made when working with theoretical / practical material	10
The answer is generally correct, but there is a lack of reasoned conclusions, certain mistakes were made when defining categories, semantic connections, etc.	9
The answer shows the student's awareness of the problem of the question, but there is a lack of reasoned conclusions, certain mistakes were made when defining categories, semantic connections, etc.	8
The answer reveals the student's awareness of the problem of the question, but there is a lack of reasoned conclusions; certain difficulties were found when operating theoretical / practical material	7
There is only a partial coverage of the content of the question; certain difficulties were found when operating theoretical / practical material	6
When answering questions, significant mistakes were made that affect the content; independence of thinking is revealed only partially	5
The answer reveals only a general familiarization of the student with the problem of the question; independent thinking and conclusions are absent	4
The answer reveals the student's practical lack of independent thinking; the ability to make generalizations and theoretical / practical conclusions is absent; knowledge application skills are absent	3
The answer does not reveal independent thinking; the ability to make generalizations and theoretical / practical conclusions is absent; stereotyped knowledge is not reproduced	2
The answer actually does not intersect with the content of the question	1

## RECOMMENDED LITERATURE

### Main

1. Філософія : навч. посіб. : [Електронний ресурс] / О. М. Кузь, Ф. М. Чешко, І. В. Жеребятнікова [та ін.] ; Харківський національний економічний університет ім. С. Кузнеця. – Харків : ХНЕУ ім. С. Кузнеця, 2018. – 271 с. – Режим доступу : <http://repository.hneu.edu.ua/handle/123456789/23349>

2. Biletsky Igor. Philosophy. Textbook (англ. мовою, у співавторстві з А.О. Малишенко). Харків.: ВД «ІНЖЕК», 2010. 168 с.

### **Additional**

3. Коннова Н. О. Форма і матерія грошей: філософсько-антропологічний характер// European philosophical and historical discourse. Praha: Verostav Druzstvo. 2020. Volume 6, Issue 4. С. 106–112. – Режим доступу : [http://repository.hneu.edu.ua/bitstream/123456789/24926/1/%D0%A4%D0%9E%D0%A0%D0%9C%D0%90\\_I\\_%D0%9C%D0%90%D0%A2%D0%95%D0%A0%D0%AF\\_%D0%93%D0%A0%D0%9E%D0%A8%D0%95%D0%99\\_%D0%9A%D0%BE%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0.pdf](http://repository.hneu.edu.ua/bitstream/123456789/24926/1/%D0%A4%D0%9E%D0%A0%D0%9C%D0%90_I_%D0%9C%D0%90%D0%A2%D0%95%D0%A0%D0%AF_%D0%93%D0%A0%D0%9E%D0%A8%D0%95%D0%99_%D0%9A%D0%BE%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0.pdf)

4. Коннова Н. О. Економіка цінностей та філософія економіки // Грані: наук.-теоретич. і громадсько-політич. альманах. Дніпро: Вид-во «Грані». 2020. Т. 23, № 3. С. 27–37. – Режим доступу : <https://grani.org.ua/index.php/journal/article/download/1475/1447>

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