



# Philosophical Foundations of Scientific Cognition

## Working program of the discipline (Syllabus)

### Details of the discipline

<b>Level of higher education</b>	<b>First (bachelor's)</b>
Field of knowledge	<i>For everyone</i>
Specialty	<i>For everyone</i>
Educational program	<i>For everyone</i>
Discipline status	<i>Normative</i>
Form of study	<i>Full time</i>
Year of education, semester	<i>2-nd year, autumn/spring</i>
The scope of discipline	<i>Total number: 60 hours Lectures: 18 hours. Seminars: 18 hours. Independent work of students: 24 hours.</i>
Semester control / control measures	<i>credit, MTW</i>
Timetable	<a href="http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx">http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx</a>
Language of instruction	<i>English</i>
Information about the course leader / teachers	Lecturer: lecturers of the Department of Philosophy <a href="http://philosophy.kpi.ua/vikladachi/">http://philosophy.kpi.ua/vikladachi/</a> Seminars: teachers of the Department of Philosophy <a href="http://philosophy.kpi.ua/vikladachi/">http://philosophy.kpi.ua/vikladachi/</a>
Course placement	<a href="https://drive.google.com/drive/u/0/folders/19nmdEmATe02166TvvkmgJzigidIbBMcL">https://drive.google.com/drive/u/0/folders/19nmdEmATe02166TvvkmgJzigidIbBMcL</a> <a href="https://ela.kpi.ua/bitstream/123456789/29718/1/Zahalna_teoriia_rozvytky.pdf">https://ela.kpi.ua/bitstream/123456789/29718/1/Zahalna_teoriia_rozvytky.pdf</a>

### Curriculum of the discipline

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

In the conditions of transformation of the system of public relations, reforming of the state, the necessity of formation of analytical and creative thinking of the expert, capable to investigate, reveal and explain meanings of the phenomena of the world, his profession, social life in general, thinking capable to understand and be defined with worldview and value orientations of modern civilization.

The discipline "Philosophical Foundations of Scientific Cognition" acquaints students with the history of the origin and development of philosophical thought, the main philosophical problems that will help determine the meaning and value of human life, its place in the modern information society, navigate social and political processes form a picture of the scientific world, to understand the mechanisms of formation and development of human consciousness, to acquire and develop communication skills. Today's challenges require a new enterprising, creative person, and philosophy forms the ability to think critically, creatively solve complex problems, lay the ability to defend their own opinions, make informed and informed decisions, and be self-sufficient, holistic personality.

**The purpose of studying the discipline** is to form the ability to solve complex specialized problems and practical problems in various spheres of social activity, including professional practice, which are characterized by complexity and uncertainty of conditions, involving the use of general philosophical methodology, development of critical thinking and scientific worldview as a theoretical (systematized) relation of the subject to the existing from the standpoint of the proper (necessary).

After studying the discipline, students will acquire the following abilities and skills:

- Ability to abstract thinking, analysis and synthesis
- Ability to apply knowledge in practical situations
- Ability to learn and master modern knowledge
- Ability to generate new ideas (creativity)
- Ability to be critical and self-critical
- Ability to act on ethical considerations
- Ability to act socially responsibly and consciously
- Ability to preserve and increase moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, use different types and forms of physical activity for active recreation and a healthy lifestyle
- Ability to understand the social nature of human existence, its historicity, basic life values of the individual, the global problems of today.

## **2. Prerequisites and postrequisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)**

In order to start studying the discipline "Philosophical Foundations of Scientific Cognition" it is enough to have natural and scientific knowledge within the high school curriculum; knowledge and understanding of social problems that determined the nature of the main stages of world history; to be acquainted with the works of world and national fiction.

The educational component "Philosophical Foundations of Scientific Cognition" has an interdisciplinary nature and integrates according to its subject knowledge from other educational and scientific fields. It is immediately preceded by disciplines from the block of historical academic disciplines, at the same time it is studied from the block from the block of psychological academic disciplines and further the discipline from the cycle of legal academic disciplines is studied.

## **3. The content of the discipline**

### **Chapter 1. The essence and subject of philosophy. The main directions, schools, trends in the history of philosophical thought.**

Topic 1.1. Philosophy as a theoretical basis of consciousness, scientific knowledge and worldview.

Topic 1.2. Classical philosophy: directions, schools, representatives.

Topic 1.3. Non-classical philosophy: directions, schools, representatives.

### **Chapter 2. Key philosophical problems.**

Topic 2.1. Philosophical meaning of the problem of existence.

Topic 2.2. The specifics of human existence.

Topic 2.3. Philosophical concept of consciousness.

Topic 2.4. Philosophical foundations of cognition.

Topic 2.5. Philosophical understanding of social life.

## **4. Educational materials and resources**

It is given the recommended educational materials and resources for mastering the material considered in lectures and practical classes.

## 1. Basic

1. Bagpipes Ed. G.I. - K Introduction to philosophy: Historical and philosophical propaedeutics:Textbook /.: Vyshcha shkola, 1999. - 624 p.
2. Bychko I.V., Boychenko I.V., Tabachkovsky V.I. and others: Philosophy: Textbook for university students / - K.: Lybid, 2002. – 406 p.
3. Duluman E.K. Philosophy: a course of lectures/ E.K. Duluman, N.V. Anatska - K.: NTUU "KPI", 2013. -236 p.
4. Hubersky L.V. [and others]; under the editorship I.F. Nadolny Philosophy: Tutorial / - 7th ed., stereotype. - Kyiv: Vikar, 2010. - 455 p.
5. Petrushenko V. L. Philosophy: Textbook. - Lviv: "Magnolia 2006", 2017. - 504 p.
6. Prychepiy E. M., Chernii A. M., Chekal L. A. Philosophy: Textbook / - 2nd ed., corr. and additional -K.: Akademydav, 2008. – 592 p.

## 2. Additional

1. Gromov V.E. History of philosophy in questions and answers: study guide / V.E. Gromov, N.Yu. Tarasova Dnipropetrovsk: NSU, 2016. - 165 p.
2. Hryniv O.I. Essays on the history of philosophy / Oleg Hryniv. - Lviv: Svit, 2018. - 430 p.
3. Hubersky L.V. Philosophy: a textbook (from the origins to the present): education. manual / edited by Acad. HAH of Ukraine. — 2nd ed., pp. — K.: Knowledge, 2012. — 621 p.
4. Kremen V.G. (manager) and others]History of philosophy: textbook for higher school / [author. team.: 2nd ed., revision. and additional - Kharkiv: Prapor, 2003. - 768 p.
5. Shinkaruk V. I. Philosophical encyclopedic dictionary / Institute of Philosophy named after H.S. Frying pans of the National Academy of Sciences of Ukraine; chief ed.. - K.: Abris, 2002. - 742 p.
6. Storizhko L.V. History of philosophy: education. manual / L.V. Storizhko Ministry of Education and Science, Youth and Sports of Ukraine, Kremenchug National University named after Mykhailo Ostrogradskyi. - K.: Phoenix, 2012. - 156 p.
7. Tarasenko M.F. and others History of Ukrainian philosophy: Textbook. /. - K.: Lybid, 1994. - 416 p.
8. Yaroshovets V.I. and others; under the editorship Yaroshovets V.I. History of philosophy. In 2 volumes: textbook for students. Higher education Institutions T. 2 - K.: VOC "Kyiv University", 2008. - 536 p.

## 3. Internet resources

1. Danilyan O. G., Taranenko V. M. O. G. Danilyan Philosophy: textbook / . - 2nd ed., supplement. and processing - X.: Pravo, 2012. – 312 p. [Electronic resource] / Source access mode: [https://pidruchniki.com/1259060537588/filosofiya/ontologiya\\_gnoseologiya\\_sotsialna\\_filosofiya#72](https://pidruchniki.com/1259060537588/filosofiya/ontologiya_gnoseologiya_sotsialna_filosofiya#72)
2. Hubar O. M. Philosophy: an interactive course of lectures: study guide / O. M. Hubar – K.: TsUL,2007. – 416 p. / [Electronic resource] / Source access mode: <https://textbook.com.ua/filosofiya/1473453659>
3. Luzan A.O. Introduction to philosophy / [Electronic resource] / Source access mode: <https://textbook.com.ua/filosofiya/1473453638>
4. Petrushenko V.L. Philosophy / [Electronic resource] / Source access mode: [http://pidruchniki.ws/1584072039277/filosofiya/filosofiya\\_-\\_petrushenko\\_vl](http://pidruchniki.ws/1584072039277/filosofiya/filosofiya_-_petrushenko_vl)
5. Podolska E. A. Philosophy: a textbook / E. A. Podolska. - K.: Firma "Inkos", TsUL, 2006. - 704 p. / [Electronic resource] / Source access mode: <https://studfile.net/preview/2612334/>

5. Methods of mastering the discipline (educational component)

Lectures

№	Title of the lecture topic, list of main questions and references
	<b>Chapter 1. The essence and subject of philosophy. The main directions, schools, trends in the history of philosophical thought</b>
1	<p><b>Topic 1.1. Philosophy as a theoretical basis of consciousness, scientific knowledge and worldview.</b></p> <ol style="list-style-type: none"> <li>1. General characteristics of philosophy as a theoretical consciousness.</li> <li>2. Myth consciousness as historically the first form of worldview. The difference between philosophy and myth.</li> <li>3. Features of religious consciousness as a form of worldview. The difference between philosophy and religion.</li> <li>4. Historical change of the subject of philosophy. Basic sections of philosophical knowledge.</li> <li>5. Philosophy as the basis of scientific knowledge and the source of scientific development.</li> <li>6. The role and functions of philosophy in the development of society.</li> </ol> <p><b>References:</b>                      Basic: 2, 3, 4, 5.                      Additional: 8, 9.                      Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
2	<p><b>Topic 1.2. Classical philosophy: from antiquity to modern times</b></p> <ol style="list-style-type: none"> <li>1. The main question of philosophy and its role in determining the philosophical directions. Two sides of the main question of philosophy (ontological and epistemological).</li> <li>2. Materialism and idealism as opposite ways of solving the main 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 philosophical, natural science, metaphysical, dialectical or historical.</li> <li>4. Types of idealism: objective, subjective.</li> </ol> <p><b>References:</b>                      Basic: 1, 2, 3, 4, 5.                      Additional: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.                      Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
3	<p><b>Topic 1.3. Classical philosophy: directions, schools, representatives</b></p> <ol style="list-style-type: none"> <li>1. Philosophical monism and dualism as principles of building a system of knowledge (on the example of dualism of R. Descartes and monism of B. Spinoza in the doctrine of substance)</li> <li>2. Monism - the doctrine of existence in medieval philosophy</li> <li>3. Agnosticism as a negative answer to the epistemological side of the main question of philosophy.</li> <li>4. Dialectical solution of the main question in the German classical philosophy of the XIX century. (from Kant to Hegel and Marx). Dialectical philosophy as a distinction between classical and non-classical philosophy.</li> </ol>

	<p><b>References:</b>  Basic: 1, 2, 3, 4, 5.  Additional: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.  Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
4	<p><b>Topic 1.4. Non-classical philosophy: directions, schools, representatives.</b></p> <ol style="list-style-type: none"> <li>1. The end of classical philosophy and the conditions for the emergence of non-classical. Features of non-classical philosophy in contrast to classical.</li> <li>2. Characteristics of the main directions of non-classical philosophy: <ol style="list-style-type: none"> <li>1) positivism as a scientific direction of non-classical philosophy;</li> <li>2) voluntarism (irrationalist teachings about the world will of Arthur Schopenhauer, the will to power of Friedrich Nietzsche);</li> <li>3) philosophy of life;</li> <li>4) existentialism;</li> <li>5) Freudianism and psychoanalysis;</li> <li>6) hermeneutics;</li> <li>7) anthropology as a direction of non-classical philosophy.</li> </ol> </li> </ol> <p><b>References:</b>  Basic: 1, 2, 3, 4, 5.  Additional: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.  Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
	<p><b>Chapter 2. Key philosophical problems</b></p>
5	<p><b>Topic 2.1. Philosophical meaning of the problem of existence.</b></p> <ol style="list-style-type: none"> <li>1. Historical and philosophical concepts of ontology.  Materialistic concept of being.  Idealistic concept of being.</li> <li>2. Basic forms and modes of existence.</li> <li>3. Movement, space, time as categorical definitions of being.</li> <li>4. Social space and social time as forms of human existence in culture.</li> </ol> <p><b>References:</b>  Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
6	<p><b>Topic 2.2. The specifics of human existence.</b></p> <ol style="list-style-type: none"> <li>1. Understanding 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. Man as a person. Personality types.</li> <li>5. The problem of the meaning of life.</li> </ol> <p><b>References:</b>  Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>

7	<p><b>Topic 2.3. Philosophical concept of consciousness.</b></p> <ol style="list-style-type: none"> <li>1. Historical and philosophical concepts of consciousness: Idealistic understanding of consciousness. Materialist understanding of consciousness as the highest form of reflection of reality.</li> <li>2. The problem of origin, development and essence of consciousness.</li> <li>3. The structure of consciousness, its levels and functions.</li> <li>4. Public consciousness and its forms.</li> <li>5. Consciousness and self-awareness.</li> </ol> <p><b>References:</b> Basic: 2, 3, 4, 5. Additional: 8, 9. Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
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. The problem of truth in philosophy and science.</li> <li>4. Methodology of scientific knowledge.</li> </ol> <p><b>References:</b> Basic: 2, 3, 4, 5. Additional: 8, 9. Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>
9	<p><b>Topic 2.5. Philosophical understanding of social life.</b></p> <ol style="list-style-type: none"> <li>1. Features of social life. The problem of building a theoretical model of society. Society as a system.</li> <li>2. Forms of organization of social life. Material and spiritual production.</li> <li>3. The concept of social structure of society.</li> <li>4. The concept of information society.</li> <li>5. Unity and diversity of world history. Linear and nonlinear model of historical time.</li> <li>6. Philosophy of global problems.</li> </ol> <p><b>References:</b> Basic: 2, 3, 4, 5. Additional: 8, 9. Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>

### Seminars

The main tasks of the series of seminars should promote the assimilation of theoretical material from the course "Philosophical Foundations of Scientific Cognition", the acquisition of skills in applying the basic principles, methods and forms of the cognitive process in professional (research) activities. The main tasks of the seminar series are for students to master the practice of conducting discussion talks of theoretical issues and problems, to acquire the skills of public speaking.

№	Title of the seminar topic, list of main issues, topics of reports and references
1.	<p><b>Topic 1. Philosophy as a specific type of knowledge and worldview</b></p> <ol style="list-style-type: none"> <li>1. The subject of philosophy. Philosophy as a theoretical consciousness and the theoretical basis of worldview knowledge.</li> <li>2. Philosophy and worldview. General and different in philosophy and other historical types</li> </ol>

	<p>of worldview.</p> <ol style="list-style-type: none"> <li>3. Historical change of the subject of philosophy. The main sections of philosophical knowledge.</li> <li>4. Philosophy as the basis of scientific knowledge and the source of scientific development.</li> <li>5. The place and functions of philosophy in culture.</li> </ol> <p><b>Topics for reports:</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. The place of philosophy among other systems of human knowledge about the world.</li> <li>4. The role of philosophy in human self-knowledge.</li> <li>5. Philosophy as a way of life.</li> </ol> <p><b>References:</b></p> <p>Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
2.	<p><b>Topic 2. Features of classical philosophy: from antiquity to modern times</b></p> <ol style="list-style-type: none"> <li>1. The main question of philosophy and its role in determining the philosophical directions. Two sides of the main question of philosophy (ontological and epistemological).</li> <li>2. Materialism and idealism as opposite ways of solving the main 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 philosophical, natural science, metaphysical, dialectical or historical.</li> </ol> <p><b>Topics for reports:</b></p> <ol style="list-style-type: none"> <li>1. Cosmocentrism of ancient Greek philosophy.</li> <li>2. Theocentrism of medieval philosophy.</li> <li>3. Anthropocentrism and humanism of Renaissance philosophy.</li> </ol> <p><b>References:</b></p> <p>Basic: 1, 2, 3, 4, 5.  Additional: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
3.	<p><b>Topic 3. Features of classical philosophy: directions, schools, representatives</b></p> <ol style="list-style-type: none"> <li>1. Types of idealism: objective, subjective.</li> <li>2. Philosophical monism and dualism as principles of building a system of knowledge (on the example of dualism of R. Descartes and monism of B. Spinoza in the doctrine of substance)</li> <li>3. Monism - the doctrine of existence in medieval philosophy.</li> <li>4. Agnosticism as a negative answer to the epistemological side of the main question of philosophy.</li> <li>5. Dialectical solution of the main question in the German classical philosophy of the XIX century (from Kant to Hegel and Marx).</li> </ol> <p><b>Topics for reports:</b></p> <ol style="list-style-type: none"> <li>1. The main features of modern philosophy: epistemology, deism, mechanism.</li> <li>2. Comparative characteristics of the empirical-inductive methodology of F. Bacon and the rationalist-deductive methodology of R. Descartes.</li> <li>3. The problem of substance: R. Descartes (dualism), B. Spinoza (monism), G. Leibniz (pluralism).</li> <li>4. Rationalist ideas of Descartes, B. Spinoza and G. Leibniz.</li> <li>5. Subjective idealism about the possibility of knowing the world.</li> </ol>

	<p>6. The essence of a priori, agnosticism I. Kant.  7. The formula of the categorical imperative of I. Kant and its essence.  8. Basic concepts and principles of Hegel's dialectic.</p> <p><b>References:</b>  Basic: 1, 2, 3, 4, 5.  Additional: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
4.	<p><b>Topic 4. Features of non-classical philosophy: directions, schools, representatives</b></p> <p>1. The end of classical philosophy and the conditions for the emergence of non-classical.  Features of non-classical philosophy in contrast to classical</p> <p>2. Characteristics of the main directions of non-classical philosophy:  1) positivism as a scientific direction of non-classical philosophy (O. Conte, G. Spencer, J. S.Mill);  2) voluntarism (irrational teachings about the world will of A. Schopenhauer, the will to power of F. Nietzsche);  3) philosophy of life (V. Dilthey, A. Bergson);  4) existentialism (S. Kierkegaard, M. Heidegger, K. Jaspers, G.-O. Marcel, A. Camus, J.-P. Sartre);  5) freudianism and psychoanalysis (S. Freud, CG Jung, E. Fromm);  6) phenomenology (E. Husserl);  7) hermeneutics (H. G. Gadamer, P. Reeker);  8) anthropology as a direction of non-classical philosophy (M. Scheler, G. Plesner, A. Hellen).</p> <p><b>Topics for reports:</b></p> <p>1. The main stages of positivism.  2. Humanism, the problem of freedom in the philosophy of existentialism. The problem of essence and existence.  3. Cultural and historiosophical directions of modern philosophy: civilization theory, structuralism.  4. Modern religious philosophy: neotomism, neo-Protestantism, the new Catholic theology, neo-patristic.  5. Postmodernism as a direction of modern philosophy.</p> <p><b>References:</b>  Basic: 1, 2, 3, 4, 5.  Additional: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
5.	<p><b>Topic 5. Philosophical content of the problem of existence</b></p> <p>1. Historical and philosophical concepts of ontology.  Materialistic concept of being.  Idealistic concept of being.</p> <p>2. Basic forms and modes of existence.  3. Movement, space, time as categorical definitions of being.  4. Social space and social time as forms of human existence in culture.</p> <p><b>Topics for reports:</b></p> <p>1. The content of the philosophical understanding of being at different stages of development of philosophy.  2. The concept of being and non-being (nothing) in philosophy.  3. Cultural and historical time and space.  4. Nonlinear dynamics of development and the problem of self-organization.</p>



	<p>5. Man in being. Man and Being as "micro" and "macroworld".</p> <p><b>References:</b>  Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
6.	<p><b>Topic 6. The specifics of human existence</b></p> <ol style="list-style-type: none"> <li>1. Concepts of man in the history of philosophy.  The problem of man in ancient philosophy.  The problem of man in medieval philosophy and philosophy of the Renaissance.  The problem of man in the philosophy of modern times.  The problem of man in non-classical philosophy.</li> <li>2. The essence and nature of man.</li> <li>3. Man as a person and personality types.</li> <li>4. Categories of human existence (understanding the meaning of life, death and immortality of man).</li> </ol> <p><b>Topics for reports:</b></p> <ol style="list-style-type: none"> <li>1. The role of culture and society in human development.</li> <li>2. Corporeality and rationality: aspects of interaction.</li> <li>3. The unity of biological and social in man.</li> <li>4. Religious and philosophical approaches to explaining human happiness and destiny.</li> <li>5. The problem of life and death in the history of philosophy.</li> </ol> <p><b>References:</b>  Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
7.	<p><b>Topic 7. Philosophical concept of consciousness</b></p> <ol style="list-style-type: none"> <li>1. Idealistic and materialistic understanding of consciousness.</li> <li>2. The problem of the origin and essence of consciousness.</li> <li>3. Reflection and its forms.</li> <li>4. Structure, forms and levels of consciousness.</li> <li>5. The social nature of consciousness. Consciousness and work. Consciousness and language.</li> <li>6. Public consciousness and its forms.</li> <li>7. Consciousness and self-awareness.</li> </ol> <p><b>Topics for reports:</b></p> <ol style="list-style-type: none"> <li>1. Ontological dimensions of the spirit. The ratio of the concepts of spirit, soul, spirituality.</li> <li>2. The problem of the ideal.</li> <li>3. Basic acts and properties of consciousness. The structure of consciousness.</li> <li>4. Conscious and unconscious. Self-awareness, its structure and functions.</li> <li>5. The relationship of consciousness and language.</li> </ol> <p><b>References:</b>  Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>

8.	<p><b>Topic 8. Philosophical foundations of cognition</b></p> <ol style="list-style-type: none"> <li>1. Cognition as a subject of philosophical research.</li> <li>2. The main components of cognitive activity: subject, object, purpose, means, result. Levels and forms of cognition.</li> <li>3. The concept of method and methodology of cognition. Classification of cognitive methods.</li> <li>4. Theory as the most developed form of scientific knowledge. The concept of law.</li> <li>5. The doctrine of truth, its main characteristics. Theories of truth.</li> </ol> <p><b>Topics for reports:</b></p> <ol style="list-style-type: none"> <li>1. Subject field of epistemology and the main problems of research.</li> <li>2. The relationship of sensory and rational in cognition.</li> <li>3. The specifics of the laws of dialectics.</li> <li>4. The problem of truth in science and philosophy.</li> </ol> <p><b>References:</b></p> <p>Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet sources: 1, 2, 3, 4, 5, 6, 7.</p>
9.	<p><b>Topic 9. Philosophical understanding of social life</b></p> <ol style="list-style-type: none"> <li>1. Features of social life. The problem of building a theoretical model of society.</li> <li>2. Forms of organization of social life. Material and spiritual production.</li> <li>3. The concept of information society.</li> <li>4. Unity and diversity of world history. Linear and nonlinear model of historical time.</li> <li>5. Philosophy of global problems.</li> </ol> <p><b>Topics for reports:</b></p> <ol style="list-style-type: none"> <li>1. Theories of post-industrial and information society by D. Bell and O. Toffler.</li> <li>2. Philosophy of history as philosophical knowledge.</li> <li>3. Development of philosophical views on history, its meaning and direction.</li> <li>4. Philosophical understanding of civilization.</li> <li>5. Linear and cyclical historiosophical concepts.</li> <li>6. The concept of "risk society" as a basis for theoretical reflection of man-made society.</li> <li>7. The essence of the ecological imperative of human survival.</li> </ol> <p><b>References:</b></p> <p>Basic: 2, 3, 4, 5.  Additional: 8, 9.  Internet resources: 1, 2, 3, 4, 5, 6, 7.</p>

## **6. Independent student work.**

Mastering the content of the discipline «Philosophical Foundations of Scientific Cognition» together with classroom classes involves students to perform independent work in order to self-control knowledge and prepare for classes. Systematic independent work provides an opportunity to consolidate the material of the course, focuses on the main problems of the topics studied.

Independent work of students involves:

1. preparation of oral reports on the topic of the seminar;
2. preparation for participation in the discussion of seminars;
3. preparation for modular control work.

## 7. Policy of academic discipline (educational component)

### Attending classes

Attendance at lectures, seminars, as well as absence from them, is not assessed. However, students are encouraged to attend classes because they are taught theoretical material and develop the skills needed to obtain certain positive results of the discipline.

A significant part of the student's rating is formed through active participation in seminars. The assessment system is focused on obtaining points for student activity, as well as performing tasks that are able to develop practical skills and abilities. Therefore, skipping a seminar does not allow the student to get points in the semester rating.

### Missed control measures

If the control measures are missed for legitimate reasons (illness or serious life circumstances), the student is given the opportunity to complete the control task within the next week. In case of violation of deadlines and non-fulfillment of the task for disrespectful reasons, the student is not allowed to take the test in the main session.

It is not allowed to rewrite the test.

### 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 «Kyiv Polytechnic Institute named after Igor Sikorsky». Details: <https://kpi.ua/code>.

## 8. Types of control and rating system for assessing learning outcomes (RSA)

Semester control in the discipline «Philosophical Foundations of Scientific Cognition» is provided in the form of credit, so RSA includes assessment of current control measures in the discipline during the semester.

The main types of training are lectures and seminars. The rating of the applicant consists of points obtained by the applicant as a result of current control measures, incentive and penalty points.

According to the «Regulations on the system of evaluation of learning outcomes in KPI (Kyiv Polytechnic Institute) named after Igor Sikorsky» is prohibited to assess the presence or absence of the applicant in the classroom, including accrual of incentive or penalty points.

Current control is carried out during the semester in the learning process to check the level of theoretical and practical training of applicants at each stage of the study of the educational component

«Philosophical Foundations of Scientific Cognition».

### Evaluation of current control measures

№ з/п	Types of control	Weight point	Number	$\Sigma$	%
1.	Work performed at the seminar: answers to theoretical questions of the topic; tests.	8	9	72	72
2.	MTW (Module Term Work)	28	1	28	28
Total:				100	100

If the applicant does not perform or does not appear on the MTW, his result is evaluated at 0 points. The results of the current control are regularly entered by the teacher in the module «Current control» of the Electronic campus.

#### Criteria for evaluating the applicant's answers to individual questions (tasks), MTW

№ з/п	Evaluation criteria	Weight score	MTW Weight score
1.	The answer is correct (at least 95% of the required information)	8	28–27
2.	Minor errors in the answer (at least 75% of the required information)	7 – 6	26–21
3.	There are short comings in the answer and some mistakes (at least 60% of the required information)	5 – 4	20 –17
5.	The answer is missing or incorrect	3 – 0	16 – 0

The answer to the test task with answer options is evaluated in the same percentage.

Based on the results of measures of current control of applicants, a calendar control is carried out, the procedure for which is defined in the «Regulations on current, calendar and semester control of learning outcomes in KPI named after Igor Sikorsky ».

Calendar control is implemented by determining the level of compliance of current achievements (ratings) of the applicant to the established and defined in the RSA criteria. The condition for obtaining a positive assessment of the calendar control of the discipline (educational component) is the value of the current rating of the applicant not less than 50% of the maximum possible at the time of such control. An unsatisfactory result of two calendar controls on the educational component cannot be a ground for not admitting the applicant to the semester control of this educational component, if the applicant has fulfilled all the conditions of admission provided by the RSA before the beginning of the semester control.

Intermediate attestation of students is a calendar boundary control, the purpose of which is to improve the quality of education and monitor the implementation of the schedule of the educational process by applicants.

#### Criteria for evaluating calendar control

Term of certification	First of certification 7-8 week Semester	Second of certification 14-15 week semester
Criterion: current achievements (rating)	≥ 15 points	≥ 30 points

The results of the calendar control are entered by the teacher in the module «Calendar control» of the Electronic campus.

**Incentive points** are provided for the performance of creative work in the discipline (for example, participation in faculty, institute competitions in philosophy, participation in competitions, preparation of presentations on the topics of the discipline «Philosophical Foundations of Scientific Cognition», reviews of proposed scientific papers, etc.).

**Penalty points** are provided for refusing to answer control questions on the topic of the seminar and failure to perform the control tasks (express surveys, tests) offered at the seminar. Incentive and penalty points are not included in the main PSA scale, and their amount may not exceed 10% of the rating scale.

### **Semester control: CREDIT**

Semester control is carried out in accordance with the curriculum in the form of credit in the terms established by the schedule of the educational process. The form of semester control is combined (oral + written testing). The list of topics and questions that are submitted for semester control, assessment criteria are determined by syllabus.

The student receives the positive grade based on the results of work in the semester, if he has a final rating for the semester of at least 60 points and has fulfilled the conditions for admission for the semester control. Conditions for admission to credit: rating  $\geq 36$  b.

Admission conditions not met → Not allowed.

<60 points → *Modulare Control Work* + interview.

$\geq 60$  points = assessment *Modulare Control Work* + interview.

As a rule, the meeting is held in the period of the last two weeks of theoretical studies in the semester for the rest of the employment in the basic discipline «Philosophical Foundations of Scientific Cognition». The results of control visits are available to authorized persons in the special rooms of the automated information system

«Electronic Campus» until they become aware of them.

**The principle of determining the final score.** The rating is given to the applicants in the penultimate lesson of the discipline in the semester. Applicants who have met all the conditions of admission to the test and have a rating score of 60 or more points, receive the appropriate rating to the rating without additional tests.

If the grade obtained for the test is less than the rating, the previous rating of the applicant, according to the decision of the department, is canceled and he receives a grade based on the results of the test.

With applicants who have met all the conditions of admission to the test and have a rating of less than 60 points, as well as with those applicants who want to increase their rating, the last scheduled lesson in the discipline in the semester teacher conducts semester control in the form of test (written) + interview.

The maximum amount of points is 100.

The sum of points is transferred to the evaluation system according to the table. Table of translation of rating points to grades on a university scale

Number of points	Assessment on a university scale
95 – 100	Excellent
85 – 94	Very good
75 – 84	Good
65 – 74	Satisfactorily
60 – 64	Enough
< 60	Unsatisfactorily

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

Students have the right to appeal the results of control measures after reviewing the result, but must be reasoned, explaining which criterion they do not agree with according to the assessment.

## 9. Additional information on the discipline (educational component)

### An indicative list of questions for credit

1. Explain the ontological and ideological preconditions for the emergence of philosophy.
2. Explain the ways and forms of philosophy.
3. What is philosophy? Subject, structure and role in the formation of European culture.
4. Explain the nature, structure and historical types of worldview.
5. Discover the relationship between philosophy and worldview.
6. Compare the western and eastern models (paradigms) of philosophy.
7. Analyze the cosmocentrism of ancient philosophy, the range of its main problems.
8. Explain the reorientation of ancient philosophy from the problems of space to man and the ethical rationalism of Socrates.
9. Analyze Plato's teachings about ideas, his ethical and political views.
10. The essence of the theory of the state in Plato and Aristotle.
11. Discover the essence of Aristotle's teaching about the causes and beginnings of existence and knowledge.
12. Discover the relevance of ethical issues in the philosophy of the Hellenistic era.
13. Explain the theocentrism of the philosophy of the Middle Ages.
14. The concept of a new science and scientific method in the philosophy of F. Bacon and Descartes.
15. Explain the essence of the empirical-inductive methodology of F. Bacon.
16. Explain the importance of the rules of thinking and rationalist methodology of Descartes in scientific knowledge.
17. Name and comment on the main ideas of the philosophy of B. Spinoza.
18. Discover the main provisions of 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, give a definition of the categorical imperative.
21. Discover the essence of the objective idealism of Hegel on the example of the system created by him.
22. Analyze the dialectical method of Hegel.
23. Discover the essence of anthropological materialism L. Feuerbach.
24. Explain the essence of the materialist understanding of history in the philosophy of Karl Marx.
25. Analyze the main provisions of positivism and its development in the twentieth century.
26. Explain the philosophy of F. Nietzsche as a metaphysics of will and reappraisal of values.
27. Discover the meaning of the problem of the unconscious in the psychoanalytic anthropology of S. Freud.
28. Determine the place of the concept of man in the philosophy of E. Fromm.
29. Explain phenomenology as a new methodology for the study of consciousness in the twentieth century.
30. Describe the existentialism of J.P. Sartre.
31. Discover the features of the concept of absurdity in the philosophy of Camus.
32. Describe positivism and its historical forms.
33. Discover the essence of the human problem in the philosophical reflections of G. Skovoroda.
34. Give an analysis of V. Vernadsky's doctrine of the noosphere.
35. Name the main provisions of the philosophical doctrine of being and the main forms of being.
36. Describe the philosophical and scientific concepts of space and time.
37. Discover 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. Discover the relationship between consciousness and language.
40. Describe the structure and essence of social consciousness.
41. Explain the relationship of sensory and rational in cognition.
42. Compare the forms of sensory and logical cognition. Discover their role in scientific knowledge.
43. Give a typology and reveal the essence of methods of scientific knowledge.
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 the human in man.
48. Describe the biological and social in man.
49. Formulate the global problems of today. Give them an analysis.
50. Compare linear and nonlinear models of philosophy of history.

In terms of distance learning, the organization of the educational process is carried out using distance learning technologies: e-campus system, resources of the distance learning platform «Sikorsky», service «Google Classroom». For more effective communication in order to understand the structure of the discipline and master the material used services for online conferencing and video communication (eg, «Zoom», «Skype»), e-mail, messengers (Viber, WhatsApp, Telegram, Google documents) .

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

#### **Work program of the discipline (syllabus):**

**Compiled** by teachers of the Department of Philosophy and approved at the meeting of the department (Minutes № № 4 of November 4, 2020).

**Approved** by the Methodical Commission of the University (Minutes № 5 of January 14, 2021).