

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

ЗАТВЕРДЖЕНО

на засіданні кафедри
міжнародних відносин, політичних наук і
практичної філософії
Протокол № 1 від 28.08.2023 р.



ПОГОДЖЕНО

Проректор з навчально-методичної роботи

Каріна НЕМАШКАЛО

ФІЛОСОФІЯ НАУКИ

робоча програма навчальної дисципліни (РПНД)

Галузь знань
Спеціальність
Освітній рівень
Освітня програма

05 Соціальні та поведінкові науки
051 Економіка
Третій (освітньо-науковий) рівень
Економіка

Статус дисципліни
Мова викладання, навчання та оцінювання

обов'язкова
англійська

Розробники:
д.філос.н., проф.
к.філос.н., доцент

Олег КУЗЬ
Ігор БІЛЕЦЬКИЙ

Завідувач кафедри
міжнародних відносин,
політичних наук і
практичної філософії

Олег КУЗЬ

Гарант програми

Галина НАЗАРОВА

Харків
2024

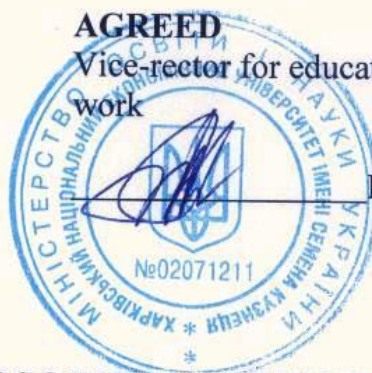
**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF
ECONOMICS**

APPROVED

at the meeting of the
department of international
relations, political sciences
and practical philosophy
Protocol № 1 of 28.08.2023

AGREED

Vice-rector for educational and methodical
work



Karina NEMASHKALO

**PHILOSOPHY of SCIENCE
Program of the course**

Field of knowledge
Speciality
Study cycle
Study programme

**05 Social and behavioral sciences
051 Economics
the third (educational and scientific)
Economics**

Course status:

mandatory

Language

English

Developers:
Doctor in Philosophy
Professor

Oleh KUZ

PhD (Philosophy),
Associate Professor

Igor BILETSKY

Head of the department of
international relations,
political sciences and
practical philosophy

Oleh KUZ

Head of the program

Galina NAZAROVA

**Kharkiv
2024**

INTRODUCTION

Philosophy of science is an integrative system of knowledge that considers science as a holistic phenomenon, internal and external aspects of the development of science, introduces the basics of general scientific and social-humanitarian methodology, scientific rationality, worldview and terminology, teaches the basics of analysis of scientific theories and methods, as well as basic socio-humanitarian aspects of the influence of science and scientific technologies on the evolution of man, society and culture. The philosophy of science as an educational discipline is aimed at forming the consciousness and competences of the future professional scientist in terms of the ability to solve complex problems of the economy on the basis of a systematic scientific worldview and a general cultural outlook in compliance with the principles of professional ethics and academic integrity; to determine new trends and trends in the development of socio-economic phenomena and processes, to identify cause-and-effect relationships with the use of creative technologies in the implementation of scientific research; to propose new solutions, develop and scientific projects that make it possible to rethink existing and create new integral knowledge and/or professional practice and solve significant and fundamental and applied problems of economic science, taking into account social, economic, environmental and legal aspects; to ensure the commercialization of the results of scientific research and the observance of intellectual property rights.

The subject of the course is scientific knowledge.

The subject matter of study of the course is the general logical and methodological regularities of the development of science and its social functions in modern civilization.

The purpose of teaching the course "Philosophy of Science" is the formation in the holders of the educational and scientific degree of Doctor of Philosophy of a modern scientific worldview, the mastery of the plural methodology of research programs and the awareness of systemic and methodological (cultural, political, socio-economic, cognitive-cognitive, etc.) problems that directly or indirectly related to the progress of science and technology and the development of man-made civilization as a whole.

The program of the course "Philosophy of Science" is compiled in accordance with of the educational and scientific program for the preparation of doctors of philosophy in the specialty 051 Economics.

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

Table 1

Learning outcomes and competences formed by the study course.

| Learning outcomes | Competencies |
|-------------------|--------------|
| LO 05 | GC 05, SC 08 |
| LO 07 | GC 05 |

GC 05. The ability to solve complex problems of the economy on the basis of a systematic scientific worldview and a general cultural outlook while observing the principles of professional ethics and academic integrity.

SC 08. The ability to identify new trends and trends in the development of socio-economic phenomena and processes, to identify cause-and-effect relationships with the use of creative technologies in the implementation of scientific research.

LO 05. To propose new solutions, develop and scientific projects that provide an opportunity to rethink existing and create new integral knowledge and/or professional practice and solve significant and fundamental and applied problems of economic science, taking into account social, economic, environmental and legal aspects; to ensure the commercialization of the results of scientific research and the observance of intellectual property rights.

LO 07. To apply innovative scientific and pedagogical technologies, formulate the content, learning goals, methods of achieving them, forms of control, bear responsibility for the effectiveness of the educational process in compliance with the norms of academic ethics and integrity.

LO 08. To plan and carry out empirical and/or theoretical research in the field of economics and related interdisciplinary areas, critically analyze the results of own research and the results of other researchers in the context of the entire complex of modern knowledge regarding the problem under study.

COURSE CONTENT

Content module 1. Science as a cultural phenomenon

Topic 1. Science as a cultural-civilization phenomenon

What is science: the meaning is the essence. History of science. Emergence of changes of minds of scientific knowledge in the ancient world. Origins and developments of classical science. Science is not classical. Post-non-classical science. Science and practice. Science and marriage.

Rich variety of forms of knowledge. Science and post-scientific knowledge. The particularities of science are equalized with other forms of cognitive activity. Scientific knowledge as a system, its features and structure. Classification of sciences and the problem of periodization of the history of science. The slowness and frequency of bright and clear changes in the development of science. Differentiation and integration of sciences, interaction of sciences and their methods.

Increased mathematization, theorization and dialectization of science. Dynamics of scientific knowledge. Natural, humanitarian, formal, technical sciences. Science as a sociocultural phenomenon. Science, people, everyday life. Science as evidence for human needs. Ethics of Science. Philosophical portrait of a scientist. Professional and social compatibility of the scientist.

Topic 2. Genesis and evolution of science

Philosophy of science. Scientific relationship between philosophy and science. Formation of science as a professional activity. The culprit of disciplinary-organized science. The subject area is the philosophy of science. The guilt of the

philosophy of science as a directly contemporary philosophy. Stages of development of the philosophy of science.

The origins and developments of the philosophy of science in the 19th century. Positivism. Empirio-criticism. Neopositivism and methodology of science. Post-positive theories of science. Features of the philosophy of science from the end of the 20th century to the beginning of the 21st century.

Methodology of humanities.

Topic 3. Epistemology and epistemology

Classical and non-classical rationality: reason and culture. The diversity of forms of rationality. Rationality as a way to bring people to the light. Structure and typology of rationality. Determine the development of scientific rationality. Historical types of scientific rationality. Global scientific revolutions and changes in historical types of scientific rationality.

The classical ideal of rationality and its implementation in the historical type of rationality of classical science. Revealing the connection with the classical ideal of rationality during the scientific revolution at the beginning of the twentieth century. Non-classical and post-non-classical scientific rationality. Classic theory of truth. Coherent, conventional and fideist theories. Pragmatic theory of truth.

Scientific knowledge is a complex system that is developing. Different types of scientific knowledge. Empirical and theoretical equals, criteria for their differentiation. Features of empirical and theoretical science. The structure of empirical knowledge. Experiment and caution. Empirical facts. Procedures for shaping the fact. The problem of theoretical preference for fact. The structure of theoretical knowledge. Theoretical models as an element of the internal organization of the theory. The interconnection of the hypothetico-deductive concept of theoretical knowledge. The role of constructive methods in deductive throat theories. Paradigm. Mathematization of theoretical knowledge. Ideals and norms of research and their sociocultural dimensions.

The scientific picture of the world, its functions: the picture of the world as an ontology, as a form of systematization of knowledge, as a pre-study program. The role of philosophical ideas and principles in the development of scientific knowledge. Integral theory of K. Wilber. Phenomenological theories of truth.

Rationality in cognitive and social systems. Sociocultural and existential rethinking crises of scientific rationality. Science as a form of panic and a factor of alienation. The problem of establishing a connection between science and the living world of people.

Scientific rationality and technology. Technization and living world. A rationalistic project of modernity and criticism. The current philosophy of science is on the way to a new understanding of scientific rationality.

Content module 2. Logical-methodological structure of science

Topic 4. Logic and methodology of science

Scientific theory and warehouses. Scientific concepts and terms. Laws and principles.

Method and methodology. Classification of methods. Basic models of scientific relations between philosophy and special sciences. Functions of philosophy in scientific knowledge. Scientific methods and methods of investigation. The normative nature of the methodological principles of science. Common scientific and methodological principles that are possible to scientific theory. There is a need for re-verification or the principle of caution. To achieve maximum clarity of the theory or explanatory power. Demand of the theoretical power. Thanks to the principled simplicity of the theory. Understanding and clarification.

The main methodological programs of today: inductivism, falsificationism, conventionalism, historicism. Criticism and rationality in the concept of K. Popper. Relativity of norms of cognitive activity (M. Polani). Evolutionary Epistemology and Evolutionary Program Art. Toulmin. Historical-evolutionist direct (T. Kuhn). Logical-normative model of knowledge growth in the scientific research program I. Lakatos. Pluralism in the epistemology of P. Feyerabend. Thematic analysis of science (J. Holton).

Styles of scientific thinking and methodological problems of specific sciences. The style of scientific thought is a concrete historical way of establishing the ideals and norms of scientific research, which corresponds to the scientific picture of the world of its time. Methodological principles as a warehouse of the style of scientific thinking, the historical nature of the methodological principles of specific sciences, their heuristic role.

Topic 5. Sociocultural determination of scientific and technological knowledge

Natural, humanitarian, socio-economic theories. The problem of truth and rationality in the social and human sciences. The text is a special reality and a “unit” of methodological and semantic analysis of social and humanitarian knowledge. Hermeneutics and the circle of hermeneutics. Social verification of scientific knowledge in socio-humanitarian, technological and natural sciences. Explanation, understanding, interpretation in social and human sciences.

Explanations and understandings in sociology, historical, economic and legal sciences, psychology, philology, cultural studies.

Philosophical methodology is the same in the sphere of social and humanitarian knowledge.

Information technologies and information culture. The concept of transhumanism and the evolutionary future of people.

Topic 6. Ontology of science

Dualistic replacement of the category “ontology of science”. Subject-object dichotomy through the prism of M. McLuen’s theory. Causality, determinism, synergetics. Synergetics in natural and social sciences.

Matter, energy and information as fundamental categories of science. The fundamental characteristic of evolution is the concept of determinism. Philosophical

foundations for researching systems that self-organize. The role of nonlinear dynamics and synergetics in the development of current phenomena about systems that are developing historically. Global evolutionism as a synthesis of evolutionary and systemic approaches. The theory of multiplicity of all-world.

The nature of values is their classification. Concepts of values I. Kant, V. Dilthey, G. Rickert. Principles of the “logic of social sciences” by K. Popper. Valuable judgments in science and the need for “value neutrality” in social research. Scientific criteria of validity, completeness of scientific knowledge: principles of beauty and simplicity in social and humanitarian knowledge.

Topic 7. Science as a social institution. Sociology and cultural science

Different approaches to the significance of the social science institute. Historical development of methods for transmitting scientific knowledge (from handwritten documents to the modern computer). Historical development of institutional forms of scientific activity. Scientific partnerships and their historical types: the ancient republic (XVII – XVIII centuries), scientific partnerships of the era of disciplinary organized science (XIX – XX centuries); formation of interdisciplinary scientific partnerships of the 20th century. Science schools. Training of scientific personnel.

Computerization of science and social heritage. Science and economics. Science and power. The problem of secrecy and secrecy of scientific research and government regulation of science. Science has been politicized. Theory of information civilization.

Topic 8. Evolutionary epistemology (dynamics and patterns of the scientific knowledge growth). Philosophy of economics.

Main characteristics of modern post-non-classical science. Current processes of differentiation and integration of sciences. Links between disciplinary and problem-oriented investigations. The problem of science and technology posed an existential risk. Post-classical science and luminous trends of technogenic civilization. Links of disciplinary and interdisciplinary investigations. Obtaining social values before the process of selecting strategies for investigative activities. The problem of humanitarian control in science and high technologies. The crisis of the ideal of value-neutral research is the problem of ideologized (politicized) science. A change in the bright-eyed principles of technogenic civilization. Scientism and anti-scientism. Science is parascience. Scientific rationality and the problem of dialogue of cultures. The role of science in addressing current global crises.

The role of social sciences and humanities in social transformations. Social sciences and humanities as a cultural phenomenon. Convergence of scientific-natural and social-humanitarian knowledge. Social sciences and humanities and Vlada. Social sciences and humanities and morality. Social relevance of the future. Participation of social sciences and humanities in the examination of social projects and programs. Prospects for its development in the current marriage.

Types of economy: economy of gift and economy of benefit. The paradigms of economic theory and the philosophy of pennies. The concept of homo economicus

and its alternative – the economics of competition and the economics of competition. I will relate the phenomenon to archaic and modern marriages.

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

Table 2

List of practical (seminar) studies

| Topics | Content |
|----------|--|
| Topic 1. | Discussion at a practical session on the question "What is science?" |
| Topic 2. | Mini-lecture: Karl Marx and Max Weber vis-à-vis |
| Topic 3. | Discussion at a practical session on the question "Quid est veritas?" |
| Topic 4. | Mini-lecture on the question "Why there are no "pure" facts and what to do with the irresistibility of metaphysics?" |
| Topic 5. | Mini-lecture "Social stratification in the academic community" |
| Topic 6. | "How do the value foundations of science correlate with the requirement of its objectivity?": work in small groups |
| Topic 7. | Debate at the practical lesson: "Myth has done much more than science - it has created culture" |
| Topic 8. | Work in small groups to prove or disprove the thesis "Ars longa, vita brevis" |

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

Table 3

List of self-studies

| Topics | Content |
|--------------|--|
| Topics 1 - 8 | Studying lecture material |
| Topics 1 - 8 | Preparation for practical (seminar) classes |
| Topics 1 - 8 | Execution of individual tasks |
| Topic 4 | Writing an essay on "Quid est veritas?" and/or "Why are there no "pure" facts and what to do with the irresistibility of metaphysics?" |
| Topics 1 - 8 | Preparation for the exam |

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

When developing the course “Philosophy of Science”, traditional methods of information-receptive and reproductive directness, as well as modern methods of activating initial-cognitive activity, are used. pre-graduate students of the educational-scientific level, Doctor of Philosophy, who convey the development of such initial technologies as: problem lectures, mini-lectures, discussions, debates, work in small groups.

Verbal (lecture (Topic 1-8), problematic lecture (Topic 7-8), mini-lecture (Topic 2,4)).

In person (demonstration (Topic 1-8)).

Practical (practical work (Topic 1 - 8), essay (Topic 4), seminar-discussion (Topic 1, 3, 6, 7, 8)).

FORMS AND METHODS OF ASSESSMENT

The system for evaluating the developed competences of higher education holders of the degree of Doctor of Philosophy takes into account the types of classes that, according to the program of the course, include lectures, seminars (practical) classes, as well as self-studies. The assessment of the developed competences of graduate students is carried out according to a cumulative 100-point system.

Control measures include:

- current control, which is carried out during the semester during lectures and seminars and is evaluated by the sum of points scored (the maximum sum is 60 points; the minimum sum that allows a graduate student to pass the exam is 35 points);
- final/semester control conducted in the form of a semester exam, in accordance with the schedule of the educational process.

The procedure for the current assessment of the knowledge of higher education applicants for the degree of Doctor of Philosophy.

The current monitoring of study success is carried out in the form of:

- express survey on the content of the topics covered - 3 times per semester at seminar classes, orally. The maximum mark for the report is 5 points (5-point rating scale, total 15 points per semester), it can be obtained if the answer is reasoned, reveals the depth and originality of thinking; contains the learned theoretical material in its entirety;
- a scientific report (analytical report) on a given topic - 3 times per semester at seminar classes, orally. The maximum grade for the report is 5 points (5-point rating scale, total 15 points per semester), it can be obtained if the report has a logical structure, the conclusions are well-argued, the theoretical material is presented freely with an understanding of the main concepts;
- essay checks on a given topic - 1 time per semester, the defense is conducted at seminar classes in a mixed form (imitation of a public speech plus its text). The maximum grade is 10 points (10-point scale, only 10 points per semester);
- presentations of an analytical essay (on a pre-agreed topic) at a seminar class – once per semester. The maximum score is 20 points (10-point scale with a factor of $\times 2$, a total of 20 points per semester).

The final control of the educational success of higher education holders of the degree of Doctor of Philosophy in the course "Philosophy of Science" and the level of their competences, which are supported by this educational component of the curriculum, is carried out on the basis of a semester exam, the task of which is to check the graduate student's understanding of the program material as a whole, logic and interrelationships between separate sections, the ability to creatively use the

accumulated knowledge, the ability to formulate one's attitude to a certain problem of the course, etc.

The examination ticket covers the program of the discipline and provides for determining the level of knowledge and degree of mastery of competencies by graduate students. Each examination ticket consists of 4 tasks (2 stereotypical, 1 diagnostic and 1 heuristic task), which allow to diagnose the level of theoretical / practical training, the formation of competencies of graduate students, provided by the work program of the course. The result of the semester exam is evaluated in points (the maximum number is 40 points, the minimum number that is counted is 25 points).

Candidates of higher education for the degree of Doctor of Philosophy should be considered certified if the sum of the points obtained as a result of the final/semester performance check is equal to or higher than 60. The minimum possible number of points for current and module control during the semester is 35 and the minimum possible number of points scored on the exam , – 25.

The final grade for the course is calculated taking into account the points obtained during the exam and the points obtained during the current control of the cumulative system.

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

An example of an exam card and assessment criteria

Simon Kuznets' Kharkiv National University of Economics
05 Social and behavioral sciences
051 Economy
The third (educational and scientific) level
Semester I
Study course "Philosophy of science"

CARD N 1

Task 1 (stereotypical, 5 points)

Fill in the table in which the correspondence between the resulting theories of truth and their definitions would be established: 1) knowledge that corresponds to reality; 2) a system of coherent and consistent knowledge; 3) knowledge that leads to the achievement of the set goal; 4) what a person believes in; 5) what is accepted as truth.

| Conceptions of Truth | Definitin |
|------------------------------|--------------|
| Classical theory of truth | Truth is ... |
| Pragmatist theory of truth | Truth is ... |
| Coherent theory of truth | Truth is ... |
| Conventional theory of truth | Truth is ... |
| Fideist theory of truth | Truth is ... |

Task 2 (stereotypical, 10 points)

Define:

- 1) Duhem – Quine thesis;
- 2) Kuhn's thesis - Feyerabend;

- 3) What is synergy?
- 4) What is hermeneutics?
- 5) What is operationalism?

Task 3. (stereotypical, 10 points)

- 1) What is Charvaka (Lokayata)?
- 2) What is Tao in Chinese philosophy?
- 3) What is Tao in Confucianism?
- 4) What is Tao in Taoism?
- 5) What is empiricism?

Task 4 (diagnostic, 15 points)

Evolutionary theory of science by St. Toulmin.

Task 4 (heuristic, 15 points)

Analyze the neoliberal theory of M. Friedman through the prism of the synergy ideas.

Protocol No. ____ dated " ____ " _____ 20__ was approved at the meeting of the Department of International Relations, Political Sciences and Practical Philosophy.

Examiner

Ph.D., Assoc. Biletsky I.

Chief of Department

Ph.D., prof. Kuz O.

Evaluation criteria

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

Each examination ticket consists of 4 tasks (tasks 1–2 – stereotype level; task 3 – diagnostic and task 4 – heuristic levels).

Task 1 of the stereotype level is presented in the form of a test consisting of 5 questions and 5 options for answering them; each correct answer gives 1 point, up to 5 points in total.

Task 2 of the stereotype level is presented in the form of 5 questions that require a short answer (give a definition), each correct answer gives 2 points, up to 10 points in total

Task 3 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 10.

Task 4 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 15.

Diagnostic task evaluation system

| Degree of execution | points |
|--|---------------|
| The answer is reasoned, reveals the depth and originality of thinking. Contains learned theoretical / practical material in full | 10 |
| The answer is reasoned, reveals the depth and originality of thinking. Minor mistakes were made when working with theoretical / practical material | 9 |
| The answer is generally well-argued, reproduces independent thinking, but lacks systematization. Minor mistakes were made when working with theoretical / practical material | 8 |
| The answer is generally correct, but there is a lack of reasoned conclusions, certain mistakes were made when defining categories, semantic connections, etc. | 7 |

| | |
|--|---|
| The answer reveals the searcher'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. | 6 |
| The answer reveals the searcher'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 | 5 |
| There is only a partial coverage of the content of the question; certain difficulties were found when operating theoretical / practical material | 4 |
| When answering questions, significant mistakes were made that affect the content; independence of thinking is revealed only partially | 3 |
| The answer reveals only a general familiarization of the student with the problem of the question; independent thinking and conclusions are absent | 2 |
| The answer actually does not intersect with the content of the question | 1 |

Heuristic task evaluation system

| Degree of execution | points |
|--|--------|
| The answer is reasoned, reveals the depth and originality of thinking. Contains learned theoretical / practical material in full. The searcher offers really new and original ideas and approaches to the analyzed problem | 15 |
| The answer is reasoned, reveals the depth and originality of thinking. Contains learned theoretical / practical material in full | 14 |
| The answer is reasoned, reveals the depth and originality of thinking. Minor mistakes were made when working with theoretical / practical material | 13 |
| The answer is generally well-argued, reproduces independent thinking, but lacks systematization. Minor mistakes were made when working with theoretical / practical material | 12 |
| The answer is generally correct, but there is a lack of reasoned conclusions, certain mistakes were made when defining categories, semantic connections, etc. | 11 |
| 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. | 10 |
| 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 | 9 |
| There is only a partial coverage of the content of the question; certain difficulties were found when operating theoretical / practical material | 8 |
| When answering questions, significant mistakes were made that affect the content; independence of thinking is revealed only partially | 7 |
| The answer reveals only a general familiarization of the student with the problem of the question; independent thinking and conclusions are absent | 6 |
| 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 | 5 |
| The answer does not reveal independent thinking; the ability to make generalizations and theoretical / practical conclusions is absent; stereotyped knowledge is not reproduced | 4 |
| The searcher has certain ideas about the content and essence of the problem, but does not have the appropriate material and methodology | 3 |
| The searcher has only general ideas about the content and essence of the problem, does not have the relevant material and methodology | 2 |

RECOMMENDED LITERATURE

Main

1. Філософія науки: навчальний посібник для самостійної роботи здобувачів ступеня доктора філософії / уклад. І. Г. Утюж, Н. В. Спиця, Д. П. Сепетий. – Запоріжжя : ЗДМУ, 2020. – 88 с.
2. O.M. Kuz, V.T. Cheshko., I.P. Biletsky. Philosophy of science: textbook: / O.M. Kuz, V.T. Cheshko., I.P. Biletsky - Kharkiv: KHNUE, 2023. – 172 с.(Філософія науки англ. мовою)
3. Philosophy of Science. A Contemporary Introduction //Alex Rosenberg and Lee McIntyre by Routledge 52 Vanderbilt Avenue, New York, 2020. – 308 p.

Additional

4. Білецький І. П. Філософія, софістика і діалектика в китайській та західній філософських парадигмах // [№ 63 \(2021\): Вісник Харківського національного університету імені В.Н. Каразіна, серія «Теорія культури і філософія науки»](#). С. 23-32.
5. Кузь О. М., Чешко В. Ф. Трансбіополітика: онтологія та метатеорія керованої еволюції // Epistemological studies in Philosophy, Social and Political Sciences. – 2021. – Том 4. – № 1. – С. 84–94. DOI: <https://doi.org/10.15421/342110> (2021-07-21)
6. Кузь О. М., Чешко В. Ф. Трансбіополітичний тренд пандемії COVID-19: від політичної глобалізації до політики глобальної еволюції // Політикус. – 2021. – № 3. – С. 122–130. DOI: <https://doi.org/10.24195/2414-9616.2021-3.19>
7. Tromp Coyan. Philosophy of Science / Course manual 2021/2022, [Exchange Programme Faculty of Science, specialisation BSc Future Planet Studies, year 1 Bachelor Future Planet Studies, year 2](#) . – URL: <https://datanose.nl/Course/Manual/98590/Philosophy%20of%20Science/2021>

Informational resources

8. Бібліотека ім. В. Вернадського [Електронний ресурс]. – Режим доступу : <http://www.nbuv.gov.ua>.
9. Інститут філософії ім. Г. Сковороди – Режим доступу: <http://www.filosof.com.ua>.
10. Сайт персональних навчальних систем ХНЕУ ім. С. Кузнеця. Навчальна дисципліна «Філософія науки» [Електронний ресурс]. – Режим доступу : <https://pns.hneu.edu.ua/enrol/index.php?id=4226>.