



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Budgetary Educational Institution of Higher Education  
«KAZAN STATE POWER ENGINEERING UNIVERSITY»  
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital  
Technologies and Economics

\_\_\_\_\_ Zainullin R.R.

«24» \_\_\_\_\_ February \_\_\_\_\_ 2026

**WORK PROGRAM FOR THE DISCIPLINE**

**B1.M.01 Philosophy**

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

The program was developed by:

Name departments	Position, academic degree, academic rank	Full name developer
Philosophy and Media Communications	Professor, Doctor of Philosophy, Associate Professor	Guryanov A.S.

Coordination	Name divisions	Date	No. protocol	Signature
Approved	Philosophy and Media Communications	February 17, 2026	2	Head of Department, Doctor of Philosophy, Associate Professor Minnullina E.B.
Agreed	Philosophy and Media Communications	February 17, 2026	2	Head of Department, Doctor of Philosophy, Associate Professor Minnullina E.B.
Agreed	Educational and Methodological Council of the Institute of Technical and Ethical Expertise	February 24, 2026	6	Director, PhD in Physics and Mathematics, Associate Professor Zainullin R.R.
Approved	Scientific Council of the Institute of Theoretical and Applied Mathematics	February 24, 2026	6	Director, PhD in Physics and Mathematics, Associate Professor Zainullin R.R.

## 1. The purpose, objectives and planned learning outcomes of the discipline

The purpose of mastering the discipline "Philosophy" is to develop students' interest in fundamental knowledge, stimulating the ability to give a general assessment of events and facts of reality.

The objectives of the discipline are:

- promoting the development of a holistic systemic understanding of the world and man's place in it,
- formation and development of a rational and value-based attitude to reality.

Competencies and indicators developed in students:

Competence code and name	Indicator code and name
UC-1 Able to search for, critically analyze, and synthesize information, apply a systematic approach to solving assigned tasks	UC-1.1 Able to search for, critically analyze, and synthesize information from various sources
	UC-1.2 Uses a systematic approach to solving tasks, masters logical methods of information processing, distinguishes facts from opinions, hypotheses, and interpretations
UC-5 Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts	UC-5.4 Consciously chooses values and civic stance; discusses and resolves issues of a worldview, social, and personal nature in a reasoned manner

## 2. The place of the discipline in the structure of the educational program

Previous courses (modules), practical training, research, etc.: History of Russia, Concepts of Modern Natural Science, History in Art, Speech Communication

Subsequent disciplines (modules), practical training, research, etc. Sociology and political science, Logic and theory of argumentation, Rhetoric

## 3. Structure and content of the discipline

### 3.1. Structure of the discipline

For full-time education

Type of academic work	Total ZE	Total hours	Semester
			2
GENERAL WORK INTENSITY OF THE DISCIPLINE	3	108	108
CONTACT WORK*	-	65	65
AUDITING WORK	1.5	54	54
Lectures	1	36	36
Practical (seminar) classes	0.5	18	18
Laboratory work	-	-	-
INDEPENDENT WORK OF THE STUDENT	0.5	18	18
Processing of educational material	0.5	18	18

Course project	-	-	-
Coursework	-	-	-
Preparation for midterm assessment	1	36	36
Interim assessment:			E
			-

### For full-time and part-time education

Type of academic work	Total ZE	Total hours	Semester
			1
GENERAL WORK INTENSITY OF THE DISCIPLINE	3	108	108
CONTACT WORK*	-	30	30
CLASS WORK	0.3	12	12
Lectures	0.2	8	8
Practical (seminar) classes	0.1	4	4
Laboratory work		-	-
INDEPENDENT WORK OF THE STUDENT	2.7	96	96
Processing of educational material	2.5	87	87
Course project		-	-
Coursework		-	-
Preparation for midterm assessment	0.2	9	9
Interim assessment:			E

### 3.2. Contents of the discipline, structured by sections and types of classes

Sections disciplines	Total hours	Distribution of labor intensity by type of educational work				Forms and appearance control	Indices of indicators of developing competencies
		lectures	lab. worker	etc. zan.	myself. slave.		
Section 1	24	12		6	6	TK1	UK-1.1Z; UK-1.2U; UK-5.2V
Section 2	24	12		6	6	TK2	UK-1.1U; UK-1.2Z; UK-5.2U
Section 3	24	12		6	6	TK3	UK-1.1V; UK-1.2V; UK-5.2Z
Exam	36					<b>OM 2</b>	<b>UK-1.1Z; UK-1.2U; UK-5.2Z</b>
<b>TOTAL</b>	<b>108</b>	<b>36</b>		<b>18</b>	<b>18</b>		

### 3.3. Content of the discipline

Section 1. The Subject of Philosophy. The History of Philosophy from Antiquity to the Modern Age  
 Topic 1.1. The subject of philosophy, approaches to defining the concept of philosophy; its place and role in culture, and its functions. The concept of worldview; historical types of worldview. The fundamental question of philosophy; the origins, development, and periodization of philosophy.

Topic 1.2. Philosophy of the Ancient East. Ancient Indian philosophy: cultural and historical prerequisites, main directions, schools, and stages of historical development. Ancient Chinese philosophy: prerequisites, stages of development, philosophical schools and teachings. The cosmocentricity and universality of ancient philosophy. The formation of philosophical problems: substance, change, causality. The development of problems of ancient philosophy in the teachings of the Milesian school, Heraclitus, the Eleatic school, Democritus, Socrates, Plato, Aristotle, Epicurus, the Stoics, the Skeptics, and the Neoplatonists.

Topic 1.3. Medieval Philosophy: Patristics and Scholasticism, general characteristics of medieval philosophy, Christianity and Antiquity. New philosophical problems: the relationship between faith and reason, the spiritual and the secular, universals. Patristics: Augustine, Christianity, and Neoplatonism. Scholasticism: rationalization of theology, development of scholarship. Nominalism and realism. Classical university.

Topic 1.4. Philosophy of the Renaissance. The Renaissance is a return to the values of ancient culture. Pantheism and humanism. Philosophical problems of the Renaissance: natural philosophy (Nikolai Kuzansky, Giordano Bruno). Social philosophy (Machiavelli, Thomas More).

Topic 1.5. European Philosophy of the 17th Century: The Philosophical Foundations of the Scientific Revolution. Social conditions and philosophical foundations of the scientific revolution of the 17th century. The emergence of a mechanistic worldview. The idea of an infinite universe with universal laws. Francis Bacon's methodology of empirical knowledge, R. Descartes's theoretical knowledge, B. Spinoza's monism, G.W. Leibniz's monadology, and T. Hobbes's mechanistic materialism. The philosophy of the Enlightenment.

## Section 2. Philosophy of the 19th Century. Contemporary Philosophy

Topic 2.1. Topic 1.5. Classical German Philosophy. General characteristics and features of classical German philosophy. Fundamental ideas of the philosophical teachings of Kant, Fichte, Schelling, Hegel, and Feuerbach. Kant's doctrine of the purposiveness of nature: types of determinism of inanimate and living objects (efficient and final causes).

Topic 2.2. Russian philosophy of the late 19th - early 20th centuries. General characteristics and periodization of Russian philosophy. Russian philosophy of the 19th century (Westernizers and Slavophiles). Dostoevsky: anthropological crisis. Tolstoy - non-resistance to evil by violence. V.S. Solovyov and his philosophy of all-unity. Cosmism and the noospheric future.

Topic 2.3. Postclassical Philosophy: Problems and Directions, Main Themes of 20th-Century Philosophy. Development of 20th-century philosophical themes in phenomenology, philosophy of life, existentialism, hermeneutics, pragmatism, neopositivism, structuralism, psychoanalysis, and the philosophy of language.

## Section 3. Theoretical Problems of Philosophy

Topic 3.1. The Philosophical Doctrine of Being. The Doctrine of Being. The concepts of being, non-being, and nothingness, objective and subjective reality. The being of things, processes, and states. Being, substance, matter, and nature. Monistic and pluralistic concepts of being, self-organization of being. The concepts of the material and the ideal. Space, time. Movement and development, dialectics. Determinism and indeterminism. Dynamic and statistical patterns. Scientific, philosophical, and religious pictures of the world. Human being. Social being.

Topic 3.2. The Origin and Essence of Consciousness. Consciousness, Self-Awareness, and Personality. The Genesis of Consciousness. Consciousness and the Brain. Psyche and Intellect. Consciousness, the Subconscious, and the Unconscious. Intuition and Imagination. The Concept of Reflection and Its Forms. Consciousness and Cognition. The Doctrine of Cognition. The Problem of Truth in Modern Philosophy. Thinking, Memory, Will, Emotions. Language and Thinking. Sign and Meaning. The Concept of Information. Cognition, Creativity, and Practice. Faith and Knowledge. Understanding and Explanation. Rational and Irrational in Cognitive Activity. The Problem of Truth. Reality, Thinking, Logic, and Language. The Concepts of Subject and Object of Cognition. Methods of Cognition.

Topic 3.3. Man, Society, Culture. The Problem of Man in the History of Philosophy. Man as a Generic Being. Man and Humanity. The Natural and the Social in Man. The Meaning of Human Existence. Violence

and Non-Violence. Freedom and Responsibility. Morality, Justice, Law. Moral Values. Concepts of the Perfect Man in Different Cultures. Aesthetic Values and Their Role in Human Life. Religious Values and Freedom of Conscience. The Main Characteristics of Human Social Existence. Man, Individual, Personality. The Concepts of Creativity and Freedom. Freedom and Necessity, Freedom and Responsibility. Freedom of Choice, Freedom of Conscience. Freedom and Anarchy. Personality and the Masses. The Personal Principle in History. The Role of Culture in the Socialization of the Personality. Individualism and Conformism. Personality in the Computerized World. Man as a Spiritual Being. Philosophy, Anthropology, Psychology, and Theology on Human Spirituality. The Concept of the Soul. Spirituality and Lack of Spirituality. Life, Death, and Immortality. The Meaning of Life. Concepts of predestination in the history of philosophy. The problem of personality in a global world.

Topic 3.4. Society as a Subject of Philosophical Analysis. The Concept of Society. Society and its Structure. The Concept of the State, Functions of the State. Political and Legal Relations. Civil Society and the State. The Evolution of the Philosophical Understanding of People's Social Life in the History of Philosophy. Man in the System of Social Relations. Man and the Historical Process; Individual and Masses, Freedom and Necessity. Formational and Civilizational Concepts of Social Development. Society as a Self-Developing System. Material Production, Its Structure. Productive Forces and Production Relations. Economic Basis of Society. Staging, Formational, and Civilizational Approaches to the Dynamics of Social Development. The Problem of the Meaning of History. The Concepts of Historical Cycle and Social Progress in the Philosophy of the 20th Century. Modernism and Neomodernism in the Social Philosophy of the 20th Century. The Concepts of Industrial (Technogenic), Post-Industrial, and Information Society. The Future of Humanity. Global Problems of Our Time. Interaction of Civilizations and Scenarios for the Future.

### **3.4. Thematic plan of practical classes**

- 1 The subject of philosophy, functions, and historical types of worldview. The fundamental question of philosophy
- 2 Ancient Philosophy: Ancient India, Ancient China, Ancient Greece
- 3 Philosophy of the Middle Ages and the Renaissance
- 4 Philosophy of the New Age
- 5 Non-classical philosophy of the 19th-20th centuries. Russian philosophy
- 6 Being and matter as philosophical categories. Dialectics and other theories of development. Philosophical approaches to consciousness.
- 7 Cognition as a subject of philosophical analysis. Epistemology is the theory of scientific knowledge.
- 8 Human essence: history and modernity. Anthropogenesis as a philosophical problem. The concept of society and its structure. The theory of the OEF.

### **3.5. Thematic plan of laboratory work**

*"This type of work is not provided for in the curriculum."*

### **3.6. Course project/coursework**

*"This type of work is not provided for in the curriculum."*

## **4. Evaluation of learning outcomes**

The assessment of learning outcomes in a discipline is carried out within the framework of ongoing monitoring and midterm assessment, conducted using a point-rating system (PRS).

Learning outcomes assessment scale for the discipline:

Code competencies	Code competence indicator	Plan- proved results training in discipline	Level of development competence indicator			
			High	Average	Below average	Short
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Rating scale			
			Great	Fine	satisfactorily	unsatisfactory
			passed			not credited
UC-1 Able to search for, critically analyze, and synthesize information, apply a systematic approach to solving assigned tasks	UC-1.1 Able to search for, critically analyze, and synthesize information from various sources	know:	Freely operates with the basic principles of collecting, selecting and summarizing information;	Has a good knowledge of the basic principles of collecting, selecting and summarizing information;	Poor knowledge of the basic principles of collecting, selecting and summarizing information;	Does not know the basic principles of collecting, selecting and summarizing information;
		basic principles of collecting, selecting and summarizing information; - basic techniques for working with primary sources (philosophical texts) in the educational process and the process of scientific research (31).	basic techniques of working with primary sources (philosophical and texts) in the educational process and the process of scientific research;	basic techniques for working with primary sources (philosophical and texts) in the educational process and the process of scientific research	basic techniques for working with primary sources (philosophical and texts) in the educational process and the process of scientific research	basic techniques for working with primary sources (philosophical and texts) in the educational process and the process of scientific research
		be able to:	Freely knows how to use the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;	Makes good use of the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;	Weakly uses the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;	Does not know how to use the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;
		use the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena; - to systematize and correlate heterogeneous ideas in the process of working with a philosophical text (U1).	to systematize and correlate disparate ideas in the process of working with a philosophical text	to systematize and correlate disparate ideas in the process of working with a philosophical text	to systematize and correlates disparate ideas in the process of working with a philosophical text	to systematize and correlate disparate ideas in the process of working with

						a philosophical text
		own:				
		- skills of perception and analysis of texts with philosophical content; - skills of analytical assessment of social and humanitarian material; - skills in working with information objects and the Internet; - skills in creating scientific texts (In1).	Fluently masters the skills of perception and analysis of texts with philosophical content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts	Has good skills in perceiving and analyzing texts with philosophical content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts	Poor skills in perceiving and analyzing texts with philosophical content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts	Does not possess the skills to perceive and analyze texts that have philosophical content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts
		know:				
UC-1.2 Uses a systematic approach to solving tasks, masters logical methods of information processing, distinguishes facts from opinions, hypotheses, and interpretations		- the specifics of analytical work and the principles of systematization of knowledge in solving assigned tasks; - the main philosophical categories and the features of their understanding in various historical types of philosophy and authorial approaches (Z2).	Excellent knowledge of the specifics of analytical work and the principles of systematization and knowledge in solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	Well aware of the specifics of analytical work and the principles of systematization and knowledge in solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	Indirectly, the specifics of analytical work and the principles of systematization and knowledge in solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	Does not know the specifics of analytical work and the principles of systematization and knowledge when solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches
		be able to:				

		<p>- to reveal the meaning of the ideas put forward, to present the philosophical problems under consideration in development;</p> <p>- analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;</p> <p>- to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built (U<sub>2</sub>).</p>	<p>Freely knows how to reveal the meaning of the ideas put forward, to present the philosophical problems under consideration in development;</p> <p>- analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;</p> <p>- to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built</p>	<p>He is good at revealing the meaning of the ideas put forward and presenting the philosophical problems under consideration in development;</p> <p>- analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;</p> <p>- to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built</p>	<p>Has a moderate ability to reveal the meaning of the ideas put forward and to present the philosophical problems under consideration in development;</p> <p>- analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;</p> <p>- to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built</p>	<p>Does not know how to reveal the meaning of the ideas put forward, to present the philosophical problems under consideration in development ;</p> <p>- analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;</p> <p>- to identify the practical value of certain philosophical positions and the foundations on which the philosophical concept is built</p>
		own:				
		<p>- skills of expressing and substantiating one's own position regarding modern socio-humanitarian problems and specific tasks and positions;</p> <p>- skills of perception,</p>	<p>Fluently possesses the skills of expressing and substantiating one's own position regarding modern socio-humanitarian problems and specific tasks</p>	<p>Has good skills in expressing and substantiating one's own position regarding modern socio-humanitarian problems and specific tasks and positions;</p>	<p>Has intermediate skills in expressing and substantiating one's own position regarding contemporary socio-humanitarian problems and</p>	<p>Does not possess the skills to express and justify his own position regarding modern socio-humanitarian problems and specific tasks and</p>

		systematization and analysis of information in the context of the assigned tasks (In2).	and positions; skills of perception, systematization and analysis of information in the context of the assigned tasks	skills of perception, systematization and analysis of information in the context of the assigned tasks	specific tasks and positions; skills of perception, systematization and analysis of information in the context of the assigned tasks	positions; skills of perception, systematization and analysis of information in the context of the assigned tasks	
UC-5 Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts	UC-5.4 Consciously chooses values and civic stance; discusses and resolves issues of a worldview, social, and personal nature in a reasoned manner	know:					
		- basic general scientific and logical research methods; - principles of a systems approach in science (33).	Excellent knowledge of basic general scientific and logical research methods; principles of a systems approach in science	Has a good knowledge of the basic general scientific and logical research methods; principles of a systems approach in science	Has a moderate knowledge of basic general scientific and logical research methods; principles of a systems approach in science	Does not know the basic general scientific and logical research methods; principles of a systems approach in science	
		be able to:					
		to think systematically and consistently, formulate and argue one's own position on various professional issues in communication (U3).	Freely knows how to think systematically and consistently, formulate and argue his own position on various issues of a professional nature in communication	He is good at systematically and consistently thinking, formulating and arguably defending his own position on various professional issues in communication.	Has average ability to think systematically and consistently, formulate and argue one's own position on various professional issues in communication	Does not know how to think systematically, consistently, formulate and argue his own position on various professional issues in communication	
		own:					
- techniques and methods of a general scientific nature in assessing the prospects of the set professional tasks and the means of solving them. - skills of systemic thinking and conducting	Fluent in general scientific techniques and methods for assessing the prospects of assigned professional tasks and the means of solving them, skills in systemic	Has a good command of general scientific techniques and methods in assessing the prospects of assigned professional tasks and the means of solving them, skills of	Has intermediate command of general scientific techniques and methods in assessing the prospects of assigned professional tasks and the means of solving them,	Does not possess the techniques and methods of a general scientific nature in assessing the prospects of assigned professional tasks and the means of solving			

		competent discussions and polemics in professional activities (In3).	thinking and conducting competent discussions and polemics in professional activities	systemic thinking and conducting competent discussions and polemics in professional activities	skills of systemic thinking and conducting competent discussions and polemics in professional activities	them, the skills of systemic thinking and conducting competent discussions and polemics in professional activities
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Assessment materials for conducting ongoing monitoring and midterm assessment are provided in the Appendix to the course work program.

A complete set of assignments and materials required for assessing learning outcomes in the discipline is stored at the developer's department.

## **5. Educational, methodological and informational support of the discipline**

### **5.1. Educational and methodological support**

#### 5.1.1. Primary Literature

1. Gorelov, A. A., Fundamentals of Philosophy: a tutorial / A. A. Gorelov, T. A. Gorelova. - Moscow: KnoRus, 2023. - 227 p. - ISBN 978-5-406-11821-4. - URL: <https://book.ru/book/949674>. - Text: electronic.
2. Philosophy: a textbook for universities / edited by V.N.Lavrinenko, V.P.Ratnikov. - 4th ed., revised and enlarged. - M.: UNITY-DANA, 2010. - 735 p. - (Higher education). - ISBN 9785238013787. - Text: direct.
3. Philosophy: textbook / ed. A.F. Zotova, V.V. Mironova, A.V. Razin. - M.: Academic Project, 2004. - 688 p. - ISBN 582910394X. - Text: direct.

#### 5.1.2. Additional literature

1. History and philosophy of science: textbook / T. P. Matyash, E. Yu. Polozhenkova, K. V. Vodenko, G. I. Mogilevskaya; ed. K. V. Vodenko. - Moscow: Knorus, 2022. - 272 p. - (POSTGRADUATE STUDIES). - URL: <https://book.ru/book/941755>. - ISBN 978-5-406-08885-2. - Text: electronic.
2. Philosophy: textbook / A. S. Kolesnikov, B. V. Markov. - M.: Knorus, 2021. - 404 p. - (Bachelor's degree). - URL: <https://book.ru/book/936681>. - ISBN 978-5-406-03843-7. - Text: electronic
3. Philosophy: textbook / I. V. Vatin, V. E. Davidovich, L. V. Zharov [et al.]; edited by V. P. Kokhanovsky. - 24th ed., reprinted. - Moscow: Knorus, 2020. - 368 p. - URL: <https://book.ru/book/934251>. - ISBN 978-5-406-00874-4. - Text: electronic.



### **5.2. Information support**

### 5.2.1. Electronic and Internet resources

1. CODE: logic problems <https://thecode.media/be-logic/>
2. [Encyclopedias, dictionaries, reference books](http://www.rubricon.com) <http://www.rubricon.com>
3. Humanitarian portal <https://gtmarket.ru/concepts/6892>

### 5.2.2. Professional databases / Information and reference systems

- 1 Official Internet portal of legal information <http://pravo.gov.ru>
- 2 Legal reference system "Consultant Plus" <http://consultant.ru>
- 3 Reference and legal system for Russian legislation <http://garant.ru>
- 4 Scientific Electronic Library <http://elibrary.ru/>
- 5 Russian State Library <http://www.rsl.ru/>
- 6 Educational portal <http://www.ucheba.com/>

### 5.2.3. Licensed and freely distributed software for the discipline

1	Windows Professional (Starter)	7	Custom operating system	SoftLineTrade CJSC No. 2011.25486 dated November 28, 2011. Non-exclusive right. Indefinitely.
2	Office Standard 2007 Russian OLP NL Academic Edition+		A software package containing the necessary office programs	SoftLineTrade CJSC
3	Chrome Browser		A system for searching information on the Internet (including the Russian-language Internet).	Free License. Unexclusive right. Perpetual.
4	Adobe Acrobat		A software package for creating and viewing PDF files	Free License. Unexclusive right. Perpetual.
5	LMS Moodle		Software for effective online interaction between teachers and students	Free License. Unexclusive right. Perpetual.

## 6. Logistics of discipline

Name of the type of academic work	Name of the classroom, specialized laboratory	List of necessary equipment and technical training aids
Lectures	A classroom for conducting lecture-type classes	Specialized educational furniture, technical teaching aids used to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment
Practical classes	A classroom for conducting seminar-type classes, group and	Specialized educational furniture, technical teaching aids (multimedia projector, computer

	individual consultations, ongoing monitoring and midterm assessments	(laptop), screen), etc.
Independent work	Computer class with Internet access B-600a	Specialized educational furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software
	Reading room libraries	Specialized furniture, computer equipment with Internet access and access to the electronic information system (EIOS), a screen, a multimedia projector, and software

## 7. Features of the organization of educational activities for persons with disabilities and disabled people

Persons with disabilities (PWD) and individuals with disabilities have the opportunity to move freely from one educational and laboratory building to another, ascend to all floors of educational and laboratory buildings, and study in educational and other rooms, taking into account the characteristics of their psychophysical development and health status.

Barrier-free access to all classrooms is provided for students with disabilities and those with musculoskeletal disorders. Information on the special facilities created for students with disabilities and those with disabilities is available on the university website. [www/kgeu.ru](http://www/kgeu.ru) It is possible to provide technical assistance through an assistant, as well as the services of sign language interpreters and tactile sign language interpreters.

To adapt reference and educational material on the subject to the perception of persons with disabilities and persons with impaired hearing, the following conditions are provided:

- for better orientation in the classroom, signals are used to announce the beginning and end of the lesson (the word “bell” is written on the board);
- the teacher attracts the attention of a hearing-impaired student with a gesture (a hand is placed on the shoulder and a gentle pat is made);
- when talking to a student, the teaching staff looks at him, speaks clearly, in short sentences, allowing for lip reading.

Compensation for speech and intellectual development difficulties in hearing-impaired students is carried out by:

- the use of diagrams, charts, drawings, computer presentations with hyperlinks commenting on individual components of the image;
- regular use of exercises for graphically highlighting the essential features of objects and phenomena;
- ensuring that students have the opportunity to receive targeted advice via e-mail as needed.

In order to adapt the reference, educational, and awareness-raising material provided by the educational program for the chosen field of study to the perception of individuals with disabilities and visually impaired persons, the following conditions are provided:

- the official website is being adapted to meet the special needs of visually impaired people, and large-font reference information on the schedule of classes is being provided;

- the teaching staff member and his interlocutor (if necessary), who are present at the lesson, introduce themselves to the student, and each time the person to whom the teaching staff member is addressing is named;
- the actions, gestures, and movements of the teaching staff are briefly and clearly commented on;
- printed information is provided in large font (from 18 points) and is fully voiced;
- the required level of illumination of the premises is ensured;
- the opportunity to use computers during classes and the right to record explanations on a voice recorder (at the request of students) is provided.

The format for ongoing and midterm assessments for students with disabilities is determined by the teaching staff in accordance with the curriculum. If necessary, students with disabilities and those with disabilities, taking into account their individual psychophysical characteristics, are given the opportunity to complete midterm assessments orally, in writing on paper, on a computer, through testing, etc., or are given additional time to prepare their responses.

### **8. Methodological recommendations for teachers on organizing educational work with students.**

Methodological support for the student development process is one of the defining factors of high-quality education. By demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional problems, university teachers contribute to the development of a well-rounded individual throughout the educational process.

When implementing the discipline, the teacher can use the following educational methods:

- methods of forming personal consciousness (conversation, debate, suggestion, instruction, control, explanation, example, self-control, story, advice, persuasion, etc.);
- methods of organizing activities and forming behavioral experience (task, public opinion, pedagogical requirement, assignment, training, creation of educational situations, training, exercise, etc.);
- methods of motivating activity and behavior (approval, encouragement of social activity, censure, creation of situations of success, creation of situations for emotional and moral experiences, competition, etc.)

When implementing the discipline, the teacher must take into account the following areas of educational activity:

#### *Civic and patriotic education:*

- the development of a holistic worldview in students, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society, for the national, cultural and historical heritage, and the development of a desire to preserve and develop it;
- to develop in students an active civic position based on the traditional cultural, spiritual and moral values of Russian society, in order to increase their ability to responsibly exercise their constitutional rights and obligations;
- development of the legal and political culture of students, expansion of constructive participation in decision-making affecting their rights and interests, including in various

forms of self-organization, self-government, and socially significant activities;

- the formation of motives, moral and semantic attitudes of the individual that enable them to resist extremism, xenophobia, discrimination on social, religious, racial, national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

*Spiritual and moral education:*

- fostering a sense of dignity, honor and honesty, conscientiousness, respect for parents, teachers, and older people;

- the formation of principles of collectivism and solidarity, a spirit of mercy and compassion, and the habit of caring for people in difficult life situations;

- developing solidarity and a sense of social responsibility towards people with disabilities, overcoming psychological barriers towards people with disabilities;

- the formation of an emotionally rich and spiritually elevated attitude towards the world, the ability and skill to convey one's aesthetic experience to others.

*Cultural and educational education:*

- formation of an aesthetic picture of the world;

- development of respect for the cultural values of one's hometown, region, country;

- increasing the cognitive activity of students.

*Scientific and educational education:*

- formation of a scientific worldview in students;

- development of the ability to acquire knowledge;

- development of skills for analysis and synthesis of information, including in the professional field.

## Changes and Approvals for the new academic year

No. p/p	No. section of the contribution	Date of entry changes	Contents of the changes	"Agreed" by the Head of the Department implementing the discipline	"Agreed" Chairman of the Institute's (Faculty's) Teaching and Methodological Committee (TMC),
1	2	3	4	5	6
1					
2					
3					



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Budgetary Educational Institution of Higher Education  
**«KAZAN STATE POWER ENGINEERING UNIVERSITY»**  
**(FSBEI HE «KSPEU»)**

**ASSESSMENT MATERIALS**  
**for the subject**

**B1.M.01 Philosophy**

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Kazan, 2026

Assessment materials for the discipline, designed to evaluate learning outcomes for compliance with competency achievement indicators.

The assessment of learning outcomes in a discipline is carried out within the framework of current monitoring (CM) and interim assessment, conducted using a point-rating system (PRS).

### 1. Technological map

Semester 2

Section name	Forms and appearance control	Rating indicators							
		I current control	Additional points to TK1	II current control	Additional points for	III current control	Additional points for	Total	Interim assessment
<b>Section 1.</b> The Subject of Philosophy. The History of Philosophy from Antiquity to the Modern Age.	<b>TK1</b>	<b>15</b>	<b>0-15</b>					<b>15-30</b>	<b>15-30</b>
Report, message		10	0-15						
Test		5							
<b>Section 2.</b> 19th-century philosophy. Modern philosophy.	<b>TK2</b>			<b>15</b>	<b>0-15</b>			<b>15-30</b>	<b>15-30</b>
Report, message				10					
Test				5					
<b>Section 3.</b> Theoretical problems of philosophy	<b>TK3</b>					<b>25</b>	<b>0-15</b>	<b>25-40</b>	<b>25-40</b>
Report, message						10			
Test						5			
<b>Midterm assessment (exam)</b>	<b>OM</b>								<b>0-45</b>
Oral survey									0-45

### 2. Assessment materials for ongoing monitoring and midterm certification

Learning outcomes assessment scale for the discipline:

Code competencies	Code competence indicator	Plan- roved results training in discipline	Level of development competence indicator			
			High	Average	Below average	Short
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Rating scale			
			Great	Fine	satisfactorily	unsatisfactory

			passed			not credited
UC-1 Able to search for, critically analyze, and synthesize information, apply a systematic approach to solving assigned tasks	UC-1.1 Able to search for, critically analyze, and synthesize information from various sources	know:				
		basic principles of collecting, selecting and summarizing information; - basic techniques for working with primary sources (philosophical texts) in the educational process and the process of scientific research (3 <sub>1</sub> ).	Freely operates with the basic principles of collecting, selecting and summarizing information; basic techniques of working with primary sources (philosophical and texts) in the educational process and the process of scientific research;	Has a good knowledge of the basic principles of collecting, selecting and summarizing information; basic techniques for working with primary sources (philosophical and texts) in the educational process and the process of scientific research	Poor knowledge of the basic principles of collecting, selecting and summarizing information; basic techniques for working with primary sources (philosophical and texts) in the educational process and the process of scientific research	Does not know the basic principles of collecting, selecting and summarizing information; basic techniques for working with primary sources (philosophical and texts) in the educational process and the process of scientific research
		be able to:				
		use the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena; - to systematize and correlate heterogeneous ideas in the process of working with a philosophical text (U <sub>1</sub> ).	Freely knows how to use the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena; to systematize and correlate disparate ideas in the process of working with a philosophical text	Makes good use of the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena; to systematize and correlate disparate ideas in the process of working with a philosophical text	Weakly uses the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena; mediocre systematizes and correlates disparate ideas in the process of working with a philosophical text	Does not know how to use the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena; to systematize and correlate disparate ideas in the process of working with a philosophical text
		own:				
- skills of perception and analysis of texts with philosophical content;	Fluently masters the skills of perception and analysis of texts with	Has good skills in perceiving and analyzing texts with philosophical	Poor skills in perceiving and analyzing texts with philosophical content;	Does not possess the skills to perceive and analyze texts that have		

		- skills of analytical assessment of social and humanitarian material; - skills in working with information objects and the Internet; - skills in creating scientific texts (In1).	philosophical content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts	content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts	skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts	philosophical content; skills of analytical assessment of social and humanitarian material; skills in working with information objects and the Internet; skills in creating scientific texts
UC-1.2 Uses a systematic approach to solving tasks, masters logical methods of information processing, distinguishes facts from opinions, hypotheses, and interpretations	know:					
	- the specifics of analytical work and the principles of systematization of knowledge in solving assigned tasks; - the main philosophical categories and the features of their understanding in various historical types of philosophy and authorial approaches (Z2).	Excellent knowledge of the specifics of analytical work and the principles of systematization and knowledge in solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	Well aware of the specifics of analytical work and the principles of systematization and knowledge in solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	Indirectly, the specifics of analytical work and the principles of systematization and knowledge in solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	Does not know the specifics of analytical work and the principles of systematization and knowledge when solving assigned tasks; - the main philosophical categories and the peculiarities of their understanding in various historical types of philosophy and authorial approaches	
	be able to:					
- to reveal the meaning of the ideas put forward, to present the philosophical problems under consideration in development; - analyze a	Freely knows how to reveal the meaning of the ideas put forward, to present the philosophical problems under consideration	He is good at revealing the meaning of the ideas put forward and presenting the philosophical problems under consideration	Has a moderate ability to reveal the meaning of the ideas put forward and to present the philosophical problems	Does not know how to reveal the meaning of the ideas put forward, to present the philosophical problems under		

		<p>problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;  - to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built (U<sub>2</sub>).</p>	<p>in development;  - analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;  - to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built</p>	<p>in development;  - analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;  - to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built</p>	<p>under consideration in development;  - analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;  - to identify the practical value of certain philosophical positions and the foundations on which a philosophical concept or system is built</p>	<p>consideration in development ;  - analyze a problem situation using the provisions and categories of philosophy to evaluate and analyze various social trends, facts and phenomena;  - to identify the practical value of certain philosophical positions and the foundations on which the philosophical concept is built</p>
		<p>own:</p>				
		<p>- skills of expressing and substantiating one's own position regarding modern socio-humanitarian problems and specific tasks and positions;  - skills of perception, systematization and analysis of information in the context of the assigned tasks (In<sub>2</sub>).</p>	<p>Fluently possesses the skills of expressing and substantiating one's own position regarding modern socio-humanitarian problems and specific tasks and positions;  skills of perception, systematization and analysis of information in the context of the assigned tasks</p>	<p>Has good skills in expressing and substantiating one's own position regarding modern socio-humanitarian problems and specific tasks and positions;  skills of perception, systematization and analysis of information in the context of the assigned tasks</p>	<p>Has intermediate skills in expressing and substantiating one's own position regarding contemporary socio-humanitarian problems and specific tasks and positions;  skills of perception, systematization and analysis of information in the context of the assigned tasks</p>	<p>Does not possess the skills to express and justify his own position regarding modern socio-humanitarian problems and specific tasks and positions;  skills of perception, systematization and analysis of information in the context of the assigned</p>

						tasks	
UC-5 Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts	UC-5.4 Consciously chooses values and civic stance; discusses and resolves issues of a worldview, social, and personal nature in a reasoned manner	know:					
		- basic general scientific and logical research methods; - principles of a systems approach in science (33).	Excellent knowledge of basic general scientific and logical research methods; principles of a systems approach in science	Has a good knowledge of the basic general scientific and logical research methods; principles of a systems approach in science	Has a moderate knowledge of basic general scientific and logical research methods; principles of a systems approach in science	Does not know the basic general scientific and logical research methods; principles of a systems approach in science	
		be able to:					
		to think systematically and consistently, formulate and argue one's own position on various professional issues in communication (U3).	Freely knows how to think systematically and consistently, formulate and argue his own position on various issues of a professional nature in communication	He is good at systematically and consistently thinking, formulating and arguably defending his own position on various professional issues in communication.	Has average ability to think systematically and consistently, formulate and argue one's own position on various professional issues in communication	Does not know how to think systematically, consistently, formulate and argue his own position on various professional issues in communication	
		own:					
- techniques and methods of a general scientific nature in assessing the prospects of the set professional tasks and the means of solving them. - skills of systemic thinking and conducting competent discussions and polemics in professional activities (In3).	Fluent in general scientific techniques and methods for assessing the prospects of assigned professional tasks and the means of solving them, skills in systemic thinking and conducting competent discussions and polemics in professional activities	Has a good command of general scientific techniques and methods in assessing the prospects of assigned professional tasks and the means of solving them, skills of systemic thinking and conducting competent discussions and polemics in professional activities	Has intermediate command of general scientific techniques and methods in assessing the prospects of assigned professional tasks and the means of solving them, skills of systemic thinking and conducting competent discussions and polemics in professional activities	Does not possess the techniques and methods of a general scientific nature in assessing the prospects of assigned professional tasks and the means of solving them, the skills of systemic thinking and conducting competent discussions and polemics in professional			

						activities
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An “excellent” grade is awarded for complete answers to test assignments, and informative and correct reports;

The grade “good” is given for selectively complete answers to test assignments and relatively informative reports;

The grade “satisfactory” is given for relatively complete answers to the test assignments;

The grade "unsatisfactory" is given for weak and incomplete answers to the test questions.

### 3. List of assessment tools

Brief description of the assessment tools used for ongoing monitoring of student progress and midterm assessment of the subject:

Name evaluative means	Brief description of the assessment tool	Description of the evaluation means
Test (KntR)	A means of testing the ability to apply acquired knowledge to solve problems of a certain type on a topic or section	A set of control tasks for options
Report (R), message (Sbsh)	A product of a student's independent work, which is a public presentation of the results obtained in solving a specific educational-practical, educational-research or scientific topic	Topics of reports, messages

### 4. A list of test assignments or other materials necessary for assessing knowledge, skills and abilities characterizing the stages of competence development in the process of mastering the discipline

*Example of a task*

#### For current control of TK1:

Tested competence: UK-1.1, UK-1.2, UK-5.4

Topics of reports, messages

1. General characteristics of Chinese philosophy
2. General characteristics of Indian philosophy
3. Kant's Ethics
4. Kant's Theory of Knowledge
5. Philosophy of the French Enlightenment
6. General concept of philosophy.
7. Philosophy and the scientific picture of the world. The main philosophical problems and disciplines,
8. The main problems of ancient Indian philosophy
9. Social and moral issues of ancient Chinese philosophy.
10. Cosmocentrism of ancient philosophy. The problem of being and non-being in ancient philosophy.
11. Typology of philosophical teachings
12. The Origins of Philosophy
13. Philosophy as the theoretical core of a worldview
14. The problem of human essence

## 15. The concept of personality

### Questions for the test

1. What is the role of the Vedas in the development of Indian philosophy?
2. List and comment on the main ideas of Confucianism.
3. Identify the similarities and differences in the ideas of the ancient Greek pre-Socratic natural philosophers.
4. What are the socio-historical ideological prerequisites for the emergence of philosophy in Ancient Greece?
5. What is the significance of Plato's teaching on ideas for European culture?
6. Laws of dialectics
7. Social being and social consciousness. The structure of social consciousness.
8. Naturalistic philosophy of antiquity
9. The Philosophy of Parmenides and Zeno of Elea
10. The ethical philosophy of Socrates and dialectics as the art of reasoning.

### **For current control of TK2:**

Tested competence: UK-1.1, UK-1.2, UK-5.4

#### Topics of reports, messages

1. The Problem of Consciousness. The Structure of Consciousness
2. Consciousness and cognition. Object and subject of cognition
3. The concept of truth. Truth and opinion
4. The problem of the criterion of truth
5. Historical variants of epistemology
6. Types of knowledge. The concept of science
7. Development of Science. The Concept of Scientific Revolution
8. Being as Existence. Forms of Being
9. The concept of substance and substantiality of being
10. Ontological models of being
11. The concept of development
12. The concept of causality. Determinism and indeterminism
13. Spatio-temporal levels of existence
14. Subject, method and functions of philosophy
15. The structure of philosophical knowledge

### Questions for the test

1. Reveal the differences between nominalism and realism in medieval philosophy
2. What is the meaning of the categories of "essence" and "existence"?
3. Analyze the arguments in favor of 17th century rationalism.
4. Analyze the arguments in favor of 17th century empiricism.
5. What is the importance of Descartes' thesis "I think, therefore I am"?
6. Mechanism and Atomism: Empedocles, Anaxagoras, Democritus. The Pythagorean School and the Doctrine of Numbers.
7. Explain the meaning of Plato's doctrine of the Republic. Explain the concept of "Platonic love" from the perspective of the doctrine of ideas.
8. "Everything flows, and nothing remains," "You can't step into the same river twice..." Who is the author of these statements and what is their philosophical meaning?
9. "I only know that I know nothing." What philosophical method does the author of this statement rely on?

10. "Man is the measure of all things..." – what philosophical concept does this statement denote?

### **For current control of TK3:**

Tested competence: UK-1.1, UK-1.2, UK-5.4

#### Topics of reports, messages

1. Philosophy, its subject, functions and role in society
2. Philosophy and worldview
3. The Problem of Method in Philosophy. Dialectics and Metaphysics
4. Being as a philosophical problem.
5. The philosophical concept of matter. The main forms of existence of matter. 6. The nature and essence of consciousness.
7. Dialectics as a general theory of development. Principles, laws, and categories of dialectics.
8. The problem of the knowability of the world in world philosophical thought.
9. Sensory and rational stages of the cognitive process.
10. Dialectics of the process of cognition.
11. The problem of truth in philosophy.
12. Practice and its role in the process of its cognition.
13. Freedom of conscience and the role of the church in modern conditions
14. The problem of man in the history of philosophy
15. Man as a unity of the spiritual, biological and social

### **Questions for the test**

1. Compare the definitions of matter in mechanistic and dialectical materialism.
2. What are the basic forms and modes of existence of matter?
3. List and explain the meaning of the laws of dialectics
4. Reveal the meaning of the categories "cause" and "effect" from the standpoint of dialectics.
5. What is the nature of consciousness?
6. Describe the religious and mythological worldview in the ancient Greek epic.
7. What are the socio-historical conditions for the formation of philosophy in Ancient Greece: the world and culture of the polis.
8. Stages of development of ancient philosophy.
9. What are the differences between the views of the representatives of the Milesian school: Thales, Anaximander, Anaximenes.
10. The doctrine of being of the Eleatic school and the dialectic of Heraclitus: similarities and differences.

### **For interim assessment:**

#### List of questions:

1. Russian philosophy: Slavophiles and Westernizers, V. Solovyov, N. Berdyaev.
2. The philosophical meaning of the concept of "being." The main forms of being and approaches in the history of philosophy.
3. Postmodern philosophy: J. Lyotard, J. Derrida
4. The concept of "matter" in the history of philosophy.
5. Philosophy of science: positivism (W. Dilthey, O. Comte) and postpositivism (K. Popper, T. Kuhn, I. Lakatos).
6. Philosophical hermeneutics. W. Dilthey, G. Gadamer.
7. The philosophical concept of motion. Forms of motion of matter.
8. Philosophy of existentialism: J.-P. Sartre, A. Camus
9. Philosophy of psychoanalysis. Z. Freud, K. Jung.

10. Philosophical understanding of consciousness: idealistic, dualistic, and materialistic approaches. Consciousness, thinking, and language.
11. Categories of dialectics.
12. The philosophical system of G. Hegel.
13. The essence, criteria and origin of life.
14. Classical German philosophy: main ideas and its historical significance.
15. The nature and essence of man. The problem of anthropogenesis.
16. New times: philosophy of F. Bacon and R. Descartes.
17. Consciousness as the highest form of reflection. The structure of consciousness. Self-awareness. Psyche, soul, spirit.
18. Renaissance philosophy: humanism and natural philosophy.
19. Cognition as a subject of philosophical analysis. The fundamental epistemological approach. The problem of method. The irrational in cognition.
20. Medieval Patristics: Main Features and Sources. The Philosophy of St. Augustine.
21. The problem of truth in philosophy. Basic approaches. Objectivity and concreteness of truth. Dialectics of absolute and relative truth.
22. Medieval Scholasticism: Main Features. The Philosophy of Thomas Aquinas.
23. Hellenistic philosophy: Cynics, Stoics, Epicureanism, Skeptics.
24. Levels of public consciousness.
25. Aristotle's philosophy - metaphysics, politics.
26. The sensory and rational, the empirical and theoretical as stages of cognitive activity. Stages of cognition.
27. Philosophy, myth and religion as forms of worldview.
28. Philosophy of Man: Man as an Individual, Individuality, Personality. Concepts of Man in the History of Philosophy.
29. The social nature of consciousness. Consciousness and the brain.
30. The fundamental question of philosophy. Materialism, idealism, dualism, agnosticism.
31. Biological and social in man.
32. Functions of philosophy, the emergence of philosophy.
33. Philosophy of Marxism: dialectical materialism.
34. The structure of philosophy. The specificity of philosophical knowledge.
35. Formational concept of social development. (Karl Marx)
36. The subject of philosophy. The origin of philosophy.
37. Dialectics as a doctrine of interrelations and development.
38. Civilizational concept of social development.
39. Plato's idealistic philosophy. Theory of ideas, ethics, politics.
40. Non-classical philosophy of the 19th century: the irrationalism of Schopenhauer and Nietzsche.