

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

ЗАТВЕРДЖЕНО

на засіданні кафедри міжнародних відносин, політичних наук і практичної філософії

Протокол № 6 від 12.01.2024 р.

ПОГОДЖЕНО

Проректор з навчально-методичної роботи

Каріна НЕМАШКАЛО



ФІЛОСОФІЯ

робоча програма навчальної дисципліни (РПНД)

Галузь знань	29 Міжнародні відносини
Спеціальність	292 Міжнародні економічні відносини
Освітній рівень	перший (бакалаврський)
Освітня програма	Міжнародний бізнес

Статус дисципліни	обов'язкова
Мова викладання, навчання та оцінювання	англійська

Розробники:

д.філос.н., проф.

к.філос.н., доц.

к.соціол.н., доц.

Олег КУЗЬ

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Ірина ЖЕРЕБЯТНІКОВА

Завідувач кафедри міжнародних відносин, політичних наук і практичної філософії

Олег КУЗЬ

Гарант програми

Наталія ПАРХОМЕНКО

Харків
2024

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

APPROVED

at the meeting of the department
of international relations, political
sciences and practical philosophy
Protocol № 6 of 12.01.2024

AGREED

Vice-rector for educational
and methodical work


Karina NEMASHKALO



**PHILOSOPHY
Program of the course**

Field of knowledge
Specialty
Study cycle
Study programme

**29 International relations
292 International economic relations
first (bachelor)
International business**

Course status
Language

**mandatory
English**

Developers:
Doctor in Philosophy
Professor



Oleh KUZ

PhD (Philosophy),
Associate Professor



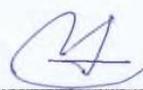
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PhD (Sociology),
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Iryna ZHEREBIATNIKOVA

Head of the department of
international relations,
political sciences and
practical philosophy



Oleh KUZ

Head of the programme



Natalia PARKHOMENKO

INTRODUCTION

"Philosophy" is a compulsory academic discipline of the cycle of general training of students of specialty 292 "International Economic Relations" of the OPP "International Business" of the first (undergraduate) level.

The relevance of studying the discipline "Philosophy" is due to the need to master the basics of general spiritual culture, first of all, the culture of thinking, and the formation of a modern scientific worldview.

The object of the educational discipline is the most general characteristics and fundamental principles of being, the existence of culture and society.

The subject of the academic discipline is the relationship between man and the world, the specifics of human existence; essence, forms and structure of knowledge / cognition.

The purpose of the educational discipline is the formation and development of higher education students' personal qualities and the formation of general cultural competences in the form of a system of worldview knowledge about the existence of man, society, and nature.

The tasks of the academic discipline are:

- formation of a part of general competences based on the generalization of already acquired knowledge of the acquirers;
- familiarization with the specifics of the philosophical and worldview mastering of reality and the formation of a holistic scientific picture of the world on this basis;
- formation of critical thinking skills and their application to the analysis of society and its subsystems;
- training in the skills of independent search, processing and analysis of information;
- awareness of the values of civil society and the need for its sustainable development.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO 1	GC 3
LO 4	GC 2; SC 17
LO 5	GC 9
LO 9	GC 2
LO 23	GC 3
LO 27	GC 3

where,

GC2. The ability to preserve and multiply moral, cultural, scientific values and

achievements of society based on an understanding of 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 technologies, to use various types and forms of motor activity for active recreation and leading a healthy lifestyle.

GC3. Ability to learn and be up-to-date.

GC9. The ability to be critical and self-critical.

SC17. The ability to manage international business, form, develop and implement strategies for personnel management of an international company, marketing, competitive, innovative, financial and other, taking into account the direction of activity of the subject of international business, taking into account the priorities of the smart-specialization of the Kharkiv region;

LO1. Be responsible for professional self-improvement, realizing the need for lifelong learning, show tolerance and readiness for innovative changes.

LO4. Systematize and organize the received information about processes and phenomena in the world economy; evaluate and explain the influence of endogenous and exogenous factors on them; formulate conclusions and develop recommendations taking into account the peculiarities of the national and international environment.

LO5. Possess the skills of self-analysis (self-control), be understandable to representatives of other business cultures and professional groups of different levels (with specialists from other fields of knowledge/types of activity) on the basis of valuing diversity, multiculturalism, tolerance and respect for them.

LO9. Understand and be able to apply, in accordance with other requirements of the educational program, modern theories and methods of solving specialized complex problems and practical problems in the field of international trade in goods and services, international movement of capital, international monetary, financial and credit relations, mobility of human resources, international technology transfer.

LO23. To be aware of the need for lifelong learning in order to maintain professional competence at a high level.

LO27. Apply the acquired knowledge to solve applied problems in the areas of planning, analysis, organization and control of international business.

COURSE CONTENT

Content module 1. Philosophy as universal knowledge. History of philosophy

Topic 1. Philosophy as a universal type of knowledge

1.1. The nature of philosophical knowledge. The main functions of philosophy.

Specificity of philosophical knowledge. Subject of philosophy. Basic functions and methods of philosophy.

1.2. Philosophy and worldview. Types of worldview.

Philosophy as a theoretical core of worldview knowledge. Outlook. Structure and functions of worldview. Types of worldview (mythological, religious, scientific, philosophical).

1.3. The structure of philosophical knowledge.

Socio-historical and spiritual conditions of the emergence and development of philosophy. Differentiation of philosophical knowledge. Main philosophical directions, schools, disciplines. History of philosophy – periodization and main features of dialogue of concepts at different stages of development of spiritual culture, civilization, society.

Topic 2. Ancient philosophy

2.1. Ancient Indian and ancient Chinese philosophy.

The importance of the philosophy of the Ancient East in relation to the development of world philosophy. Philosophy of ancient India. Philosophy of ancient China.

2.2. Ancient Greek natural philosophy.

The importance of ancient philosophy for Western European and world culture. Periodization of ancient philosophy. Natural philosophy. The problem of the first element.

2.3. Classical philosophy of Socrates, Plato, Aristotle.

Socrates and the sophists: appeal to man, search for absolute and relative knowledge. Plato's philosophical system. Aristotle's encyclopedic philosophical system.

2.4. Stoicism, Epicureanism, skepticism.

Hellenistic philosophy (Stoicism, Epicureanism, skepticism). Hellenistic philosophy and early Christianity.

Topic 3. Philosophy of the Middle Ages and the Renaissance

3.1. Formation and development of the philosophy of the Middle Ages.

General characteristics of medieval philosophy. The influence of Christianity on medieval philosophy. The relationship between faith and reason in medieval philosophy. Patristics (A. Aurelius) and scholastics (T. Aquinas). Realism and nominalism.

3.2. Anthropocentrism and humanism of Renaissance philosophy.

Peculiarities of Renaissance philosophy. The influence of the development of arts (painting, literature), mathematics, mechanics on the idea of the universe and the creative nature of man. Natural philosophy of M. Kuzanskyi, J. Bruno, G. Galileo.

3.3. Social philosophy of the Renaissance.

The image of the ruler in M. Machiavelli. The search for an ideal society (T. More, T. Campanella).

Topic 4. Philosophy of the New Age

4.1. The development of science and the philosophical picture of the world in the 16th - 17th centuries.

Modern philosophy: development of mathematics and natural sciences. Faith in reason and social progress.

4.2. Empiricism and rationalism.

Epistemology (subject and object of knowledge). Inductive and deductive methods of cognition. Empiricism (F. Bacon, D. Locke, D. Hume). "Ghosts of consciousness" by F. Bacon. Rationalism (R. Descartes, G. Leibniz, B. Spinoza). "Cogito ergo sum" and the doctrine of the method of R. Descartes. Monadology of G. Leibniz. Epistemological controversies in modern philosophy (D. Locke and G. Leibniz). Irrationalism of B. Pascal.

4.3. The main ideas of Enlightenment philosophy.

Social philosophy of the Enlightenment (man-citizen, theories of the emergence of the state, J. Locke's social contract, natural law, legal state, Montesquieu's concept of distribution of power, J.-J. Rousseau's government). The Enlightenment strives for freedom, equality and fraternity. French materialism, the concept of determinism.

Topic 5. German classical philosophy

5.1. General characteristics of German classical philosophy.

Rationalism of German classical philosophy. Background and main achievements of the German classical school.

5.2. Epistemological concept of I. Kant.

I. Kant's theory of cognition (a priori – knowledge prior to experience and a posteriori – knowledge based on experience; human cognitive abilities: reason, ability to judge, reason). Ethical views of I. Kant (categorical imperative). Teachings of I. Fichte. F. Schelling's philosophy of identity.

5.3. Absolute idealism of H. V. F. Hegel.

Philosophical system of H. V. F. Hegel. An absolute idea. Panlogism. "Encyclopedia of Philosophical Sciences". "Science of logic". Subjective, objective and absolute spirit in "Philosophy of Spirit". Development of dialectics by H. V. F. Hegel.

5.4. Anthropological materialism of L. Feuerbach. The emergence of Marxism.

Materialism of L. Feuerbach. Criticism of religion. Ethical views. The influence of the ideas of German classics on the philosophy of Marxism. K. Marx's understanding of the development of society (socio-economic formations). The problem of human alienation. The meaning and stages of the development of the philosophy of Marxism. Neo-Marxism.

Topic 6. Modern world philosophy

6.1. Sociocultural conditions of the development of philosophy of the 20th - 21st centuries.

General characteristics of the development of modern philosophy. The influence of socio-cultural and spiritual conditions in society, the development of science and technology on modern philosophy. The main directions of modern philosophy.

6.2. Development of the positivist tradition in modern philosophy.

Positivism, neopositivism, postpositivism. Analytical philosophy (B. Russell, L. Wittgenstein). Logico-linguistic direction of analytical philosophy. Vienna circle (M. Shlik). Philosophy of science ("critical rationalism" by K. Popper, "research programs" of science by I. Lakatos, methodological relativism by P. Feyerabend, historical development of scientific knowledge by T. Kuhn). Pragmatism (Ch. Pierce).

6.3. Anthropological component of modern philosophy.

The influence of "philosophy of will", "philosophy of life" on the formation of the existential and anthropological component of modern philosophy. Existentialism (main trends and concepts). M. Heidegger, K. Jaspers, J.-P. Sartre, A. Camus. "Essence" and "existence" of man in existential philosophy. The philosophy of psychoanalysis: the doctrine of the unconscious in the human psyche (Z. Freud, K. Jung).

6.4. The situation of postmodernism in modern philosophy.

Hermeneutics (basic concepts, the problem of understanding and interpretation). H. Gadamer, P. Ricoeur. E. Husserl's phenomenology (phenomenological reduction, intentionality). Structuralism and poststructuralism. "The postmodern situation". The concept of the subject's death: M. Foucault, R. Barthes. "Deconstruction" by Jacques Derrida. The discursive world around us. "Simulacrum" by Jean Baudrillard. Hypertext. Politicization of science and knowledge.

Topic 7. Traditions of domestic philosophical thought

7.1. Sources of development of national philosophy.

The place of domestic philosophy in world philosophy. Periodization of the history of domestic philosophy. Philosophy of Kyivan Rus. Philosophy in fraternal schools (Ostroh cultural and educational center). Activities of the Kyiv-Mohyla Academy (F. Prokopovych).

7.2. Cordocentrism as a paradigm of Ukrainian philosophy.

Philosophy of H. Skovoroda (two natures, three worlds). Philosophical ideas of P. Yurkevich. Cordocentrism in Ukrainian philosophy.

7.3. Features of the development of domestic philosophy of the 20th - 21st centuries.

Kyiv school of existential philosophy. General trends in the development of modern domestic philosophy in unity with the development of scientific knowledge (V. Vernadskyi and others). D. Chyzhevskyi is a historian of Ukrainian philosophy.

Content module 2. Theoretical and practical philosophy

Topic 8. Philosophy of being (metaphysics and ontology)

8.1. Basic ontological problems.

Metaphysics and ontology as concepts of being. Being as a philosophical category.

8.2. Historical and philosophical conceptualizations of being.

Philosophical concepts of being. Problems of being in a historical and philosophical outline. The main components of being. The ontological structure of the world according to modern science. Reasons for the existence of the world. Identification of spheres of existence in the history of philosophy and modern ontology. Basic ontological philosophical categories.

8.3. Space and time.

Space and time: their characteristics, substantive and relational concepts.

8.4. Philosophy of motion and causality.

Philosophical concept of movement. Causality in the philosophical understanding of the world.

Topic 9. Cognition as a subject of philosophical analysis (epistemology and epistemology)

9.1. The origin and nature of consciousness. The essence of mental.

Consciousness as spiritual life and the highest level of mental activity (basic philosophical concepts of the origin of consciousness). Basic properties and functions of consciousness. Consciousness and self-awareness.

9.2. Consciousness and thinking. Consciousness and language. Consciousness as a condition for reproduction of human culture.

Consciousness and thinking. The problem of the unconscious. Philosophy about the genesis of consciousness. Problems of consciousness in modern philosophy. The importance of the mind, work, social life, language in the formation of consciousness. Historical and philosophical understanding of consciousness. Concepts of consciousness and its structure. Components and levels of consciousness.

9.3. Basic epistemological problems. The essence and structure of the cognitive process.

Cognition as a subject of philosophical analysis. Basic approaches, principles and concepts of modern epistemology. Agnosticism. The essence and structure of the cognitive process. General levels of knowledge of the surrounding world (sensory, rational, irrational). Sublevels of sensory cognition (feeling, perception, representation). Memory (verbal-acoustic and semantic memorization). Reproductive and creative imagination. Sublevels of rational cognition (concept, judgment, inference). Intellectual intuition.

9.4. Features, levels and methods of scientific knowledge.

Science and scientific knowledge. Basic provisions of modern epistemology. Specificity of scientific knowledge, worldview status of science. The structure of modern science. Classical and modern science. Empirical and theoretical levels of scientific knowledge. Experiment, simulation. Basic methods of scientific knowledge (analysis, synthesis, axiomatic, constructivist, hypothetical-deductive, pragmatic, descriptive, etc.).

9.5. Truth and its criteria.

The problem of truth and its criteria. Types of truth (absolute, relative, correspondence, coherent, conventional, pragmatic). Practice in the process of learning. Science as the basis of existence of modern (technogenic) civilization.

Topic 10. Philosophical anthropology

10.1. Historical and philosophical ideas about the nature and essence of man.

The specifics of the philosophical consideration of the human problem. Philosophy about the nature and essence of man. Basic philosophical definitions of man. German philosophical anthropology (M. Scheler, A. Helen, E. Kassirer, etc.).

10.2. Anthroposociogenesis.

The origin of man. Biological and social nature of man.

10.3. Individual, individuality, personality.

The problem of the meaning of human life. Solving the problem of life, death and immortality of man through philosophy. Philosophy of creativity.

Topic 11. Social philosophy

11.1. Definition of society, social relations and the structure of society.

Philosophical analysis of society. Society as a self-developing system. The specifics of social laws and social cognition. Main spheres of social life. Social relations and social structure of society. Social inequality. Social status.

11.2. Historical and philosophical concepts of society. The essence and criteria of social progress.

Basic philosophical concepts of understanding society. The role of needs and interests in the formation of social relations. The essence and criteria of social progress. Theoretical models of society. Needs and interests as an ontological level of social life.

11.3. Political and sociocultural foundations of the economy.

Economy in the system of social relations. Economy and politics. Economy and culture. Philosophical interpretation of economic theories. Money and finance in the space of the economy.

Topic 12. Philosophy of economy and business

12.1. Economics as a subject of philosophy.

Economics as a subject of philosophical analysis. Problem field, levels of conceptualization and status of the philosophy of economics. Economic determinism regarding the understanding of social relations.

12.2. Technological, scientific, financial and social foundations of economic life.

Community production. Labor. Property and its philosophical definition. Technologies. Science as production of knowledge. Financial civilization. The phenomenon of money. Gift, exchange and money: historical and philosophical connotations.

12.3. Economic culture. Moral aspects of economic activity.

Cultural determinism regarding the interpretation of social relations: Max Weber, Georg Simmel. Morality, culture and economy. The religious factor of economic transformations.

12.4. Business philosophy: subject, conceptualizations, problems.

The specificity of the philosophical understanding of business and entrepreneurial activity. Existential-phenomenological and value-meaning aspects of business. Philosophical analysis of the role of business in the transformational processes of postmodern society. Philosophy of money: institutionalization, achievements, problems. Money and modern civilization.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

The list of practical (seminar) studies

Name of the topic and/or task	Content
Topic 1 Task 1 Task 2 Task 3	Describe the nature of philosophical knowledge. Define the subject of philosophy Distinguish historical types of worldview What is the "structure of philosophical knowledge"?
Topic 2 Task 1 Task 2	What is the difference between the philosophy of the Ancient East and ancient Greek philosophy? Prove or disprove that Western civilization is inspired by the genius of Socrates, Plato and Aristotle
Topic 3 Task 1 Task 2	Describe the specifics of the philosophy of the Middle Ages. Discursive game "T. More's Utopia as a premonition of the 20th century"
Topic 4 Task 1 Task 2	Prove or disprove the thesis "Individualism is the basis of Western capitalism" Discussion: "Why is Modernity considered a realized project of the Enlightenment?"
Topic 5 Task 1 Task 2	Why is I. Kant's contribution to the development of Western philosophy labeled as "revolutionary"? Role-playing game: "Hegel and Schopenhauer met"
Topic 6 Task 1 Task 2 Task 3	Why does modern philosophy have a multiparadigmatic dimension? Discussion: Which of the modern philosophical

	paradigms do you like more? Discursive game: Why can't a person be satisfied with an exclusively positivist worldview?
Topic 7 Task 1	Mental game: "The path of knowledge: European rationalism / irrationalism versus Ukrainian cordocentrism"
Topic 8 Task 1 Task 2	What ontological models of being do you know? "Brainstorming": How to connect Descartes' dualism with the specificity of socio-humanitarian knowledge?
Topic 9 Task 1	Discussion: "How to be sure of the existence of the unconscious?" Why does the neo-Kantian division of scientific knowledge into "sciences of the spirit" and "sciences of nature" remain fundamental?
Topic 10 Task 1 Task 2	Will investigate the transformation of philosophical ideas about the nature and essence of man Describe the specifics of the philosophical analysis of the problem of the meaning of human life
Topic 11 Task 1	Debate and role play: What is society? M. Thatcher, in a polemic with activists, once emphasized: "There is no such thing as society. There are only people with their interests." This is an actualization of the medieval dispute about universals. Play the roles of "nominalists" and "realists" in modern political theater
Topic 12 Task 1	Analyze the specifics of the philosophical understanding of existential-phenomenological and value-semantic aspects of business

The list of self-studies in the course is given in table 3.

Table 3

List of self-studies

Name of the topic and/or task	Content
Topic 1-12	Study of lecture / theoretical material. Search, selection and review of literary sources on a given topic
Topic 1-12	Preparation for seminar classes (participation in discussions, polemics, debates)
Topic 1-12	Preparation of analytical reports (presentations)

Essay preparation and presentation	Creation of an essay text on the proposed topics and its presentation in the form of a public speech
Topic 1-12	Preparation for an express survey on previous topics
Topic 1-12	Preparation for the final written test

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

TEACHING METHODS

In order to acquire the specified learning program results and to activate the educational process of teaching the academic discipline, the application of such methods as:

Verbal (academic lecture (topics 1–3; 5; 8; 10; 11), problem lecture (topics 4; 6; 9), interactive lecture (topic 7; 12).

Visual (demonstration of illustrative materials (topics 1 - 12)).

Practical (practical work (topics 1-12), essay presentation (topics 8-12), discussion (topics 1, 6, 9, 12), test tasks (topics 2, 3, 4, 5).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lecture, practical, laboratory and seminar classes and is aimed at checking the level of readiness of the student for the perform of specific job and is evaluated by the amount of points scored:

- for courses with a form of semester control as an exam: the maximum amount is 60 points; the minimum amount required is 35 points.

The final control includes current control and an exam.

Semester control is carried out in the form of a semester exam or grading.

The semester exam is taken during the exam session.

The maximum number of points that a student of higher education can receive during the examination (examination) is 40 points. The minimum amount for which the exam is considered passed is 25 points.

The final grade in the course is determined:

- for disciplines with a form of exam, the final grade is the amount of all points received during the current control and the exam grade.

During the teaching of the course "Philosophy", the following control measures are used:

Current control: – presentation of analytical reports (10 points); – written control work-colloquium (12 points); – essay (12 points); – participation in the discussion (12 points); – express survey (14 points).

Semester control: Grading including Exam (40 points).

More detailed information on the assessment system is provided in technological card of the course.

An example of an exam card and assessment criteria.

Simon Kuznets Kharkiv national university of economics
First (bachelor) level of higher education
Specialty 292 International economic relations
Educational and professional program "International Business"
Educational discipline "Philosophy"

Examination ticket N 1

Task 1 (stereotypical, 6 points)

Fill in the table in which the correspondence between classical philosophical works and their authors would be established - works: "Sum of Theology", "Phenomenology of the Spirit", "Logic-Philosophical Treatise", "Metaphysics", "Leviathan", "Thus Spoke Zarathustra"; authors: Aristotle, F. Nietzsche, T. Hobbes, L. Wittgenstein, H.-V.-F. Hegel, T. Aquinas.

works	the authors

Task 2 (stereotypical, 5 points)

Which of these philosophers does NOT belong to the positivist trend in philosophy:

L. Wittgenstein, H.-V.-F. Hegel, O. Comte, E. Mach, F. Nietzsche, J.-P. Sartre, G. Spencer, B. Spinoza, M. Schlick, A. Bergson.

Task 3 (stereotypical, 5 points)

Name the thinkers whose philosophy was based on the following key concepts: "will"; "existence"; "scientific paradigm"; "tabula rasa"; "archetype"; "man is the measure of all things."

Task 4 (diagnostic), 12 points

Cordocentrism as a paradigm of Ukrainian philosophy: main ideas and representatives.

Task 5 (heuristic), 12 points

Consider the ethical teachings of I. Kant. What do you agree with and what do you disagree with?

APPROVED

at the meeting of the department of international relations, political sciences
and practical philosophy

Protocol № 6 of 12.01.2024

Examiner

Iryna ZHEREBIATNIKOVA

Head of the department of international relations,
political sciences and practical philosophy

Oleh KUZ

Assessment criteria

Each examination ticket consists of 5 tasks (tasks 1–3 – stereotype level; task 4 – diagnostic and task 5 – heuristic levels).

According to the competency approach, exam tickets have three levels:

- 1) stereotypical (memorizing and reproducing knowledge);
- 2) diagnostic (practical application of knowledge);
- 3) heuristic (creation of new knowledge).

Each level of tasks is scored separately, and the total score is calculated as the sum of the scores for each task. Quantitative indicator (point) is set depending on the degree of performance of the task. The maximum score for the exam is 40.

Tasks 1–3 of the stereotype level are presented in the form of various test tasks to reproduce the acquired knowledge and contain 16 evaluation points, each correct answer - 1 point; the maximum number of points is 16.

Task 4 of the diagnostic level is an open question that requires demonstration of skills in the application of acquired knowledge. The maximum number of points is 12.

Task 5 of the heuristic level is an open problem question that requires a systematized, rationally based, reasoned answer and aims to demonstrate skills in creating new knowledge. The maximum number of points is 12.

Evaluation system of diagnostic and heuristic tasks

Degree of execution	Mark
The answer is reasoned, reveals the depth and originality of thinking. Contains learned theoretical / practical material in full	12
The answer is reasoned, reveals the depth and originality of thinking. Minor mistakes were made when working with theoretical / practical material	11
The answer is generally well-argued, reproduces independent thinking, but lacks systematization. Minor mistakes were made	10

when working with theoretical / practical material	
The answer is generally correct, but there is a lack of reasoned conclusions, certain mistakes were made when defining categories, semantic connections, etc.	9
The answer shows the student's awareness of the problem of the question, but there is a lack of reasoned conclusions, certain mistakes were made when defining categories, semantic connections, etc.	8
The answer reveals the student's awareness of the problem of the question, but there is a lack of reasoned conclusions; certain difficulties were found when operating theoretical / practical material	7
There is only a partial coverage of the content of the question; certain difficulties were found when operating theoretical / practical material	6
When answering questions, significant mistakes were made that affect the content; independence of thinking is revealed only partially	5
The answer reveals only the student's general familiarization with the problem of the question; independent thinking and conclusions are absent	4
The answer reveals the student's practical lack of independent thinking; the ability to make generalizations and theoretical / practical conclusions is absent; knowledge application skills are absent	3
The answer does not reveal independent thinking; the ability to make generalizations and theoretical / practical conclusions is absent; stereotyped knowledge is not reproduced	2
The actual answer does not intersect with the content of the question	1

RECOMMENDED LITERATURE

Main

1. Філософія: навчальний посібник / О. М. Кузь, Ф. М. Чешко, І. В. Жеребятнікова [та ін.]; Харківський національний економічний університет ім. С. Кузнеця. Харків: ХНЕУ ім. С. Кузнеця, 2018. 271 с. URL: <http://repository.hneu.edu.ua/handle/123456789/23349>
2. Biletsky Igor. Philosophy. Textbook (англ. мовою, у співавторстві з А.О. Малишенко). Харків.: ВД «ІНЖЕК», 2010. 168 с.

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3. Білецький І.П. Логіка конфуціанського дискурсу та філософія Канта в контексті сучасності. *Вісник Харківського національного університету ім. В.Н. Каразіна. Серія: Теорія культури та філософія науки*, 2019. Випуск 59. с. 79–84.

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