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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"

(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY

FEU Dean

_____ /A. V. Nazarenko/

«27» February 2025

WORKING PROGRAM OF THE DISCIPLINE

«Philosophy»

Direction of training/specialty

38.03.01 Economy

Profile/specialization

International business and foreign economic

Qualification

bachelor

Forms of study

full-time

Moscow, 2025

Разработчик(и):

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Согласовано:
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1. Objectives, tasks and planned learning outcomes for the discipline

Objectivesmastering the discipline "Philosophy" are:

- ensuring that students master the basics of philosophical knowledge;
- formation of an idea about the specificity of philosophy as a way of knowing and spiritual exploration of the world, the main sections of modern philosophical knowledge, philosophical problems and methods of their research;
- development of 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 tasksmastering the discipline "Philosophy" should include:

- mastering the basic principles and techniques of philosophical knowledge;
- awareness of the system of universal human values, understanding of the importance for development civilizations of the historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings
- development of skills of critical perception and evaluation of information sources, abilities logically formulate, present and argue one's own vision of problems and ways to solve them;
- mastering the techniques of conducting discussions, polemics, dialogue
- acquisition of skills for interacting with people, taking into account socio-cultural features for the purpose of successful completion of professional tasks and social integration

Learning outcomes The following are relevant for the discipline:

- mastery of the basic principles and techniques of philosophical knowledge;
- understanding the intercultural diversity of society in the socio-historical, ethical and philosophical contexts
- awareness of the system of universal human values, understanding of the importance for development civilizations of the 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 information sources, ability to logically formulate, present and argue one's own vision of problems and ways to solve them;
- mastery of techniques for conducting discussions, polemics, and dialogue
- skills of interaction with people taking into account socio-cultural characteristics for the purpose of successful completion of professional tasks and social integration

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

Code and name of competencies	Achievement indicators competencies
UK-5. Able to perceive the intercultural diversity of society in social-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. Recognizes the system universal human values, understands

	the importance of historical heritage for the development of civilizations 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 taking into account socio-cultural characteristics in order to successfully complete professional tasks and social integration

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

The discipline refers to the compulsory part/part formed by the participants of the educational relations of block B1 “Disciplines (modules)”.

The discipline "Philosophy" is taught in the 1st semester. The discipline "Philosophy" is logically and substantively-methodically connected with the following disciplines of the OOP: "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 mastering of these disciplines, forms the basics of logical thinking in the student, the ability to identify patterns of development of 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 facilitate the mastery of disciplines aimed at forming professional knowledge and skills.

3. Structure and content of the discipline

The total workload of the course is 2 credit(s) (72 hours).

3.1 Types of academic work and labor intensity
(by form of education)

3.1.1. Full-time education

p/p	Type of academic work	Quantity hours	Semesters	
			2	
	Classroom lessons	**36**	36	
	Including:			
. 1	Lectures	18	18	
.2	Seminars/practical classes	18	18	
.3	Laboratory exercises			
	Independent work	**36**	36	
	Including:			
	Abstracts	20	20	

. 1				
.2	Essay.	16	16	
	Interim assessment			
	Credit/differential credit/exam	**Credit**	Credit	
	Total	**72**	72	

3.1.2. Part-time and part-time education

p/p	Type of academic work	Quantity hours	Semesters
1	**Classroom lessons**	**18**	2
	Including:		
1.1	Lectures	8	8
1.2	Seminars/practical classes	10	10
1.3	Laboratory exercises		
2	**Independent work**	**54**	
	Including:		
	Abstracts	30	
	Essay.	24	
	Interim assessment		
	Credit/differential credit/exam	**credit**	credit
	Total	**72**	72

3.2 Thematic plan for studying the discipline

(by form of education)

3.2.1. Full-time education

/p	Sections/Topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lectures	Seminarskie/ practical classes	Laboratory classes	Practical training	
	Section 1.						
. 1	Topic 1. Philosophy, its subject and place in culture.	8	2	2			4
.2	Topic 2. History of philosophy.	8	2	2			4
3	Topic 3. Specificity and main problems of medieval philosophy.	8	2	2			4
4	Topic 4. Philosophy of the Renaissance.	8	2	2			4
	Topic 5. Western European	8	2	2			4

5	philosophy of the new era.						
6	Topic 6. Classical German philosophy.	8	2	2			4
7	Topic 7 Non-classical Western philosophy at the turn of the 19th - 20th centuries	8	2	2			4
8	Topic 8 Western philosophy of the 20th century	8	2	2			4
9	Topic 9. Russian philosophy.	8	2	2			4
	Total	72	**18**	**18**			**36**

3.2.2. Part-time and part-time education

/p	Sections/Topics disciplines	Labor intensity, hour					
		Total	**Classroom work**				**Be independent work**
			Lectures	Seminar With kie/ practical classes	Laborato r classes	Practical sian training	
1	Topic 1. Philosophy, its subject and place in culture.	8	-	2			6
2	Topic 2. History of philosophy.	8	2	-			6
3	Topic 3. Specificity and main problems of medieval philosophy.	8	-	2			6
4	Topic 4. Philosophy of the Renaissance.	8	2	-			6
5	Topic 5. Western European philosophy of the new era.	8	-	2			6
6	Topic 6. Classical German philosophy.	8	2	-			6
7	Topic 7 Non-classical Western philosophy at the turn of the 19th - 20th centuries	8	-	2			6
8	Topic 8 Western philosophy of the 20th century	8	2	-			6
9	Topic 9. Russian philosophy.	8	-	2			6
	Total	**72**	**8**	**10**			**54**

3.3 Contents of the discipline

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

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

Topic 2. History of philosophy.

The problem of its origin. Philosophy of the Ancient World. Chinese and Indian philosophical schools. Specific features of ancient Greek philosophy. Greek natural philosophy. Socrates

and 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. Main schools and representatives of Christian medieval philosophy. Mysticism. Scholasticism. Thomism and Augustinianism. 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 the New Age.

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

Topic 6. Classical German philosophy.

Main problems: 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. Dialectics of Hegel. Anthropological materialism of L. Feuerbach.

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

Vulgar and anthropological materialism. Marxist philosophy and its development directions. Positive philosophy, empiriocriticism and philosophy of science. Phenomenological movement. Evolution of American pragmatism. Western European philosophy of life. Ways of conceptualizing the unconscious in psychoanalytic philosophy.

Topic 8. Western philosophy of the 20th 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. Specific features of Russian philosophy. The flourishing of Russian philosophy in the 19th - 20th centuries. Original Russian philosophy: 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. Main characteristics of philosophical knowledge. Functions of philosophy.

Topic 2. History of philosophy.

The problem of its origin. Philosophy of the Ancient World. Chinese and Indian philosophical schools. Specific features 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. Main schools and representatives of Christian medieval philosophy. Mysticism. Scholasticism. Thomism and Augustinianism. 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 the New Age.

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

Topic 6. Classical German philosophy.

Main problems: 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. Dialectics of Hegel. Anthropological materialism of L. Feuerbach.

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

Vulgar and anthropological materialism. Marxist philosophy and its development directions. Positive philosophy, empiriocriticism and philosophy of science. Phenomenological movement. Evolution of American pragmatism. Western European philosophy of life. Ways of conceptualizing the unconscious in psychoanalytic philosophy.

Topic 8. Western philosophy of the 20th 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. Specific features of Russian philosophy. The flourishing of Russian philosophy in the 19th - 20th centuries. Original Russian philosophy: philosophy of Slavophilism, Westernism, sophiology, cosmism. Soviet and post-Soviet philosophical thought.

3.4.2. Laboratory exercises

Not provided.

3.5 Topics of course projects (course papers)

Not provided.

4. Educational, methodological and informational support

4.1 Regulatory documents and GOSTs

1. https://fgosvo.ru/uploadfiles/FGOS%20VO%203++/Bak/380301_B_3_31082020.pdf?ysclid=ljjshid7bn255918560.

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

4.2 Main literature

1. Gubin V. D. Philosophy: Textbook for universities. Moscow: Prospect, 2004 – 551 copies. 2005 –15 copies; 2010 –11 copies.

2. Philosophy: Textbook for universities / edited by A. F. Zotov, V. V. Mironov, A. V. Razin. M.: Academic project, 2003 – 185 copies.

3. Mironov V. V. Philosophy. Moscow: Prospect, 2011 – 3 copies; 2009 – 15 copies; 2005 – 80 copies.

4.3 Further reading

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

2. Reader on the history of philosophy: a textbook for universities: in 3 parts. /V.A. Bashkalova, V.E. Garpushkin, Z.R. Gafurova, et al.; ed. by 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 the New Age. 446 p. 1997 – 48 copies.

3. Reader on the history of philosophy: a teaching aid for universities: in vol. .Grif MO /N.S.Avtonomova, V.I.Baranova, M.N.Gretsky, and others; editor-in-chief L.A.Mikeshin. - M.: VLADOS Part 2: Western Philosophy. Second half of the 19th - early 20th century. 20th century. On the threshold of the 21st century. 526 pages, 1997 - 36 copies.

4.4 Electronic educational resources

1. LMS "History of Philosophy from Antiquity to the Renaissance". https://online.mospolytech.ru/course/view.php?id=539

2. LMS “History of Philosophy from Modern Times to Postmodernism”. https://online.mospolytech.ru/course/view.php?id=1660

3. http://philosophy.ru/

...

4.5 Licensed and freely distributed 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 halls, halls for seminar classes of the general fund, computer labs, scientific reading room, equipped with places for Internet access, electronic storage media for computer programs and distance learning, Lenovo 300e Notebook, Samsung UE75AU7100U interactive whiteboards (located in classrooms PC 439, 202, 318, etc.), video projectors.

6. Methodological recommendations

6.1 Methodological recommendations for the teacher on the organization training

In the first lesson on a discipline, it is necessary to familiarize students with the procedure for studying it (forms of classes, current and intermediate control), to reveal the place and role of the discipline in the system of sciences, its practical significance, to convey to students the requirements of the department (Center), to answer questions.

Lecture requirements:

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

- activating the listeners' thinking, asking questions for reflection, clear structure and logic of disclosure of consistently presented issues;

- explanation of newly introduced terms and names, formulation of the main thoughts and positions, emphasizing conclusions, repeating them;

- emotionality of the presentation form, accessible and clear language. The teacher should help the students and monitor whether everyone understands and manages to follow the course of presentation of the material. A means of assisting note-taking is an accentuated presentation of the lecture material, i.e. highlighting the most important, essential information with voice, intonation, repetition, use of pauses, writing on the board, demonstration of illustrative material, strict adherence to the class schedule.

The teacher can directly supervise the students' work on taking notes on the lecture material, emphasize the need to reflect the main provisions of the topic being studied in the notes, especially highlighting the categorical apparatus. The art of the lecturer helps to organize the students' work well during the lecture. The content, clarity of the lecture structure, the use of attention-maintaining techniques - all this activates thinking and efficiency, contributes to

establishing contact with the audience, evokes an emotional response in students, and generates 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 class, give brief recommendations on how to prepare students for the seminar.

When preparing for a seminar on the topic of a lecture, the teacher needs to clarify the plan for conducting it, think through the wording and content of the educational questions to be discussed, and familiarize themselves with new publications on the topic of the seminar.

During the seminar, in the opening remarks, disclose the theoretical and practical significance of the topic of the seminar, determine the order of its conduct, and the time for discussing each educational issue. Give everyone who wants to speak the opportunity to speak, and also invite those students who for one reason or another missed the lecture or are passive to speak. It is advisable to ask the speakers and the audience additional and clarifying questions during the discussion of educational issues in order to clarify their positions on the essence of the problems under discussion. Encourage speeches from the floor in the form of brief additions and posing questions to the speakers and the teacher. For clarity and consolidation of the material being studied, the teacher can use tables, diagrams, maps.

In the final part of the seminar, you should summarize its results: evaluate the performance of each student and the study group as a whole. Reveal the positive aspects and shortcomings of the seminar. Answer students' questions. Name the topic of the next lesson.

6.2 Methodological instructions for students on mastering the discipline

*Working with a book (textbook).*When working with a book (textbook) it is necessary study the list of literature recommended by the teacher, learn to read it correctly, take notes. Alphabetical and systematic catalogs are used to select literature in the library. It is important to remember that rational skills in working with a book are always a big saving of time and effort. When studying the material in the textbook, you should move on 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 main concepts of the course "Philosophy". The student should analyze in detail the examples that explain such definitions, and be able to construct similar examples on their own. It is necessary to achieve an accurate idea of what you are studying. It is useful to make supporting notes. When studying the material in the textbook, it is useful to supplement the lecture notes in the notebook (in specially designated fields)

METHODOLOGICAL RECOMMENDATIONS FOR PREPARING AN OUTLINE: 1. Read the text carefully. Check the reference literature incomprehensible words. When writing, do not forget to put reference data in the margins of the notes;

2. Highlight the main points, make a plan;

3. Briefly formulate the main points of the text, highlight the argumentation author;

4. Take notes on the material, strictly following the points of the plan. When When taking notes, try to express your thoughts in your own words. Notes should be kept clearly and distinctly.

5. Write down quotes correctly. When quoting, keep in mind the brevity, significance of thought. It is desirable to provide not only thesis statements but also their evidence in the text of the summary. When preparing the summary, it is necessary to strive for the capacity of each sentence. The author's thoughts should be stated briefly, taking care of the style and expressiveness of what is written. The number of additional elements of the summary should be logically justified, the notes should be distributed in a certain sequence that corresponds to the logical structure of the work. It is necessary to leave margins for clarification and addition.

Mastering note-taking skills requires a student to be purposeful and work independently every day.

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

Philosophy essay evaluation criteria:

1. Clarity of the problem statement within the framework of 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, scientific popular and scientific texts.

3. The ability to identify cause-and-effect relationships. Ability analyze a philosophical text.

4. Ability to formulate conclusions.

5. Demonstration of creative and independent thinking. Availability of skills proficiency in literary language. 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 the main concepts encountered.

2. Contents (main part) – a reasoned presentation of the main theses. The main part is based on analytical work, including - on the basis of fact analysis. The most important philosophical concepts included in the essay are systematized, illustrated with examples. The judgments given in the essay must be convincing.

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

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

A report is a public communication that is an expanded presentation of a specific topic.

Stages of preparing a report: 1.

Determining the purpose of the report.

2. Selection of the necessary material that determines the content of the report.

3. Drawing up a report plan, distributing the collected material in the necessary logical sequence.

4. General familiarity with literature and identification of the main sources.

5. Clarification of the plan, selection of material for each point of the plan.

6. Compositional design of the report.

7. Memorizing and memorizing the text of the report, preparing the abstract of the speech.

8. Presenting a report.

9. Discussion of the report.

10. Evaluation of the report

AN ABSTRACT is a brief analytical summary by a student of the literature studied by him on a selected topic. This is one of the types of research work performed on the basis of studying sources, analyzing specific material. Abstracts use statistical collections and materials, monographs, magazine and newspaper articles, and sociological research data. The work should 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., i.e. the student’s position on the problem being covered should be clearly traced in the work. After determining the topic, you should begin studying the literature. First of all, the student should familiarize himself with the existing publications on the topic in order to find out the degree of its development. This and other literature are used as factual material. When studying literature, you should pay attention to fundamental theoretical issues, the most important provisions, concepts, categories, terminology, judgments, arguments, formulations, conclusions, statistical data.

The general requirement for a scientific text, which an abstract must also meet, is completeness, depth of presentation, accuracy, brevity, and originality. Completeness is usually understood as a presentation of the problem in full, containing the necessary information. Depth of presentation is the degree of penetration into the essence of a phenomenon or idea. Accuracy of the text is usually understood as the correspondence of the author's statements to objective reality, clarity of terminology, concepts, and categories, highlighting the essential features of the analyzed phenomena or theoretical positions. Brevity is understood as a concise presentation. This is the absence of unimportant facts, details, arguments, unnecessary figures, etc. Originality of the text is understood as such a presentation of the material that demonstrates the independence of thought and judgment of the student. The work should not contain declarative, unsubstantiated provisions, "random" text. Do not overuse quotations. A quotation is appropriate only when it convincingly confirms the idea expressed by you, serves as a starting point

for critical comments on a particular issue, provides a precise formulation or contains a scientific definition. There may be few facts and arguments in the work, but they must be precise, vivid, and convincing.

Appendix 1.

The structure and content of the discipline "Philosophy" in the field of training
Direction of training
38.03.01 "Economy"
Educational program (training profile)
"Economics of enterprises and organizations"
"Digital economy and finances of the enterprise"
"Accounting, analysis and audit" "Commercialization of scientific and technical developments"
(bachelor)

Chapter	Semester	Week semesters	Types of educational work, including independent work of students and labor intensity in hours					Types of independent work students					Forms certifications	
			L	P/S	Lab	SRS	KSR	K.R.	Essay	RGR	Referee.	K/r	Eh	Z
1st semester														
1. Philosophy, its subject and place in culture. Philosophical questions in the life of modern man. Main characteristics of philosophical knowledge. Functions of philosophy.	1		1		2	2		2							
2. History of philosophy. The problem of its origin. Philosophy of the Ancient World. Chinese and Indian	1		2		2	2		6				+		

philosophical schools. The specificity of ancient Greek philosophy. Greek Natural philosophy. Socrates and the Socratic schools. Classic antique Philosophy: Plato's Idealism and Philosophical System Aristotle. Platonists and Neoplatonists. Non-classical ancient philosophy: Epicureanism, skepticism, stoicism.															
3. Specificity and main problems of the medieval philosophy. Periodization of Medieval Philosophy. Islamic philosophy of the middle ages. main schools and Representatives of Christian medieval philosophy. Mysticism. Scholasticism. Thomism and Augustinianism. Crisis medieval philosophy.	1		3		2	2		4					+			
4. Philosophy of the era Renaissance. Humanism and natural philosophy of the Renaissance. Pantheism, utopianism, skepticism of the late Renaissance.	1		4		2	2		2								
5. Western European philosophy of the new era. Origin	1		5		2	2		6								

New European philosophy. Metaphysical systems rationalism. British sensualism 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.																
6. German classical philosophy. Main problems: specifics of their formulation and solution. I. Kant on the subject and method of philosophy. The "critical" period of Kant's philosophy. Kant's ethical and aesthetic views. The philosophy of Fichte, Schelling. Hegel's dialectic. The anthropological materialism of L. Feuerbach.	1		6		2	2		4								

7. Non-classical Western philosophy at the turn of the 19th and 20th centuries. Vulgar and anthropological materialism. Marxist philosophy and directions of its development. Positive philosophy, empiriocriticism and philosophy of science. The Phenomenological Movement: The Evolution of American pragmatism. Western European philosophy of life. Ways of conceptualizing the unconscious in psychoanalytic philosophy.	1		7		2	2		6								
8. Western philosophy of the 20th century. Analytical philosophy. Logical neopositivism. Linguistic philosophy. Critical rationalism. Existentialism, philosophical anthropology. Hermeneutics. Poststructuralism and postmodernism.	1		8		2	2		6			+					
9. Russian philosophy. The emergence, formation and development of philosophy in Russia. Specific features of Russian philosophy. The heyday of Russian philosophy in the 19th - 20th centuries. Original Russian philosophy: philosophy	1							8			+					

Slavophilism, Westernism, sophiology, cosmism. Soviet and post-Soviet philosophical thought.															
TOTAL (1 semester):				**16**	**16**		**40**								**Credit**

Chapter	**Semester**	**Week semesters**	**Types of educational work, including independent work of students and labor intensity in hours**					**Types of independent work students**					**Forms certifications**	
			L	**P/S**	**Lab**	**SRS**	**KSR**	**K.R.**	**Essay**	**RGR**	**Referee.**	**K/r**	**Eh**	**Z**
1st semester														
1. Philosophy, its subject and place in culture. Philosophical questions in the life of modern man. Main characteristics of philosophical knowledge. Functions of philosophy.	1	1	2	2		6								
2. History of philosophy. The problem of its origin. Philosophy of the Ancient World. Chinese and Indian	1	2	2	2		6						+		

philosophical schools. The specificity of ancient Greek philosophy. Greek Natural philosophy. Socrates and the Socratic schools. Classic antique Philosophy: Plato's Idealism and Philosophical System Aristotle. Platonists and Neoplatonists. Non-classical ancient philosophy: Epicureanism, skepticism, stoicism.																
3. Specificity and main problems of the medieval philosophy. Periodization of Medieval Philosophy. Islamic philosophy of the middle ages. main schools and Representatives of Christian medieval philosophy. Mysticism. Scholasticism. Thomism and Augustinianism. Crisis medieval philosophy.	1		3					6					+			
4. Philosophy of the era Renaissance. Humanism and natural philosophy of the Renaissance. Pantheism, utopianism, skepticism of the late Renaissance.	1		4					6								
5. Western European philosophy of the new era. Origin	1		5					8								

New European philosophy. Metaphysical systems rationalism. British sensualism 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.																
6. German classical philosophy. Main problems: specifics of their formulation and solution. I. Kant on the subject and method of philosophy. The "critical" period of Kant's philosophy. Kant's ethical and aesthetic views. The philosophy of Fichte, Schelling. Hegel's dialectic. The anthropological materialism of L. Feuerbach.	1		6					8								

7. Non-classical Western philosophy at the turn of the 19th and 20th centuries. Vulgar and anthropological materialism. Marxist philosophy and directions of its development. Positive philosophy, empiriocriticism and philosophy of science. The Phenomenological Movement: The Evolution of American pragmatism. Western European philosophy of life. Ways of conceptualizing the unconscious in psychoanalytic philosophy.	1		7					8								
8. Western philosophy of the 20th century. Analytical philosophy. Logical neopositivism. Linguistic philosophy. Critical rationalism. Existentialism, philosophical anthropology. Hermeneutics. Poststructuralism and postmodernism.	1		8					8			+					
9. Russian philosophy. The emergence, formation and development of philosophy in Russia. Specific features of Russian philosophy. The heyday of Russian philosophy in the 19th - 20th centuries. Original Russian philosophy: philosophy	1							8			+					

Slavophilism, Westernism, sophiology, cosmism. Soviet and post-Soviet philosophical thought.															
TOTAL (1 semester):			**8**	**8**		**64**								**Credit**	

7. Evaluation Fund

7.1 Methods of monitoring and assessing learning outcomes

The following assessment forms of independent work of students, assessment tools for ongoing monitoring of academic performance and midterm assessments are used in the learning process:

1. Current control (carried out by the lecturer and the teacher, leading seminar classes):

- tests to check the results of independent extracurricular work students' work;
- writing essays, written homework;
- holding colloquiums;
- essay writing.

2. Intermediate control: oral test (1 semester). Assessment tools for current control of academic performance include control questions and assignments in the form of form and (or) computer testing, to control students' mastery of sections of the discipline, defense of abstracts, a list of essay topics.

Samples of test tasks, essay topics, control questions and tasks for conducting ongoing monitoring, examination tickets are provided in Appendix 2.

7.2 Scale and criteria for assessing learning outcomes

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

IUK-5.1. Analyzes And interpreter events, modern state societies, manifestations his intercultural Wow diversity in social-historical m, ethical And	Student demonstrates full absence of IUK in your response. Knowledge of the discipline minimal or are completely absent.	IUK is present in student's response incomplete volume. They are manifesting gaps in knowledge. As a student are allowed significant errors.	IUK is present in student's response volume close to full. Allowed by him mistakes are carried minor character.	IUK present in response student in full volume. Answers I'll demonstrate ut full assimilation contents disciplines.
IUK-5.2. Realizes system universal eskih values, understands meaning for development civilizations historical about heritage and socio-culture rnyh traditions various social groups, ethnic groups and confessions, and Also world religions, philosophical and ethical teachings	Student demonstrates full absence of IUK in your response. Knowledge of the discipline minimal or are completely absent.	IUK is present in student's response incomplete volume. They are manifesting gaps in knowledge. As a student are allowed significant errors.	IUK is present in student's response volume close to full. Allowed by him mistakes are carried minor character.	IUK present in response student in full volume. Answers I'll demonstrate ut full assimilation contents disciplines.
IUK-5.3. Interaction howls with people with taking into account socio-culture rnyh	Student demonstrates full absence of IUK in your response. Knowledge of the discipline minimal or	IUK is present in student's response incomplete volume. They are manifesting gaps in knowledge. As a student	IUK is present in student's response volume close to full. Allowed by him mistakes are carried minor	IUK present in response student in full volume.

features and for the purpose of successful execution professional tasks and social integrations	are completely absent.	are allowed significant errors.	character.	Answers I'll demonstrate ut full assimilation contents disciplines.

7.3 Evaluation tools

7.3.1. Current control

7.3.2. Interim assessment

Appendix 2 to

work program

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

Direction of training
38.03.01 "Economy"

Educational program (training profile)

"Economics of enterprises and organizations"

"Digital economy and finances of the enterprise"

"Accounting, analysis and audit" "Commercialization of scientific and technical developments"

(bachelor)

Mode of study: full-time

Department of Humanities

FUND EVALUATION TOOLS BY ACADEMIC DISCIPLINE

Philosophy

Composition: 1. Passport of the appraisal fund
2. Description of assessment tools:
- Questions for colloquiums, interviews
- Test
- Topics of papers
- Essay Topics
- Questions for the test

(exam)

Authors:
Pluzhnikova N.N., Ph.D., Associate Professor

Moscow, 2023

Table 1

INDICATOR OF THE LEVEL OF COMPETENCY DEVELOPMENT

PHILOSOPHY					
Federal State Educational Standard of Higher Education**03/38/01. "Economy"**					
In the process of mastering this discipline, the student develops and demonstrates the following **general cultural competencies**:					
COMPETENCES		**List of components**	**Techno logy forms Irova nia**	**Form evaluative funds****	**Degrees of levels of mastery of competencies**
IN-DEX	**FORMULAS ROW-KA**				

UK-5	Capable perceive intercultural there is diversity societies in social-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. Recognizes the system of universal human values, understands the importance for the development of civilizations 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 taking into account socio-cultural characteristics for the purpose of successful completion of professional tasks and social integration	lectures I, Semin Arskoe /practical icastic oh busy e, samosa toyatel naya Job	UO, TO, K/R , R, Eh	**Basic level** is able to correctly express information on the content of the topics being studied in oral and written forms. **Elevated level** is able to correctly, clearly and reasonably present information on the content of the topics studied, demonstrating their integration into the structure of his knowledge.

List of assessment tools for the discipline "Philosophy"

OS No.	Name evaluative means	Brief description of the evaluation means	Performance evaluation tool in FOS
1	Colloquium (TO)	A means of monitoring the assimilation of educational material of a topic, section or sections of a discipline, organized as a training session in the form of a pedagogical interview worker With students.	Questions about topics/sections disciplines
2	Test (K/R)	A means of testing the ability to apply acquired knowledge to solve problems of a certain type on a topic or section	Set of control tasks by options
3	Abstract (R)	Product independent works student, which is a brief summary V in writing view received results of theoretical analysis of a specific scientific (educational research) topic, where the author reveals the essence of the problem being studied, presents various points of view, as well as his own views on it.	Topics of essays
4	Oral survey interview, (UO)	A means of control organized as a special conversation between a teaching staff member and a student on topics related to the subject being studied, and designed to determine the extent of the student's knowledge on a specific section, topic, problem, etc.	Questions about topics/sections disciplines
5	Essay (E)	A tool that allows assessing the student's ability to express the essence of a given problem in writing, and to independently analyze this problem using concepts And analytical tools corresponding disciplines, to do conclusions that summarize the author's position on the problem posed.	Essay Topics
6	Examination tickets	Means, used For midterm assessment in the discipline "Philosophy"	Questions to prepare for credit

Table 3. FOS passport for discipline "Philosophy "

Competence code	Elements of competence (parts of competence)	Counteroliruemy module And, chapter y (topics) discipline plins By worker to her program amme	Period wildawn control	Types control	Method usual control	Resources control
1	2	3	4	5	6	7
UK-5. Capable perceive intercultural diversity societies in social-historical, ethical and philosophical contexts	IUK-5.1. Analyzes and interprets events, current state society, manifestations of its interculturality diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Recognizes the system of universal human values, understands importance for development civilizations historical heritage and socio-cultural traditions of various social groups, ethnic groups and religions, as well as world religions, philosophical and ethical teachings IUK-5.3. Interacts with people taking into account socio-cultural features for the purposes of successful completion professional tasks and social integration	Topics 1-9 (cm. Worker yy program ammu)	TEKPA	Controlnaya Job	Oral O Letter mennO	Tasks For control Noah works,

1. Questions for colloquiums, interviews

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

1. What is the subject of philosophy?
2. What place does philosophy occupy in culture, what role does it play in it?
3. What problems interest 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 fundamental question of philosophy?
8. What are the historical types of philosophy?
9. What is the nature of the different philosophical schools?

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

1. Where and why did philosophy originate?
2. What are the characteristics of Ancient Indian philosophy?
3. What are the differences between Confucianism and Taoism?
4. What was the name of the first of the philosophical schools 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 Pythagorean philosophy?
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 Plato's theory of ideas?
11. What is the essence of Plato's theory of the ideal state?
12. How, according to Aristotle, do matter and form interact?
13. What is the essence of Aristotle's theory of knowledge?
14. What is the focus of Aristotle's political philosophy?
15. How can one explain the Cynics' denial of the state, family, and property?
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 Plotinus' philosophy?
19. How did medieval Christian philosophy arise?
20. What are the characteristics and main principles of medieval philosophy?
21. Name the stages of development of Medieval Christian philosophy and describe them.
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 reasons and essence of the disputes between nominalists and realists.
27. How did medieval philosophy resolve the issue of the relationship between reason and faith?
28. Name the main representatives of medieval Arab-Islamic philosophy.
29. What do you see as the characteristics of Medieval Arabic philosophy?

Topic. Philosophy of the Renaissance. Western European philosophy of the New Age. (UK-5)

1. What caused the change in the content of philosophy during the Renaissance? Name the main problems of philosophy of this period.
2. What are the characteristics of Renaissance humanism?
3. How is natural philosophy presented by Renaissance thinkers?
4. Describe N. Machiavelli's views on the problems of the state, power and church.
5. Why are the teachings of T. More 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 that deal with the problems of ontology. Analyze, based on the content, why these works are considered ontological?
8. Did Renaissance philosophy influence the development of science in its time?
9. What are the socio-economic conditions for the formation of the philosophy of the New Age?
10. What do empiricism and rationalism in the philosophy of the New Age have in common?
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 new things did B. Spinoza contribute to the understanding of substance?
16. What did Spinoza understand by substance, attribute and mode?
17. What is the essence of the concept of monad in Leibniz's philosophy?
18. What is the focus 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 deism of the New Age?

Topic. 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 fundamental law of morality formulated by Kant?
8. What are the basic principles and tasks of philosophy that Fichte puts forward in his Science of Doctrine?
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 characteristics of L. Feuerbach's materialism?

Topic. Western European philosophy (19th-20th 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 "Apollonian" principles in F. Nietzsche's analysis of Western culture?

5. What is the meaning of the prophecy about the “death of God” in the philosophy of F. Nietzsche?
6. Who is the superman F. Nietzsche?
7. Why is the philosophy of K. Marx and F. Engels called materialistic?
8. What did K. Marx and F. Engels base their understanding of history on?
9. What role does dialectics play in the philosophy of K. Marx and F. Engels?
10. What are the main directions 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 contribute to 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 J.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 “hermeneutic 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 functioning of the human psyche does Z. Freud identify?
25. What are the similarities and differences between the individual and collective unconscious?
26. What are archetypes according to C. Jung?
27. What new things does J. Lacan offer in the doctrine of the unconscious?
28. What is the meaning of postmodernism as a philosophical movement of the late 20th century?

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

1. What are the sources of Russian philosophy?
2. What role did the Christian Orthodox Church play in the development 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 issues are considered in the works of Maxim the Greek?
6. What is the main difference between the views of the “non-possessors” and the “Josephites”?
7. Which of the domestic intellectuals were part of Peter I’s “scientific squad”?
8. What are the distinctive features of the socio-philosophical views of V. Tatishchev and A. Kantemir?
9. What are the main features of M.V. Lomonosov’s philosophy?
10. Who were the representatives of the Enlightenment philosophy in Russia?
11. Was the economic life of Russia in the 11th-18th centuries reflected in Russian philosophy? What is the essence of P. Ya. Chaadaev's philosophical views?
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 characteristics 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 of the late 19th – early 20th centuries?
5. What is the specificity of V.V. Rozanov's philosophical views?
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 is S.N. Bulgakov considered a religious philosopher?
9. What is the specificity of V.I. Lenin's philosophical views?
10. What are the philosophical foundations of N.A. Berdyaev's teachings on freedom?
11. What are the main provisions of the socio-philosophical teachings of N.A. Berdyaev?
12. What is the essence of N.A. Berdyaev's philosophy of history?
13. What are the stages of development of philosophy in Russia in the 20-90s of the 20th century?

Evaluation criteria:

- a "pass" grade is given to a student if he demonstrates the skills critical, research attitude to the presented argumentation, demonstrates developed abilities to grasp and understand the philosophical aspects of various socially and personally significant problems; is capable of dialogue, discussion, formation and logically reasoned justification of his own position on a particular issue; critical attitude to philosophical argumentation is developed when students complete assignments that require finding arguments "for" or "against" any philosophical thesis, development or refutation of a particular philosophical position.

- the grade "fail" is given to a student who was unable to substantiate and construct your answer illustratively; uncritically used ready-made information, without mastering the content of the basic concepts of the issue under discussion.

List of tasks for the test work

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

Option 1

Task 1. What is the place of philosophy among other sciences (history, sociology, economics, biology, etc.). Conduct a comparative analysis of their subject, 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. Reveal the problem of the personal nature of philosophy.

Option 3

Task 1. Does the multi-component structure of philosophical knowledge negate 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?

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

Option 1

Task 1. Reveal the philosophical views of the representatives of the Milesian school.
Task 2. Highlight the main ideas of Heraclitus.

Option 2

Task 1. Identify the main ideas of the Eleatics.
Task 2. Reveal the ontological views of Democritus.

Option 3

Task 1. Identify Plato's cosmological views based on an analysis of his dialogue "Timaeus".
Task 2. Reveal Plato's socio-philosophical views based on the analysis of his dialogue "The Republic".

Option 4

Task 1. Shed light on the issue of the relationship between matter and form based on an analysis of his dialogue "The State".
Task 2. Reveal Aristotle's teaching on 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 Seneca's ethics. **Option 6**

Task 1. Identify the epistemological ideas of ancient skepticism.
Task 2. Analyze the ontological ideas of Plotinus. **Option 7**

Task 1. Reveal the philosophical content of the work "Tao Te Ching". Task 2. Reveal the philosophical content of Confucius's work "Lun Yu". **Option 8**

Task 1. Reveal the question of the origin of Christian medieval philosophy.

Task 2. Prepare a speech about the principles of medieval philosophy.

Option 9

Task 1. What is the specificity of medieval ontology? Task 2. What is the specificity of medieval epistemology?

Topic: Philosophy of the Renaissance. Western European philosophy of the New Age. (UK-5)

Option 1

Task 1. Compare the works "Utopia" by T. More and "City of the Sun" by T. Campanella
Task 2. Identify Leonardo da Vinci's views on the purpose of science based on his work "About Myself and My Science".

Option 2

Task 1. Analyze Pietro Pomponazzi's views on the problem of death and immortality.
Task 2. Reveal Lorenzo Valla's views on the nature of free will. **Option 3**

Task 1. Analyze the theoretical and epistemological ideas of N. Kuzansky, contained in his work "On Learned Ignorance".
Task 2. Shed light on the social meaning of T. More's work "Utopia". **Option 4**

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

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

Option 5

Task 1. Reveal the essence of F. Bacon's theory of idols.

Task 2. Identify T. Hobbes's teaching about the state based on his work "Leviathan"

Option 6

Task 1. Reveal the teachings of Descartes' method based on his works "Discourse on Method" and "Rules for the Guidance of the Mind".

Task 2. Reveal the essence of V.G. Leibniz's monadology.

Option 7

Task 1. Summarize the arguments for and against the existence of matter in J. Berkeley's work "Three Conversations between Hylas and Philonous".

Task 2. What is the social orientation of Fr. Voltaire's philosophical views? **Option 8**

Task 1. Reveal the ideas of K.A. Helvetius based on his work "On Man". Task 2.

Identify the views of J.O. La Mettrie on man based on the analysis of his work "Man-Machine".

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

Option 1

Task 1. Describe I. Kant's theory of knowledge. Task 2. Reveal the essence of I. G. Fichte's scientific teaching. **Option 2**

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

Task 2. Conduct an analysis of 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 dialectic?

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

Topic. Western European philosophy (19th-20th 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 20th century.

Option 2

Task 1. Reveal the main idea of the principle "beyond good and evil" in F. Nietzsche

Task 2. Highlight the basic principles of neopositivism using the example of B. Russell's work "Human Knowledge: Its Scope and Limits".

Option 3

Task 1. Outline T. Kuhn's theory of the development of scientific knowledge based on reading his work "The Structure of Scientific Revolutions".

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

Option 4

Task 1. Highlight the ideas in S. Kierkegaard's work "Either-Or" that formed the basis of the philosophy of existentialism.

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

Option 5

Task 1. Reveal the significance and novelty of Z. Freud's philosophy in understanding man using the example of his work "Introduction to Psychoanalysis: Lectures".

Task 2. Identify the main critical remarks from postmodernism addressed to all previous philosophy.

Topic. Russian philosophy (10th-20th centuries) (UK-5)

A)

Option 1

Task 1. Cover the problem of the formation and development of Russian philosophy. Task 2. Name the main stages of 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 14th – 16th centuries.

Task 2. Explain how the philosophy of Peter the Great's time differs from the previous development of Russian philosophy.

Option 3

Task 1. Reveal what was the contribution of M.V. Lomonosov to the philosophy of nature.

Task 2. Reveal the features of Russian philosophy of the Enlightenment using the example of Radishchev's philosophical views.

Option 4

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

Task 2. Name the main directions of Russian philosophical thought of the 19th century and their representatives.

Option 5

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

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

Option 6

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

Task 2. Characterize the specifics of the philosophy of all-unity.

Option 7

Task 1. Reveal the content of the philosophical views of L.N. Tolstoy. Task 2. Explain the common features and differences in the philosophy of the three directions of populism.

B)

Option 1

Task 1. Name the main trends in Russian philosophical thought of the late 19th - early 20th centuries and give their brief description.

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's views on marriage and family?

Task 2. Compare what is common and what is different in the philosophical views of representatives of religious idealistic philosophy of the late 19th – early 20th centuries.

Option 3

Task 1. Identify 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 V.I. Lenin's social philosophy

Option 4

Task 1. Reveal the main content of V.I. Lenin’s work “Materialism and Empirio-criticism”.

Task 2. Reveal the main problems studied by Russian philosophy in the 20-90s of the 20th century.

The test completed by the student may be either passed or not passed. However, the teacher of the academic discipline evaluates the work on a 5-point scale for his own reporting, guided by the following criteria.

Grade**"Great"**is awarded for a test paper in which:

1. The content is presented logically.

2. The relevance of the topic under consideration is reflected, the main categories are correctly defined.

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 covered. The analysis of the literature is distinguished by its depth, independence, and the ability to show one's own position in relation to the issue under study.

4. The conclusion contains detailed, independent findings.

Grade**"Fine"**is awarded for a test paper in which:

1. The content is presented logically.

2. The relevance of the topic is revealed, the goal and objectives are correctly defined.

3. The range of the main 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 the researchers, and does not sufficiently argue for certain provisions.

4. The conclusion formulates general findings.

Rating**"satisfactorily"**the test work is assessed, in which;

1. The content is presented logically.

2. The relevance of the topic is revealed correctly.

3. The theoretical analysis is given descriptively, the student was unable to reflect his own position in relation to the materials under consideration, a number of judgments are superficial.

4. The conclusion formulates general findings.

Rating**"unsatisfactory"**a test paper is assessed in which most of the requirements for this type of work are not 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

38.03.01 “Economy”

Educational program (training profile)

"Economics of enterprises and organizations"

"Digital economy and finances of the enterprise"

"Accounting, analysis and audit" "Commercialization of scientific and technical developments"

(bachelor)

Department of Humanities

Topics of essays

by 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. The purpose and functions of philosophy. (UK-5)
5. Philosophy and culture. (UK-5)
6. The origin and characteristics of ancient philosophical thought. (UK-5)
7. Philosophy of Plato. Plato's place in the history of philosophy. (UK-5)
8. Philosophical teachings of Aristotle. (UK-5)
9. Features of medieval philosophy. (UK-5)
10. Augustine the Blessed is the exponent of the ideas of medieval patristics. (UK-5)
11. Philosophical views of Thomas Aquinas and modern times. (UK-5)
12. Anthropocentrism and humanism in the philosophical thought of the Renaissance. (UK-5)
13. Social and scientific prerequisites of the philosophy of the New Age. (UK-5)
14. The problem of the method of cognition in the philosophy of the New Age. (UK-5)
15. Philosophy of F. Bacon. (UK-5)
16. Philosophy of R. Descartes. (UK-5)
17. Materialism and pantheism of 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. The 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” by F. Nietzsche. (UK-5)

28. Traditions and features of Russian philosophy of the 11th–17th 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. "The Philosophy of the Common Cause" by N. F. Fedorov. (UK-5)
32. Philosophy of "all-unity" by VS Solovyov. (UK-5)
33. Religious philosophy of N. A. Berdyaev. (UK-5)
34. Ideas of Russian cosmism and modernity. (UK-5)
35. The main currents of Western philosophy of the 20th century.
36. The problem of man in the philosophy of the 20th century (existentialism, personalism, philosophical anthropology). (UK-5)
37. Evolution of religious philosophy in the 20th century. (UK-5)
38. The problem of knowledge and language in the philosophy of the 20th century (neopositivism, structuralism, hermeneutics). (UK-5)
39. Z. Freud and Freudianism. (UK-5)
40. Psychoanalysis and the philosophy of post-Freudianism. (UK-5)
41. Formation of a new picture of the world in the philosophy of the 20th century. "Postpositivism" and 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: diversity 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. The 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. Diversity 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)

Evaluation criteria:

Criteria	Indicators
1. Novelty of the reviewed text	- relevance of the problem and topic; - novelty and independence in the formulation of the problem, in the formulation of a new aspect of the problem chosen for analysis; - the presence of an author's position, independence of judgment.
2. Degree of disclosure essence of the problem	- the plan's compliance with the topic of the abstract; - compliance of the content with the topic and plan of the abstract; - completeness and depth of disclosure of the basic concepts of the problem; - validity of the methods and techniques of working with the material; - ability to work with literature, systematize and structure material; - the ability to generalize, compare different points of view on the issue under consideration, argue the main points and conclusions.
3. Justification of the choice of sources	- circle, completeness of use of literary sources on the problem;

	- involvement of the latest works on the problem (journal publications, materials from collections of scientific papers, etc.).
4. Compliance with design requirements	- correct formatting of references to the literature used; - literacy and culture of presentation; - knowledge of the terminology and conceptual apparatus of the problem; - compliance with the requirements for the volume of the abstract; - design culture: highlighting paragraphs.
5. Literacy	- absence of spelling and syntactic errors, stylistic errors; - no typos, abbreviations of words other than those generally accepted; - literary style.

- the grade “excellent” is given to a student if all the criteria are met all indicators. ;

- a “good” grade is given to a student if there is no implementation 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 for the 3rd, 4th and 5th criteria;

- the grade "unsatisfactory" is given to the student if there is no implementation of several or all indicators for 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 the perfect man in the Renaissance.
8. “The thing in itself” in Kantian 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 the “life-world” in the phenomenology of E. Husserl.
14. Philosophical views of J.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 by N.G. Chernyshevsky
19. Philosophy of all-unity by V.S. Solovyov.
20. How do I understand L.N. Tolstoy’s idea of “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 by S.N. Bulgakov.
25. Philosophical views of V.V. Rozanov
26. Philosophy of Marxism in Russia.
27. Globalization and planetary consciousness of humanity.
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 personal values and their hierarchy.
36. Freedom and responsibility of the individual.
37 Russian thinkers on 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 uniqueness of Russia's historical path and its role in the modern world.
43. Historical responsibility of the subjects of history.
44. Philosophical scenarios of the future.
45. Diversity of cultures and civilizations as an integral part of modern the world community.

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

The overall assessment is given based on the following parameters: 1. The correspondence of the essay text to the chosen topic
2. Philosophical understanding of the chosen topic
3. The persuasiveness of the arguments presented
4. Coherence, consistency, logical presentation
5. Originality of the essay

That is, special knowledge of philosophical texts is not necessary (although some knowledge of the history of philosophy and understanding of the peculiarities of philosophical thinking and problem solving is, of course, welcome). What is more important is understanding the essence of the problems, the ability to reason, and to present correct arguments

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

- the grade "good" is given to a student if several aspects are not implemented or all indicators according to the 4th and 5th criteria;

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

- the grade "unsatisfactory" is given to the student if there is no implementation of several or all indicators for all criteria;

7.3.2. Interim assessment

Form of midterm assessment: credit

Midterm assessment of students in the form of an exam is carried out based on the results of all types of academic work provided for by the curriculum for a given discipline (module), taking into account the results of current monitoring of academic performance during the semester. The assessment of the degree to which students have achieved the planned learning outcomes for a discipline (module) is carried out by the teacher conducting classes in the discipline (module) using the expert assessment method. Based on the results of midterm assessment for a discipline (module), a grade of "passed" or "failed" is given.

Only students who have completed all types of academic work stipulated by the work program for the discipline "Philosophy" are admitted to the midterm assessment.

Questions for the test.

1. Subject of philosophy. Functions of philosophy. Main philosophical problems. Philosophy in the system of culture.
2. The 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. The philosophy of Socrates and Plato (the doctrine of ideas, psychology, epistemology, socio-political views).
7. The 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. Development of philosophical thought in the Renaissance. Features of Renaissance natural philosophy. Renaissance humanism.
11. Genesis of philosophical thinking of the New Age, rationalism and empiricism. 12. Rationalistic metaphysics of the 17th century: Descartes, Spinoza, Leibniz. The question of method. The problem of substance.
13. British empiricism: Bacon, Locke, Berkeley, Hume. Main problems and ideas. 14. Philosophy of the Enlightenment. Main representatives, problems, ideas. 15. Kant's transcendental philosophy.
16. The 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 20th century. Main representatives, problems and ideas.
19. Philosophy of life: main representatives and ideas.
20. Husserl's phenomenology (intentionality, "life-world")
21. Philosophical hermeneutics Main ideas and representatives.
22. Philosophy of existentialism. Main directions, representatives, problems and ideas.
23. The 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. Main representatives, concepts, problems. 27. Philosophy of the postmodern era.

28. Russian philosophy in the 19th century. Main representatives, problems and ideas. 29. Russian religious philosophy of the first half of the 20th century. Main representatives, problems and ideas.

30. Soviet stage of development of Russian philosophy. Current state of domestic philosophy. Main representatives, problems and ideas.

The criteria for assessing responses during the midterm assessment are given in paragraph 7.2.

Compiled by:

PhD, Associate Professor

N.N. Pluzhnikova

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