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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 Poly)

APPROVE
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for International Affairs
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"30" 05 2022

Dean,
Faculty of Economics and
Management
_____ /A.V. Nazarenko/
"30" 05 2022

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 2022

The program was made by:

Associate Professor, Ph.D.  / Yu.V. Lobanova/.

The program was approved at a meeting of the department "Humanitarian disciplines" June 07, 2022, protocol No. 11.

Department head

Associate Professor, Ph.D. /YU. V. Lobanova/

Philosophy. Admission 2022

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1. The goals of mastering the discipline

The main goals of mastering the discipline "Philosophy" include:

- improvement of spiritual culture;
- formation of students' philosophical outlook;
- mastering the basics of philosophical analysis of reality.

To the main tasksmastering the discipline "Philosophy" should include:

- disclosure of the place and role of philosophy in the life of society and man;
- understanding the specifics and essence of the most important philosophical issues;
- systematic study of the main stages of the history of philosophy, the most important trends and schools;
- comprehension of the experience of solving key philosophical problems.

2. The place of the discipline in the structure of the bachelor's program

This discipline refers to the basic part of the Bachelor's EP.

The study of this discipline is based on the following disciplines, the passage of practices:

- The course "Philosophy" occupies a special place in the system of training of any specialist, as it underlies his philosophical and methodological training.

To master the academic discipline, students must have the following knowledge and competencies:

- Special knowledge to the input knowledge, skills and competencies of the student is not provided.

The main provisions of the discipline should be used in the future when studying the following disciplines: political science, jurisprudence.

3. The list of planned learning outcomes in the discipline, correlated with the planned results of mastering the educational program

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competencies:

Competency codes	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
UK-5	Able to perceive the intercultural diversity of society in 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

4. Structure and content of the discipline

The total labor intensity of the discipline is 2 credit units.

Labor intensity by forms of education

The volume of discipline and types of educational work

Type of study work	Total hours	Semesters			
		one			
Classroom activities (total)	36	36			
Including:	-	-	-	-	-
Lectures	eighteen	eighteen			
Practical exercises (PZ)	eighteen	eighteen			
Seminars (C)					
Laboratory work (LR)					
Independent work (total)	36	36			
Including:	-	-	-	-	-
Course project (work)					
Settlement and graphic works					
abstract					
Essay					
Test					
Other types of independent work					
Type of intermediate certification (test)		offset			
Total labor intensity hour / credit. units	72/2	72/2			

The structure and content of the discipline "Philosophy" by terms and types of work are reflected in Appendix 1.

The content of the sections of the discipline

Section 1. Features of philosophical knowledge. Place and role of philosophy in culture

On the concept of "philosophy". The subject of philosophy and the specifics of philosophical thinking. The nature of philosophical problems and categories. The purpose of philosophy. Philosophy, its place and role in the system of culture.

The formation of philosophy. Philosophy and Science. Philosophy and Religion. Philosophy and Art. The problem of the emergence of philosophy: basic concepts. The relationship between the concepts of "philosophy" and "worldview". The structure of the worldview. Philosophy as a special form of worldview.

The structure of philosophical knowledge: ontology, epistemology, philosophical anthropology, historiosophy, ethics, aesthetics, logic. The problem of systematization (classification, typology) of philosophical views. Main directions, schools of philosophy and stages of its historical development.

Section 2. Problems of ontology

Subject and main problems of ontology. Ontology and metaphysics. The doctrine of being. The category of being, its meaning and specificity. The category of being as the central concept of philosophy. Ontology is the most important component of philosophy. Structure and basic forms of being. Monistic and pluralistic concepts of being, self-organization of being. Philosophical and physical understanding of being. Non-existence and nothingness. Problems of being in the history of philosophical thought.

Main categories of ontology. Category and problem of reality in ontology. Substance problem. Existence and essence. Essence and phenomenon. The question of the unity of the world and its diversity: monism, dualism, pluralism. Dynamic and static models of the world. Scientific, philosophical and religious pictures of the world.

God as a category of ontology. The problem of the existence of God in philosophy. The problem of evidence for the existence of God. Basic evidence for the existence of God.

Category and problem of matter in ontology. Philosophical concept of matter: the development of ideas in the history of philosophy.

Space and time as categories of ontology. The evolution of ideas about space and time. The problem of time in philosophy. The problem of the objectivity of time, its significance for the understanding of time. Solution of the problem of objectivity of time in philosophy. An interdisciplinary approach to understanding time. Evaluation of its difficulties and prospects in theoretical and methodological terms. Basic concepts of time. Category of eternity in ontology. The problem of infinity in its projection on space and time.

Universal connections of being. Fatalism, determinism and indeterminism. Categories of cause and effect. Reason and purpose. Necessity and chance. The concepts of probability and expediency.

The problem of consciousness in philosophy. Consciousness and the mental. The phenomenon of consciousness: knowledge, consciousness, self-consciousness. Consciousness as a philosophical category. Basic concepts of consciousness. Problems of consciousness in the history of philosophy. Consciousness and soul. The essence of consciousness. Types of consciousness. Consciousness and the brain. Psychophysical problem. Consciousness and language. The structure of consciousness. Emotions, will, memory. Being subconscious and unconscious. Riddles of self-consciousness. Consciousness and creativity. The problem of creating artificial intelligence.

Freedom as a category of ontology. The problem of freedom in philosophy: main aspects. Category of free will in ontology. The question of the existence of metaphysical free will as a problem of ontology. Content, prospects and general principles for solving the problem of the ontological status of free will in ontology.

Values as a category of ontology. The problem of the ontological status of values.

Section 3. Problems of epistemology

Gnoseology as a philosophical doctrine of the nature and essence of knowledge and as an integral part of philosophy. Cognition as a subject of philosophical analysis. The concept of "agnosticism". Questions of knowledge in the history of philosophical thought: the diversity of models of the cognitive process. Specificity of philosophical knowledge.

Reality as an epistemological category. Objective and objective knowledge. Wisdom is a special form of knowledge. The essence and features of hermeneutics as a method. Religious knowledge and knowledge. Knowledge and faith. Features of social cognition. Knowledge and creativity. knowledge and values. Consciousness and knowledge. Consciousness, self-consciousness and personality. Knowledge, creativity, practice. Faith and knowledge. Understanding and explanation. Rational and irrational in cognitive activity.

The problem of truth. Reality, thinking, logic and language. Scientific and non-scientific knowledge. Basic models of scientific rationality. Realism and anti-realism in epistemology. Scientific realism and instrumentalism as models of scientific rationality. Scientific criteria. The structure of scientific knowledge, its methods and forms. The growth of scientific knowledge. Scientific revolutions and changes in the types of rationality. Science and technology.

The nature and features of human cognition. The main categories of epistemology. Types and methods of knowledge. Subject and object as the most important epistemological categories. Sensory cognition: its main forms. Basic forms of thinking: concept, judgment, conclusion. The unity of the sensual and the rational in cognition. Intuitive knowledge. Empirical and theoretical levels of knowledge. Analysis and synthesis, induction and deduction. The concept of truth as the goal of knowledge. Problems of truth in philosophy and science. Basic philosophical concepts of truth. Truth and opinion. Truth and delusion. Truth and lies. Truth and value. Absolute and relative in truth. The problem of the criterion of the truth of knowledge.

Section 4. Problems of Philosophical Anthropology

Anthropological paradigm in philosophy. Philosophical anthropology in the structure of philosophical knowledge. The subject and tasks of philosophical anthropology: the problem of a holistic understanding of man.

Man as an object of knowledge. Ontological specificity of a person. The main categories of philosophical anthropology. Nature, essence, purpose of man. The meaning of human existence. Violence and non-violence. Freedom and responsibility as categories of philosophical anthropology.

Morality, justice, law. Moral values. Ideas about the perfect person in different cultures. Aesthetic values and their role in human life. Religious values and freedom of conscience.

Basic historical and philosophical concepts of man. History of anthropological views and teachings of the ancient world. Man and God in Medieval Philosophy: Religious Anthropology. Controversy about free will. Anthropocentrism and humanism in the philosophy of the Renaissance. Images of man in the philosophy of modern times. Philosophical and anthropological studies of I. Kant. The problem of man in Russian philosophy. Philosophical anthropology of the twentieth century. The main provisions of the concepts of Scheler, Gehlen, Plessner.

The problem of the origin of man as a philosophical problem. Darwin's theory of evolution and the problem of the origin of man. Man as a spiritual being. The problem of the origin of man as a philosophical problem. The problem of the origin of man as the problem of the existence of the soul, the origin of the mind, consciousness, morality and freedom as an ontological characteristic of man. Basic concepts of the origin of man. Christian anthropology about the origin of man. Man as a biosocial being. The problem of defining the essence of man. Essence and existence of man. Man as a creator and creation of culture. Culture as a measure of human development.

The structure of human life experience. Basic human needs. The concepts of "man", "individual", "personality", "individuality". The place and role of man in the world, the mysteries of human existence: life, death, immortality, the meaning of life, happiness and virtue, freedom, responsibility. Communication as the basis of the analytics of human existence. Place of communication in human life. The main functions of human communication. Philosophical and ethical problems of communication.

Section 5. Problems of the philosophy of society, technology, technology

Society as a way of human existence. Society and its history as an object of philosophical analysis. Question about the subject of social philosophy: descriptive and normative approaches. The problem of the typology of the historical process: the diversity of models. Socio-philosophical problems of stratification and mobility of society. Philosophy of politics. Philosophy of Economics.

Problems of social philosophy in the history of philosophy: Augustine, Vico, Condorcet, Voltaire, Hegel, Marx, Dilthey, Jaspers, Toynbee.

Man, society, culture. Human and nature. Society and its structure. Civil society and the state. Man in the system of social relations. Man and the historical process; personality and masses, freedom and necessity.

Formational and civilizational concepts of social development. The future of humanity.

Global problems of the present. Problems and prospects of modern civilization. Humanity in the face of global problems. Interaction of civilizations and future scenarios. Social space and time as forms of social being. Nature and social space. Interaction of society and nature. The concept of the noosphere. Laws of nature and patterns of social development. The main content of geographical determinism. Philosophical understanding of environmental problems of our time.

The history of society as a subject of philosophical analysis. Form, content and essence of the historical process. Meaning and purpose of history. The driving forces of the historical process. Fatalism and voluntarism in the understanding of society. Historical necessity and conscious activity of people. On the role of historical figures in history. Freedom and Necessity. Freedom and responsibility. The problem of direction of social development. Historical progress as a philosophical problem. Question about the criteria for progress. The problem of the end of history.

Culture and civilization. Philosophical analysis of culture. Civilization as a socio-cultural formation. Formation and civilization. The concepts of "local cultures" and "cultural-historical types". Society and culture. Society and personality: features of interaction. The level of human cultural development as a criterion of social progress.

5. Educational technologies

The methodology of teaching the discipline "Philosophy" and the implementation of a competency-based approach in the presentation and perception of the material provides for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

- preparation for seminars and control colloquia;
- preparation and defense of abstracts on the discipline;
- preparation, presentation and discussion of presentations at seminars;
- organization and conduct of current control of students' knowledge in the form of testing.

The proportion of classes conducted in interactive forms is determined by the main goal of the educational program, the peculiarity of the contingent of students and the content of the discipline "Philosophy" and in general for the discipline is 50% of seminars. Lessons of the lecture type leave 50% of the volume of classroom lessons.

6. Evaluation tools for monitoring progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for independent work of students

Control of progress and quality of training is carried out in accordance with the requirements of the "Regulations on the organization of the educational process at the Moscow Polytechnic University".

To control the progress and quality of mastering the discipline, this program provides for the following types of control:

- control of current progress (current control);
- intermediate certification.

Evaluative means of current progress control include control questions and tasks in the form of computer testing.

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

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module)

6.1.1. Forms of control.

The following forms are used for current control: homework, independent work, essays, abstracts, colloquia.

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
UK-5	Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts

In the process of mastering the educational program, these competencies, including their individual components, are formed in stages during the development of disciplines (modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. The content of the current control.

The content of the current control forms and the procedure for their application are set out in the appendix to the work program "Fund of Appraisal Funds"

6.1.3. Deadlines for the implementation of ongoing control and the scale and criteria for evaluating the results

The deadlines for the implementation of ongoing monitoring and the scale and criteria for evaluating the results are set out in the appendix to the work program "Fund of Evaluation Funds"

6.1.4. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

An indicator of competency assessment at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

UK-5Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical	The student demonstrates the complete absence or insufficient correspondence of the following knowledge: The content of the main philosophical ideas and categories	The student demonstrates incomplete compliance with the following knowledge: The content of the main philosophical ideas and categories. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when	The student demonstrates partial compliance with the following knowledge: The content of the main philosophical ideas and categories, but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: The content of the main philosophical ideas and categories, freely operates with the acquired knowledge.

contexts		transferring it to new situations.		
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 does not know how or insufficiently knows how to use the basics of philosophical knowledge to form a worldview position	The student demonstrates incomplete compliance with the following skills: use the foundations of philosophical knowledge to form a worldview position. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: use the foundations of philosophical knowledge to form a worldview position. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: use the foundations of philosophical knowledge to form a worldview position. Freely operates with acquired skills, applies them in situations of increased complexity
IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	The student does not own or insufficiently owns the culture of thinking	The student owns the culture of thinking Incompletely, significant mistakes are made, there is a lack of skills in a number of indicators, The student experiences significant difficulties in applying skills in new situations.	The student partially owns the culture of thinking, the skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student fully owns the culture of thinking, freely applies the acquired skills in situations of increased complexity.

6.2. Interim certification. Organization and procedure.

6.2.1. Intermediate certification form

The form of the intermediate certification - offset.

Intermediate attestation is carried out within the time limits established by the approved schedule of the credit-examination session.

Before the date of the intermediate certification, the student must complete all the work provided for by this work program of the discipline.

The list of mandatory works and the reporting form for them are presented in the

table:

Type of work	Form of reporting and current control
Essay	The writing of the work provided for by the work program of the discipline with the mark of the teacher is “credited”, if all the work is completed and executed.
Independent work	A completed report on the work provided for by the work program of the discipline with the mark of the teacher "passed" if all the work has been completed and completed.
abstract	The writing of the work provided for by the work program of the discipline with the mark of the teacher is “credited”, if all the work is completed and executed.
Colloquium	The student actively participates in the discussion of the proposed topic and answers the questions of the teacher.

*If one or more types of educational work indicated in the table is not completed, the teacher has the right to give an unsatisfactory grade based on the results of the intermediate certification.

6.2.2. The scale of evaluation of the results of the intermediate certification and their description.

6.2.3. Organization and procedure for conducting intermediate certification

Form of intermediate attestation: test. Intermediate certification - (test) is carried out on tickets - orally, in the form of an interview or using e-learning tools and distance learning technologies, etc.).

Regulations for certification:

- time to prepare an answer to questions (no more than 15 minutes)

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for a given discipline (module). The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is set based on the results of the ongoing monitoring of progress during the semester using the information score-rating system of the university. Based on the results of the intermediate certification for the discipline (module), the grade "passed" or "failed" is given.

Evaluation scale	**Description**
Passed	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills and abilities. For each of the control measures (control points) provided for by the BRS, the student scored a minimum credit score.
Not credited	One or more types of educational work provided for by the curriculum have not been

	completed. The amount of points scored using the BRS is less than the credit minimum, or the student did not score the required minimum credit score for one or more control points.

7. Educational, methodological and information support of the discipline

7.1. Main literature.

1. Philosophy: teaching aid for students of all special. and areas of undergraduate studies [Electronic resource] / Ministry of Education and Science of the Russian Federation; FSBEI HPE "Moscow State University of Press named after Ivan Fedorov"; comp. V.N. Winter. - M.: MGUP named after Ivan Fedorov, 2021. - 150 p. – URL :http://elib.mgup.ru/showBook.php?id=187
2. Pronina, E.N.Philosophy: a textbook for bachelors and specialists [Electronic resource] / E.N. Pronin; Ministry of Education and Science of the Russian Federation, Mosk. state Printing University named after Ivan Fedorov. - M. : MGUP named after Ivan Fedorov, 2021. - 611 p. – URL:http://elib.mgup.ru/showBook.php?id=183
3. Philosophy: guidelines for the plans of seminars, questions and control tasks for self-examination of students of higher education. institutions studying in all areas / Ministry of Education and Science of the Russian Federation, FGBOU VPO "Moscow State University of Printing named after Ivan Fedorov"; comp. E.N. Pronina, Ph.D. philosophy Sciences, Assoc. - M. : MGUP named after Ivan Fedorov, 2013. - 141 p.

7.2. Additional literature:

1. Bogdashevsky D.I.Philosophy of Kant, Analysis of the "Critique of Pure Reason" and "Critique of Practical Reason". M., Book house "LIBROKOM", 2012.
2. Gaidenko P.P. The history of Greek philosophy in its connection with science. M., Book house "LIBROKOM", 2012.
3. Gubin V.D. Philosophy. Textbook for students of higher education. textbook establishments. M., Prospekt, 2011.
4. Western philosophy of the late XX - early XXI century. Ideas. Problems. Trends, Ros. acad. Sciences, Institute of Philosophy; resp. ed. I.I. Blauberg. M., IFRAN, 2012.
5. Zima V.N. Time and eternity: the problem of temporal representations in philosophy and science. M.: MGUP named after Ivan Fedorov, 2014.
6. Zima V.N. On the question of the general principles of setting and solving the problem of the ontological status of free will (in the context of modern discussions) // Philosophy and Culture. 2018. No. 11. P.20-37. DOI: 10.7256/2454-0757.2018.11.28165
7. Zima VN On the problem of assessing the theoretical and heuristic potential of the main metaphysical theories of free will in the history of philosophy // Bulletin of the Moscow State Regional University. Series: Philosophical Sciences. 2020. №1. pp. 55–66. DOI: 10.18384/2310-7227-2020-1-55-66
8. Zima V. N. Metaphysical referents of free will in the context of the problem of reality (on the general principles of the coherent concept of metaphysical free will) // Bulletin of the Moscow State Regional University. Series: Philosophical Sciences. 2019. No. 4. P. 42–61. DOI: 10.18384/2310-7227-2019-4-42-61
9. Zima V.N. Naturalistic premise and the problem of the ontological status of free will // Bulletin of the Moscow State Regional University. Series: Philosophical Sciences. 2018. No. 3. S. 8-23. DOI: 10.18384/2310-7227-2018-3-8-23
10. Kanke, V.A.Philosophy: historical and systematic course: textbook for universities / V.A. Kanke. 5th ed., revised, additional. M. : Logos, 2010. 375 p.

7.3. Internet resources include educational and methodological materials in electronic form, presented on the e-library website (https://elibrary.ru) and the website of the journal Vestnik MGOU. Series Philosophical Sciences" (https://www.vestnik-mgou.ru/Series/Philosophy).

8. Logistics of discipline

To train students in the discipline "Philosophy", the general classroom fund of the university and specialized audiences of the department are used, printing systems for students to work together, computer classes, workshops and laboratories, depending on the tasks performed.

Name of special* rooms and rooms for independent work	**Equipment**special rooms and rooms for independent work	**List of licensed software. Details of the supporting document**
The audience of the general fund for lectures. 127550, Moscow, st. Pryanishnikova, d. 2a bldg. one.	A set of technical means that allow you to project an image from presentation preparation programs (screen, projector, Notebook). Possibilities of access to the Internet. Natural samples and mock-ups of protective equipment (aud. 2208)	Microsoft Office Standard 2007, contract 24/08 of 05/19/2008
Computer classes at GSPM (room 2610, 2663). 127550, Moscow, st. Pryanishnikova, d. 2a bldg. 2.	Bank of test tasks in the adaptive testing system for the course "Life Safety"	Microsoft Office Standard 2007, contract 24/08 of 05/19/2008
Laboratory of Belarusian Railways aud. 1010. 127550, Moscow, st. Pryanishnikova, d. 2a bldg. one.	Laboratory stands for: • research of meteorological conditions at workplaces; • measurement and analysis of industrial noise • studies on the effectiveness of soundproof enclosures • structural loss factor studies • studies of quantitative characteristics of lighting • studies of the qualitative characteristics of lighting Posters on GO and BZD.	Microsoft Office Standard 2007, contract 24/08 of 05/19/2008
Laboratories FO2, 2402, 2403. Moscow, st. Pryanishnikova, d. 2a.	1. A set of technical means that allows you to project an image from the presentation preparation software (screen, projector, laptop or computer with connected equipment). 2. Possibility of Internet access. 3. Bank of test tasks in the ACT system at the rate "Theory of automatic control".	LibreOffice 5.0Free version Adobe Acrobat Reader.Free version. Licensed version.

9. Guidelines for independent work of students

At lectures, it is necessary to keep notes (both in writing and using computer technology). Lecture notes are recommended. Regular repetition of the material of lecture notes for each section in preparation for the intermediate and final forms of certification in the discipline "Philosophy" is one of the most important types of independent work of the student during the semester, which is necessary for high-quality preparation for the intermediate certification in the discipline. The main task of the lecture is not to "mechanically" reproduce its content, but to follow the explanation of the teacher,

since the lectures focus on the fact that students learn to understand the essence and patterns of setting philosophical problems.

Students receive questions for practical classes in advance in order to effectively prepare for the discussion of these issues. Answers to questions should be written in the form of abstracts, which ensures the thoroughness of the study of materials. The list of questions for the practical lesson is accompanied by an indication of the sources that must be used. Like any academic discipline, philosophy involves familiarity with a number of special terms, without knowledge of which a productive understanding of the essence of the problems under discussion and the material being studied is impossible. In this regard, students are advised to keep a special dictionary with the interpretation of all unfamiliar terms that are found in the educational literature.

Intermediate certification in the discipline "Philosophy" takes the form of an exam. The examination ticket for the discipline "Philosophy" consists of 2 questions of a theoretical nature. An approximate list of questions for the exam in the discipline "Philosophy" is given in Appendix 2 of this work program, and the criteria for evaluating the student's answer in the exam are in paragraph 6 of this work program.

10. Guidelines for the teacher

When conducting lectures, it is advisable to take into account the specifics of the content of the discipline "Philosophy", which consists in the fact that the course includes both historical and theoretical parts. When conducting lectures on the history of philosophy, it is necessary to adhere to the principle of actualism and focus on the consideration of those issues that are of primary theoretical importance for modern philosophy. When conducting lectures on the theoretical part of the course, it is necessary to use a problematic presentation that allows you to best take into account the expressed specificity of philosophical knowledge, which consists in the fact that a competent formulation of a problem in philosophy is essentially of greater theoretical significance than a ready-made answer to a question. The problematic approach should also prevail during practical exercises.

- Attachment 1.

The structure and content of the discipline "Philosophy" in the direction of preparation 38.03.02 "Management" (bachelor) part-time education

1.1. Thematic plan of discipline

No.	Section name	Total hours	Contact work, hours			Independent work
			Lectures	Seminar	Laboratory studies	
one	Features of philosophical knowledge. Place and role of philosophy in culture	12	one	2		ten
2	Problems of ontology	fifteen	2	2		12
3	Problems of epistemology	fifteen	2	2		ten
four	Problems of philosophical anthropology	fifteen	2	2		ten
5	Problems of the philosophy of society, technology, technology	fifteen	one	2		12
	offset					
	TOTAL	72	eight	ten		54

1.2. Practical classes (seminars)

No. p / p	No. of discipline section	Topics of practical classes (seminars)	Labor capacity (hour.)
one	ten	Problems of philosophical anthropology	2
2	eleven	Problems of the philosophy of society, technology, technology	2

Appendix 2

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION
HIGHER EDUCATION
"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECH)

Direction of training: 38.03.02 "Management"

OP (profile): "Management of the organization"
Full-time form of education

Types of professional activity: research, design and production and technological

Department: Humanities

DISCIPLINE EVALUATION FUND

Philosophy

Composition: 1. Passport of the fund of appraisal funds
2. Indicator of the level of competence development
3.Indicative list of evaluation tools
4. Description of evaluation tools (control questions, questions for the exam on the course "Philosophy")

Compiled by: Associate Professor, Ph.D. Yu.V. Lobanova

Moscow 2022

P2.1 Passport of the fund of evaluation funds by discipline

Philosophy

No. p / p	Controlled sections of the discipline	Controlled competency code	Name of the evaluation tool
one	**Introduction** **Topic 1.**The peculiarity of philosophical knowl-edge.Place and role of philosophy in culture	UK-5	UO, Z
2	**Topic 2** Problems of ontology	UK-5	UO, K, 3
3	**Topic 3.**Problems of epistemology	UK-5	UO, K, 3
four	**Topic 4.**Problems of philosophical anthropology	UK-5	UO, K, 3
5	**Topic 5.**Problems of the philosophy of society, technology, technology	UK-5	UO, K, 3

Clause 2.2 INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Discipline "Philosophy"					
GEF VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following competencies					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
UK-5	Able to perceive the intercultural diversity of society in 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 Practical lesson Independent work	To UO Z E	**A basic level of** • be able to use the basics of philosophical knowledge to form a worldview position **Enhanced level** • be able to use the fundamentals of philosophical knowledge to form and defend one's worldview position during discussions with opponents, demonstrating a culture of thinking and argumentation

P2.3 Approximate list of evaluation tools (OS) by discipline "Philosophy"

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	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
2	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 an interview of a teacher with students.	Questions on topics / sections of the discipline
3	Pass (D)	The form of intermediate attestation of the student, determined by the curriculum of training in the direction	Checklist

Clause 2.4. Indicators and criteria for assessing the competence of UK-5when studying the discipline, description of assessment scales

2.4.1. Criteria for assessing the oral survey of the student (S)

An oral survey on the current topic is conducted during practical classes in the form of an interview.

Estimated:

"maximum" - 3 points, "minimum" - 2 points, "unsatisfactory" - less than 2 points.

"maximum":the student answered all control questions on the topic clearly and without errors or with corrective comments from the teacherpractical session.

A student at a high level or has a good command ofthe ability to use the foundations of philosophical knowledge to form a worldview position;

"minimum": The student answered all control questionstopic of the practical lessonwith comments.

The student has a satisfactory level ofthe ability to use the foundations of philosophical knowledge to form a worldview position;

"unsatisfactory":the student answered the control questions on the topicpractical sessionwith errors or did not answer control questions.

The student does not ownthe ability to use the foundations of philosophical knowledge to form a worldview position.

2.4.2. Criteria for evaluating the student's control colloquium (K)

Control colloquia (control points) are conducted in the form of an oral survey during practical classes in the form of an interview on these topics of the discipline on control questions.

Estimated:

Control colloquium:minimum ("satisfactory") - 31, maximum ("excellent") - 62 points;

"Great":the student clearly and without errors answered all the control questions on these topics

of the discipline.

Student:

at a high level or well versedthe ability to use the foundations of philosophical knowledge to form a worldview position;

"Good":the student, with corrective remarks of the teacher, answered all the control questions on these topics of the discipline.

Student:

speaks wellthe ability to use the foundations of philosophical knowledge to form a worldview position;

"satisfactorily":the student answered with comments to all control questions on these topics of the discipline.

Student:

has a satisfactory level ofthe ability to use the foundations of philosophical knowledge to form a worldview position;

"unsatisfactory":the student answered the control questions on these topics with errors or did not answer the control questions.

Student:

does not ownthe ability to use the foundations of philosophical knowledge to form a worldview position.

Clause 2.5. Indicators and criteria for evaluating the results of intermediate certification. Form: offset.

The test is set based on the results of the work at lectures and seminars / and on the basis of answers to questions for the test.

Evaluated: in the form of "pass" or "not pass".

"read":the student answered the questions proposed for each of the five topics of the course at seminars and control colloquia during the semester no lower than the "satisfactory" mark for each of the colloquia / answered questions from the list of questions for the test.

"not counted": the student did not receive a satisfactory or higher mark on the questions asked during the study of one or more course topics.

P2.6. Description of evaluation tools

P2.6.1Examples of questions in an oral survey

Section 1.

1. What is philosophy? What are the main ways to answer this question? Briefly describe them.
2. What are the main features and most significant distinguishing features of philosophy?
3. Name the main sections in the structure of philosophical knowledge. What is each one studying?
4. Specify the main functions of philosophy. Explain what they are.
5. Specify the main problems faced by the use of the logical-theoretical method in philosophy. Explain what these problems are.
6. Explain why the a priori method is otherwise called the chair method. What is it? Give the necessary examples.

Section 2.

1. What are the main meanings of the concept of being in philosophy.
2. Indicate what is the difference in the understanding of metaphysics and ontology in the Russian philosophical tradition, on the one hand, and in analytical philosophy, on the other. How does this relate to the philosophical ideas of Aristotle?

3. What is the difference between classical and non-classical ontologies; realism and anti-realism in ontology.
4. The problem of the existence of God in philosophy. Explain what arguments are known in favor of the existence of God, and what they are.
5. Explain what is the problem of time in philosophy? What is the contribution of Aristotle and J. McTaggart to the formulation of the problem of time.
6. Name the main theories of time and give a brief description of them.
7. Formulate the main difficulties and paradoxes that arise when trying to consistently comprehend the phenomenon of time.
8. What is the importance of time in human life?
9. Is time travel possible? Justify your point of view.
10. What is the specificity of consciousness as a phenomenon? What causes difficulties in resolving the issue of the ontological status of consciousness? Name the main ontological features of consciousness (mental) in comparison with physical reality.
11. What is the essence of the mind-body problem in philosophy? Explain why the question arises about the relationship between consciousness and the brain? Where is the problem here? Is consciousness a function of the brain? Argument your point of view.
12. Explain what is the contribution of R. Descartes to the formulation of the psychophysical problem and how it is connected with his metaphysical ideas. What solution to the problem did Descartes himself propose? Indicate in which of his works and in which particular chapter he writes about this.
13. What is the problem of the causal closure of the physical in the context of the mind-body problem? Explain.
14. How and why the formulation of the mind-body problem affects the solution of the question of the nature and origin of man. Explain.
15. Basic concepts of consciousness and their main ideas.
16. How does understanding the phenomenon of consciousness lead philosophers to raise the question of the existence of the soul? How can the concept of the soul explain the phenomenon of consciousness? What difficulties does the concept of the soul face in explanatory terms?
17. What are the main content features of the concept of the soul in ancient philosophy.
18. What are the main content features of the concept of the soul in Christian Byzantine philosophy.
19. Formulate what it consists of and explain why the problem of freedom arises in philosophy.
20. Explain what it means to be free. Give examples of a misunderstanding of the essence of freedom and explain why these methods are wrong.
21. How and why the formulation of the problem of freedom affects the solution of the question of the nature and origin of man. Explain.
22. What is meant by substance? What are the main ways of understanding the substance known? Explain what is the problem of substance in metaphysics (ontology).
23. Explain what is the problem of the substantiality of matter in philosophy? What are the main ways to solve this problem? Give the main arguments of supporters and opponents of the possibility of understanding matter as a substance?

Section 3.

1. The subject and main categories of epistemology: a brief description.
2. The problem of reality in the ontological and epistemological aspects: a brief description. Objective and objective knowledge.
3. The main sources (forms) of knowledge: a brief description.
4. Basic cognitive strategies and their brief description.
5. Values as an epistemological category. What is the significance of values in the structure of the worldview? Explain.
6. Category and problem of truth in epistemology: a brief description.
7. The classical concept of truth: a brief description.
8. Coherent concept of truth: a brief description.

9. The conventional concept of truth: a brief description.
10. The pragmatic concept of truth: a brief description.
11. What is the essence of the question of the cognizability of the world? What are the main ways to solve it?
12. Explain what fundamental provisions of the theory of knowledge must be taken into account in order to form a theoretically justified worldview position.

Section 4.

1. The subject of philosophical anthropology: the main ways of understanding.
2. Specify the main features characteristic of a person as a subject of knowledge.
3. Guided by the answer to the previous question (No. 2), try to reasonably explain to whose competence (options: natural sciences, philosophy, religion) and in what particular aspects the formation of knowledge about a person should be attributed.
4. The terms "nature" and "essence" of man: the main ways and traditions of understanding.
5. Explain in what sense and on what basis a person is spoken of as: a) a living being, b) a spiritual being, c) a social being.
6. Explain in what sense it is said about a person as a unity of biological, social and spiritual.
7. Explain in what sense it is said about the dynamic nature of man and why, in particular, the question arises (in existentialism) about the relationship between the essence and existence of man.
8. Can it be argued that a person is only an animal, although in many ways special?
9. Indicate the main differences between man and animal in ontological terms.
10. Identify and explain the main difficulties that arise when trying to answer the question of what it means to be human.
11. Explain with reason whether it can be argued that the dispute about the nature (essence) of a person is completely exhausted by the controversy between the biologist and sociologist understanding of man.
12. Explain why the question arises of what makes a person a person? What are the main options for answering this question, what is their fundamental difference, and what is their applied significance for the needs of bioethics?
13. What is the question of man's place in the world? How are the ways of answering it known, and what do they consist of?
14. What is the problem of inconsistency of human nature? What are the main known ways to solve it?
15. Why should the question of the origin of man be considered primarily philosophical? What does it mean to be a philosophical question in this case?
16. In whose competence is the answer to the question of the origin of man (options: natural sciences (biology), philosophy, religion)? Explain why. What are the main known ways to answer the question (concept) about the origin of man? Give arguments for and against for each.
17. Death as the most important dimension of human existence. What does it mean for a person to realize that he is mortal?
18. The concept of life as a problem of philosophical anthropology. What is its essence and what are the main ways to solve this problem?
19. The problem of death and immortality in philosophical anthropology; main ways to solve it.
20. Open and, where necessary, problematize the meaning of such categories of philosophical anthropology as "man", "individual", "individuality", "personality".

Section 5.

1. The subject of social philosophy. What are the main objects of study of social philosophy.
2. The problem of methods in social philosophy. Basic methods and their brief characteristics.
3. Explain what is the specificity of the natural and cultural in man, what is their mutual influence and what are the problems. which arise.
4. Global problems of our time: definition. What is the significance of philosophy for the analysis and search for solutions to global problems?
5. Global problems related to ecology and their philosophical analysis.

6. Global problems associated with population growth and their philosophical analysis.
7. Global problems related to politics and their philosophical analysis.
8. Philosophical analysis of the problems of modern consumer society.
9. The problem of the future of mankind: a philosophical analysis.
10. Philosophy of history: subject and main questions for study.
11. The problem of the existence of the "laws of history" and its philosophical analysis.
12. Basic concepts of the philosophy of history: a brief description.
13. Is history predetermined? What forms of answer to this question are known and what do they consist of?
14. The problem of the universality of the historical process. What forms of answer to this question are known and what do they consist of?
15. The problem of the "end of history": a brief description.

P2.6.2Sample questions for a control colloquium

1. What is the specificity of philosophy as a form of cognition?
2. Explain with reason in what sense we say that philosophy is a science, and in what sense it is not.
3. Is Philosophical Knowledge Obsolete? Explain why.
4. Why are questions and problems that are usually attributed to the problematic field of philosophy called: a) limiting questions; b) eternal questions; c) meaningful questions.
5. What is meant when one speaks of the methodological function of philosophy in relation to the particular sciences? Explain.
6. What is the specificity of religion as a form of assimilation of reality. What do philosophy and religion have in common? What's the Difference?
7. What is often called the "basic question of philosophy"? Why him? Explain.

P2.6.3An approximate list of questions for the test in the discipline "Philosophy"

1. Subject, methods and functions of philosophy. The main features of philosophical knowledge.
2. Philosophy and science: comparative characteristics and the problem of correlation.
3. Philosophy and religion: comparative characteristics and the problem of correlation.
4. The category of being in philosophy. Classical and non-classical ontologies.
5. The subject and main problems of philosophical ontology: a brief description.
6. The problem of God in philosophy.
7. Being, individual things and substance as categories of ontology: a brief description and main problems.
8. Philosophical analysis of the category of matter. The problem of the substantiality of matter in philosophy.
9. The problem of time in philosophy. The main ways to solve it. Eternity as a category of ontology.
10. The problem of free will in ontology.
11. The subject and main problems of epistemology: a brief description.
12. The problem of truth. Basic concepts of truth.
13. The problem of consciousness and soul in philosophy.
14. The problem of the ontological status of reality in philosophy and science.
15. Epistemological models of philosophy, natural sciences, humanitarian knowledge and religion: features and comparative characteristics.
16. Man as a subject of philosophy.
17. The main categories and problems of philosophical anthropology: a brief description.
18. The problem of duality and inconsistency of human nature.
19. The question of the origin of man as a problem of philosophical anthropology.
20. The problem of the nature and essence of man in philosophy. Personality as a philosophical category.
21. Category and the problem of the meaning of life in philosophy.

22. The problem of death and immortality in philosophy.
23. The subject and main problems of social philosophy: a brief description.
24. Global problems of modernity and their philosophical analysis.
25. The problem of the future: a philosophical analysis.
26. The problem of good and evil in philosophy.
27. Philosophy of history: main problems and concepts.

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