Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 18.09.2025 18:16:23
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"27" февраля 2025

Dean of the Faculty
of Economics and Management
_____ /A.V. Nazarenko/
"27" февраля 2025

WORKING PROGRAM OF THE DISCIPLINE

"Philosophy"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2025

Developer(s):

Associate Professor, Candidate of Philosophical Sciences,
Associate Professor /N.N. Pluzhnikova/

Agreed:
Head of the department "Humanities Disciplines",
Philosophy Ph.D. Sciences, Associate Professor / Yu.V. Lobanova /

Head of the department
Ph.D., Associate Professor /E.E. Alenina/

Content

1. Goals, objectives and planned results for the discipline.		6
2. The place of discipline in the structure of the educational program.		7
3.	Structure and content of the discipline	8
3.1.	Types of educational work and labor intensity	9
3.2.	Thematic plan for studying the discipline	9
3.3.	The content of the discipline	10
3.4.	Topics of seminars / practical and laboratory classes	11
3.5.	Topics of course projects (term papers)	11
4.	Educational, methodological and information support	12
4.1.	Regulatory documents and GOSTs	12
4.2.	Main literature	12
4.3.	Additional literature	12
4.4.	Electronic educational resources	12
4.5.	Licensed and Free Software	12
4.6.	Modern professional databases and information reference systems	12
5.	Logistics	13
6.	Guidelines	14
6.1.	Methodological recommendations for the teacher on the organization of training	14
6.2.	Guidelines for students to master the discipline	15
7.	Evaluation fund	23
7.1.	Methods for monitoring and evaluating learning outcomes	23
7.2.	Scale and criteria for evaluating learning outcomes	23
7.3.	Evaluation tools	26

1. Goals, objectives and planned learning outcomes in the discipline

Goals mastering the discipline "Philosophy" are:

- ensuring that students master the basics of philosophical knowledge;
- formation of an idea about the specifics of philosophy as a way of knowing and spiritually mastering the world, the main sections of modern philosophical knowledge, philosophical problems and methods for their study;
- developing skills for independent analysis of the meaning and essence of the problems that occupied the minds of philosophers of the past and present, as well as the current state of society in its socio-historical and ethical contexts.

To the main tasks mastering the discipline "Philosophy" should include:

- mastering the basic principles and techniques of philosophical knowledge;
- awareness of the system of universal values, understanding of the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings
- developing the skills of critical perception and evaluation of information sources, the ability to logically formulate, present and reasonably defend one's own vision of problems and ways to solve them;
- mastering the methods of conducting discussions, polemics, dialogue
- acquisition of skills of interaction with people, taking into account socio-cultural characteristics in order to successfully complete professional tasks and social integration

Learning outcomes by discipline are as follows:

- possession of the basic principles and methods of philosophical knowledge;
-understanding of the intercultural diversity of society in the socio-historical, ethical and philosophical contexts
- awareness of the system of universal values, understanding of the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings
- skills of critical perception and evaluation of sources of information, the ability to logically formulate, present and reasonably defend their own vision of problems and ways to solve them;
- possession of methods of conducting discussion, polemics, dialogue
- skills of interaction with people, taking into account socio-cultural characteristics in order to successfully complete professional tasks and social integration

Training in the discipline "Philosophy" is aimed at developing the following competencies in students:

Code and name of competencies	Competence achievement indicators
UK-5. Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration

2. The place of discipline in the structure of the educational program

The discipline refers to the mandatory part / part formed by the participants in the educational relations of block B1 "Disciplines (modules)".

The discipline "Philosophy" is taught in the 1st semester. The discipline "Philosophy" is connectedlogically and meaningfully and methodically with the following disciplines of the PLO: "History of Russia", "Digital Literacy". In the process of studying these disciplines, the main universal competencies are formed, aimed at forming a culture of philosophical thinking, the ability to analyze and synthesize. This creates the basis for the effective development of these disciplines, forms the basis of logical thinking in the student, the ability to identify patterns in the developmentof nature and society, forms an active and useful civic position for society. The basic knowledge that a student should have after studying the discipline "Philosophy" is designed to contribute to the development of disciplines aimed at the formation of professional knowledge and skills.

3. Structure and content of the discipline

The total labor intensity of the discipline is 2 credit(s) unit(s) (72 hours).

3.1 Types of educational work and labor intensity
(according to the forms of education)

3.1.1. Part-time education

No. p / p	Type of study work	Quantity hours	Semesters	
			2	
	Auditory lessons	**18**	18	
	Including:			
1	Lectures	8	8	
2	Seminars/practical classes	10	10	
3	Laboratory studies			
	Independent work	**54**	54	
	Including:			
1	Abstracts			
2	Essay.			
	Intermediate certification			
	Test/Differential Test/Exam	**Test**	Test	
	Total	**72**	72	

3.2 Thematic plan for studying the discipline
(according to the forms of education)

3.2.1. Part-time education

o. /p	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lectures	Seminar / practical training	Laboratory studies	Practical training	
	Section 1.						
.1	Topic 1.		2				6
.2	Topic 2		2				6
3	Topic 3.		2				6
4	Topic 4.		2				6
5	Topic 5.		2				6
6	Theme 6			2			6
7	Theme 7			2			6
8	Theme 8			2			6
9	Topic 9.			2			6
	Total		**10**	**8**			**54**

3.3 The content of the discipline

Topic 1. Philosophy, its subject and place in culture.

Philosophical questions in the life of modern man. The main characteristics of philosophical knowledge. Functions of philosophy.

Topic 2. History of philosophy.

The problem of its occurrence. Philosophy of the Ancient World. Chinese and Indian philosophical schools. The specifics of ancient Greek philosophy. Greek natural philosophy. Socrates and the Socratic schools. Classical ancient philosophy: Plato's idealism and Aristotle's philosophical system. Platonists and Neoplatonists. Non-classical ancient philosophy: epicureanism, skepticism, stoicism.

Topic 3. Specificity and main problems of medieval philosophy.

Periodization of medieval philosophy. Islamic Philosophy of the Middle Ages. The main schools and representatives of Christian medieval philosophy. Mystic. Scholasticism. Thomism and Augustinianism. The Crisis of Medieval Philosophy.

Topic 4. Philosophy of the Renaissance.

Humanism and natural philosophy of the Renaissance. Pantheism, utopianism, skepticism of the late Renaissance.

Topic 5. Western European philosophy of modern times.

The emergence of modern European philosophy. Metaphysical systems of rationalism. British sensationalism and its critics. subjective idealism. Enlightenment Deism. Naturalism, empiricism and materialism in the philosophy of the Enlightenment. Spiritualism and irrationalism of the philosophy of the 18th century.

Topic 6. German classical philosophy.

Main problems: the specifics of their formulation and solution. I. Kant on the subject and method of philosophy. "Critical" period of Kant's philosophy. Ethical and aesthetic views of Kant. Philosophy of Fichte, Schelling. Dialectic of Hegel. Anthropological materialism L. Feuerbach.

Topic 7. Non-classical Western philosophy at the turn of the 19th -20th centuries.

Vulgar and anthropological materialism. Marxist philosophy and directions of its development. Positive philosophy, empirio-criticism and philosophy of science. phenomenological movement. The evolution of American pragmatism. Western European philosophy of life. Ways of conceptualization of the unconscious in psychoanalytic philosophy.

Topic 8. Western philosophy of the XX century.

Analytical Philosophy. Logical neopositivism. Linguistic Philosophy. critical rationalism. Existentialism, philosophical anthropology. Hermeneutics. Poststructuralism and postmodernism.

Topic 9. Russian philosophy.

The emergence, formation and development of philosophy in Russia. Specificity of Russian philosophy. The heyday of Russian philosophy in the XIX - XX centuries. Original Russian philosophy: the philosophy of Slavophilism, Westernism, sophiology, cosmism. Soviet and post-Soviet philosophical thought.

3.4 Topics of seminars / practical and laboratory classes

3.4.1. Seminars/practical classes

Topic 1. Philosophy, its subject and place in culture.

Philosophical questions in the life of modern man. The main characteristics of philosophical knowledge. Functions of philosophy.

Topic 2. History of philosophy.

The problem of its occurrence. Philosophy of the Ancient World. Chinese and Indian philosophical schools. The specifics of ancient Greek philosophy. Greek natural philosophy. Socrates andthe Socratic schools. Classical ancient philosophy: Plato's idealism and Aristotle's philosophical system. Platonists and Neoplatonists. Non-classical ancient philosophy: epicureanism, skepticism, stoicism.

Topic 3. Specificity and main problems of medieval philosophy.

Periodization of medieval philosophy. Islamic Philosophy of the Middle Ages. The main schools and representatives of Christian medieval philosophy. Mystic. Scholasticism. Thomism and Augustinianism. The Crisis of Medieval Philosophy.

Topic 4. Philosophy of the Renaissance.

Humanism and natural philosophy of the Renaissance. Pantheism, utopianism, skepticism of the late Renaissance.

Topic 5. Western European philosophy of modern times.

The emergence of modern European philosophy. Metaphysical systems of rationalism. British sensationalism and its critics. subjective idealism. Enlightenment Deism. Naturalism, empiricism and materialism in the philosophy of the Enlightenment. Spiritualism and irrationalism of the philosophy of the 18th century.

Topic 6. German classical philosophy.

Main problems: the specifics of their formulation and solution. I. Kant on the subject and method of philosophy. "Critical" period of Kant's philosophy. Ethical and aesthetic views of Kant. Philosophy of Fichte, Schelling. Dialectic of Hegel. Anthropological materialism L. Feuerbach.

Topic 7. Non-classical Western philosophy at the turn of the 19th -20th centuries.

Vulgar and anthropological materialism. Marxist philosophy and directions of its development. Positive philosophy, empirio-criticism and philosophy of science. phenomenological movement. The evolution of American pragmatism. Western European philosophy of life. Ways of conceptualization of the unconscious in psychoanalytic philosophy.

Topic 8. Western philosophy of the XX century.

Analytical Philosophy. Logical neopositivism. Linguistic Philosophy. critical rationalism. Existentialism, philosophical anthropology. Hermeneutics. Poststructuralism and postmodernism.

Topic 9. Russian philosophy.

The emergence, formation and development of philosophy in Russia. Specificity of Russian philosophy. The heyday of Russian philosophy in the XIX - XX centuries. Original Russian philosophy: the philosophy of Slavophilism, Westernism, sophiology, cosmism. Soviet and post-Soviet philosophical thought.

3.4.2. Laboratory studies

Not provided.

3.5 Topics of course projects (term papers)

Not provided.

4. Educational, methodological and information support

4.1 Regulatory documents and GOSTs

1.https://fgosvo.ru/uploadfiles/FGOS%20VO%203++/Bak/380302B_3_31082020.pdf?ysclid=ljjsniy5cx508710083.

2. "Regulations on the organization of the educational process at the Moscow Polytechnic University".

4.2 Main literature

1. Gubin VD Philosophy: Textbook for universities. M.: Prospekt, 2004 - 551 copies. 2005 – 15 copies; 2010 -11 copies.

2. Philosophy: Textbook for universities / ed. A. F. Zotova, V. V. Mironova, A. V. Razina. Moscow: Academic project, 2003 – 185 copies.

3. Mironov VV Philosophy. M.: Prospekt, 2011 – 3 copies; 2009 -15 copies; 2005 - 80 copies.

4.3 Additional literature

1. Kanke V. A. Philosophy. Historical and systematic course: Textbook for universities. Ed. 5th, revised. and additional - M.: Logos, 2009 - 15 copies.

2. Reader on the history of philosophy: textbook. manual for universities: in 3 hours / V.A. Bashkalova, V.E. Garpushkin, Z.R. Gafurova and others; resp. ed. L.A. Mikeshina .-M .: VLADOS Part 1: Ancient Indian philosophy. ancient Chinese philosophy. ancient philosophy. medieval philosophy. Arabic philosophy. Philosophy of the Renaissance. European philosophy of modern times. 446s.1997 - 48 copies.

3. Reader on the history of philosophy: a textbook for universities: in s t. resp. ed.L. A. Mikeshina .-M .: VLADOS Part 2: Western philosophy. Second half of the 19th - early 20th century. XX century. On the threshold of the XXI century. 526 s.1997 - 36 copies.

4.4 Electronic educational resources

An electronic educational resource on the discipline is under development.

4.5 Licensed and Free Software

1. Operating system, Windows 10 (or lower) - Microsoft Open License - License No. 61984214, 61984216,61984217, 61984219, 61984213, 61984218, 61984215;
2. Office Applications, Microsoft Office 2013 (or lower) - Microsoft Open License

4.6 Modern professional databases and information reference systems

1. https://elenph.org/
2. https://www.philosophy.ru/
3. https://iphlib.ru/library

5. Logistics

Lecture audiences, audiences for seminars of the general fund, computer classes, a scientific reading room equipped with places for Internet access, electronic media for computer programs and distance learning, Notebook Lenovo 300e, interactive whiteboards Samsung UE75AU7100U (located in classrooms PC 439, 202 , 318, etc.), video projectors.

6. Guidelines

6.1 Methodological recommendations for the teacher on the organization of training

At the first lesson in the discipline, it is necessary to familiarize students with the order of its study (forms of classes, current and intermediate control), reveal the place and role of the discipline in the system of sciences, its practical significance, bring the requirements of the department (Center) to the students, answer questions.

Lecture requirements:

- scientific and informative (modern scientific level), evidence and reasoning, the presence of a sufficient number of vivid, convincing examples, facts, justifications, documents and scientific evidence;

- activating the thinking of listeners, setting questions for reflection, a clear structure and logic for the disclosure of sequentially presented questions;

- clarification of newly introduced terms and names, formulating the main thoughts and provisions, emphasizing the conclusions, repeating them;

- emotionality of the form of presentation, accessible and clear language.

The teacher should help students and make sure everyone understands and has time to follow the progress of the presentation of the material. A means to help note-taking is an accentuated presentation of the lecture material, i.e. highlighting the voice, intonation, repeating the most important, essential information, using pauses, writing on the board, demonstrating illustrative material, strict adherence to the rules of classes.

The teacher can directly supervise the work of students in taking notes of lecture material, emphasizing the need to reflect the main provisions of the topic being studied in the notes, emphasizing the categorical apparatus. The art of the lecturer helps the good organization of the work of students at the lecture. The content, the clarity of the structure of the lecture, the use of methods of maintaining attention - all this activates thinking and working capacity, helps to establish contact with the audience, evokes an emotional response in students, and forms interest in the subject.

In the final part of the lecture, it is necessary to formulate general conclusions on the topic, revealing the content of all the questions posed in the lecture. Announce the plan of the next seminar, give brief recommendations on how to prepare students for the seminar.

When preparing for a seminar on the topic of the lecture, the teacher needs to clarify the plan for its conduct, think over the wording and content of the training questions submitted for discussion, and familiarize yourself with new publications on the topic of the seminar.

During the seminar, in the introductory speech, reveal the theoretical and practical significance of the topic of the seminar, determine the order of its conduct, the time for discussing each educational issue. To give everyone the opportunity to speak, as well as to invite those students who, for one reason or another, missed the lecture or are passive to speak. During the discussion of educational issues, it is advisable to ask additional and clarifying questions to the speakers and the audience in order to clarify their positions on the merits of the issues under discussion. Encourage speaking from the floor in the form of brief additions and questions to the speaker and the facilitator. For clarity and consolidation of the studied material, the teacher can use tables, diagrams, maps.

In the final part of the seminar, one should summarize its results: evaluate the performances of each student and the study group as a whole. To reveal the positive aspects and disadvantages of the seminar. Answer students' questions. Name the topic of the next lesson.

6.2 Guidelines for students on mastering the discipline

*Working with a book (textbook).*When working with a book (textbook), it is necessary to study the list of literature recommended by the teacher, learn how to read it

correctly, and keep notes. The library uses alphabetical and systematic catalogs to select literature. It is important to remember that rational book handling skills are always a great time and effort saver. When studying the material from the textbook, one should proceed to the next question only after correctly understanding the previous one, describing all the calculations on paper. Particular attention should be paid to the definition of the basic concepts of the course "Philosophy". The student should analyze in detail the examples that explain such definitions, and be able to build similar examples on their own. You need to get an accurate idea of what you are studying. It is useful to make base notes.

METHODOLOGICAL RECOMMENDATIONS FOR PREPARATION OF A SUMMARY:

1. Read the text carefully. Check in the reference literature for unfamiliar words. When recording, do not forget to put reference data in the abstract margins;

2. Highlight the main thing, make a plan;

3. Briefly formulate the main provisions of the text, note the author's argument;

4. Outline the material, clearly following the points of the plan. When taking notes, try to express your thoughts in your own words. Records should be kept clear and concise.

5. Properly write down quotes. When quoting, consider the conciseness, the significance of the thought. In the text of the abstract, it is desirable to provide not only thesis provisions, but also their evidence. When compiling an abstract, it is necessary to strive for the capacity of each sentence. The thoughts of the author of the book should be stated briefly, taking care of the style and expressiveness of what is written. The number of additional elements of the abstract should be logically justified, the entries should be distributed in a certain sequence that corresponds to the logical structure of the work. For clarification and addition, it is necessary to leave the fields.

Mastering the skills of note-taking requires the student to be purposeful, everyday independent work.

ESSAY ON PHILOSOPHY. An essay is a genre of philosophical, literary-critical, historical-biographical, journalistic prose, combining the emphatically individual position of the author with a relaxed, often paradoxical presentation focused on colloquial speech.

Philosophy Essay Evaluation Criteria:

1. The clarity of the problem statement within the stated topic. Erudition: knowledge and logical presentation of factual material, familiarity with the names of famous philosophers.

2. Understanding the differences between educational, journalistic, popular science and scientific texts.

3. The ability to isolate causal relationships. Ability to analyze philosophical text.

4. Ability to formulate conclusions.

5. The manifestation of creative and independent thinking. Possessing literary skills. Style and form of presentation of the material.

The essay should have the following structure:

1. Introduction (introduction) - defines the topic of the essay and contains definitions of the main concepts encountered.

2. Content (main part) - a reasoned presentation of the main theses. The main part is built on the basis of analytical work, including the analysis of facts. The most important

philosophical concepts included in the essay are systematized and illustrated with examples. The judgments given in the essay must be conclusive.

3. Conclusion - these are the final conclusions on the topic, what the author came to as a result of reasoning. The conclusion summarizes the main ideas. The conclusion can be presented as a sum of judgments, which leave room for further discussion.

PREPARATION OF REPORTS. RULES FOR WRITING SUMMARY AND OTHER SCIENTIFIC WORKS

A report is a public communication, which is a detailed presentation of a specific topic.

Stages of report preparation:

1. Determination of the purpose of the report.
2. Selection of the necessary material that determines the content of the report.
3. Drawing up a report plan, distribution of the collected material in the required logical sequence.
4. General acquaintance with the literature and selection of the main source among the sources.
5. Refinement of the plan, selection of material for each item of the plan.
6. Compositional design of the report.
7. Memorization, memorization of the text of the report, preparation of abstracts.
8. Presentation of a report.
9. Discussion of the report.
10. Evaluation of the report

SUMMARY - a brief analytical presentation by the student of the literature he studied on the chosen topic. This is one of the types of research work carried out on the basis of the study of sources, analysis of specific material. The abstracts use statistical collections and materials, monographs, magazine and newspaper articles, sociological research data. The work must be written in the first person, which implies the use of the following phrases in the text: “in our opinion”, “from my point of view”, “the author believes that ...”, “I agree (or disagree)”, etc., those. the student's position on the problem being covered should be clearly traced in the work. After determining the topic, youshould start studying the literature. First of all, the student should familiarize himself with the available publications on the topic in order to find out the degree of its development. This and other literature is used as factual material. When studying literature, one should pay attention to fundamental theoretical issues, the most important provisions, concepts, categories, terminology, judgments, arguments, formulations, conclusions, and statistical data.

The general requirement for a scientific text, which the abstract must also meet, is completeness, depth of presentation, accuracy, brevity, originality. By completeness it is customary to understand the statement of the problem in full, containing the necessary information. The depth of presentation is the degree of penetration into the essence of a phenomenon, an idea. Under the accuracy of the text, it is customary to understand the correspondence of the author's statements to objective reality, the clarity of terminology, concepts and categories, the allocation of essential features of the analyzed phenomena or theoretical provisions. Brevity means a concise statement. This is the absence of irrelevant

facts, details, arguments, unnecessary figures, etc. Under the originality of the text is understood such a presentation of the material, which indicates the independence of the student's thoughts, judgments. The work should not be declarative, unsubstantiated provisions, "random" text. Quotations should not be overused. A quotation is appropriate only when it convincingly confirms the thought expressed by you, serves as a starting point for critical remarks on a particular issue, gives an exact formulation, or contains a scientific definition. There may be few facts, arguments in the work, but they must be accurate, vivid, and convincing.

7. Evaluation fund

7.1 Methods for monitoring and evaluating learning outcomes

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

1. Current control (carried out by the lecturer and the teacher leading the seminars):

- tests to check the results of independent extracurricular work of students;
- writing essays, written homework;
- holding colloquia;
- Essay writing.

2. Intermediate control: oral test (1 semester).

Evaluative means of current monitoring of progress include control questions and tasks in the form of blank and (or) computer testing, to control the development of discipline sections by students, defense of abstracts, a list of essay topics.

Samples of test tasks, essay topics, control questions and tasks for conducting current control, examination tickets are given in Appendix 2.

7.2 Scale and criteria for evaluating learning outcomes

UK-5 Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts				
Index	**Evaluation criteria**			
	not credited	**credited**		
	2	**3**	**4**	**5**

IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in the socio-historical, ethical and	The student demonstrates the complete absence of ITT in his answer. Knowledge of the discipline is minimal or completely absent.	ITC is present in the student's answer in an incomplete volume. There are gaps in knowledge. Students make significant mistakes.	The IAT is present in the student's answer in a volume close to full. The mistakes he makes are minor.	ITC is present in the student's answer in full. The answers demonstrate the complete assimilation of the content of the discipline.
IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings	The student demonstrates the complete absence of ITT in his answer. Knowledge of the discipline is minimal or completely absent.	ITC is present in the student's answer in an incomplete volume. There are gaps in knowledge. Students make significant mistakes.	The IAT is present in the student's answer in a volume close to full. The mistakes he makes are minor.	ITC is present in the student's answer in full. The answers demonstrate the complete assimilation of the content of the discipline.
IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	The student demonstrates the complete absence of ITT in his answer. Knowledge of the discipline is minimal or completely absent.	ITC is present in the student's answer in an incomplete volume. There are gaps in knowledge. Students make significant mistakes.	The IAT is present in the student's answer in a volume close to full. The mistakes he makes are minor.	ITC is present in the student's answer in full. The answers demonstrate the complete assimilation of the content of the discipline.

7.3 Evaluation tools

7.3.1. current control

7.3.2. Intermediate certification

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

PHILOSOPHY					
FGOS VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following **general cultural competencies**:					
COMPETENCES		**List of components**	**Competence formation techn**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
UK-5	Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	lecture, seminar/practical lesson, self-study	uo, TO, K/R, R, E	**A basic level of** is able to competently present information on the content of the topics studied in the forms of oral and written speech. **Enhanced level** is able to correctly, clearly and reasonably present information on the content of the topics studied, demonstrating their integration into the structure of their knowledge.

The list of evaluation tools for the discipline "Philosophy"

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
1	Colloquium (TO)	A means of monitoring the assimilation of the educational material of the topic, section or sections of the discipline, organized as a training session in the form of a pedagogical interview worker With students.	Questions on topics / sections of the discipline
2	Test (K/R)	A tool for testing skills to apply the acquired knowledge to solve problems of a certain type on a topic or section	A set of control tasks by options
3	Essay (R)	The product of the student's independent work, which is a summary in writing of the results of the theoretical analysis of a certain scientific (educational and research) topic, where the author reveals the essence of the problem under study, gives different points of view, as well as his own views on it.	Essay topics
4	Oral interview interview, (UO)	A means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to clarify the amount of knowledge of the student in a particular section, topic, problem, etc.	Questions about topics / sections of the discipline
5	Essay (Uh)	Means,which allows assessing the student's ability to express in writing the essence of the problem posed, to independently analyze this problem using concepts and analytical tools of the relevant discipline, to draw conclusions that summarize a u t h o r ' s p o s i t i o n on the given problem.	Essay topics
6	Exam tickets	The tool used for intermediate certification in the discipline "Philosophy"	Questions to prepare for the test

Table 3. Passport of FOS in the discipline "Philosophy"

Competency Code	Elements of competence (parts of competence)	Controlled modules, sections (topics) of the discipline according to the work program	Periodwildness control	Kinds control	Ways control	Facilities control
1	2	3	4	5	6	7
UK-5. Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	Topics 1-9 (see work program)	TEKPA	Test	Orally in writing	Tasks for control work,

1.Questions for colloquia, interviews

Subject. Philosophy, its subject, functions and structure. (UK-5)

1. What is the subject of philosophy?
2. What is the place of philosophy in culture, what role does it play in it?
3. What problems are of interest to philosophers?
4. How do worldview and philosophy relate?
5. What functions does philosophy perform?
6. What are the main components of the structure of philosophy?
7. What is the essence of the problem of the main question of philosophy?

8. What are the historical types of philosophy?
9. What is the nature of the differing philosophies?

Subject. Philosophy of the Ancient World and the Middle Ages (UK-5)

1. Where and why did philosophy originate?
2. What are the features of the philosophy of ancient India?
3. What are the differences between Confucianism and Taoism?
4. What was the name of the first philosophical school known in antiquity, who were its main representatives, and what problems were they interested in?
5. Was Heraclitus right when he said that everything flows?
6. What are the main problems of the philosophy of Pythagoreanism?
7. What is the essence of Democritus atomism?
8. What new things did the sophists bring to philosophy?
9. What does Socrates' thought “Know thyself” mean?
10. What is the essence of the Platonic theory of ideas?
11. What is the essence of the Platonic theory of the ideal state?
12. How, according to Aristotle, do matter and form interact?
13. What is the essence of the Aristotelian theory of knowledge?
14. What is the direction of the political philosophy of Aristotle,
15. How can one explain the denial of the state, family, property by the Cynics?
16. What is the essence of the ethics of Stoicism?
17. What is the nature of ancient skepticism?
18. Was the problem of the unity of all things the most important in the philosophy of Plotinus?
19. How did medieval Christian philosophy emerge?
20. What are the features and basic principles of medieval philosophy?
21. Name the stages of development of Medieval Christian philosophy, give their characteristics.
22. What are the characteristics of patristics?
23. Name the main representatives of patristics
24. What is the difference between scholasticism and patristics?
25. Name the main representatives of scholasticism.
26. Describe the causes and essence of the disputes between nominalists and realists.
27. How did medieval philosophy solve the question of the relationship between reason and faith?
28. Name the main representatives of the medieval Arab-Islamic philosophy.
29. What do you see as the peculiarities of Medieval Arabic philosophy?

Subject. Philosophy of the Renaissance. Western European philosophy of modern times. (UK-5)

1. What caused the change in the content of philosophy in the Renaissance? Name the main problems of philosophy of this period.
2. What are the features of Renaissance humanism?
3. How is natural philosophy represented by Renaissance thinkers?
4. Describe the views of N. Machiavelli on the problems of the state, power and church.
5. Why are the teachings of T. Mora and T. Campanella called utopian?
6. Compare the humanism of antiquity and the humanism of the Renaissance, what are their similarities and differences?
7. Name the works of Renaissance philosophers concerning the problems of ontology. Analyze, based on the content, why these works are classified as ontological?
8. Did the philosophy of the Renaissance influence the development of science of its time?
9. What are the socio-economic conditions for the formation of the philosophy of the New Age
10. What is common between empiricism and rationalism in the philosophy of modern times?
11. What is the fundamental difference between these directions?

12. What are the advantages and disadvantages of F. Bacon's inductive method?
13. What is the essence of the method proposed by R. Descartes?
14. What is the logical content of the famous principle “I think, therefore I am”?
15. What is new in the understanding of substance brought B. Spinoza?
16. What did Spinoza mean by substance, attribute and mode?
17. What is the essence of the concept of a monad in the philosophy of Leibniz?
18. What is the direction of the philosophy of the French Enlightenment?
19. What are the characteristics of French materialism?
20. What is the essence of J. Berkeley's subjective idealism?
21. What are the manifestations of D. Hume's skepticism?
22. What is the difference between materialism and modern deism?

Subject. Classical German philosophy (XVIII - XIX centuries) (UK-5)
1. What are the prerequisites for the emergence of German classical philosophy?
2. What are the subject and tasks of philosophy according to the teachings of I. Kant?
3. What is the “thing in itself” in Kantian philosophy?
4. What is a priori knowledge?
5. What is Kant's "categorical imperative"?
6. What is the difference between theoretical and practical reason?
7. How is the basic law of morality formulated by Kant?
8. What are the main principles and tasks of philosophy put forward by Fichte in his "Science"?
9. What is the contradiction between Hegel's method and system?
10. What is Hegel's main contribution to the development of dialectics?
11. What is Schelling's philosophy?
12. What are the features of L. Feuerbach's materialism?

Subject. Western European philosophy (XIX-XX centuries) (UK-5)
1. What do A. Schopenhauer's statements “the world is will” and “the world is my idea” mean?
2. What is the specificity of human life in the teachings of A. Schopenhauer?
3. What role does the concept of "will to power" play in the teachings of F. Nietzsche?
4. What is the essence of the "Dionysian" and "Apollo" principles in the analysis of Western culture by F. Nietzsche?
5. What is the meaning of the prophecy about the "death of God" in the philosophy of F. Nietzsche?
6. Who is F. Nietzsche's Superman?
7. Why is the philosophy of K. Marx and F. Engels called materialistic?
8. What is the basis for understanding history by K. Marx and F. Engels?
9. What role does dialectics play in the philosophy of K. Marx and F. Engels?
10. What are the main trends in modern Western philosophy? Name the main representatives of each direction.
11. What are the basic principles of positivism?
12. What ideas did K. Popper and T. Kuhn introduce into the philosophy of science?
13. What postulates underlie the philosophy of pragmatism?
14. What is phenomenology according to E. Husserl?
15. What is the essence of the intentionality of consciousness in phenomenology?
16. Why is S. Kierkegaard considered the founder of existentialism?
17. What directions are distinguished in existentialism?
18. What is the social orientation of the philosophy of Zh.P. Sartre and A. Camus?
19. What role does human freedom play in existentialism?
20. What are the main ideas of Neo-Thomism?
21. What is the "hermeneutical circle"?
22. What is the meaning of the philosophy of structuralism and post-structuralism?

23. What is the understanding of man in psychoanalysis?
24. What two principles of the functioning of the human psyche are distinguished by Z. Freud?
25. What are the similarities and differences between the individual and the collective unconscious?
26. What are archetypes according to K. Jung?
27. What is new in the doctrine of the unconscious offers J. Lacan?
28. What is the meaning of postmodernism as a philosophical trend of the late twentieth century?

Subject. Russian philosophy (X-XX centuries) (UK-5)

A)

1. What are the origins of Russian philosophy?
2. What role did the Christian Orthodox Church play in the formation of Russian philosophy?
3. What are the distinctive features of Russian medieval philosophy?
4. What is the content of the philosophical views of the thinkers of Kievan Rus?
5. What moral problems are considered in the works of Maxim the Greek?
6. What is the main difference between the views of "nonpossessors" and "Josephites"?
7. Which of the domestic intellectuals was part of the "scientific squad" of Peter I?
8. What are the distinctive features of the socio-philosophical views of V. Tatishchev and A. Kantemir?
9. What are the main features of the philosophy of M.V. Lomonosov?
10. Who were the representatives of the Enlightenment philosophy in Russia?
11. Whether the economic life of Russia XI-XVIII centuries was reflected. in national philosophy? What is the essence of the philosophical views of P.Ya. Chaadaeva?
12. What is the specificity of the views of the Slavophiles?
13. What is the essence of the philosophical views of Westerners?
14. What are the philosophical and socio-political views of the representatives of revolutionary democracy (A.I. Herzen, N.G. Chernyshevsky, D.I. Pisarev)?
15. What is the essence of the philosophical views of F.M. Dostoevsky, L.N. Tolstoy, K.N. Leontiev?

B)

1. What is the essence of the philosophical teachings of V.S. Solovyov?
2. What are the features of the philosophy of populism?
3. What are the features of the philosophical views of G.V. Plekhanov?
4. What are the main features of Russian religious philosophy in the late 19th - early 20th centuries?
5. What is the specificity of the philosophical views of V.V. Rozanov?
6. What is the social meaning of the philosophy of Russian cosmists?
7. What are the features of the philosophy of S.N. Bulgakov and P.A. Florensky?
8. Why S.N. Bulgakov is classified as a religious philosopher?
9. What is the specificity of the philosophical views of V.I. Lenin?
10. What are the philosophical foundations of N.A. Berdyaev about freedom?
11. What are the main provisions of the social and philosophical teachings of N.A. Berdyaev?
12. What is the essence of N.A. Berdyaev.
13. What are the stages of development of philosophy in Russia in the 20-90s. XX century?

Criteria for evaluation:

- the “pass” mark is given to the student if he demonstrates the skills of a critical, research attitude to the presented argumentation, shows developed abilities to grasp and understand the philosophical aspects of various socially and personally significant problems; capable of dialogue, discussion, formation and logically reasoned justification of their own position on a particular issue; a critical attitude to philosophical argumentation is developed when students

perform tasks that require finding arguments “for” or “against” any philosophical thesis, development or refutation of a particular philosophical position.

- the grade "not passed" is given to a student who could not reasonably and illustratively construct his answer; uncritically used ready-made information, not knowing the content of the basic concepts of the issue under discussion.

List of tasks for the control work

Subject Philosophy, its subject, functions and structure (UK-5)

Option 1

Task 1. What is the place of philosophy among other sciences (history, sociology, economic sciences, biology, etc.). Compare their subject matter, method, and categories.

Task 2. Give a modern definition of philosophy and its subject. Highlight the main sections of philosophy as a theoretical discipline (ontology, epistemology, logic, etc.), give a brief description of each of them.

Option 2

Task 1. Describe the functions that philosophy performs in modern society.

Task 2. Open the problem of the personal nature of philosophy.

Option 3

Task 1. Doesn't the multicomponent structure of philosophical knowledge cancel its integrity?

Task 2. Is philosophy always necessary in a particular culture?

Option 4

Task 1. What do you think: Can philosophy change the world? How?

Task 2. Classify the types of worldview. What is the place of philosophy in this hierarchy?

Subject Philosophy of the Ancient World and the Middle Ages (UK-5)

Option 1

Task 1. Expand the philosophical views of the representatives of the Milesian school.

Task 2. Highlight the main ideas of Heraclitus.

Option 2

Task 1. Highlight the main ideas of the Eleatics.

Task 2. Expand the ontological views of Democritus.

Option 3

Task 1. Highlight Plato's cosmological views based on the analysis of his dialogue "Timaeus".

Task 2. Expand the socio-philosophical views of Plato based on the analysis of his dialogue "The State".

Option 4

Task 1. Highlight the question of the relationship between matter and form based on the analysis of his dialogue "State".

Task 2. Expand Aristotle's doctrine of categories based on the analysis of his work "Categories".

Option 5

Task 1. Analyze the ontological, epistemological and ethical ideas of Epicurus.

Task 2. Analyze the ethics of Seneca.

Option 6

Task 1. Highlight the epistemological ideas of ancient skepticism..

Task 2. Analyze the ontological ideas of Plotinus.

Option 7

Task 1. Expand the philosophical content of the composition "Tao de jing".

Task 2. Expand the philosophical content of the work of Confucius "Lun Yu".

Option 8

Task 1. Open the issue of the emergence of Christian medieval philosophy.

Task 2. Prepare a presentation on the principles of medieval philosophy.

Option 9

Task 1. What is the specificity of medieval ontology?

Task 2. What is the specificity of the medieval theory of knowledge?

Subject Philosophy of the Renaissance. Western European philosophy of modern times. (UK-5)

Option 1

Task 1. Compare the works "Utopia" by T. Mora and "City of the Sun" by T. Campanella

Task 2. Highlight the views of Leonardo da Vinci on the purpose of science based on his work "On Myself and My Science".

Option 2

Task 1. Analyze the views of Pietro Pomponazzi on the problem of death and immortality.

Task 2. Expand the views of Lorenzo Valla on the nature of free will.

Option 3

Task 1. Analyze the epistemological ideas of N. Kuzansky contained in his work "On Scientific Ignorance".

Task 2. Highlight the issue of the social meaning of T. More's work "Utopia".

Option 4

Task 1. Expand the main meaning of Erasmus of Rotterdam's reasoning about free will based on his work "Diatribe, or reasoning about free will."

Task 2. What is the essence of F. Bacon's "improved" induction?

Option 5

Task 1. Expand the essence of the theory of idols by F. Bacon.

Task 2. Highlight the teachings of T. Hobbes on the state in his work "Leviathan"

Option 6

Task 1. Expand the doctrine of the method of Descartes in his works "Discourse on the method" and "Rules for the guidance of the mind."

Task 2. Expand the essence of monadology V.G. Leibniz.

Option 7

Task 1. Summarize the arguments "for" and "against" the existence of matter in the work of J. Berkeley "Three conversations between Hylas and Philonus".

Task 2. What is the social orientation of the philosophical views of Fr. Voltaire?

Option 8

Task 1. Expand the views of K.A. Helvetius in his work On Man.

Task 2. Highlight the views of Zh.O. La Mettrie about man based on the analysis of his work "Man-machine".

Subject. Classical German philosophy (XVIII - XIX centuries) (UK-5)

Option 1

Task 1. Highlight the theory of knowledge of I. Kant.

Task 2. Expand the essence of the science of I.G. Fichte.

Option 2

Task 1. Highlight I. Kant's ideas about things in themselves.

Task 2. Analyze the relationship between the three forms of philosophy in Hegel's system: dialectics, philosophy of nature and philosophy of spirit.

Option 3

Task 1. What is the essence of Hegel's dialectics?

Task 2. Analyze the contradictions in understanding the essence of religion and the way to overcome it in the concept of Feuerbach.

Subject. Western European philosophy (XIX-XX centuries) (UK-5)

Option 1

Task 1. Find similarities and differences in the teachings about man by A. Schopenhauer and F. Nietzsche.

Task 2. Highlight the influence of the philosophical and economic ideas of K. Marx and F. Engels on the development of the economy of the twentieth century.

Option 2

Task 1. Expand the main idea of the principle "beyond good and evil" by F. Nietzsche

Task 2. Highlight the basic principles of neopositivism on the example of B. Russell's work "Human knowledge: its scope and boundaries."

Option 3

Task 1. State the theory of the development of scientific knowledge of T. Kuhn based on reading his work "The Structure of Scientific Revolutions".

Task 2. Designate the main principles of the philosophy of pragmatism, based on the work of W. James "Pragmatism".

Option 4

Task 1. Highlight the ideas of the work of S. Kierkegaard "Either-Or", which formed the basis of the philosophy of existentialism.

Task 2. Read the work of J.-P. Sartre "Existentialism is humanism" and comment on the main provisions of this work.

Option 5

Task 1. Expand the significance and novelty of the philosophy of Z. Freud in understanding a person using the example of his work "Introduction to Psychoanalysis: Lectures".

Task 2. Indicate the main criticisms from postmodernism, addressed to all previous philosophy.

Subject. Russian philosophy (X-XX centuries) (UK-5)

A)

Option 1

Task 1. Highlight the problem of the formation and development of Russian philosophy.

Task 2. Name the main stages in the development of Russian philosophy and give their general characteristics.

Option 2

Task 1. Explain what are the features of Russian philosophical thought in the XIV - XVI centuries

Task 2. Explain what is the difference between the philosophy of Peter the Great and the previous development of Russian philosophy.

Option 3

Task 1. Expand what was the contribution of M.V. Lomonosov in the philosophy of nature.

Task 2. Expand the features of Russian philosophy of the Enlightenment on the example of the philosophical views of Radishchev.

Option 4

Task 1. Describe the features of the development of Russian philosophical thought in the 19th century.

Task 2. What are the main directions of Russian philosophical thought of the XIX century. and their representatives.

Option 5

Task 1. Expand the difference between Slavophilism and Westernism and highlight their socio-philosophical differences.

Task 2. Explain what are the distinctive features of N.G. Chernyshevsky's anthropological materialism.

Option 6

Task 1. Expand the content of the philosophical views of F.M. Dostoevsky.

Task 2. Describe the specifics of the philosophy of unity.

Option 7

Task 1. Expand the content of the philosophical views of Leo Tolstoy.

Task 2. Explain the common features and differences in the philosophy of the three directions of populism.

B)

Option 1

Task 1. What are the main currents of Russian philosophical thought of the late XIX - early XX centuries. and give a brief description of them.

Task 2. Explain the content of the main categories of the philosophy of cosmism.

Option 2

Task 1. What is the essence of V.V. Rozanov for marriage and family?

Task 2. Compare what is common and what is different in the philosophical views of representatives of the religious idealistic philosophy of the late XIX - early XX centuries.

Option 3

Task 1. Light up the views of N.A. Berdyaev on the problem of creativity (based on the work "The Meaning of Creativity")

Task 2. Explain what is the essence of the social philosophy of V.I. Lenin

Option 4

Task 1. Expand the main content of the work of V.I. Lenin, Materialism and Empirio-Criticism.

Task 2. Expand the main problems studied by Russian philosophy in the 20-90s. XX century.

The control work performed by the student can either be credited or not credited. However, the teacher of the discipline for his own reporting evaluates the work on a 5-point scale, guided by the following criteria.

The grade "excellent" is given for the control work, in which:

1. Presented logical content.
2. The relevance of the topic under consideration is reflected, the main categories are correctly identified.
3. An analysis of the literature on the topic is given, the methodological foundations of the problem under study are identified, and issues of the history of its study in science are highlighted. Literature analysis is distinguished by depth, independence, and the ability to showone's own position in relation to the issue under study.
4. In conclusion, detailed, independent conclusions are formulated.

The mark "good" is given for the control work, in which:

1. Presented logical content.
2. The relevance of the topic is revealed, the purpose and tasks are correctly defined.

3. The range of basic literature on the topic is presented, the main concepts used in the work are highlighted. In some cases, the student cannot give a critical assessment of the views of researchers, insufficiently argues for certain provisions.
4. In conclusion, general conclusions are formulated.

The assessment of "satisfactory" is evaluated by the control work, in which;

1. Presented logical content.
2. The relevance of the topic is disclosed correctly.
3. The theoretical analysis is given descriptively, the student failed to reflect his own position in relation to the materials under consideration, a number of judgments are superficial.
4. In conclusion, general conclusions are formulated.

The assessment "unsatisfactory" evaluates the control work, in which most of the requirements for this kind of work have not been met.

4. Topics of abstracts

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
Moscow Polytechnic University

38.03.02 "Management"

Educational program (training profile)

"Business Process Management"

(bachelor)

Department of "Humanitarian disciplines"

Essay topics

in the discipline "Philosophy"

1. Cultural and historical prerequisites for the emergence of philosophy. Philosophy and worldview. (UK-5)
2. Specificity of philosophical knowledge. Philosophy and Science. (UK-5)
3. Philosophy, its subject and problems. (UK-5)
4. Purpose and functions of philosophy. (UK-5)
5. Philosophy and culture. (UK-5)
6. The origin and features of ancient philosophical thought. (UK-5)
7. Philosophy of Plato. Place of Plato in the history of philosophy. (UK-5)
8. Philosophical doctrine of Aristotle. (UK-5)
9. Features of medieval philosophy. (UK-5)
10. Augustine the Blessed - an exponent of the ideas of medieval patristics. (UK-5)
11. Philosophical views of Thomas Aquinas and modernity. (UK-5)
12. Anthropocentrism and humanism in the philosophical thought of the Renaissance. (UK-5)
13. Social and scientific premises of the philosophy of modern times. (UK-5)

14. The problem of the method of cognition in the philosophy of modern times. (UK-5)
15. Philosophy of F. Bacon. (UK-5)
16. Philosophy of R. Descartes. (UK-5)
17. Materialism and pantheism B. Spinoza. (UK-5)
18. Philosophical views of J. Locke. (UK-5)
19. Philosophical views of T. Hobbes. (UK-5)
20. Subjective idealism (D. Hume, J. Berkeley). (UK-5)
21. The problem of man in the philosophy of the Enlightenment (Voltaire, Rousseau). (UK-5)
22. Critical philosophy of I. Kant. (UK-5)
23. System and method of Hegel's philosophy. (UK-5)
24. Philosophy of Marxism. (UK-5)
25. Positivism in the 19th century (O. Comte, G. Spencer). (UK-5)
26. A. Schopenhauer. The world as will and representation. (UK-5)
27. The ideal of the "superman" F. Nietzsche. (UK-5)
28. Traditions and features of Russian philosophy of the XI-XVII centuries. (UK-5)
29. P. Ya. Chaadaev on the historical fate of Russia. (UK-5)
30. Cultural-historical alternative "Slavophilism and Westernism". (UK-5)
31. "Philosophy of the common cause" N. F. Fedorova. (UK-5)
32. The philosophy of "all-unity" VS Solovyov. (UK-5)
33. Religious philosophy N. A. Berdyaeva. (UK-5)
34. Ideas of Russian cosmism and modernity. (UK-5)
35. The main currents of Western philosophy of the XX century.
36. The problem of man in the philosophy of the XX century (existentialism, personalism, philosophical anthropology). (UK-5)
37. The evolution of religious philosophy in the XX century. (UK-5)
38. The problem of knowledge and language in the philosophy of the XX century (neopositivism, structuralism, hermeneutics). (UK-5)
39. Z. Freud and Freudianism. (UK-5)
40. Psychoanalysis and post-Freudian philosophy. (UK-5)
41. The formation of a new picture of the world in the philosophy of the XX century. "Postpositivism" and the philosophy of science. (UK-5)
42. The philosophical solution to the problem of being is a mirror of the worldview of the era. (UK-5)
43. The problem of being: the variety of forms, types and levels. (UK-5)
44. The problem of substance in philosophy. Historical development of ideas about material substance. (UK-5)
45. General characteristics of the existence of objective reality. (UK-5)
46. The problem of consciousness in the history of philosophy. (UK-5)
47. The problem of consciousness in Russian religious philosophy. (UK-5)
48. Essence and structure of consciousness. (UK-5)
49. K. Marx and Z. Freud on consciousness and the unconscious: a comparative analysis. (OK-1, OK-2)
50. Variety of forms of spiritual and practical exploration of the world. (UK-5)
51. The problem of classification of forms of knowledge and cognitive activity. (UK-5)
52. Intuition and creativity. (UK-5)
53. Concepts of truth in the history of philosophy. (UK-5)

Criteria for evaluation:

Criteria	Indicators
1. Novelty of the abstracted text	- the relevance of the problem and the topic; - novelty and independence in posing the problem, in formulating a new aspect of

	the problem chosen for analysis; - the presence of the author's position, independence of judgments.
2. The degree of disclosure of the essence of the problem	- correspondence of the plan to the topic of the essay; - correspondence of the content to the theme and plan of the essay; - completeness and depth of disclosure of the basic concepts of the problem; - validity of the methods and methods of working with the material; - the ability to work with literature, systematize and structure the material; - the ability to generalize, compare different points view on the issue under consideration, to argue the main provisions and conclusions.
3. Validity of the choice of sources	- range, completeness of the use of literary sources on the problem; - attraction of the latest works on the problem (journal publications, materials of collections of scientific papers, etc.).
4. Compliance with clearance requirements	- correct design of references to the literature used; - literacy and culture of presentation; - possession of terminology and the conceptual apparatus of the problem; - compliance with the requirements for the volume of the abstract; - formatting culture: selection of paragraphs.
5. Literacy	- the absence of spelling and syntactic errors, stylistic errors; - the absence of typos, abbreviations of words, except for the generally accepted ones; - literary style.

- the grade "excellent" is given to the student if all the criteria for all indicators are realized. ;

- a “good” grade is assigned to a student if there is no implementation of several or all indicators according to the 4th and 5th criteria;

- the grade "satisfactory" is given to the student if there is no implementation of several or all indicators according to the 3rd, 4th and 5th criteria;

- an "unsatisfactory" grade is given to a student if there is no implementation of several or all indicators according to all criteria;

5. Essay Topics
Essay Topics

1. The role of philosophy in the life of society and man.
2. Why study philosophy?
3. How I understand philosophy.
4. Can philosophy change the world? How?
5. Was Heraclitus right when he said that everything flows.
6. What does Socrates' thought "Know thyself" mean?
7. The idea of a perfect man in the Renaissance.
8. "Thing in itself" in Kant's philosophy.
9. What is Kant's "categorical imperative"?
10. The totality of suffering and the possibility of getting out of it in the philosophy of A. Schopenhauer.
11. Pragmatism as a philosophy of the "American way of life".
12. Phenomenology as a theory and method of knowledge.
13. The concept of "life world" in the phenomenology of E. Husserl.

14. Philosophical views of Zh.P. Sartre.
15. Philosophical views of A. Camus.
16. E. Fromm on human destructiveness.
17. Philosophical ideas of P.Ya. Chaadaev.
18. The theory of rational egoism N.G. Chernyshevsky
19. Philosophy of unity V.S. Solovyov.
20. How do I understand the idea of L.N. Tolstoy "non-resistance to evil by violence"
21. Ethics of F.M. Dostoevsky
22. Russian philosophers of the 19th century on the socio-economic sphere
23. Philosophical views of V.I. Vernadsky
24. Philosophy of economy S.N. Bulgakov.
25. Philosophical views of V.V. Rozanova
26. Philosophy of Marxism in Russia.
27. Globalization and planetary consciousness of mankind.
28. Consciousness in the information society.
29. Scientific creativity.
30. Freedom and responsibility of the individual.
31. Ethics of non-violence.
32. Moral consciousness and moral values.
33. The golden rule of morality.
34. Religion and morality.
35. The nature of personality values and their hierarchy.
36. Freedom and responsibility of the individual.
37 Russian thinkers about the essence and purpose of man.
38 The meaning of human life.
39. The problem of the perfect man in different cultures.
40. The essence of modern humanism.
41. Social progress and its criteria.
42. The originality of the historical path of Russia and its role in the modern world.
43. Historical responsibility of the subjects of history.
44. Philosophical scenarios for the future.
45. Diversity of cultures and civilizations as an integral part of the modern world community.

One of the types of independent work of students is writing a creative work on a given topic or agreed with the teacher. A creative work (essay) is an original work of up to 10 pages oftext (up to 3000 words) devoted to any significant classical or modern philosophical problem. A creative work is not an abstract and should not be descriptive, a large place in it should be given to areasoned presentation of one's point of view, a critical assessment of the material and issues under consideration, which should contribute to the disclosure of creative and analytical abilities.

The overall score is based on the following parameters:

1. Correspondence of the text of the essay to the chosen topic
2. Philosophical understanding of the chosen topic
3. Persuasiveness of the arguments presented
4. Consistency, consistency, consistency of presentation
5. Originality of the essay

Those. special knowledge of philosophical texts is not necessary (although some knowledge of the history of philosophy and an understanding of the peculiarities of philosophical thinking and problem posing, of course, is welcome). It is more important to understand the essence of the problems, the ability to reason, to give correct arguments

- the grade "excellent" is given to the student if all the criteria for all indicators are implemented;

- a “good” grade is assigned to a student if there is no implementation of several or all indicators according to the 4th and 5th criteria;

- the grade "satisfactory" is given to the student if there is no implementation of several or all indicators according to the 3rd, 4th and 5th criteria;

- an "unsatisfactory" grade is given to a student if there is no implementation of several or all indicators according to all criteria;

7.3.2. Intermediate certification

Form of intermediate certification: test

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline(module) by the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), the mark "passed" or "failed" is given.

Only students who have completed all types of educational work provided for by the work program in the discipline "Philosophy" are allowed to intermediate certification

Questions for enrollment.

1. The subject of philosophy. Functions of philosophy. Basic philosophical problems. Philosophy in the system of culture.
2. Structure and specificity of philosophical knowledge.
3. The emergence and periodization of the development of philosophy. Philosophy and worldview.
4. Philosophy and its connection with science, religion, art.
5. Early Greek philosophy: main schools, representatives, problems and ideas.
6. Philosophy of Socrates and Plato (the doctrine of ideas, psychology, epistemology, socio- political views).
7. Philosophy of Aristotle: the doctrine of the four causes, logic, ethics, socio-political views.
8. Late antique philosophy (Epicureanism, skepticism, Stoicism, Neoplatonism). Main problems and ideas.
9. Medieval philosophy: stages, problems, ideas, representatives. 10. The development of philosophical thought in the Renaissance. Features of the Renaissance natural philosophy. Renaissance humanism.
11. The genesis of the philosophical thinking of modern times, rationalism and empiricism. 12. Rationalist metaphysics of the 17th century: Descartes, Spinoza, Leibniz. Method question. Substance problem.
13. British empiricism: Bacon, Locke, Berkeley, Hume. Main problems and ideas. 14. Philosophyof the Enlightenment. The main representatives, problems, ideas. 15. Kant's transcendental philosophy.
16. Dialectical method and system of Hegel's philosophy.
17. Non-classical philosophy of the turn of the 19th-20th centuries. Main schools, representatives, problems, ideas. Difference from classical philosophy.
18. Marxist philosophy and its development in the XX century. Main representatives, problems and ideas.

19. Philosophy of life: main representatives and ideas.
20. Phenomenology of Husserl (intentionality, "lifeworld")
21. Philosophical hermeneutics Main ideas and representatives.
22. Philosophy of existentialism. Main directions, representatives, problems and ideas.
23. Main problems, ideas and stages of development of positivism.
24. Analytical philosophy. Main directions, representatives, concepts, problems and ideas.
25. Philosophical ideas in psychoanalysis.
26. Philosophy of postpositivism. The main representatives, concepts, problems. 27. Philosophy of the postmodern era.
28. Russian philosophy in the XIX century. Main representatives, problems and ideas. 29. Russian religious philosophy of the first half of the XX century. Main representatives, problems and ideas.
30. The Soviet stage in the development of Russian philosophy. The current state of Russian philosophy. Main representatives, problems and ideas.