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Информация о владельце:

ФИО: Сухинин Александр Александрович

Должность: Проректор по учебно-воспитательной работе

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Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of Higher Education

"St. Petersburg State University of Veterinary Medicine"



APPROVED BY
Vice Rector for Educational
Work and Youth Policy
Sukhinin A.A.
May 6, 2024

Department of history and philosophy
EDUCATIONAL WORK PROGRAM

for the discipline

"PHILOSOPHY"

The level of higher education
SPECIALIST COURSE

Specialty 36.05.01 Veterinary Medicine
Full-time education
Education starts in 2024

Reviewed and adopted
at the meeting of the department
on May 2, 2024.
Protocol No. 9

Head of the Department
of History and Philosophy Department
Doctor of Philosophy, Professor
Shcherbakov V.P.

Saint Petersburg
2024

1. AIMS AND OBJECTIVES OF THE DISCIPLINE "PHILOSOPHY"

The purpose of mastering the discipline "Philosophy" is the formation of comprehensively developed personalities. The students will learn the basic achievements of philosophy, they will understand meaning and history of these achievements, as well as their methodological significance. The course forms a wide-educated specialist, who deeply understands the meaning of science and technology, has a strong spirit to use the knowledge gained to develop and test new research methods challenging himself and the frontiers of knowledge.

For this two aspects are needed:

a) The general educational task is the in-depth acquaintance of students with the history of science and technology, understanding of science and technology in philosophical, scientific, cultural concepts of different periods of human development, the formation of certain knowledge about the evolution of science and technology and the transformation of those institutions that ensure its functioning.

b) Специальная задача состоит в ознакомлении обучающихся с современными представлениями о науке и технике, ее генезисе, эволюции, характеристиках и принципах функционирования, появления устойчивых представлениях о современных методах исследования науки и техники, в контексте последних достижений научного знания.

2. THE LIST OF THE PLANNED RESULTS OF THE DISCIPLINE (MODULE), CORRELATED WITH THE PLANNED RESULTS OF THE REALISED EDUCATIONAL PROGRAM

As a result of mastering the discipline, the student prepares for the following types of activities, in accordance with the educational standard of the FSE on 05.36.01 "Veterinary Medicine".

The field of professional activity:

- scientific and educational.

The student's competencies formed (acquired) as a result of mastering the discipline

The education of the discipline should form the following competencies:

a) General professional competencies (UC):

Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).

UC-1 ID-1 - **To know** methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

UC-1 ID-2 - **To be able to** gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).

UC-5 ID-1 - **To know:** the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

UC-5 ID-2 - **To be able to:** present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

UC-5 ID-3 - **To possess skills of:** the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).

UC-6 ID-1 - **To know:** the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

UC-6 ID-2 - **To be able to** build the self process of mastering selected and structured information, including digital technologies.

UC-6 ID-3 - **To possess skills of:** techniques of self-regulation of psycho-emotional and functional status.

3. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF THE MPEP

The discipline B1.O.02 "Philosophy" according to the curriculum is a part formed by participants of educational process of the first block, it is mastered in full-time and full-time-part-time education in the 3th semester, during the 2nd year for the correspondence education.

The discipline "Veterinary and sanitary expertise" is related to the following disciplines: zoology, histology and embryology, biochemistry, physiology. The discipline "Philosophy" is mandatory, fundamental for the most of subsequent disciplines, such as:

1. Physiology and ethology of animals.
2. Pathological anatomy and forensic veterinary examination.
3. Pathological physiology

4. THE SCOPE OF DISCIPLINE AND TYPES OF ACADEMIC WORK

4.1. THE SCOPE OF THE DISCIPLINE FOR FULL-TIME EDUCATION

| Type of educational work | Hours | Semester |
|--|--------------|--------------|
| | | 3 |
| Classroom classes (total) | 68 | 68 |
| Including: | | |
| Lectures, including interactive forms | 34 | 34 |
| Practical (PP), including interactive forms, among which are: | 16 | 16 |
| practical training (PT) | 0 | 0 |
| Self-study | 76 | 76 |
| Essay | + | + |
| Type of intermediate and final certification (credit, exam) | Exam | Exam |
| Total labor intensity hours/credits | 126/4 | 126/4 |

5. THE CONTENT OF THE DISCIPLINE AND TYPES OF CLASSES

5.1. The content of the discipline (full-time education)

| № | The title | Achieved competences | Semester | Types of academic work, including students' self-study and labor intensity (in hours) | | |
|----|----------------------------|---|----------|---|----|----|
| | | | | L | PP | SS |
| 1. | The language of philosophy | Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1). UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis | 3 | 5 | 2 | 8 |

| | | | | | |
|-------------------|---|---|---|---|---|
| | <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | | | |
| 2. What is truth? | <p>Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of</p> | 3 | 4 | 2 | 8 |

| | | | | | |
|---|--|---|---|---|---|
| | <p>social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | | | |
| 3. Justification of good: features of Russian ethical thought | <p>Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of</p> | 3 | 5 | 2 | 8 |

| | | | | | |
|--------------------------|---|---|---|---|---|
| | <p>intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | | | |
| 4. Ethical and aesthetic | <p>Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction;</p> | 3 | 5 | 2 | 8 |

| | | | | | |
|--------------------------|--|---|---|---|---|
| | <p>identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | | | |
| 5. Human , all too human | <p>Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional</p> | 3 | 4 | 2 | 8 |

| | | | | | |
|--|--|---|---|---|---|
| | <p>activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | | | |
| 6. The problem of society in the history of philosophy | <p>Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | 3 | 4 | 2 | 8 |
| 7. Language | Is able to carry out a critical analysis of problematic | 3 | 4 | 2 | 8 |

| | | | | | | |
|----|-------------------|--|---|---|---|----|
| | ge of culture | <p>situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | | | |
| 8. | History of Russia | <p>Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).</p> <p>UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis</p> <p>UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for</p> | 3 | 5 | 2 | 10 |

| | | | |
|--|---|-----------|--------------|
| | <p>information and solutions based on actions, experiment, experience, and information and communication technologies.</p> <p>Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).</p> <p>UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.</p> <p>UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.</p> <p>UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.</p> <p>Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).</p> <p>UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.</p> <p>UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies.</p> <p>UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.</p> | | |
| | TOTAL FOR THE 3TH SEMESTER: | 34 | 16 76 |

6. THE LIST OF EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR STUDENTS' SELF WORK

6.1. Guidelines for self -work

1. Educational and methodological manual on organizing independent work of students in areas of training implemented at SpbSUVN / A. A. Sukhinin, [et al.] ; SPbSUVN. St. Petersburg: Publishing House of SPbGAVM, 2018. - 63 p. - URL: <https://elck.ru/R9ixH> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVN EB. (in Russian)
2. Yorkin, A. G. Methodological recommendations on the discipline "Philosophy" for students, , specialty 36.05.01 "Veterinary medicine", the level of higher education / Yorkin, A. G. ; SPbSUVN. SPbSUVN. St. Petersburg: Publishing House of SPbGAVM, 2018. - 18 p. - URL: [Б.1.О.02 Философия ФВМ_2019 Ёркин](#) (accessed 04/27/2024) (in Russian).

3. Yorkin, A.G., Savinov R.V. Methodological recommendations for preparing an essay on the discipline "Philosophy": educational and methodological manual / Yorkin, A.G., Savinov R.V. ; SPbSUVM. St. Petersburg: Publishing House of SPbGAVM, SPbSUVM, 2019. - 31 p. - URL: [Философия рефераты-2019 Еркин Савинов](#) (accessed 04/27/2024) (in Russian).

6.2. Literature for self-work

1. Wundt, V. Introduction to philosophy / V. Wundt. - St. Petersburg: Lan, 2014. — 352 p. — ISBN 978-5-507-41711-7. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/56570> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).
2. Novgorodtsev, P.I. Introduction to the philosophy of law / P.I. Novgorodtsev. - St. Petersburg: Lan, 2014. — 200 p. — ISBN 978-5-507-39796-9. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/50625> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).
3. Chelpanov, G. I. Textbook of logic / G. I. Chelpanov. - St. Petersburg: Lan, 2013. — 107 p. — ISBN 978-5-507-12985-0. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/30537> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).
4. Chelpanov, G. I. Introduction to philosophy / G. I. Chelpanov. - St. Petersburg: Lan, 2013. — 563 p. — ISBN 978-5-507-34572-4. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/35312> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).

7. THE LIST OF BASIC AND ADDITIONAL LITERATURE NECESSARY FOR THE EDUCATION OF THE DISCIPLINE

7.1. Basic literature:

1. Wundt, V. Introduction to philosophy / V. Wundt. - St. Petersburg: Lan, 2014. — 352 p. — ISBN 978-5-507-41711-7. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/56570> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).
2. Chelpanov, G. I. Introduction to philosophy / G. I. Chelpanov. - St. Petersburg: Lan, 2013. — 563 p. — ISBN 978-5-507-34572-4. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/35312> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).

7.2. Additional literature

1. Chaly, V. A. History of European philosophy of the twentieth century: methodological instructions for studying the course: methodological instructions / V. A. Chaly. — Kaliningrad: Immanuel Kant Baltic Federal University, 2009. — 22 p. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/13202> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).
2. Reader on philosophy: textbook / O. B. Istomina (ed). — Irkutsk : Irkutsk State University, 2019. — 280 p. — ISBN 978-5-4340-0333-9. — Electronic library system "lan": [website]. — URL: <https://e.lanbook.com/book/155034> (accessed 04/27/2024). - Access mode: for authorization. users of the SPbGUVMEB (in Russian).
3. Reader on philosophy: textbook / P.V. Alekseev (ed). - 3rd ed. - Moscow: "TK Velby", "Prospect", 2006. — 576 p. - ISBN 978-5-392-05784-9

8. THE LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR EDUCATION OF THE DISCIPLINE

To prepare for laboratory classes and perform self-work, students can use the following online resources:

1. www.humanities.edu.ru – Federal portal "Social and humanitarian education"
2. http://www.gumer.info/bogoslov_Buks/Philos/index_philos.php - Electronic library of books on philosophy
3. www.platonanet.org.ua – Electronic library of books on philosophy

Electronic library systems

1. ELS "SPBGUVM"
2. ELS "Lan Publishing House"
3. ELS "Konsul'tant Studenta"
4. Legal reference system "ConsultantPlus"
5. University information system "RUSSIA"
6. Full-text database POLPRED.COM
7. Scientific electronic Library ELIBRARY.RU
8. Russian Scientific Network
9. Database of international scientific citation indexes Web of Science
10. Scopus database of International Science Citation Indexes
11. ELS "IqLib"
12. Electronic books of the publishing house "Prospekt Nauki"
<http://prospektnauki.ru/ebooks/>

9. METHODOLOGICAL GUIDELINES FOR STUDENTS ON EDUCATION OF THE DISCIPLINE

Methodological recommendations for students are a set of recommendations and explanations that allow them to organize the process of studying this discipline optimally.

The content of methodological recommendations, as a rule, may include:

- Tips on planning and organizing the time needed to study the discipline. Description of the sequence of actions of the student, or the "scenario of studying the discipline".

Morning time is the most effective for academic work (from 8-14 hours), followed by afternoon time (from 16-19 hours) and evening time (from 20-24 hours). The most difficult material is recommended to be studied at the beginning of each time interval after rest. After 1.5 hours of work, a break is required (10-15 minutes), after 4 hours of work, the break should be 1 hour. Part of the scientific organization of labor is the mastery of the technique of mental labor. Normally, a student should devote about 10 hours a day to studying (6 hours at university, 4 hours at home).

The methodology of work when taking notes of oral presentations differs significantly from the methodology of work when taking notes of written sources.

By taking notes of written sources, the student has the opportunity to read again the desired passage of the text, reflect on it, highlight the main thoughts of the author, briefly formulate them, and then write them down. If necessary, he can also note his attitude to this point of view. Listening to the lecture, the student should transcend most of the complexity of the above-mentioned works for another time, trying to use every minute to record the lecture, and not to comprehend it - there is no time left for this. Therefore, when taking notes of a lecture, it is

recommended, to leave separate fields on each page for subsequent entries in addition to the summary.

After recording a lecture or making a summary of it, you should not leave work on the lecture material before preparing for the test. It is necessary to do as early as possible the work that accompanies taking notes of written sources, the last could not be done during the recording of the lecture - read your notes, deciphering individual abbreviations, analyze the text, establish logical connections between its elements, in some cases show them graphically, highlight the main thoughts, mark issues, requiring additional processing, in particular, the teacher's consultations.

When working on the text of the lecture, the student should pay special attention to the problematic issues, raised by the teacher, during the lecture, as well as to his assignments and recommendations.

For each lecture, practical lesson and laboratory work, classification cod, topic, list of issues under consideration, volume in hours and links to recommended literature are provided. For classes conducted in interactive forms, its organizational form should be indicated: computer simulation, business or role-playing game, analysis of a specific situation, etc.

- Recommendations for preparing for practical classes

Practical (seminar) classes are an important part of the professional training of students. The main purpose of conducting practical (seminar) classes is to form students' analytical, creative thinking through the acquisition of practical skills. Practical classes are also conducted in order to deepen and consolidate the knowledge gained in lectures and in the process of independent work on normative documents, educational and scientific literature. For student, it is necessary, to study or repeat theoretical material on a given topic when preparing for a practical lesson for students.

When preparing for a practical lesson, the student is recommended to follow the following algorithm;

- 1) get acquainted with the plan of the upcoming lesson;
- 2) study the literature sources that have been recommended and familiarize yourself with the introductory notes to the relevant sections.

Methodological guidelines for practical (seminar) classes in the discipline, along with the work program and schedule of the educational process, refer to methodological documents that determine the level of organization and quality of the educational process.

The content of practical (seminar) classes is recorded in the working curricula of the disciplines in the sections "List of topics of practical (seminar) classes".

The most important component of any form of practical training are tasks. The basis of the task is an example that is understood from the standpoint of the theory developed in the lecture. As a rule, the main attention is paid to the formation of specific skills, which determines the content of students' activities - problem solving, laboratory work, clarification of categories and concepts of science, which are a prerequisite for correct thinking and speech.

- Practical (seminar) classes perform the following tasks:
- stimulate regular study of recommended literature, as well as attentive attitude to the lecture course;
- consolidate the knowledge gained in the process of lecture training and independent work on literature;
- expand the scope of professionally significant knowledge, skills, and abilities;
- allow you to verify the correctness of previously acquired knowledge;
- initiate skills of independent self-thinking, oral presentation;
- contribute to the free use of terminology;
- provide the teacher with the opportunity to systematically monitor the level of independent work of students.

Methodological guidelines for practical (seminar) classes on the discipline should be focused on modern business conditions, current regulatory documents, advanced technologies,

the latest achievements of science, technology and practice, modern ideas about certain phenomena, the studied reality.

- Recommendations for working with literature.

Working with literature is an important stage of the student's self-work on mastering the subject, contributing not only to the consolidation of knowledge, but also to the expansion of horizons, mental abilities, memory, the ability to think, express and confirm personal hypotheses and ideas. In addition, the skills of research work necessary for further professional activity are developed.

When starting to study the literature on the topic, it is necessary to make notes, extracts, notes. It is mandatory to take notes of the works of theorists, which allow us to comprehend the theoretical basis of the study. For the rest, you can limit yourself to summary from the studied sources. All summaries and quotations must have the exact "return address" (author, title of the work, year of publication, page, etc.). It is advisable to write an abbreviated title of the question to which the extract or quotation refers. In addition, it is necessary to learn how to immediately compile a file of special literature and publications of sources, both proposed by the teacher and identified independently, as well as refer to bibliographic reference books, chronicles of journal articles, book chronicles, abstract journals. At the same time, publications of sources (articles, book titles, etc.) should be written on separate cards, which must be filled in according to the rules of bibliographic description (surname, initials of the author, title of the work. Place of publication, publisher, year of publication, number of pages, and for journal articles – the name of the journal, year of publication, page numbers). On each card, it is advisable to record the thought of the author of the book or a fact from this book on only one specific issue. If the work, even in the same paragraph or phrase, contains more judgments or facts on another issue, then they should be written out on a separate card. The presentation should be concise, accurate, without subjective assessments. On the back of the card, you can make your own notes about this book or article, its content, structure, on which sources it is written, etc.

- Explanations about working with control and test materials for the course, recommendations for completing homework.

Testing allows you to determine whether the actual behavior of the program corresponds to the expected one by performing a specially selected set of tests. A test is the fulfillment of certain conditions and actions necessary to verify the operation of the function under test or part of it. Each question in the discipline must be answered correctly by choosing one option.

10. EDUCATIONAL SOCIAL WORK

As part of the implementation of the discipline, educational work is carried out to form a modern scientific worldview and a system of basic values, the formation and development of spiritual and moral, civil and patriotic values, a system of aesthetic and ethical knowledge and values, attitudes of tolerant consciousness in society, the formation of students' need for work as the first vital necessity, the highest value and the main way to achieve success in life, to realize the social significance of your future profession.

11. THE LIST OF INFORMATION TECHNOLOGIES USED IN THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS

11.1 Information technologies

For the educational process of the discipline is previewed the use of information technologies::

- **practical classes using multimedia;**
- **interactive technologies (dialogues, collective discussion on various topics for realization a particular educational and professional task);**

- interaction with students via e - mail;
- community work in the electronic information and educational environment of St. Petersburg State University: <https://spbguv.ru/academy/eios/>

11.2. Software

The list of licensed and free- distributed software, including national programs

| № п/п | Technical and computer programs recommended by sections and topics of the program | License |
|----------|---|---------------|
| 1 | MS PowerPoint | 67580828 |
| 2 | LibreOffice | free software |
| 3 | OS Alt Education | AAO.0022.00 |
| 4 | ABIS “ MARK-SQL” | 02102014155 |
| 5 | MS Windows 10 | 67580828 |
| 6 | System Consult Plus | 503/KJI |
| 7 | Android OC | free software |

12. THE MATERIAL AND TECHNICAL BASE NECESSARY FOR THE IMPLEMENTATION OF THE DISCIPLINE EDUCATIONAL PROCESS.

| The title of the discipline (module), practice in accordance with the curriculum | The title of special rooms and rooms for self-work | Equipment of special rooms and rooms for self-work |
|--|--|--|
| Philosophy | 013 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | <i>Specialized furniture:</i> desks, chairs, blackboard. |
| | 008 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | <i>Specialized furniture:</i> desks, chairs, blackboard. <i>Multimedia equipment:</i> multimedia projector, screen, notebook. |
| | 110 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | <i>Specialized furniture:</i> desks, chairs, blackboard. <i>Multimedia equipment:</i> multimedia projector, screen, notebook. |
| | 109 (196084, Saint-Petersburg, Moskovskiy prospect, 99) Classroom for seminar-type classes, group and individual consultations, monitoring and intermediate certification. | <i>Specialized furniture:</i> desks, chairs, blackboard. |

| | | |
|--|--|---|
| | 206 Large reading room (196084, Saint-Petersburg, Chernigovskaya str., 5) Room for self-study. | <i>Specialized furniture:</i> desks, chairs. <i>Technical teaching equipment:</i> computers with an Internet-connection and access to the electronic information education environment |
| | 214 Small reading room (196084, Saint-Petersburg, Chernigovskaya str., 5) Room for self-study. | <i>Specialized furniture:</i> desks, chairs. <i>Technical teaching equipment:</i> computers with an Internet-connection and access to the electronic information education environment |
| | 324 Information Technology Department (196084, Saint-Petersburg, Chernigovskaya str., 5) Room for storage and preventive maintenance of educational equipment | <i>Specialized furniture:</i> tables, chairs, special equipment, materials and spare parts for preventive maintenance of educational equipment |
| | Box No. 3 Carpentry workshop (196084, St. Petersburg, Chernigovskaya str., building 5) Room for storage and preventive maintenance of educational equipment. | <i>Specialized furniture:</i> tables, chairs, special equipment, materials for preventive maintenance of furniture. |

Developers:

Head of the Department of History and Philosophy,
Doctor of Philosophy



Shcherbakov V.P.

Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of higher education
"Saint Petersburg State University of Veterinary Medicine"

Department of History and Philosophy

FUND OF ASSESMENT TOOLS
for the discipline
" PHILOSOPHY"

Level of higher education
SPECIALIST COURSE

Specialty 05.36.01 Veterinary medicine
Full-time education.

Education starts in 2024.

Saint Petersburg
2024

1. PASSPORT OF THE FUND OF ASSESMENT TOOLS

Таблица 1

| № | Acquired competence | Assessed modules of a discipline | Assesment tool |
|---|---------------------|----------------------------------|----------------|
|---|---------------------|----------------------------------|----------------|

| | | | |
|----|---|--|--------------------------|
| 1. | Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1). | The language of philosophy | Colloquium, tests, essay |
| 2. | UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis | What is truth? | Colloquium, tests, essay |
| 3. | UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | Justification of good: features of Russian ethical thought | Colloquium, tests, essay |
| 4. | Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5). UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction. UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics. UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction. Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6). UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. UC-6 ID-2 - To be able to build the self process of mastering selected and structured information, including digital technologies. UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status. | Ethical and aesthetic | Colloquium, tests, essay |
| 5. | | Human, all too human | Colloquium, tests, essay |
| 6. | | The problem of society in the history of philosophy | Colloquium, tests, essay |
| 7. | | Language of culture | Colloquium, tests, essay |
| 8. | | Historiosophy of Russia | Colloquium, tests, essay |

List of assessment tools

| № | Name of the assessment tool | Brief description of the assessment tool | Presentation of the assessment tool in the fund |
|----|-----------------------------|--|---|
| 1. | Colloquium | 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 an interview between a teacher and students | Questions on topics/sections of the discipline |
| 2. | Test | A system of standardized tasks, which allows to automate the assessment of students knowledge and skills | A fund of test assignments |
| 3. | Essay | A product of a student's self work, which is presented as a public speech presenting the results of doing a research on a specific educational, practical, educational or scientific topic. May be done in PowerPoint presentation format Topics of reports | Topics of essays |

INDICATORS AND CRITERIA FOR ASSESSING COMPETENCIES AT VARIOUS STAGES OF ITS FORMATION, DESCRIPTION OF ASSESSMENT SCALES

| Planned results of competency acquired | The level of development | | | | Assessment tool |
|---|--|---|---|--|--------------------------|
| | Unsatisfactory | Satisfactory | Good | Excellent | |
| Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1). | | | | | |
| UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |
| UC-1 ID-2 - To be able to gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies. | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |
| Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5). | | | | | |
| UC-5 ID-1 - To know: the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |

| | | | | | |
|--|--|--|--|--|--|
| and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction. | | | | | |
|--|--|--|--|--|--|

| | | | | | |
|---|--|---|---|--|--------------------------|
| UC-5 ID-2 - To be able to: present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics. | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |
| UC-5 ID-3 - To possess skills of: the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction. | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |
| Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6). | | | | | |
| UC-6 ID-1 - To know: the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity. | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |
| UC-6 ID-2 - To be able to build | The level of | The minimum | The level of | The level of | |

| | | | | | |
|--|--|---|---|--|--------------------------|
| the self process of mastering selected and structured information, including digital technologies. | knowledge is below the minimum requirements, gross errors have occurred | acceptable level of knowledge, many minor errors have been made | knowledge corresponds to the training program, several minor errors have been made | knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |
| UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status. | The level of knowledge is below the minimum requirements, gross errors have occurred | The minimum acceptable level of knowledge, many minor errors have been made | The level of knowledge corresponds to the training program, several minor errors have been made | The level of knowledge corresponds to the training program, no errors have been made | Colloquium, tests, essay |

4. A LIST OF CONTROL TASKS AND OTHER MATERIALS, NECESSARY FOR THE ASSESSMENT OF KNOWLEDGE, SKILLS AND WORK EXPERIENCE

4.1. Typical tasks for the current control of academic progress

Questions for a colloquium

Questions for an assessment of a competencies:

Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).

UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

1. How does Wittgenstein change the use of everyday words in his philosophical reflection?
2. How are everyday and philosophical ways of using words combined in the text?
3. Meaning as a picture and meaning as a use of words, how does Wittgenstein relate them? How would you compare them yourself?
4. Why if the lion spoke, we would not understand him? Try to justify or refute this point of view.

UC-1 ID-2 - **To be able to** gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

5. What is the difficulty of studying truth according to Aristotle?
6. What are Aristotle's fundamental causes of existence, and how do they relate to modern ideas about nature?
7. How does Locke determine the source of our knowledge?
8. What social and cultural features of early modern Western European society might have been behind the theory of innate ideas?

Questions for an assessment of a competencies:

Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).

UC-5 ID-1 - **To know:** the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

1. What is Solovyov's categorical imperative of improvement?
2. What is the place of good in the human life-world according to Solovyov?
3. Indicate the strengths and weaknesses of Chicherin's criticism of Solovyov.
4. How do Solovyov and Chicherin see the nature of duty, what are the differences, strengths and weaknesses of their approaches?

UC-5 ID-2 - **To be able to:** present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

5. Can art be immoral according to Tolstoy? Justify your agreement or disagreement with this point of view.
6. How does Tolstoy define what art is? Is this definition appropriate?
7. Do you agree with Tolstoy's criticism of Bach and other representatives of the Western European aesthetic canon?
8. What is the ethical impact of the aesthetic according to Tolstoy? Do you agree that this impact is of this nature?

UC-5 ID-3 - **To possess skills of:** the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

9. How does Nietzsche criticize the concept of "man in general"?
11. Describe how Nietzsche imagines a religious person. Do you agree with him and why?
12. Do you agree with Nietzsche's idea of women? Justify your answer.
13. How does Nietzsche describe the relationship between man and machine? How actual is this view?

Questions for an assessment of a competencies:

Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).

UC-6 ID-1 - **To know:** the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

1. What is the role of the doctor in society according to Galen?
2. In what ways does Galen appear to us as a representative of a slave-owning society?
3. How does Galen relate philosophy and medicine in our knowledge?
4. Are Galen's requirements for a doctor relevant in modern society?

UC-6 ID-2 - **To be able to** build the self process of mastering selected and structured

information, including digital technologies.

5. What is the difference in the world view of the Brihadaranyaka Upanishad and Zhuangzi? Highlight the main thing.
6. How does Zhuangzi justify the unknowability of the Dao?
7. How does the Brihadaranyaka Upanishad connect the world, the knower and knowledge?
8. Think about how Dao, Atman and God of the Abrahamic religions, as concepts, influence a person's picture of the world?

UC-6 ID-3 - **To possess skills of:** techniques of self-regulation of psycho-emotional and functional status.

9. Why does Danilevsky believe that the history of Russia has only temporary, accidental points of contact with the history of Europe? Do you agree with him? Justify your answer.
10. What periods in the history of the development of the cultural-historical type does Danilevsky describe? How can they be correlated with the history of Russia?
11. How do the particular and the universal correlate in world history according to Danilevsky?
12. What factors in the history and culture of Russia could have determined the emergence of Danilevsky's theory of cultural-historical types?

1.1.1. **Topics of essays**

Topics of essays for an assessment of a competencies:

Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).

UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

1. Myth as a form of social consciousness.
2. Religion as a form of social consciousness.
3. Science as a form of social consciousness.
4. The nature and characteristics of philosophical knowledge.
5. Worldview and its types.
6. Methodology of science and its tasks.
7. Ethics as practical philosophy.
8. Philosophy and the task of classification of sciences.
9. Modern approaches to the classification of sciences.
10. Basic concepts of the origin of human society.
11. Basic prerequisites for the emergence of human society.
12. Theory of socio-economic formation and historical science.
13. Philosophical and historical concept of O. Spengler.
14. A. Toynbee's philosophy of history.

UC-1 ID-2 - **To be able to** gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

15. The concept of historical progress in the history of philosophy.
16. Ideas about the essence and purpose of man in the history of philosophy.
17. Anthropological philosophy of L. Feuerbach.

18. The problem of man in the philosophy of existentialism.
19. Philosophical anthropology of the late 19th and early 20th centuries.
20. The origins of human culture.
21. Nature and culture.
22. Culture, lack of culture, anticulture, counterculture.
23. Modern technocratic concepts in American sociology.
24. The essence of the modern environmental problem.
25. Projects for solving global problems.

Topics of essays for an assessment of a competencies:

Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).

UC-5 ID-1 - **To know:** the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

26. Natural philosophical and cosmological philosophical systems (7th – 5th centuries BC).
27. Philosophy of Socrates.
28. Philosophy of Plato.
29. Philosophy of Aristotle.
30. Philosophy of Ancient Rome: Stoicism, Epicureanism and Skepticism.
31. Philosophy of Ancient Rome: Pythagoreanism, Jewish theosophy and Neoplatonism.
32. General course of development of medieval philosophy.
33. Patristics.
34. Interaction of Christian dogma and dominant philosophical systems.
35. Scholasticism and its periodization. An attempt to transform a theological system into a comprehensive scientific system.
36. The confrontation between nominalism and realism in medieval philosophy.
37. The main prerequisites for the formation of the philosophy of the New Time and its periodization.
38. Development of philosophy during the Renaissance. The main ideas of Nicholas of Cusa, D. Bruno and T. Paracelsus.

UC-5 ID-2 - **To be able to:** present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

39. Confrontation between empiricism and rationalism in science. Inductive and deductive philosophy.
40. Philosophy of F. Bacon.
41. R. Descartes, Cartesianism, materialism and idealism in Cartesianism.
42. The period of formation of dogmatic systems. Philosophy of B. Spinoza.
43. Sensualism of D. Locke.
44. Monadology by G. Leibniz.
45. Philosophy of Enlightenment and its criticism.
46. Critical philosophy of I. Kant.
47. Philosophy of I.G. Fichte.
48. Schelling's natural philosophy.
49. Absolute idealism of G. Hegel.

UC-5 ID-3 - **To possess skills of:** the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

- 50. Herbart, Schopenhauer and O. Comte. Formation of Positivism.
- 51. Feuerbach's anthropological philosophy.
- 52. Vulgar materialism of Vogt, Buchner and Moleschott.
- 53. Philosophy of Marxism.
- 54. W. Dilthey, F. Nietzsche and the formation of the "philosophy of life".
- 55. Ideological quests and features of Russian philosophy.
- 56. Main schools of modern philosophy.

Topics of essays for an assessment of a competencies:

Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).

UC-6 ID-1 - **To know:** the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

UC-6 ID-2 - **To be able to** build the self process of mastering selected and structured information, including digital technologies.

- 57. Naive empiricism.
- 58. Skepticism as a product of naive empiricism.
- 59. Rational empiricism.
- 60. The role of mathematics in the formation of rational empiricism.
- 61. J. Locke's doctrine of primary and secondary qualities and its role in the formation of rational empiricism.
- 62. Mechanistic materialism as a consequence of rational empiricism.
- 63. Contribution of J. Berkeley, Condillac and D. Hume to the formation of pure empiricism.
- 64. Phenomenalism and Empirio-criticism and their penetration into natural science.
- 65. What is Apriorism?
- 66. Apriorism of Plato and Aristotle.
- 67. The nature and forms of implementation of ontology in philosophy.
- 68. Features of the ontology of Plato, medieval philosophy, Descartes, Spinoza and Leibniz.
- 69. The logic of the formation of panlogism from I. Kant to G. Hegel.
- 70. Ancient skepticism.
- 71. The main task of criticism.
- 72. Historical forms of criticism.
- 73. Positive criticism: I. Kant and his formulation of the critical task of the theory of knowledge.
- 74. Basic questions of criticism of our abilities of cognition.
- 75. Criticism as the youngest direction of epistemology. Criticism of "criticism".
- 76. Dualistic materialism and its connection with naive empiricism.
- 77. Primary materialism: general characteristics.
- 78. Historical forms of dualistic materialism.
- 79. Atomism as the first form of dualistic materialism.
- 80. Stoicism and Epicureanism as the last two materialistic systems of antiquity.
- 81. P. Gassendi and the restoration of dualistic materialism in the 17th century.

82. T. Hobbes as the founder of monistic materialism.
83. Mechanistic materialism and its critics.
84. Monistic materialism of B. Spinoza.
85. Psychophysical materialism of D. Toland.
86. Materialism by L. Feuerbach.
87. Vogt, Buchner and Moleschott, and the natural sciences of their time.
88. Sociological (economic) materialism of K. Marx and F. Engels.
89. Physiological materialism and phrenology by F. Gal.
90. Mythological roots of idealism.
91. Origins and main principles of Plato's idealism.
92. Aristotle's criticism of Plato's idealism.
93. The fate of idealism in Christian philosophy.
94. The philosophy of Augustine as the culmination of Neoplatonism.
95. The scholastic system of Thomas Aquinas.
96. Dualism of R. Descartes.
97. The philosophical system of G. Leibniz as a synthesis of Christian and Platonic views.
98. Subjective idealism of D. Berkeley.
99. Transcendental idealism of I. Kant.
100. Realism as a synthetic worldview.
101. Aristotelian metaphysics as the first form of realism.
102. Restoration of realism in Christian philosophy of the 13th century.
103. Cartesian philosophy as the basis for the restoration of realism in the 17th century.
104. Monistic realism: characteristics, representatives, main decisions
105. Monistic realism of B. Spinoza.
106. Monadological Realism of Herbart
107. Voluntaristic metaphysics of Schopenhauer.

UC-6 ID-3 - **To possess skills of:** techniques of self-regulation of psycho-emotional and functional status.

108. Heteronomous moral systems.
109. Heteronomy of religious ethics
110. Features of political heteronomous morality.
111. Transcendental moral systems.
112. Historical forms of transcendental moral systems.
113. Immanent moral systems.
114. Historical forms of immanent moral systems.

1.1.2. Tests

Tests for an assessment of a competencies:

Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).

UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

1. What determines the theory of knowledge?

- a) results of cognition
- b) the origin and essence of knowledge
- c) the course of the cognitive process

2. Indicate the main forms of the theory of knowledge.

- a) empiricism, rationalism, criticism
- b) autonomy and heteronomy
- c) materialism and idealism

UC-1 ID-2 - **To be able to** gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

3. What is empiricism?

- a) all knowledge arises from the activity of thinking
- b) all knowledge is an illusion
- c) all knowledge arises from experience

4. The view according to which the entire sphere of knowledge is given by experience alone is...

- a) critical rationalism
- b) naive empiricism
- c) pure empiricism

5. What was the influence of the point of view of naive empiricism among ancient natural philosophers?

- a) in attributing sensory properties to speculative principles
- b) in denying the reliability of rational knowledge
- c) in identifying various forms of knowledge with experience

6. What is the consequence of the insufficiency and inconsistency of the point of view of naive empiricism?

- a) formalism
- b) rationalism
- c) skepticism

7. To which branch of empiricism does the teaching of John Locke belong?

- a) pure empiricism
- b) rational empiricism
- c) naive empiricism

8. What are, from the point of view of empiricism, such properties of things as size, mass, magnitude?

- a) primary qualities
- b) secondary qualities
- c) tertiary qualities

9. Which direction of empiricism recognizes subjective experience as a source of knowledge, while things are interpreted as complexes of sensations and do not have their own content?

- a) naïve empiricism
- b) rational empiricism
- c) pure empiricism

10. How is causality defined in the teachings of the empiricist David Hume?

- a) causality - the objective quality of things
- b) causality is a pure form of intellectual contemplation
- c) causality - a connection of sensations based on habit

11. What distinguishes rationalism from other areas of epistemology?

- a) feelings
- b) mind
- c) will

12. What does the concept “a priori” mean?

- a) pre-experimental, independent of experience, conceptual
- b) inexperienced, incomprehensible by definition, mystical
- c) the same as empirical, experimental

13. What conclusion does apriorism make from the fact of the inconsistency of the flow of sensory impressions?

- a) any knowledge is illusory
- b) reliability is related to the point of view of the observer
- c) there is a supersensible world, the knowledge of which is true

14. Which teaching of Plato is a development of a priori rationalism?

- a) the doctrine of ideas
- b) the doctrine of the demiurge
- c) the doctrine of matter

15. Ontological rationalism is characterized by an attitude towards reason as...

- a) additional authority compared to sensory knowledge
- b) an independent source of truth and reliability
- c) an empty source of formal conditions of knowledge

16. What distinguishes the ontological form of rationalism from its other forms?

- a) the concept and the reality corresponding to it are thought to be connected by logical necessity
- b) the concept and the reality corresponding to it are thought of as contradictory to each other
- c) the concept and the reality corresponding to it are thought of as completely reflecting each other

17. What is the criterion of reliability in ontological rationalism?

- a) internal clarity of concept
- b) correspondence of the concept to reality
- c) the concept is filled with experiential content

18. Indicate the thinker who most consistently pursued the principle of ontological rationalism.

- a) Plato
- b) Descartes
- c) Spinoza

19. What is the highest development of rationalism?

- a) criticism
- b) ontologism
- c) panlogism

20. Name the representatives of panlogism.

- a) Descartes, Leibniz, Wolf
- b) Fichte, Schelling, Hegel
- c) Kant, Reinhold, Schultz

Tests for an assessment of a competencies:

Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).

UC-5 ID-1 - **To know:** the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

1. What is metaphysics?

- a) generalization of the results of physical research
- b) the formal-logical part of philosophy
- c) the desire to understand the world in its systematic unity

2. Indicate the key metaphysical directions.

- a) materialism, idealism, realism
- b) platonism, Aristotelianism, stoicism
- c) formalism, intuitionism, pragmatism

3. What are the foundations of materialism?

- a) recognition of the reality of the spiritual principle
- b) an indication of matter as the common substance of all phenomena

c) orientation towards the study of natural patterns

4. What is idealism?

- a) the idea of the primacy of spiritual phenomena over material ones
- b) tendency to exaggerate
- c) panlogism

5. What the foundations of realism?

- a) pragmatism and utilitarianism
- b) denial of the existence of both matter and spirit
- c) taking into account various aspects of reality

6. With what metaphysical concept does the philosophical development of Europe begin?

- a) materialism
- b) panlogism
- c) criticism

7. Why is the initial form of materialism called dualistic?

- a) it opposes itself to other teachings
- c) it contrasts primordial matter and its manifestations
- b) it considers phenomena from two points of view

8. Identify the largest representative of dualistic materialism.

- a) Aristotle
- b) Democritus
- c) Plato

9. Dualistic materialism in the 17th century is...

- a) apophatic materialism
- b) dialectical materialism
- c) monistic materialism

10. Identify the thinker who substantiated this new form of materialism.

- a) P. Gassendi
- b) F. Sanchez
- c) T. Hobbes

11. What ancient Greek teaching formed the basis of modern materialism?

- a) idealism
- b) atomism

c) peripatetism

12. Indicate the main feature of monistic materialism?

a) pragmatism

b) vitalism

c) mechanism

13. What is the essence of this main feature of monistic materialism?

a) the world is a machine, and all processes are a consequence of the interaction and combination of individual isolated entities (atoms)

b) the world is a living entity, and all processes are a reflection of ideal schemes in the mind of a supreme being (demiurge)

c) the world is chaos, and all processes are spontaneous and uncontrolled movements, amenable to arbitrary systematization

14. What is the essence of psycho-physical materialism?

a) consciousness is based on a material substrate (brain), mental processes reflect physiological processes in the brain

b) consciousness is isolated from the material substrate, the psyche is independent of physiology

c) physiological processes in general are controlled by consciousness, which affects the functioning of the body

15. Name the thinkers who adhered to psycho-physical materialism.

a) Leibniz and Kant

b) Diderot and d'Alembert

c) Aristotle and Descartes

16. Indicate the thinkers, founders of sociological materialism, who considered the material processes of production and consumption of goods to be the basis of the social and cultural life of mankind?

a) P. Abelar and F. Suarez

b) I. Kant and F. Hegel

c) K. Marx and F. Engels

17. Indicate the types of idealism.

- a) formal and material
- b) general, particular and specific
- c) objective, subjective and transcendental

18. What teachings of an earlier period became the prerequisites for the emergence of Plato's idealism?

- a) Socratic ethics and Pythagorean theory of ideal numbers
- b) naturalism of Thales and atomism of Democritus
- c) the relativism of the sophists and the folk mythology of the Greeks

19. Why is Plato's idealism objective idealism?

- a) Plato seeks to explain the objects of the natural world
- b) Plato strives for objective knowledge of the world
- c) Plato considers ideas to be special, independently existing objects

20. What role do ideas play in Plato's teaching about the origin of the world?

- a) ideas – formal rational concepts, abstractions
- b) ideas are perfect samples that serve as essences for many different things
- c) Plato denies the existence of ideas and immaterial entities

21. What interpretation of idealism does Christian philosophy give?

- a) ideas - a logical hierarchy of formal abstractions
- b) ideas - the thoughts of the creator god, realized in the creation of the world
- c) ideas - a special world of intangible essences of all things

22. What is the distinctive feature of the understanding of ideas in the objective idealism of the 17th-18th centuries?

- a) ideas are whimsical subjective ideas
- b) ideas - illusions, empty abstract concepts
- c) ideas – objective patterns of thinking, corresponding to the laws of nature

23. Indicate the key representatives of objective idealism of the 17th-18th centuries.

- a) Kant, Schelling, Hegel
- b) Suarez, Rubio, Araujo
- c) Descartes, Spinoza, Leibniz

UC-5 ID-2 - **To be able to:** present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

24. Ethics is...

- a) theoretical science
- b) practical science
- c) formal science

25 What does ethics seek to explain?

- A) facts of nature
- B) facts of thinking
- C) facts of behavior and moral life

26. What underlies the facts of moral life, and therefore ethics?

- a) free willful acts of man
- b) patterns of natural phenomena
- c) formal consistency of concepts

27. What, in general, does ethics consider?

- a) true and false

- b) general and specific
- c) motives and goals

28. What concept in ethics expresses the highest value?

- a) good
- b) mind
- c) abstraction

29. Motive is...

- a) internal reasons for the action, its conscious conditions
- b) external conditions independent of humans
- c) unconscious uncontrollable urges

30. The goal is...

- a) something that is unattainable for humans
- b) involuntary consequences of behavior
- c) what a person consciously strives for

UC-5 ID-3 - **To possess skills of:** the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

31. Two main groups of ethical teachings are:

- a) formal and material
- b) heteronomous and autonomous
- c) general and private

32. What is the key difference between heteronomous and autonomous ethical teachings?

- a) in different understandings of human nature
- b) in different understandings of the role of cognition

c) in different understandings of the sources of morality

33. What is the source of morality according to heteronomous systems of ethics?

a) reason and feeling (internal sources)

b) arbitrariness

c) law and religion (external sources)

34. What is the source of morality according to autonomous systems of ethics?

a) arbitrariness

b) reason and feeling (internal sources)

c) law and religion (external sources)

35. Whose philosophy became the transition from heteronomous to autonomous moral systems?

a) Thales

b) Democritus

c) Socrates

36. How did Socrates understand virtue and morality?

a) virtue is following customs

b) virtue is the fulfillment of one's desires

c) virtue is knowledge and self-awareness

37. Who revived in the 17th century heteronomous ethical teaching?

a) Thomas Hobbes

b) Galileo Galilei

c) Pedro da Fonseca

38. Why did T. Hobbes recognize only external sources of morality?

a) because a person cannot know what his good is

- b) because a person should not stand out from society
- c) because a person is evil by his inner nature

39. What types of autonomous ethical teachings are divided into?

- a) abstract and concrete
- b) transcendental and immanent
- c) direct and indirect

40. Indicate the main representatives of the transcendental type of autonomous ethics?

- a) Thales and Anaximander
- b) Plato and Kant
- c) Epicurus and Epictetus

41. Indicate the main representatives of the immanent type of autonomous ethics?

- a) Seneca and Marcus Aurelius
- b) Abelard and Boethius
- c) Aristotle and Hegel

42. What distinguishes the transcendental type of autonomous ethics?

- a) combining morality with other aspects of life
- b) separation of morality from other aspects of life
- c) denial of ethics as such

43. What is the peculiarity of Kant's ethics?

- a) morality is a duty independent of either feelings or reason
- b) morality is thinking, first of all, self-awareness
- c) morality is a feeling, first of all, compassion

Tests for an assessment of a competencies:

Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).

UC-6 ID-1 - **To know:** the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

1. Philosophy in Europe is created by

- a) Greeks
- b) Hittites
- c) Egyptians

2. How many periods are there in the history of ancient philosophy?

- a) four
- b) three
- c) this is a single philosophical culture

3. In what period of ancient philosophy did natural philosophy dominate?

- a) this is a characteristic feature of ancient philosophy as a whole
- b) in the early period (7th-5th centuries BC)
- c) in the late period of the turn of eras

4. What areas of philosophy did late ancient thought focus on?

- a) logic and mathematics
- b) metaphysics and epistemology
- c) ethics and religion

5. The first Greek philosopher is traditionally considered to be

- a) Heraclitus
- b) Parmenides
- c) Thales

6. What idea was the basis of early natural philosophy?

- a) the idea of the primacy of non-material forms of existence
- b) the idea of the emergence of diversity from a single origin
- c) the thought of the frailty of the sensory-perceived

7. What, according to the Pythagoreans, is the basis of world harmony?

- a) atoms and emptiness
- b) number and measure
- c) love and enmity

8. Which ancient Greek thinker generalized the initial natural philosophical ideas, including all the first principles in his concept?

- a) Parmenides
- b) Xenophanes
- c) Empedocles

9. Which ancient Greek thinker put forward the concept of being, formulating the position “there is existence - there is no non-existence”?

- a) Xenophanes
- b) Parmenides
- c) Zeno

10. The idea of the dominance of a certain world mind (“nous”), composing the disparate elements of the cosmos, was put forward by

- a) Anaxagoras
- b) Democritus
- c) Socrates

11. What elements did Antiquity consider to be the primary elements?

- a) water, stone, wood, iron
- b) wet, dry, soft and hard

c) fire, earth, water, air

12. Who put forward the thesis “man is the measure of all things”?

a) Pythagoras

b) Protagoras

c) Anaxagoras

13. Gorgias, Protagoras, Prodicus are ...

a) Eleatics

b) Ionians

c) sophists

14. What is typical for sophistry?

a) ethics

b) physics

c) metaphysics

15. A characteristic feature of sophistry is

a) the thesis about the attainability of absolute truth

b) religious interest in philosophy

c) ethical and philosophical relativism

16. What measure of human activity did the Sophists propose?

a) desire for good

b) desire for salvation

c) desire for profit

17. Who criticized the sophistic worldview?

a) Socrates

- b) Isocrates
- c) Democritus

18. What point of view did Socrates oppose to sophistry?

- a) objectivity of truth and universal validity of knowledge
- b) relativity of truth and knowledge
- c) the inability to know and consider something true

19. Ancient Greek thinker who opened a new, systematic period of ancient philosophy...

- a) Socrates
- b) Plato
- c) Aristotle

20. What was the name of Plato's teacher, on whose behalf he expounded his teaching?

- a) Parmenides
- b) Aristotle
- c) Socrates

21. What is Plato's main teaching?

- a) the doctrine of causes
- b) the doctrine of ideas
- c) the doctrine of primary elements

22. What, according to Plato, is an idea?

- a) an objective immaterial prototype of things and concepts
- b) subjective idea, thought
- c) the image of a thing, its appearance

23. Knowledge of what, according to Plato, is true knowledge?

- a) logical cognition of concepts
- b) sensory knowledge of things
- c) dialectical knowledge of ideas

24. What idea is considered by Plato to be the main one?

- a) the idea of good
- b) the idea of justice
- c) the idea of the soul

25. What components make up the soul?

- a) reason, feeling and desire
- b) conscious and unconscious
- c) will, soul and spirit

26. What, according to Plato, is the fate of the soul?

- a) the soul is immortal and undergoes a cycle of rebirths
- b) the soul is mortal and disappears after the death of the body
- c) the soul is immortal and after death goes to another world

27. Plato's student and critic was...

- a) Democritus
- b) Aristotle
- c) Zeno

28. Indicate the fundamental point that unites the systems of Plato and Aristotle.

- a) the doctrine of reincarnation of souls
- b) correspondence of the forms of concept (and thinking) to the forms of being
- c) the doctrine of ideas

29. Indicate the key concept of Aristotelian philosophy, denoting the general nature immanent in things and constituting their essence.

- a) shape
- b) idea
- c) principle

30. What concepts do Aristotle mean the possibility of a thing and its realization?

- a) simple-complex
- b) potency-energy
- c) beginning-goal

31. What concepts do Aristotle mean the essence of a thing and a set of their qualities.

- a) subject-predicate
- b) general-particular
- c) form-matter

32. In which work does Aristotle develop the principles of his philosophy?

- a) "Metaphysics"
- b) "Categories"
- c) "Politics"

33. Indicate the sciences that were either developed by Aristotle, or acquired a rational form thanks to him.

UC-6 ID-2 - **To be able to** build the self process of mastering selected and structured information, including digital technologies.

34. Indicate the key philosophical schools of the late period of ancient philosophy.

- a) Ionians, Italians, Eleatics

- b) sophists, academicians, peripatetics
- c) Stoics, Epicureans, Skeptics

35. The founder of which philosophical school was Zeno from Kition?

- a) Stoics
- b) epicureans
- c) skeptics

36. Which philosophical school recognized the necessary goal of philosophy to teach individual happiness?

- a) stoicism
- b) epicureanism
- c) skepticism

37. Which philosophical school argued that truth is incomprehensible, science is contradictory, and theoretical knowledge is fruitless?

- a) stoicism
- b) epicureanism
- c) skepticism

38. What unites the philosophical schools of late Antiquity?

- a) practical orientation, emphasis on ethics
- b) theoretical orientation, emphasis on metaphysics
- c) scientific orientation, emphasis on physics

39. What is the main feature of such late antique philosophical schools as Neoplatonism, Neo-Pythagoreanism and others?

- a) development of original philosophical concepts
- b) revival of philosophical teachings of the classical period
- c) loss of the status of scientific knowledge by philosophy

40. Name the key interest of philosophy at the beginning of our era

- a) scientific
- b) social
- c) religious

41. What does the concept of “emanation” mean?

- a) the “outflow” of entities of different levels from God
- b) the transition of a thing from possibility to reality
- c) formation of the visible world by the demiurge

42. What new factor, which for a long time determined the path of development of philosophy, arose at the turn of eras?

- a) the moral decline of Roman society
- b) crisis of the classical style of philosophizing
- c) the emergence of Christianity and its growing role

43. What name did Christian philosophy receive at the beginning of our era?

- a) apologetics
- b) patristics
- c) scholasticism

44. Indicate the main problems of Christian philosophy?

- a) the development of church dogma and its rational justification
- b) justification of the scientific worldview
- c) development of original philosophical concepts

45. What ancient concepts were adopted by Christian thinkers and used by them in developing their own problems?

- a) form, matter, energy

- b) idea, eidos, demiurge
- c) logos, emanation, nous

46. Identify Christian thinkers of the patristic period.

- a) Tertullian, Origen, Augustine
- b) Lucan, Theon, Numenius
- c) Posidonius, Seneca, Epictetus

47. How is the doctrine of ideas transformed in Augustine's theistic metaphysics?

- a) ideas are understood as ways of the existence of things
- b) ideas are interpreted as the thoughts of God that determine the act of creation
- c) ideas are denied and considered an illusion

48. What is the structure of humanity according to the political teachings of Augustine?

- a) humanity is divided into the "City of Man" and the "City of God" (church)
- b) humanity is essentially one, no divisions are possible.
- c) humanity is divided by nature into slaves and free

49. Which era succeeded the era of patristics?

- a) apologetics
- b) scholasticism
- c) sophistry

50. What is the historical period of patristics?

- a) Antiquity
- b) Middle Ages
- c) New time

51. What form of Christian teaching dominated the West during the period of scholasticism?

- a) Catholicism
- b) Orthodoxy
- c) Protestantism

52. What idea is the basis of scholasticism?

- a) "I believe because it is absurd"
- b) "I believe in order to understand"
- c) "I believe in myself"

53. Indicate the key contradiction that arose in Christian philosophy, and scholasticism in particular?

- a) the contradiction between faith and knowledge
- b) contradiction between thinking and feeling
- c) the contradiction of being and time

54. Indicate the philosophical issues characteristic of scholasticism

- a) the problem of universals
- b) the problem of pure knowledge
- c) language problem

55. What solution to the problem of universals is typical for realism?

- a) universals – objective, independent essences of things
- b) universals - general concepts that exist only in the mind
- c) universals – formal tools of cognition

56. What solution to the problem of universals is typical for nominalism?

- a) universals – objective, independent essences of things
- b) universals - general concepts that exist only in the mind

c) universals – formal tools of cognition

57. Name the most influential scholastic thinker

- a) Peter Abelar
- b) John Eriugena
- c) Thomas Aquinas

UC-6 ID-3 - To possess skills of: techniques of self-regulation of psycho-emotional and functional status.

58. The Renaissance is a period is...

- a) restoration of interest in ancient philosophy and culture
- b) return to original Christian ideas
- c) denial of all previous culture and proclamation of a new one

59. What was the key movement of thought during the Renaissance?

- a) scholasticism
- b) patristics
- c) humanism

60. What is the essence of Renaissance humanism?

- a) in the requirement of a compassionate attitude towards living nature
- b) believing in a high purpose of a person
- c) in the idea of freedom from tradition

61. What is the reason for the rapid development of natural sciences during the Renaissance?

- a) crisis of scientific worldview
- b) geographical discoveries and the birth of experimental science
- c) the emergence of new research tools

62. Name the main philosophical idea of the Renaissance.

- a) limited theoretical knowledge
- b) relativism
- c) the infinity of the world and the horizon of its development

63. Identify the thinkers of the Renaissance.

- a) Roscellinus, William of Ockham, John Buridan
- b) Nicholas of Cusa, Paracelsus, Giordano Bruno
- c) Berkeley, Leibniz, Wolf

64. Name the greatest scientist - astronomer of the Renaissance, who proposed the heliocentric concept of the Solar system.

- a) Nicolaus Copernicus
- b) Ptolemy
- c) William Herschel

1.1.3. Questions for the exam

Competence:

Is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy for manipulation (UC-1).

UC-1 ID-1 - To know methods of critical analysis and evaluation of modern scientific achievements; basic principles of critical analysis

1. The nature and specificity of philosophical knowledge. The relationship of philosophy to mythological and religious consciousness. Philosophy and science.

UC-1 ID-2 - **To be able to** gain new knowledge based on analysis, synthesis, etc.; collect and summarize data on current scientific problems, related to the professional field; search for information and solutions based on actions, experiment, experience, and information and communication technologies.

- 2. Classification of the sciences of Plato and Aristotle.
- 3. Classification of sciences by F. Bacon.
- 4. Classification of sciences by O. Comte.

Competence:

Is able to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5).

UC-5 ID-1 - **To know:** the psychological foundations of social interaction aimed at solving professional tasks; the basic principles of organization business contacts; methods of preparation for negotiations, national, ethno-cultural and confessional characteristics and folk traditions of the population; the basic concepts of interaction in the organization, the features of didactic interaction.

5. Peculiarities of natural philosophy of the Milesian school: Thales, Anaximander, Anaximenes.
6. Features of the natural philosophy of Pythagoreanism.
7. Features of the natural philosophy of Parmenides and Heraclitus.
8. Natural philosophy of Empedocles.
9. Features of the natural philosophy of Anaxagoras and Democritus.
10. Sophists and Socratic ethics. The revolution in philosophy carried out by Socrates.
11. The philosophy of Plato.
12. Aristotle's philosophical views.
13. Features of the ethics of the Stoics and Epicureans.
14. Roman skepticism and its epistemological program.
15. Theosophical directions of Roman-Hellenistic philosophy.

UC-5 ID-2 - **To be able to:** present professional information in complete and in an accessible manner during the process of intercultural interaction; observe ethical norms and human rights; analyze the features of social interaction, taking into account national, ethno-cultural and confessional characteristics.

16. Peculiarities of medieval philosophy: patristics and scholastics.
17. Confrontation between nominalism and realism in medieval philosophy.
18. Philosophical concept of Augustine A.
19. Philosophy of F. Aquinas.
20. Philosophy of the Renaissance: G. Bruno, T. Paracelsus, Nicholas of Cusa.
21. Empiricism of F. Bacon.
22. Materialism of T. Hobbes.
23. Rationalism of R. Descartes.
24. Sensualism of J. Locke.
25. Pantheism of B. Spinoza.
26. Philosophy of G. Leibniz.
27. French materialism of the 15th century and "vulgar" materialism of the 19th century.
28. Subjective idealism of J. Berkeley.
29. Agnosticism of D. Hume.
30. Critical philosophy of I. Kant.
31. Philosophy of G. Fichte.
32. Schelling's transcendental idealism.
33. Philosophy of G. Hegel.

UC-5 ID-3 - **To possess skills of:** the organization of productive interaction in a professional environment, taking into account national, ethno-cultural, confessional characteristics; overcoming communicative, educational, ethnic, confessional and other barriers in the process of intercultural interaction; identification of cultural diversity in the process of intercultural interaction.

34. Anthropological materialism of L. Feuerbach.
35. Philosophy of Marxism.
36. Marxism and dialectics.
37. Marxist philosophy of history.

38. Ontology and epistemology of Marxism.
39. Marxism, Freudo-Marxism, “authentic Marxism.”
40. Philosophy of positivism: O. Comte, G. Spencer, J. S. Mill.
41. Philosophy of empirio-criticism: E. Mach, R. Avenarius.
42. Basic ideas of neopositivism and postpositivism.
43. Philosophy of life by V. Dilthey and F. Nietzsche.
44. Philosophy of A. Schopenhauer.
45. S. Freud and the philosophy of Freudianism.
46. Phenomenology of E. Husserl. Phenomenology and science.
47. Philosophy of existentialism: J.P. Sartre, Camus, Marcel.
48. Philosophy of Buddhism.

Competence:

Is able to determine and implement the private priorities activities and ways to improve them based on self-assessment and life along education (UC-6).

UC-6 ID-1 - **To know:** the content of the processes of self-organization and self-education, its features and technologies of implementation, based on the goals of improving professional activity.

48. Philosophy of Buddhism.
49. Empirical tradition in epistemology: naive, rational and pure empiricism.
50. Rationalist tradition in the theory of knowledge: apriorism, ontologism, panlogism.
51. Criticism in the theory of knowledge and its historical forms.

UC-6 ID-2 - **To be able to** build the self process of mastering selected and structured information, including digital technologies.

52. Philosophical idealism and its historical forms: objective, subjective and transcendental idealism.
53. Philosophical materialism and its forms. Dualistic and monistic materialism. The concept of psychophysical parallelism.
54. Philosophical realism and its historical forms.

UC-6 ID-3 - **To possess skills of:** techniques of self-regulation of psycho-emotional and functional status.

55. Heteronomous moral systems: political and religious heteronomy.
56. Autonomous moral systems and their historical forms.
57. Immanent moral systems and their historical forms.
58. Ideas about the nature of human society in modern social philosophy.

4. METHODOLOGICAL MATERIALS DEFINING THE PROCEDURES FOR ASSESSING KNOWLEDGE, SKILLS AND ABILITIES AND WORK EXPERIENCE CHARACTERIZING THE STAGES OF COMPETENCE FORMATION

4.1. Criteria for evaluating students' knowledge during the knowledge survey (written survey)

Mark "**excellent**" - the student clearly expresses his point of view on the issues under consideration, giving appropriate examples.

Mark "**good**" - the student admits some errors in the answer

The mark «**satisfactory**» - the student discovers gaps in knowledge of the basic educational and normative material.

The mark "**unsatisfactory**" - the student discovers significant gaps in knowledge of the basic provisions of the discipline, the inability to obtain the correct solution to a specific practical problem with the help of a teacher.

4.2. Criteria for evaluating students' knowledge during testing

The test result is evaluated on a percentage rating scale. Each student is offered a set of test tasks of 25 questions:

The mark "**excellent**" is 25-22 correct answers.

The mark "**good**" is 21-18 correct answers.

The mark "**satisfactory**" is 17-13 correct answers.

The mark "**unsatisfactory**" is less than 13 correct answers

4.3. Criteria for evaluating students' knowledge in the preparation of essays

The mark "**excellent**" - the problem is identified and its relevance is justified; an analysis of various points of view on the problem under consideration is made and one's own position is logically stated; conclusions are formulated, the topic is fully disclosed, the volume is maintained; the requirements for external design are met, the basic requirements for the report are fulfilled.

The mark "**good**" - mistakes have been made. In particular, there are inaccuracies in the presentation of the material; there is no logical consistency in judgments; the volume of the report is not maintained; there are omissions in the design, there are significant deviations from the requirements for the presentation of materials.

The mark "**satisfactory**" - the topic is only partially covered; factual errors were made in the content of the report; there are no conclusions, the topic of the report is not disclosed.

The mark "**unsatisfactory**" - there is a significant misunderstanding of the problem or the report is not submitted.

4.6. Criteria of knowledge during the examination

The mark "excellent" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in various situations of increased complexity. At the same time, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed. –

The mark "good" – all types of educational work provided for in the curriculum have been completed. The student demonstrates the compliance of knowledge, skills, and abilities

with the indicators given in the tables, operates with acquired knowledge, skills, and applies them in standard situations. At the same time, minor errors, inaccuracies, difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations can be made.

Mark "satisfactory" – one or more types of educational work provided for in the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, skills, and abilities with the indicators given in the tables, significant errors are made, a partial lack of knowledge, skills, and skills are manifested in a number of indicators, the student experiences significant difficulties in operating with knowledge and skills when transferring them to new situations.

The mark "unsatisfactory" – the types of educational work provided for in the curriculum have not been completed. demonstrate incomplete compliance of knowledge, skills, and abilities given in the tables of indicators, significant errors are made, a lack of knowledge, skills, and skills are manifested for a large number of indicators, the student experiences significant difficulties in operating with knowledge and skills when transferring them to new situations.

5. ACCESSIBILITY AND QUALITY OF EDUCATION FOR DISABLED PEOPLE

If necessary, persons with disabilities and persons with disabilities are given additional, time to prepare an answer for the test.

When conducting the procedure for evaluating the learning outcomes of disabled people and persons with disabilities, their own technical means can be used.

The procedure for evaluating the learning outcomes of disabled people and persons with disabilities in the discipline provides for the provision of information in forms adapted to the limitations of their health and perception of information:

| | |
|--|---|
| For people with visual impairments: | – in printed form in enlarged font; – in the form of an electronic document. |
| For people with hearing impairments: | – in printed form; – in the form of an electronic document. |
| For people with disorders of the musculoskeletal system: | – in printed form, the device; – in the form of an electronic document. |

When conducting the procedure for evaluating the learning outcomes of disabled people and persons with disabilities in the discipline, it ensures that the following additional requirements are met, depending on the individual characteristics of the students:

- a) instructions on the procedure for conducting the assessment procedure are provided in an accessible form (orally, in writing);
- b) an accessible form of assignment of assessment tools (in printed form, in printed form in enlarged font, in the form of an electronic document, assignments are read out by the teacher);
- c) an accessible form of providing answers to tasks (written on paper, a set of answers on a computer, orally).

If necessary, for students with disabilities and the disabled, the procedure for evaluating the results of training in the discipline can be carried out in several stages.

The procedure for evaluating the learning outcomes of disabled people and persons with disabilities is allowed using distant learning technologies.