



# INTRODUCTION TO PHILOSOPHY

## Work program for the academic discipline (Syllabus)

Level of higher education *First (bachelor's)*

<b>Field</b>	<i>For all</i>
<b>Specialty</b>	<i>For all</i>
<b>Educational program</b>	<i>For all</i>
<b>Subject status</b>	<i>Mandatory</i>
<b>Form of study</b>	<i>Full-time (day)</i>
<b>Year of training, semester</b>	<i>2nd year, spring/fall</i>
<b>Scope of the discipline</b>	<i>2 ECTS credits Total: 60 hours Lectures: 16 hours Practical classes: 14 hours Independent work by students: 30 hours.</i>
<b>Semester control/control measures</b>	<i>Test, Module Control Work.</i>
<b>Class schedule</b>	<a href="http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx">http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx</a>
<b>Language of instruction</b>	<i>Ukrainian</i>
<b>Information about the course coordinator/teachers</b>	<i>Lecturer: teachers of the Department of Philosophy <a href="http://philosophy.kpi.ua/vikladachi/">http://philosophy.kpi.ua/vikladachi/</a> Seminar classes: lecturers of the Department of Philosophy <a href="http://philosophy.kpi.ua/vikladachi/">http://philosophy.kpi.ua/vikladachi/</a></i>
<b>Course location</b>	<i>Sikorsky distance learning platform/service "Google Classroom"</i>

### Course program

#### 1. Description of the academic discipline, its purpose, subject matter, and learning outcomes

In the context of the transformation of the system of social relations and state reform, there is a growing need to develop the analytical and creative thinking of specialists who are capable of researching, revealing, and explaining the meanings of phenomena in the world, their profession, and social life in general, as well as thinking that is capable of understanding and determining the worldview and value orientations of modern civilization.

The academic discipline "Introduction to Philosophy" introduces students to the history of the emergence and development of philosophical thought, and the main philosophical problems, which will help them determine the meaning and value of human life, their place in modern information society, navigate social and political processes, form an idea of the scientific picture of the world, understand the mechanisms of the formation and development of human consciousness, and acquire and develop communication skills.

Today's challenges require new, proactive, creative people, and philosophy shapes the ability to think critically, solve complex problems creatively, and lays the foundation for the ability to defend one's own opinion, independently make informed and balanced decisions, and be a self-sufficient, well-rounded personality.

**The aim of studying the discipline** is to develop the ability to solve complex specialized tasks and practical problems in various spheres of social activity, including in professional practice, which are characterized by complexity and uncertainty of conditions, which requires the application of general philosophical methodology, the development of critical thinking, and the formation of a scientific worldview as a theoretical (systematized) relationship of the subject to existence from the standpoint of what is proper (necessary).

After studying this course, higher education students will acquire the following competencies:

- Ability to think abstractly, analyze, and synthesize
- Ability to apply knowledge in practical situations
- Ability to exercise their rights and responsibilities as members of society, to understand the values of civil (free democratic) society and the need for its sustainable development, the rule of law, and the rights and freedoms of individuals and citizens in Ukraine.
- Ability to understand the essence and significance of information in the development of a modern information society.

Program learning outcomes:

- Explain the results obtained from measurements in terms of their significance and relate them to the relevant theory.
- Tolerantly accept and apply ethical standards of behavior towards other people

## **2. Prerequisites and post-requisites for the discipline (place in the structural-logical scheme of training under the relevant educational program)**

In order to begin studying the discipline "Introduction to Philosophy," it is sufficient to have natural science knowledge within the scope of the secondary school program; knowledge and understanding of social issues that have shaped the major stages of world history; familiarity with works of world and domestic literature and the "Strategy for Environmental Protection."

The educational component "Introduction to Philosophy" is interdisciplinary in nature and integrates knowledge from other educational and scientific fields in accordance with its subject matter.

The prerequisite for this discipline is "Business Law."

## **3. Contents of the academic discipline**

### **Section 1 Subject Philosophy. Main trends, schools, currents in the history of philosophical thought.**

Topic 1.1. The essence and subject of philosophy. Philosophy as the theoretical basis of consciousness, scientific knowledge, and worldview.

Topic 1.2. Classical philosophy: from Antiquity to Modern Times. Topic 1.3.

Classical philosophy: trends, schools, representatives. Topic 1.4. Non-classical philosophy: trends, schools, representatives.

### **Section 2. Key philosophical problems.**

Topic 2.1. The philosophical content of the problem of being. Topic 2.2. The specificity of human existence.

Topic 2.3. The philosophical concept of consciousness.

Topic 2.4. Philosophical foundations of cognition.

Topic 2.5. Philosophical understanding of social existence.

## **4. Teaching materials and resources**

Recommended teaching materials and resources for mastering the material covered in lectures and practical classes are provided.

### **Basic**

1. Introduction to Philosophy: Lecture Notes [Electronic Resource]: A Textbook for Bachelor's Degree Students in All Educational Programs and Specialties / Igor Sikorsky KPI; compiled by: Novikov B. V., Bogachev R. M., Muratova I. A., Babina S. I., Kostromina G. M., Penuk V. B., Rudenko T. P., Samarsky A. Yu. – Electronic text data (1 file: 316 KB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2022. – 114 p.

<https://ela.kpi.ua/handle/123456789/48432>

2. Introduction to Philosophy. Methodological recommendations for preparing for the discipline for distance learning [Electronic resource]: textbook for bachelor's degree seekers in all specialties and all educational programs of distance learning / Igor Sikorsky KPI; compiled by: Zuev V. M., Koval O. A., Kostromina G. M., Potishchuk O. O., Rudenko T. P., Svidlo T. M., Fesenko A. M., Anatska N. V., Babina S. I., Samarsky A. Yu., Dranik V. A., Penuk V. B., Protsko S. O., Storozhik M. I., Franko N. O. – Electronic text data (1 file: 1.97 MB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2024. – 139 p. – Title from screen. URI<https://ela.kpi.ua/handle/123456789/66695>
3. Introduction to Philosophy. Methodological recommendations for preparing for seminars [Electronic resource]: textbook for first-year (bachelor's) students of all specialties and educational programs / Igor Sikorsky Kyiv Polytechnic Institute; compiled by: Novikov B. V., Bogachev R. M., Kostromina G. M., Potishchuk O. O., Rudenko T. P., Svidlo T. M., Shchyrytsia T. V., Babina S. I., Anatska N. V., Denysenko N. V., Drannyk V. A., Storozhik M. I., Franko N. O. – Electronic text data (1 file: 527 KB). – Kyiv: Igor Sikorsky KPI, 2023. – 101 p. <https://ela.kpi.ua/handle/123456789/57282>
4. Introduction to Philosophy. Methodological recommendations for independent work in the discipline [Electronic resource]: textbook for bachelor's degree seekers in all educational programs of all specialties / Igor Sikorsky KPI; compiled by: B. V. Novikov, R. M. Bogachev, S. I. Babina, V. M. Zuev, G. M. Kostromina, T. M. Svidlo, M. I. Storozhik. – Electronic text data (1 file: 937.49 KB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2021. – 84 p. <https://ela.kpi.ua/handle/123456789/47940>

#### **Additional**

1. Hryniw, O. I. Essays on the History of Philosophy / Oleg Hryniw. – Lviv: Svit, 2018. – 430 p.
2. History of Philosophy: Textbook for University Students; edited by H.I. Volynka. Ministry of Education and Science of Ukraine. [4th revised edition]. Kyiv: Karavela, 2019. 479 p.
3. Fundamentals of Philosophy: Textbook [L.O. Sandiuk, S.P. Symonenko, O.V. Sulim, M.F. Shmygol, N.V. Shchubelka, Yu.S. Yushkevich]; edited by M.F. Shmygol. Kyiv: Center for Educational Literature, 2019. 412 p.
4. Reference dictionary for preparation for practical classes and independent work in the academic discipline "Philosophy" (for full-time, part-time, and distance learning students of all fields of study) / Kharkiv National University of Municipal Economy named after O.M. Bektov; compiled by N.V. Kozyreva. – Kharkiv: O.M. Bektov National University of Urban Economy, 2018. – 69 p.
5. Philosophy: credit-modular course [L. Mozgovyi, I. Bychko, R. Dodonov]; edited by L. Mozgovyi, R. Dodonov. Kyiv: Center for Educational Literature, 2020. 456 p. Philosophy: textbook [I. Bychko, V. Tabachkovsky, A. Bychko]. Kyiv: Center for Educational Literature, 2019. 648 p.
6. Philosophy: Textbook [L.V. Gubersky et al.]; edited by L.V. Gubersky; artwork by O.D. Kononuchenko. Kharkiv: Folio, 2018. 621 p.
7. Philosophical Encyclopedic Dictionary / H.S. Skovoroda Institute of Philosophy of the National Academy of Sciences of Ukraine; chief ed. V.I. Shynkaruk. – Kyiv: Abrys, 2002. – 742 p.

#### **Internet resources**

1. Danylyan, O. G., & Dzoban, O. P. Philosophy: textbook [2nd ed., rev. and expanded]. National University of Ukraine Yaroslav Mudryi Law Academy. Kharkiv: Pravo, 2018. 432 p.  
// Access to the source:  
<https://library.nlu.edu.ua/senmk/item/237-filosofia.html>  
<https://westudents.com.ua/knigi/623-flosofya-danilyan-og.html>
2. Luzan, A.O. Introduction to Philosophy. Kyiv: CNL, 2019. 136 p. / [Electronic resource] / Access to source: <https://textbook.com.ua/filosofiya/1473453638>  
<https://westudents.com.ua/knigi/619-vstup-do-flosof-luzan-ao-.html>
3. Philosophy: Reader (from the origins to the present): textbook. / Edited by Academician L.V. Gubersky of the National Academy of Sciences of Ukraine. — 2nd ed., revised. — Kyiv: Znannya, 2012. — 621 p. / [Electronic resource] / Access to the source:  
//<https://westudents.com.ua/knigi/622-flosofya-guberskiy-lv.html>

### Educational content

#### 5. Methodology for mastering the academic discipline (educational component)

<b>Lectures</b>	
No	Lecture topic, list of key questions, and recommended reading
	<b>Chapter 1. The subject of philosophy. Main directions, schools, and trends in the history of philosophical thought</b>
1.	<p><b>Topic 1.1. The essence and subject of philosophy. Philosophy as the theoretical basis of consciousness, scientific knowledge, and worldview.</b></p> <ol style="list-style-type: none"> <li>1. General characteristics of philosophy as theoretical consciousness and a system of knowledge.</li> <li>2. Historical change in the subject of philosophy.</li> <li>3. The structure of the philosophical system as universal knowledge.</li> <li>4. The difference between philosophy and myth and religion.</li> <li>5. Functions of philosophy.</li> </ol>
2.	<p><b>Topic 1.2. Classical philosophy: from Antiquity to Modern Times.</b></p> <ol style="list-style-type: none"> <li>1. The fundamental question of philosophy and its role in defining philosophical trends. Two sides of the fundamental question of philosophy (ontological and gnoseological).</li> <li>2. Materialism and idealism as opposing ways of solving the fundamental question of philosophy: the line of Democritus and the line of Plato in the history of knowledge.</li> <li>3. Types of materialism: spontaneous natural philosophy, natural science, metaphysical, dialectical, or historical.</li> <li>4. Types of idealism: objective, subjective.</li> </ol>
3.	<p><b>Topic 1.3. Classical philosophy: trends, schools, representatives.</b></p> <ol style="list-style-type: none"> <li>1. Philosophical monism and dualism as principles of constructing a system of knowledge (using the example of R. Descartes' dualism and B. Spinoza's monism in the doctrine of substance)</li> <li>2. Monism – the doctrine of being in medieval philosophy.</li> <li>3. Agnosticism as a negative answer to the epistemological side of the fundamental question of philosophy.</li> <li>4. The dialectical solution to the fundamental question in 19th-century German classical philosophy (from Kant to Hegel and Marx). Dialectical philosophy as a distinction between classical and non-classical philosophy.</li> </ol>
4.	<p><b>Topic 1.4. Non-classical philosophy: trends, schools, representatives.</b></p> <ol style="list-style-type: none"> <li>1. Positivism as a scientific trend in non-classical philosophy (A. Comte, H. Spencer, J. Mill).</li> <li>2. Voluntarism (irrationalist teachings about the world will of A. Schopenhauer, the will to power of F. Nietzsche).</li> <li>3. Philosophy of life (W. Dilthey, A. Bergson).</li> <li>4. Existentialism (S. Kierkegaard, M. Heidegger, K. Jaspers, A. Camus, J.-P. Sartre).</li> <li>5. Freudianism and psychoanalysis (Sigmund Freud, Carl Jung, Erich Fromm).</li> <li>6. Phenomenology (E. Husserl).</li> <li>7. Hermeneutics (H. G. Gadamer, P. Ricoeur).</li> <li>8. Anthropology as a branch of non-classical philosophy (M. Scheler, H. Plessner, A. Gehlens).</li> </ol>

<b>Section 2. Key philosophical problems</b>	
5.	<p><b>Topic 2.1. The philosophical meaning of the problem of existence.</b></p> <ol style="list-style-type: none"> <li>1. Historical and philosophical concepts of ontology.</li> <li>1.1. Materialistic concepts of being.</li> <li>1.2. Idealistic concepts of being.</li> <li>2. Basic forms and modes of being.</li> <li>3. Movement, space, and time as categorical definitions of being.</li> <li>4. Social space and social time as forms of human existence in culture.</li> </ol>
6.	<p><b>Topic 2.2. The specificity of human existence.</b></p> <ol style="list-style-type: none"> <li>1. The problem of man in the history of philosophical thought.</li> <li>2. The problem of human origin.</li> <li>3. The essence and nature of man.</li> <li>4. The problem of the meaning of human life.</li> </ol>
7.	<p><b>Topic 2.3. The philosophical concept of consciousness.</b></p> <ol style="list-style-type: none"> <li>1. Historical and philosophical concepts of consciousness:             <ol style="list-style-type: none"> <li>1.1. Idealistic understanding of consciousness.</li> <li>1.2. Materialistic understanding of consciousness as the highest form of reflection of reality.</li> </ol> </li> <li>2. The problem of the origin, development, and essence of consciousness.</li> <li>3. The structure of consciousness, its levels and functions. Social consciousness and its forms.</li> <li>4. Consciousness and self-consciousness.</li> </ol>
8.	<p><b>Topic 2.4. Philosophical foundations of cognition.</b></p> <ol style="list-style-type: none"> <li>1. Cognition as a subject of philosophical analysis.</li> <li>2. Types, levels, and forms of cognition.</li> <li>3. Methodology of scientific cognition.</li> <li>4. The problem of truth in philosophy and science.</li> </ol>
9.	<p><b>Topic 2.5. Philosophical understanding of social existence.</b></p> <ol style="list-style-type: none"> <li>1. Features of social existence. The problem of constructing a theoretical model of society. Society as a system.</li> <li>2. Forms of organization of social existence. Material and spiritual production.</li> <li>3. The concept of the social structure of society.</li> <li>4. The concept of the information society.</li> <li>5. Unity and diversity of world history. Linear and nonlinear models of historical time.</li> <li>6. Philosophy of global problems.</li> </ol>

### **Seminar classes**

The main objectives of the seminar series are to facilitate the assimilation of theoretical material from the course "Introduction to Philosophy" and to develop skills in applying the basic principles, methods, and forms of the cognitive process in professional (research) activities. The main objectives of the practical classes are to enable students to master the practice of conducting discussions on theoretical issues and problems and to acquire public speaking skills.

No .	Seminar topic, list of key questions, presentation topics, and recommended reading
1	<p><b>Topic 1. Philosophy as a specific type of knowledge and worldview.</b></p> <ol style="list-style-type: none"> <li>1. Conditions for the formation and emergence of philosophy.</li> <li>2. The structure of worldview knowledge.</li> <li>3. Characteristics of the main sections of philosophical knowledge.</li> <li>4. The place of philosophy among other systems of human knowledge about the world.</li> <li>5. The role of philosophy in human self-knowledge.</li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Cassirer, E. Myth and Religion // <a href="https://westudents.com.ua/glavy/94260-mf-ta-relgya.html">https://westudents.com.ua/glavy/94260-mf-ta-relgya.html</a></li> <li>• Dilthey W. Types of Worldview and Their Manifestation in Metaphysical Systems // <a href="https://westudents.com.ua/glavy/94253-vlgelm-diltey-1833-1911.html">https://westudents.com.ua/glavy/94253-vlgelm-diltey-1833-1911.html</a></li> </ul>
2.	<p><b>Topic 2. Features of classical philosophy: from Antiquity to Modern Times.</b></p> <ol style="list-style-type: none"> <li>1. Cosmocentrism in ancient Greek philosophy.</li> <li>2. Theocentrism in medieval philosophy.</li> <li>3. Anthropocentrism and humanism in Renaissance philosophy.</li> <li>4. Main features of modern philosophy: gnoseologism, deism, mechanism.</li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Plato. The Republic / Translated from ancient Greek by D. Koval. – Kyiv: Osnovy, 2000. – 355 p. // <a href="http://aps-m.org/wp-content/uploads/2017/03/Derzhava.compressed.pdf">http://aps-m.org/wp-content/uploads/2017/03/Derzhava.compressed.pdf</a></li> <li>• Aristotle. Politics / Translated from ancient Greek and preface by O. Kyslyuk. — Kyiv: Osnovy, 2000. — 239 p. <a href="http://litopys.org.ua/aristotle/arist.htm">http://litopys.org.ua/aristotle/arist.htm</a> <a href="https://chtyvo.org.ua/authors/Aristotle/Polityka/">https://chtyvo.org.ua/authors/Aristotle/Polityka/</a></li> <li>• Descartes, R. The Principles of the Method // <a href="https://westudents.com.ua/glavy/94209-golovn-pravila-metodu.html">https://westudents.com.ua/glavy/94209-golovn-pravila-metodu.html</a></li> </ul>
3.	<p><b>Topic 3. Features of classical philosophy: schools, trends, representatives.</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of the ontological and gnoseological aspects of the fundamental question of philosophy.</li> <li>2. Materialism as a way of solving the fundamental question of philosophy. Types of materialism.</li> <li>3. Idealism as a way of solving the fundamental question of philosophy. Types of idealism.</li> <li>4. Characteristics of monism, dualism, and pluralism as types of ontology.</li> <li>5. Features of dialectical philosophy.</li> <li>6. Features of dialectical philosophy.</li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Aristotle. Categories // <a href="https://westudents.com.ua/glavy/94212-rozdl-3-kategor-flosof-h-zmst-funkts.html">https://westudents.com.ua/glavy/94212-rozdl-3-kategor-flosof-h-zmst-funkts.html</a></li> <li>• Kant, I. Critique of Pure Reason // <a href="https://westudents.com.ua/glavy/94229-kritika-chistogo-rozumu.html">https://westudents.com.ua/glavy/94229-kritika-chistogo-rozumu.html</a></li> </ul>

4.	<p><b>Topic 4. Features of non-classical philosophy: trends, schools, representatives.</b></p> <ol style="list-style-type: none"> <li>1. Features of non-classical philosophy as opposed to classical philosophy</li> <li>2. Characteristics of the main trends in non-classical philosophy:           <ol style="list-style-type: none"> <li>1) Characteristics of positivism as a scientific direction of non-classical philosophy based on the teachings of O. Comte, H. Spencer, J. S. Mill;</li> <li>2) Irrationalist teachings on the world will of A. Schopenhauer, the will to power of F. Nietzsche;</li> <li>3) Features of the philosophy of life based on the teachings of W. Dilthey and A. Bergson;</li> <li>4) Characteristics of the main tenets of existentialism based on the teachings of S. Kierkegaard, M. Heidegger, K. Jaspers, G.-O. Marcel, A. Camus, J.-P. Sartre;</li> <li>5) The psychoanalytic philosophy of Sigmund Freud, Carl Jung, and Erich Fromm;</li> <li>6) Phenomenology of E. Husserl;</li> <li>7) Hermeneutic teachings of H. G. Gadamer, P. Ricoeur;</li> <li>8) Anthropological teachings of M. Scheler, H. Plessner, A. Gelin.</li> </ol> </li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Sartre, J.-P. Existentialism is a Humanism // <a href="https://westudents.com.ua/knigi/622-flosofya-guberskiy-lv.html">https://westudents.com.ua/knigi/622-flosofya-guberskiy-lv.html</a></li> <li>• Scheler, M. The Place of Man in the Cosmos // <a href="https://westudents.com.ua/glavy/94299-maks-sheler-1874-1928.html">https://westudents.com.ua/glavy/94299-maks-sheler-1874-1928.html</a></li> </ul>
5.	<p><b>Topic 5. The philosophical meaning of the problem of being.</b></p> <ol style="list-style-type: none"> <li>1. Understanding of being at different stages of the development of philosophy.</li> <li>2. Types of ontology (materialism, idealism, monism, dualism, pluralism, pantheism, realism).</li> <li>3. Basic forms and modes of being.</li> <li>4. Social, cultural, and historical time and space.</li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Aristotle, Metaphysics / Translated by O. Yudin. – Kharkiv: Folio, 2020. – 300 p.</li> <li>• Hegel, G.W.F. The Science of Logic // <a href="https://westudents.com.ua/glavy/94223-georg-vlgelm-frdrh-gegel-1770-1831.html">https://westudents.com.ua/glavy/94223-georg-vlgelm-frdrh-gegel-1770-1831.html</a></li> <li>• Heidegger, M. What is Metaphysics? // <a href="https://westudents.com.ua/glavy/94210-martn-gaydegger-1889-1976.html">https://westudents.com.ua/glavy/94210-martn-gaydegger-1889-1976.html</a></li> </ul>
6.	<p><b>Topic 6. The specificity of human existence.</b></p> <ol style="list-style-type: none"> <li>1. The problem of man in ancient philosophy.</li> <li>2. The problem of man in medieval philosophy and philosophy of the Renaissance.</li> <li>3. The problem of man in modern philosophy.</li> <li>4. The problem of man in non-classical philosophy.</li> <li>5. The unity of the biological and social in man.</li> <li>6. The role of culture and society in the formation of man.</li> </ol>
	<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Skovoroda, H. A friendly conversation about the spiritual world // <a href="https://westudents.com.ua/glavy/94241-drujeskiy-razgovor-o-dushevnom-mire.html">https://westudents.com.ua/glavy/94241-drujeskiy-razgovor-o-dushevnom-mire.html</a></li> <li>• Skovoroda. The Ring // <a href="https://westudents.com.ua/glavy/94239-grigory-skovoroda-1722-1794.html">https://westudents.com.ua/glavy/94239-grigory-skovoroda-1722-1794.html</a></li> <li>• Fromm, E. Escape from Freedom // <a href="https://ua-book.com/knyhy/psykholohiia/zarubizhna-psykholohiia/vtecha-vid-svobody-erikh-fromm/">https://ua-book.com/knyhy/psykholohiia/zarubizhna-psykholohiia/vtecha-vid-svobody-erikh-fromm/</a></li> </ul>

7.	<p><b>Topic 7. The philosophical concept of consciousness.</b></p> <ol style="list-style-type: none"> <li>1. The problem of the origin and essence of consciousness.</li> <li>2. Reflection and its forms.</li> <li>3. The structure, forms, and levels of consciousness.</li> <li>4. The social nature of consciousness. Consciousness and labor. Consciousness and language.</li> <li>5. Social consciousness and its forms.</li> <li>6. Consciousness and self-consciousness.</li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Hegel, G.W. Phenomenology of Spirit // <a href="https://westudents.com.ua/glavy/94411-georg-vlgelm-frdrh-gegel-1770-1831.html">https://westudents.com.ua/glavy/94411-georg-vlgelm-frdrh-gegel-1770-1831.html</a></li> <li>• Yurkevich P.D. The Heart and Its Significance in the Spiritual Life of Man, According to the Teachings of the Word of God // <a href="https://westudents.com.ua/glavy/94416-sertse-ta-yogo-znachennya-u-duhovnomu-jitt-lyudini-zgdno-z-uchennyam-slova-bojogo.html">https://westudents.com.ua/glavy/94416-sertse-ta-yogo-znachennya-u-duhovnomu-jitt-lyudini-zgdno-z-uchennyam-slova-bojogo.html</a></li> <li>• Frank S. The human soul // <a href="https://westudents.com.ua/glavy/94417-semen-frank-1877-1950.html">https://westudents.com.ua/glavy/94417-semen-frank-1877-1950.html</a></li> </ul>
8.	<p><b>Topic 8. Philosophical foundations of cognition.</b></p> <ol style="list-style-type: none"> <li>1. The essence of cognition in the history of philosophy.</li> <li>2. Features and structure of the cognitive process.</li> <li>3. Methods and techniques of cognition.</li> <li>4. The interconnection between the sensual and the rational in cognition.</li> <li>5. Reason and intellect, the rational and irrational in cognition.</li> <li>6. Scientific cognition and its characteristics.</li> </ol> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Russell, B. Human Knowledge: Its Scope and Limits <a href="https://westudents.com.ua/glavy/94337-bertran-rassel-1872-1970.html">https://westudents.com.ua/glavy/94337-bertran-rassel-1872-1970.html</a></li> <li>• Kuhn T. The Structure of Scientific Revolutions. // <a href="https://westudents.com.ua/glavy/94347-tomas-kun-1922-1996.html">https://westudents.com.ua/glavy/94347-tomas-kun-1922-1996.html</a></li> </ul>
9.	<p><b>Topic 9. Philosophical understanding of social existence.</b></p> <ol style="list-style-type: none"> <li>1. Philosophy of history as philosophical knowledge.</li> <li>2. The development of philosophical views on history, its meaning and direction.</li> <li>3. Linear and cyclical historiosophical concepts.</li> <li>4. Philosophical understanding of civilization.</li> <li>5. Theories of post-industrial and information society by D. Bell and E. Toffler.</li> <li>6. The concept of a "risk society" risk" as the basis theoretical reflection on technogenic society.</li> <li>7. The essence of the ecological imperative for the survival of humanity.</li> </ol>
	<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Toffler, E. The Third Wave // <a href="https://chtyvo.org.ua/authors/Toffler_Alvin/Tretia_Khvylia_vyd_2000/">https://chtyvo.org.ua/authors/Toffler_Alvin/Tretia_Khvylia_vyd_2000/</a></li> <li>• Bauman, Z. Globalization: Consequences for Individuals and Society // <a href="https://chtyvo.org.ua/authors/Bauman_Zygmunt/Hlobalizatsiia_Naslidky_dlia_liudyny_i_suspilstva/">https://chtyvo.org.ua/authors/Bauman_Zygmunt/Hlobalizatsiia_Naslidky_dlia_liudyny_i_suspilstva/</a></li> </ul>

## 6. Independent work by students

Mastering the content of the discipline "Introduction to Philosophy" along with classroom activities requires students to do independent work in order to self-assess their knowledge and prepare for classes. Systematic independent work allows students to reinforce the course material and focuses their attention on the main issues of the topics being studied.

Independent work by students involves:

1. preparing oral answers on the seminar topics;
2. preparing to participate in seminar discussions;
3. studying primary sources;

#### 4. preparation for the modular test.

The curriculum for the course "Introduction to Philosophy" includes a **modular test**.

The MCR is carried out in a seminar class.

##### List of questions for the MCR – part 1:

1. The subject of philosophy. Philosophy as theoretical consciousness and the theoretical basis of worldview knowledge.
2. Philosophy and worldview.
3. Similarities and differences between philosophy and other historical types of worldview: philosophy and myth.
4. Similarities and differences between philosophy and other historical types of worldview: philosophy and religion.
5. Historical changes in the subject of philosophy.
6. Characteristics of the main sections of philosophical knowledge.
7. Philosophy as the basis of scientific knowledge and the source of scientific development.
8. The place and functions of philosophy in culture.
9. The fundamental question of philosophy and its role in determining philosophical trends. The two sides of the fundamental question of philosophy (ontological and gnoseological).
10. Materialism and idealism as opposing ways of solving the main question of philosophy: the line of Democritus and the line of Plato in the history of knowledge.
11. Types of materialism: spontaneous natural philosophy, natural science, metaphysical, dialectical, or historical.
12. Types of idealism: objective, subjective.
13. Monism, dualism, and pluralism as types of ontology.
14. Philosophical monism as a principle of constructing a system of knowledge using the example of B. Spinoza's monism in his doctrine of substance.
15. Philosophical dualism as a principle of constructing a system of knowledge, using the example of R. Descartes' dualism in his doctrine of substance.
16. Monism – the doctrine of being in medieval philosophy (Augustine of Hippo, Thomas Aquinas)
17. Agnosticism in ancient philosophy.
18. Agnosticism in the teachings of David Hume.
19. Agnosticism in the teachings of Immanuel Kant.
20. The dialectic of the limits and possibilities of human cognition in the teachings of Immanuel Kant.
21. The dialectic of J.G. Fichte.
22. The principles of dialectical development in the teachings of W.F. Schelling.
23. The idealistic dialectic of G.W.F. Hegel
24. Characteristics of the basic laws of dialectics.
25. Features of the materialistic dialectics of K. Marx and F. Engels.

##### List of questions for the MCR – part 2:

1. The end of classical philosophy and the conditions for the emergence of non-classical philosophy. Features of non-classical philosophy as opposed to classical philosophy.
2. Positivism as a scientific direction of non-classical philosophy (A. Comte, H. Spencer, J. S. Mill);
3. Voluntarism (irrationalist teachings about the world will of A. Schopenhauer, the will to power of F. Nietzsche);
4. Philosophy of life (W. Dilthey, A. Bergson).
5. Existentialism (S. Kierkegaard, M. Heidegger, K. Jaspers, G.-O. Marcel, A. Camus, J.-P. Sartre)
6. Freudianism and psychoanalysis (Z. Freud, C. G. Jung, E. Fromm)
7. Phenomenology (E. Husserl)
8. Hermeneutics (H. G. Gadamer, P. Ricoeur)
9. Anthropology as a branch of non-classical philosophy (M. Scheler, H. Plessner, A. Gehlen).
10. Understanding of being at different stages of the development of philosophy.
11. Types of ontology (materialism, idealism, monism, dualism, pluralism, pantheism, realism).
12. Basic forms and modes of being.
13. Movement, space, time as categorical definitions of being.
14. Social and cultural-historical time and space.
15. Concepts of man in the history of philosophy: general characteristics.

16. The problem of man in ancient philosophy.
17. The problem of man in medieval philosophy and Renaissance philosophy.
18. The problem of man in modern philosophy.
19. The problem of man in non-classical philosophy.
20. The essence and nature of man.
21. Man as a personality and personality types.
22. Categories of human existence (understanding the meaning of life, death, and human immortality).
23. Cognition as a subject of philosophical research.
24. The main components of cognitive activity: subject, object, goal, purpose, means, result. Levels and forms of cognition.
25. The concept of method and methodology of cognition. Classification of cognitive methods.
26. Theory as the most developed form of scientific knowledge. The concept of law.
27. The doctrine of truth, its main characteristics. Theories of truth.
28. Features of social existence. The problem of constructing a theoretical model of society. Society as a system.
29. Forms of organization of social existence. Material and spiritual production.
30. The concept of the social structure of society.
31. The concept of the information society.
32. Unity and diversity of world history. Linear and nonlinear models of historical time.
33. The philosophy of global problems.

### **Politics and control**

#### **Policy of the academic discipline (educational component)**

##### **Class attendance**

Attendance at lectures and seminars, as well as absences, is not assessed.

Classes are conducted remotely using a synchronous or asynchronous model of educational interaction.

##### **Missed tests**

If tests are missed for valid reasons (illness or significant life circumstances), students are given the opportunity to complete the test within the following week.

##### **Academic integrity**

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute." For more information, visit: <https://kpi.ua/code>.

### **TYPES OF ASSESSMENT AND RATING SYSTEM FOR EVALUATING LEARNING OUTCOMES**

Semester control in the discipline "Introduction to Philosophy" is provided in the form of a test, therefore the RSO includes the assessment of current control measures in the discipline throughout the semester.

The main types of classes are lectures and seminars.

The applicant's rating consists of points received by the applicant based on the results of current control measures and incentive points.

According to the "Regulations on the system of assessment of learning outcomes at Igor Sikorsky KPI," it is prohibited to assess the presence or absence of a student in a classroom session, including awarding incentive or penalty points for this.

Ongoing assessment is carried out throughout the semester during the learning process to check the level of theoretical and practical training of applicants at each stage of studying the educational component "Introduction to Philosophy."

No .	Control measure	%	Weight	Number	Total
1.	Work in seminars	72	8	9	72
2	Module Control Work (2 hours) (The Module Control Work may consist of two parts, each lasting 1 hour)	28	28 (14 x 2)	1 (2)	28
Total					100

The results of ongoing assessment are regularly entered by the teacher into the "Ongoing Assessment" module of the Electronic Campus AS.

#### Rating system and assessment criteria

##### 1. Work in seminars:

Weighting – 8. The maximum number of points for all seminars is 8 points × 9 types of work = **72 points**.

Types of work include: answers in seminars, participation in the discussion of seminar questions; study of primary sources.

- Answers in seminars. Weighted score – 8. Number of answers – **3**.  
(Maximum number of points – 24).
- Participation in seminar discussions. Weighted score – 8. Number of answers – **4**.  
(Maximum number of points - 32).
- Analysis of primary sources. Weighted score – 8. Number of answers (essays) – **2**.  
(Maximum number of points - 16).

Four levels of assessment:

**"excellent"** - complete answer (at least 95% of the required information) - the student demonstrates complete and solid knowledge of the educational material in the given volume, correctly and reasonably makes the necessary decisions in various communicative situations - **8 points**;

**"good"** - a sufficiently complete answer (at least 75% of the required information) or a complete answer with minor flaws made by the student - **7-6 points**;

**"Satisfactory"** – incomplete answer (at least 60% of the required information), the student has mastered the basic theoretical material but makes inaccuracies – **5-4 points**;

"unsatisfactory" — the answer does not meet the requirements for "satisfactory" — **3-0 points**.

##### 2. Completion of the modular control work:

Weighting score - **14**. Total number of points 28 (there may be two parts of the MCT) Modular control (the maximum number of points for one part of the MCT is 14):

*14 points* – "excellent" – a complete, clear, logically structured answer to the questions asked, demonstrating a deep understanding of the essence of the issue, familiarity of the student not only with the lecture material, but also with the textbook and additional literature; the student expresses their own position on controversial issues, if such are raised in the question; the student demonstrates complete and solid knowledge of the course material.

*12-13 points* – "good", not quite complete or sufficiently clear answers to all questions asked, demonstrating a correct understanding of the essence of the question, the student's familiarity with the lecture material and the textbook; minor inaccuracies in the answers.

*10-11 points* – "satisfactory", no answer to certain questions, or incorrect answers, indicating the student's superficial familiarity with the material or significant errors in the answers.

*0-9 points* – "unsatisfactory", i.e. failure to master certain topics.

The answer to a multiple-choice test question is graded using the same percentage scale.

Answers to multiple-choice test questions are graded on the same percentage basis.

**Bonus points** are awarded for creative work in the discipline (e.g., participation in faculty or institute philosophy competitions, participation in student research competitions, participation in scientific conferences).

No **penalty points** are awarded.

#### Semester control: CREDIT

Semester control is carried out in accordance with the curriculum in the form of a credit within the time limits established by the academic schedule.

The applicant receives a positive credit grade based on the results of work during the semester if they have a final grade for the semester of at least 60 points and have fulfilled the conditions for admission to semester control.

Conditions for admission to the test: rating  $\geq 36$  points.

Conditions for admission not met → Not admitted.

$< 60$  points → credit test + interview.

$\geq 60$  points = grade (excellent, very good, good, satisfactory, sufficient, unsatisfactory). The grade can be raised if desired by completing a credit test + interview. The test is conducted during the last two weeks of theoretical training in the semester, usually during the last scheduled class of the course "Introduction to Philosophy." The results of the tests are available to authorized users at in their personal accounts automated information system "Electronic Campus".

**Principle of determining the final grade.** The rating is communicated to applicants during the penultimate class of the semester. Applicants who have fulfilled all the conditions for admission to the exam and have a rating of 60 points or more receive a grade corresponding to their rating without additional tests.

If the grade received for the final test is lower than the rating, the applicant's previous rating is canceled and they receive a grade based on the results of the final test.

For applicants who have fulfilled all the conditions for admission to the exam and have a rating of less than 60 points, as well as those applicants who wish to improve their rating, the teacher conducts a semester exam in the form of a test (written) + interview.

The maximum number of points is **100**.

The total number of points is converted into a grading system according to the table.

Table for converting rating points to grades on the university scale

<i>Number of points</i>	<i>Grade</i>
100	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Admission requirements not met	Not admitted

**Procedure for appealing the results of control measures.** Students have the opportunity to raise any issue related to the control measures procedure and expect it to be considered in accordance with predefined procedures.

Students have the right to appeal the results of control measures after reviewing the results, but they must provide a reasoned explanation of which criteria they disagree with in accordance with the assessment.

## 7. Additional information on the discipline.

Certificates of completion of distance or online courses are credited in accordance with clause 2.2. The Regulations on the recognition by Igor Sikorsky KPI of learning outcomes acquired in non-formal/informal education were approved by Order No. 7/177 of 01.10.2020.

### Approximate list of questions for the test

1. Explain the ontological and worldview prerequisites for the emergence of philosophy.
2. Explain the ways and forms of philosophy's existence.
3. What is philosophy? Its subject, structure, and role in the formation of European culture.
4. Explain the essence, structure, and historical types of worldview.
5. Reveal the interconnection between philosophy and worldview.
6. Compare the Western and Eastern models (paradigms) of philosophy.
7. Analyze the cosmocentrism of ancient philosophy and its main problems.
8. Explain the reorientation of ancient philosophy from the problems of the cosmos to man and Socrates' ethical rationalism.
9. Analyze Plato's teachings on ideas, his ethical and political views.

10. The essence of Plato's and Aristotle's theories of the state.
11. Reveal the essence of Aristotle's teachings on the causes and origins of being and cognition.
12. Explain the relevance of ethical issues in the philosophy of the Hellenistic era.
13. Explain the theocentrism of medieval philosophy.
14. The concept of new science and the scientific method in the philosophy of Francis Bacon and René Descartes.
15. Explain the essence of Francis Bacon's empirical-inductive methodology.
16. Explain the significance of R. Descartes' rules of thought and rationalistic methodology in scientific knowledge.
17. Name and comment on the main ideas of B. Spinoza's philosophy.
18. Explain the main provisions of G. Leibniz's doctrine of monads.
19. Formulate a new social ideal in the philosophy of the Enlightenment.
20. Analyze the main philosophical ideas of I. Kant, define the categorical imperative.
21. Explain the essence of Hegel's objective idealism using the example of the system he created.
22. Analyze Hegel's dialectical method.
23. Explain the essence of Ludwig Feuerbach's anthropological materialism.
24. Explain the essence of the materialistic understanding of history in Karl Marx's philosophy.
25. Explain the distinctive features of non-classical philosophy as opposed to classical philosophy.
26. Analyze the main tenets of positivism and its development in the 20th century.
27. Explain Friedrich Nietzsche's philosophy as the metaphysics of will and the revaluation of values.
28. Reveal the meaning of the unconscious in Sigmund Freud's psychoanalytic anthropology.
29. Define the place of the concept of man in the philosophy of E. Fromm.
30. Explain phenomenology as a new methodology for studying consciousness in the 20th century.
31. Describe Jean-Paul Sartre's existentialism.
32. Explain the peculiarities of the concept of absurdity in the philosophy of A. Camus.
33. Describe positivism and its historical forms.
34. Explain the essence of the human problem in the philosophical reflections of G. Skovoroda.
35. Name the main provisions of the philosophical doctrine of being and the main forms of being.
36. Describe the philosophical and natural-scientific concepts of space and time.
37. Explain the essence of the category of movement as a way of existence of reality. Analyze the problem of consciousness in the history of philosophy.
38. Analyze the properties and structure of consciousness.
39. Explain the relationship between consciousness and language.
40. Describe the structure and essence of social consciousness.
41. Explain the relationship between the sensual and the rational in cognition.
42. Compare the forms of sensory and logical cognition. Explain their role in scientific cognition.
43. Provide a typology and explain the essence of scientific cognition methods.
44. Describe the essence of the philosophical doctrine of truth.
45. Explain the characteristics and criteria of truth.
46. Analyze the philosophical problems of anthropogenesis.
47. Analyze the signs of humanity in humans.
48. Describe the biological and social aspects of a person.
49. Formulate the global problems of our time. Provide an analysis of them.
50. Compare linear and nonlinear models of the philosophy of history.

In a remote setting, the educational process is organized using distance learning technologies: the Electronic Campus system, resources of the Sikorsky distance learning platform, and Google Classroom. For more effective communication, online conferencing and video communication services (e.g., Zoom), email, and messengers (Viber, WhatsApp, Telegram, Google Docs) are used to help students understand the structure of the academic discipline and master the material.

The distance learning process is carried out in accordance with the approved schedule of classes.

#### **The working program of the academic discipline (syllabus):**

**Approved** at the department meeting (Minutes No. 25 dated May 18, 2025).

**Approved by** the Methodological Council of Igor Sikorsky KPI (Minutes No. 8 dated 29.05.2025).