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**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**
**Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY**

APPROVED
Assoc. Prof. Kubanov S.I.
PhD in Medical Sciences
Dean Faculty of Medicine and Biology

ASSESSMENT TOOLS FUND

PHILOSOPHY
(name of discipline / module)

Specialty	31.05.01 General Medicine
Year Commenced	2026
Type of Study	Full-time
Delivered in Semester	1

Introduction

1. Purpose: To carry out ongoing academic performance monitoring and interim assessment for the Philosophy discipline.

2. Status: The ASSESSMENT TOOLS FUND is an appendix to the course syllabus of the Philosophy discipline.

3. Developer: E.V. Saprykina, Associate Professor, Department of Philosophy and Ethnology.

4. Expert examination of the ATF has been completed.

Expert group:

Chairperson: Chairman Kubanov S.I., Associate Professor of the Department of Surgery, Orthopedics, and Traumatology

Committee members: Ivchenko G.S., Acting Head of the Department of Internal Medicine Propaedeutics (Full Name, Position)

Kotelevets S.M., Professor of the Department of Internal Medicine Propaedeutics (Full Name, Position)

Employer organization representative: Vilensky I.L., Chief Physician of Independent CDL, LLC

Expert conclusion – the ATF allows evaluating the level of competency levels and is recommended to be employed in the educational process.

5. The validity period for the ATF shall be determined by the period of implementation of the educational program.

1.Description of Competency Assessment Criteria at Various Stages, and Evaluation Scales

Competency(ies), Indicator(s)	Level of competencies			
	Minimum Level Not Achieved (Unsatisfactory) – 2 points	Minimum Level (Satisfactory) – 3 points	Intermediate Level (Good) – 4 points	High Level (Excellent) – 5 points
UC-1				
Learning outcomes: <i>Indicator:</i> AI-1 UC-1 Identifies a problem situation, performs its analysis and diagnosis based on a systematic approach	Identifies a problem situation with difficulty; performs its analysis and diagnosis based on a systematic approach	Makes some mistakes while identifying a problem situation with difficulty; performs its analysis and diagnosis based on a systematic approach	Can correctly identify a problem situation with difficulty; performs its analysis and diagnosis based on a systematic approach	Well identifies a problem situation with difficulty; performs its analysis and diagnosis based on a systematic approach
Learning outcomes: <i>Indicator:</i> AI-2 UC-1 Conducts search, selection, and systematization of information to determine alternative strategic decisions in a problem situation	Not confident when conducts search, selection, and systematization of information to determine alternative strategic decisions in a problem situation	Can partly conduct search, selection, and systematization of information to determine alternative strategic decisions in a problem situation	Can carry out search, selection, and systematization of information to determine alternative strategic decisions in a problem situation	Confident when conducting search, selection, and systematization of information to determine alternative strategic decisions in a problem situation
Learning outcomes: <i>Indicator:</i> AI-3 UC-1 Identifies and evaluates the risks of possible solutions to a problem situation, selecting the optimal variant for its resolution	Identifies and evaluates the risks of possible solutions to a problem situation, selecting the optimal variant for its resolution with serious mistakes	Identifies and evaluates the risks of possible solutions to a problem situation, selecting the optimal variant for its resolution	Can well identify and evaluate the risks of possible solutions to a problem situation, selecting the optimal variant for its resolution	Can easily identify and evaluate the risks of possible solutions to a problem situation, selecting the optimal variant for its resolution
UC-5				
Learning outcomes: <i>Indicator:</i> AI-1 UC-5 Selects methods of constructive interaction with people, in view of their socio-cultural characteristics, in order to successfully solve professional tasks and enhance social integration	Experiences troubles selecting methods of constructive interaction with people, in view of their socio-cultural characteristics, in order to successfully solve professional tasks and enhance social integration	Not completely able to select methods of constructive interaction with people, in view of their socio-cultural characteristics, in order to successfully solve professional tasks and enhance social integration	Takes into account people's socio-cultural characteristics when seeking to find a constructive way to interact with them	Selects methods of constructive interaction with people, in view of their socio-cultural characteristics, in order to successfully solve professional tasks and enhance social integration
Learning outcomes: <i>Indicator:</i> AI-2 UC-5	Experiences troubles demonstrating respect for the historical heritage	Can partially demonstrate respect for the historical heritage and	Demonstrates respectful attitude toward the historical heritage	Confidently demonstrates respectful attitude toward the

Demonstrates a respectful attitude toward historical heritage and sociocultural traditions of various social groups, relying on knowledge of various stages of Russia's historical evolution (including major events and key historical figures) within the context of world history and various cultural traditions (depending on the environment and educational tasks), including world religions, philosophical doctrines, and ethical teachings	and sociocultural traditions of diverse social groups, based on knowledge of the historical development stages of Russia (including major events and key historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions, philosophical, and ethical teachings	sociocultural traditions of diverse social groups, based on knowledge of the historical development stages of Russia (including major events and key historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions, philosophical, and ethical teachings	and sociocultural traditions of diverse social groups, based on knowledge of the historical development stages of Russia (including major events and key historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions, philosophical, and ethical teachings	historical heritage and sociocultural traditions of diverse social groups, based on knowledge of the historical development stages of Russia (including major events and key historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions, philosophical, and ethical teachings
Learning outcomes: <i>Indicator:</i> AI-3 UC-5 Analyzes various socio-cultural trends, facts, and phenomena while relying on a holistic understanding of the universe foundations and its development prospects; aware of the interconnections between the diversity of worldviews and the course of historical progress, science, and human concepts regarding nature, society, cognition, and oneself	Not confident when analyzing various socio-cultural trends, facts, and phenomena while relying on a holistic understanding of the universe foundations and its development prospects; aware of the interconnections between the diversity of worldviews and the course of historical progress, science, and human concepts regarding nature, society, cognition, and oneself	Can analyze various socio-cultural trends, facts, and phenomena while relying on a holistic understanding of the universe foundations and its development prospects; aware of the interconnections between the diversity of worldviews and the course of historical progress, science, and human concepts regarding nature, society, cognition, and oneself	Can correctly analyze various socio-cultural trends, facts, and phenomena while relying on a holistic understanding of the universe foundations and its development prospects; aware of the interconnections between the diversity of worldviews and the course of historical progress, science, and human concepts regarding nature, society, cognition, and oneself	Can easily correctly analyze various socio-cultural trends, facts, and phenomena while relying on a holistic understanding of the universe foundations and its development prospects; aware of the interconnections between the diversity of worldviews and the course of historical progress, science, and human concepts regarding nature, society, cognition, and oneself

ASSESSMENT TOOLS FUND FOR CHECKING THE COMPETENCY LEVEL

Type of Training: Full-time, Semester 1 (3)

	Correct Answer	Question	Competency
1	a	Philosophy was originally understood as: a) love of wisdom b) the science of human beings c) the doctrine of absolute truth d) the soul of culture	UC-1
2	a, b, c	The philosophical worldview differs from the religious and mythological ones because it: a) appeals to reason b) is logical c) relies on concepts and categories d) is intuitive e) is based on faith	UC-1
3	a	In philosophy, ontology is called the doctrine of... a) being (existence) b) God c) the laws of thinking d) morals and morality	UC-1
4	a	A method of philosophical research that views all phenomena as interconnected and in constant motion, development: a) dialectics b) dogmatism c) eclecticism d) hermeneutics e) metaphysics	UC-1

	Correct Answer	Question	Competency
5	a	A sphere of human activity whose function is the elaboration and theoretical systematization of objective knowledge about reality: a) science b) religion c) art d) material production	UC-1
6	b	The philosophical creativity of Plato can be attributed to such a philosophical direction as: a) materialism b) idealism c) dualism d) pluralism e) monism	UC-1
7	c	The philosophy of the Renaissance adhered to: a) geocentrism b) sociocentrism c) anthropocentrism d) cosmocentrism	UC-1
8	c	The ancient Greek philosopher who was the first to formulate the concept of being: a) Pythagoras b) Heraclitus c) Parmenides d) Socrates e) Plato	UC-1
9	a	Pantheism is: a) a doctrine that denies a personal God and brings Him closer to nature, sometimes identifying them as one b) a doctrine asserting the knowability of the world	UC-1

	Correct Answer	Question	Competency
		c) a doctrine about the essence of cognition, about the paths to attaining truth d) a doctrine about the paths and possibilities of knowing God	
10	b	The thesis I THINK, THEREFORE I AM belongs to: a) F. Bacon b) R. Descartes c) Socrates d) G. Hegel e) Voltaire	UC-1
11	c, d, e	Representatives of the natural-scientific trend in Russian Cosmism: a) V. Solovyov b) N. Berdyaev c) V. Vernadsky d) K. Tsiolkovsky e) A. Chizhevsky	UC-1
12	c	The aphorism Knowledge is power belongs to: a) I. Kant b) G. Hegel c) F. Bacon d) R. Descartes e) J.-J. Rousseau	UC-1
13	a, b, c	The concept of Dao in Chinese philosophy means: a) the law of changing things b) the single primal principle c) the path of moral improvement d) the law of retribution for deeds e) a spiritual substance f) a material substrate	UC-1

	Correct Answer	Question	Competency
14	individuality <i>(translated in the required Russian case format context: individuality)</i>	Fill in the missing word in the appropriate case. A unique combination of personal traits that distinguishes a given person from other people is called _____.	UC-1
15	karma	Fill in the missing word in the appropriate case. The law of retribution, which determines the nature of a new reincarnation in Indian philosophy, is called _____.	UC-1
16	dao	Fill in the missing word in the appropriate case. A category of Chinese philosophy denoting the path of moral improvement, the totality of moral and ethical norms, and the regularity of all things is _____.	UC-1
17	Theocentrism	Fill in the missing word in the appropriate case. _____ is a principle of the religious worldview which posits God as the essence and foundation of the world.	UC-1
18	philosophy <i>(translated in the required Russian case format context: philosophy)</i>	Fill in the missing word in the appropriate case. By _____ is understood a system of theoretical views on the world and the human place within it.	UC-1
19	worldview / ideological <i>(translated in the required Russian case format context: worldview/ideological)</i>	Fill in the missing word in the appropriate case. By forming a holistic picture of the world and human existence within it, philosophy performs its _____ function.	UC-1
20	axiological	Fill in the missing word in the appropriate case. The content of the _____ function of philosophy consists of forming value orientations and ideals in individuals and society.	UC-1
21	science	Fill in the missing word in the appropriate case.	UC-1

	Correct Answer	Question	Competency
		The sphere of human activity whose function is the elaboration and theoretical systematization of objective knowledge about reality is _____.	
22	Ideology	Fill in the missing word in the appropriate case. _____ is a system of theoretically substantiated views, ideas, and concepts expressing the interests of classes, nations, and states.	UC-1
23	Worldview	Fill in the missing word in the appropriate case. _____ is a holistic system of ideas, representations, evaluations, beliefs, norms, and behavioral attitudes directed at the relationship between humans and the surrounding world.	UC-1
24	Qualitative movement is called development. Its features are irreversibility and directionality.	What are the signs of development?	UC-1
25	In the substantial concept, space and time were viewed as special entities capable of existing independently of material objects.	How are space and time viewed in the substantial concept?	UC-1
26	The foundations of the relational concept of space-time were laid by Leibniz. He connected space and time with special relationships between objects and processes. The theory of relativity proved that space and time are not absolute entities and represent properties of material systems.	How are space and time viewed in the relational concept?	UC-1
27	The principle of development, universal connection, systemicity, determinism, reflection, and the contradictory nature of development.	List the principles of dialectics.	UC-1
28	The basic laws of dialectics reveal the mechanism of development. These include: 1) the law of the unity and conflict of opposites; 2) the law of the transition of quantitative changes into qualitative changes; 3) the law of the negation of the negation.	Name the main laws of dialectics.	UC-1

	Correct Answer	Question	Competency
29	The laws of dialectics differ from the laws of other sciences by their all-embracing nature and universality, since they encompass all spheres of the surrounding reality.	How do the laws of dialectics differ from the laws of other sciences?	UC-1
30	Being is a philosophical category denoting the existence of an objective world independent of human consciousness and consciousness itself, the unity of objective and subjective reality.	Define the concept of being	UC-1
31	Consciousness is a human ability, linked to the activity of the brain, to reflect and reproduce the world in an ideal form; it is the capacity to purposefully, creatively, actively, anticipatorily, and constructively reflect reality and transform it in one's own interests.	Define the concept of consciousness	UC-1
32	A universal form of the existence of matter.	Define the concept of movement	UC-1
33	A form of the being of matter that characterizes its extension, structural organization, coexistence, and the interaction of elements in all material systems.	Define the concept of space	UC-1
34	A form of the being of matter expressing the duration of its existence, the sequence of the succession of states in the change and development of all material systems.	Define the concept of time	UC-1
35	Anthropogenesis is a component of biological evolution that led to the emergence of <i>Homo sapiens</i> , separating them from other biological species; it is the process of historical-evolutionary formation of the human physical type.	Define anthropogenesis:	UC-1
36	Cognitive, ideological (worldview), methodological, critical, axiological, cultural-educational, prognostic.	List the functions of philosophy.	UC-1
37	Engels identified 5 genetically linked forms of movement: mechanical, physical, chemical, biological, and social.	What classification of the forms of movement was proposed by Engels?	UC-1
38	Labor, speech, thinking, social way of life.	List four social factors of anthroposociogenesis.	UC-1

	Correct Answer	Question	Competency
39	Bipedalism (upright walking), development of the hand, development of the brain.	List three biological factors of anthroposociogenesis.	UC-1
40	The being of material things, phenomena, and processes; The being of human beings as a dialectical unity of body and spirit; The being of the spiritual (ideal); The being of the social.	What forms of being are distinguished?	UC-1
41	One of the most common concepts of the origin and essence of consciousness is the theory of reflection. According to it, consciousness is a property of highly organized matter – the human brain. The evolution of forms of reflection serves as the prehistory of the development of consciousness.	What concept explains the origin and essence of consciousness?	UC-1
42	Concept – a form of thought reflecting general lawful connections, essential aspects, and features of phenomena, which are fixed in their definitions. Judgment – a form of thought reflecting things, phenomena, processes of reality, their properties, connections, and relations. Inference – a form of thought by means of which new knowledge is derived from previously established knowledge (usually from one or more judgments), also typically in the form of a judgment.	Name the forms of thinking.	UC-1
43	Scientific cognition includes two levels: the empirical and the theoretical, which differ in their goals, forms, and methods of cognition. The empirical (experiential) level is associated with the direct contact of the researcher with the object under study. The theoretical level is associated with the rational processing of empirical data and the discovery of laws, thanks to which facts are explained.	What levels does scientific cognition include?	UC-1
44	Ordinary (everyday-practical) – reflects the world and human existence at the level of phenomena without explaining their essence or causes. It is formed spontaneously, based on life experience and common sense. Theoretical (scientific) – is formed consciously due to education, in which a person receives a certain amount of knowledge about the world. At this level, a conceptually designed model of the worldview is created. Structurally, the	What levels are distinguished in the structure of the worldview?	UC-1

	Correct Answer	Question	Competency
	theoretical level of worldview is characterized by logical consistency and formal structure.		
45	– ontology (metaphysics) – the doctrine of being, the existent, and essence; – gnoseology (theory of knowledge) – the doctrine of the sources of knowledge, the method, and the process of finding truth; – logic – the doctrine of the forms and laws of correct thinking; – anthropology – the doctrine of human nature and the meaning of human existence; – social philosophy – the doctrine of social life, history, and the prospects of social development; – axiology – the doctrine of values; – aesthetics – the philosophy of art or the doctrine of the beautiful, the ugly, and the sublime; – ethics – the theory of action, practical philosophy, or the doctrine of the good, right and wrong, and duty; – praxeology – the doctrine of the organization of human experience and the active mastery and transformation of the world.	What is the structure of philosophical knowledge?	UC-1
46	1) Apologetics (defenders of Christianity) 1st–4th centuries – Tertullian, Origen. The spread of Christianity took place in a stubborn struggle with other religious and philosophical trends, so it was necessary to defend the foundations of its doctrine. 2) Patristics (teachings of the Church Fathers) 4th–7th centuries. Here, a unified interpretation of Christianity was formed under the conditions of disagreements that arose within the Church itself. Through the efforts of the Church Fathers, many complex questions about the nature of Christ, the origin of evil, human freedom, etc., were resolved. 3) Scholasticism (school, teaching philosophy) 7th–14th centuries. Here, a rational justification of religious dogmatics was produced, for which the teaching of Aristotle was actively used. The problems of proving the existence of God, the relationship between truth and faith, and religion and philosophy come to the forefront.	What stages of development of Western medieval philosophy are distinguished?	UC-1

	Correct Answer	Question	Competency
47	The philosophy of the New Time (Modern Era) is the foundation for the formation of scientific knowledge. During this period, two main directions in cognition are formed – empiricism and rationalism. Empiricism (F. Bacon, T. Hobbes, J. Locke, G. Berkeley, D. Hume) defended the experimental-analytical, experiential method as the primary one in gnoseology. Rationalism (R. Descartes, B. Spinoza, G. Leibniz) placed reason in the first place, reducing the role of experience to a simple verification of knowledge.	Provide a characterization of the main directions of the philosophy of the New Time (Modern Era).	UC-1
48	Individual consciousness exists only in connection with social consciousness. At the same time, they form a contradictory unity. The source of their formation is human being, the basis of their manifestation is practice, and the method of their expression is language. However, this unity implies significant differences. First, individual consciousness has boundaries conditioned by the life of a specific person. Social consciousness can encompass the lives of many generations. Second, individual consciousness is under the influence of the personal qualities of the individual, while social consciousness can include the common elements characteristic of the individual consciousness of people, a certain sum of knowledge and evaluations transmitted from generation to generation and changing in the process of the development of social being.	What is the dialectics of individual and social consciousness?	UC-1
49	The correspondence theory (or theory of compliance) asserts: knowledge about an object is true when it corresponds to the object itself. The coherence theory (or theory of mutual consistency) defines true knowledge as knowledge included in a consistent system of knowledge and coordinated with its other elements. The communicative-pragmatic theory considers true any knowledge that allows for explaining what is happening, predicting the future, and effectively using predictions in one's actions. In the contemporary cognitive situation, these theories are viewed as complementary.	What theories of truth exist in gnoseology?	UC-1
50	Practice is inextricably linked with cognition and performs certain gnoseological functions in relation to it: 1) It puts forward goals for cognition, directing it toward the solution of urgent and most pressing problems.	What role does practice play in cognition?	UC-1

	Correct Answer	Question	Competency
	2) It helps to correctly determine the object of research, to understand what is most essential and important in it at a given stage. 3) It supplies the main material means of cognition and thereby determines its specific capabilities and boundaries. 4) It also acts as a source of all factual data. It is directly included in the cognitive process in the form of observation, physical examination, interviewing, and experimentation.		
51	a	A philosophical direction based on the recognition of the primacy of matter and the secondariness of consciousness: a) materialism b) subjective idealism c) objective idealism d) dualism	UC-5
52	a	A direction in philosophy based on the recognition of the primacy of consciousness and the secondariness of matter: a) idealism b) dualism c) materialism d) deism	UC-5
53	b	A philosophical direction proceeding from the recognition of two equal principles – spirit and matter, the material and the ideal: a) materialism b) dualism c) idealism d) deism	UC-5
54	a	The subject of philosophy is: a) the universal in the world–human system b) the provisions of the Holy Scriptures c) the arguments of reason proceeding from intellectual intuition	UC-5

	Correct Answer	Question	Competency
		d) physical reality	
55	a	A moral principle of selfless, voluntary service to other people, a conscious desire to unselfishly help them: a) altruism b) eudaimonism c) hedonism d) ataraxia	UC-5
56	a	The directionality of historical development is presupposed primarily: a) in the theory of social progress b) in the theory of the historical cycle c) in the theory of cycles d) in the theory of local civilizations and closed cultures	UC-5
57	a	Indicate the position of sensationalism: a) There is nothing in the mind that was not first in the senses b) I think, therefore I am c) Thought is movement d) Senses and reason form a unity	UC-5
58	a	Problems of language, science, and logic occupy a central place in... a) Analytical philosophy b) Pragmatism c) Existentialism d) Freudianism	UC-5
59	a, b, c	Main themes of Russian philosophy: a) human beings b) morality c) philosophy of history d) ecology	UC-5

	Correct Answer	Question	Competency
		e) cognition	
60	1-a 2-b 3-c 4-d 5-e 6-f	Establish the correspondence between philosophers and the directions to which they belong: 1) E. Husserl – a) Phenomenology 2) D. Dewey – b) Pragmatism 3) E. Fromm – c) Neo-Freudianism 4) J.P. Sartre – d) Existentialism 5) A. Gehlen – e) Philosophical anthropology 6) G. Spencer – f) Positivism	UC-5
61	1-a 2-b 3-c 4-d	Match the definition of culture with the approach: 1) A certain level of development of production and reproduction of social life – a) Technological 2) A specific way of human life activity that determines the progress of society – b) Activity-based 3) Culture is the embodiment of true humanity, authentically human existence – c) Axiological 4) The world of signs and symbols, social information stored and accumulated in society – d) Semiotic	UC-5
62	1-c 2-b	Match the concept with the content of Russian culture within it: 1) Russia follows a completely unique path; the nodal points of its culture, mentality, and historical behavior have nothing in	UC-5

	Correct Answer	Question	Competency
	3-a	common with either the Western or Eastern variants – c) Slavophilism 2) Russia, by its sociocultural origins and its mentality, undoubtedly gravitates toward the West and should orient itself only toward it when it comes to attempts at modernization and catching-up development – b) Westernizers 3) Russia represents a specific type of culture associated with its geographical location, historical vicissitudes of fate, and interaction with Eastern and Western neighbors – a) Eurasianism	
63	The unconscious	Fill in the missing word in the appropriate case. _____ is the totality of psychic phenomena, states, and actions that are outside the sphere of human reason, not subject to control by consciousness.	UC-5
64	Personality	Fill in the missing word in the appropriate case. _____ is a relatively stable and lifelong psychological formation representing a system of socially significant human traits.	UC-5
65	agnosticism	Fill in the missing word in the appropriate case. A direction of philosophical thought asserting that the world is fundamentally unknowable is _____.	UC-5
66	irrationalism	Fill in the missing word in the appropriate case. A concept according to which the world is devoid of any logic and, therefore, is unknowable with the help of human reason is _____.	UC-5
67	creativity	Fill in the missing word in the appropriate case. A process of human activity that creates qualitatively new material and spiritual values is _____.	UC-5

	Correct Answer	Question	Competency
68	determinism (<i>translated in the required Russian case format context: determinism</i>)	Fill in the missing word in the appropriate case. The recognition of the universal character of the conditioning of any phenomenon by other phenomena is an expression of the principle of _____.	UC-5
69	Hegel	Who is the author of the philosophical doctrine in which the substance of being is recognized as the Absolute Idea? _____.	UC-5
70	N. Machiavelli	Which socio-political figure of the Renaissance believed that a prince should be strong like a lion, cunning like a fox, strive for good, but if necessary not avoid cruelty, and be guided not by religious morality, but by practical vital interests?	UC-5
71	sensationalism	Representatives of which philosophical direction asserted: There is nothing in the mind that was not first in the senses?	UC-5
72	R. Descartes	To whom does the thesis I THINK, THEREFORE I AM belong?	UC-5
73	Heraclitus	Which ancient Greek philosopher belongs to the representation that the world is one, created by none of the gods and by none of men, and represents an eternal process of movement and change of fire. Everything in the world consists of opposites. As a result, everything changes: you cannot step into the same river twice.	UC-5
74	Maieutics is a method of cognition which, thanks to logical techniques and leading questions, guides the interlocutor to find the truth independently.	What constitutes the method of cognition developed by Socrates – maieutics?	UC-5

	Correct Answer	Question	Competency
75	Epicurus	Which of the philosophers of the Hellenistic era believed that pleasure and enjoyment are declared to be the main principle and goal of human life?	UC-5
76	The problem of universals (general concepts) was essentially a controversy about the relationship between the general (God) and the individual (the world of created things).	What is the problem of universals in medieval European philosophy?	UC-5
77	Anthropocentrism, humanism.	What features are inherent in the philosophy of the Renaissance?	UC-5
78	A direction in philosophy that considers sensory experience to be the main source of knowledge.	Define the concept of empiricism.	UC-5
79	A direction opposite to empiricism, emphasizing the autonomy of reason from the senses, the limitations of sensory experience, and, on this basis, the priority of reason in cognition.	Define the concept of rationalism.	UC-5
80	A doctrine that identifies God with nature.	Define the concept of pantheism.	UC-5
81	Existentialism (philosophy of existence: from Latin <i>existentia</i> – existence) is a philosophical doctrine at the center of which is the problem of the uniqueness and unrepeatability of human existence, manifested in the human capacity to experience acute emotional feelings.	Define the concept of existentialism.	UC-5
82	A philosophical worldview that recognizes the value of the human being and their right to life, freedom, happiness, and development.	Define the concept of humanism.	UC-5
83	Buddhism, Jainism, Charvaka-Lokayata.	The main schools of ancient Indian philosophy are divided depending on their attitude toward the Vedas: orthodox (Vedanta, Vaisheshika, Yoga, Samkhya, Nyaya, Mimamsa) and unorthodox (list them).	UC-5
84	Life is suffering;	Indicate the four noble truths of Buddhism.	UC-5

	Correct Answer	Question	Competency
	The cause of suffering is desire; One can achieve liberation from suffering by getting rid of desires; To get rid of desires, one needs to self-improve.		
85	Philosophers of the early period of the development of ancient philosophy are called physicists or natural philosophers because their attention was focused on the search for the root causes of natural phenomena.	Why were the early Greek philosophers (Thales, Heraclitus, Anaximenes, etc.) called physicists or natural philosophers?	UC-5
86	Aristotle, to a much greater extent than any of his predecessors, carried out an intellectual coverage of all forms of knowledge contemporary to him and culture as a whole. He was interested in questions of natural science, philosophy, logic, history, politics, ethics, culture, aesthetics, literature, theology, etc.	Why is Aristotle called an encyclopedic philosopher?	UC-5
87	Kant, Fichte, Schelling, Hegel, Feuerbach.	List the last names of the representatives of German Classical Philosophy.	UC-5
88	The categorical imperative is a moral law (an unconditional prescription) by which a person is guided in their behavior. Act only according to that maxim whereby you can at the same time will that it should become a universal law or Act in such a way that you treat humanity, whether in your own person or in the person of any other, never merely as a means to an end, but always at the same time as an end.	What is Kant's categorical imperative?	UC-5
89	L. Feuerbach called his philosophical system new philosophy; its subject was to become the human being, viewed as a part of nature.	Why did the philosophy receive the name anthropological materialism?	UC-5
90	German Classical Philosophy, Hegel's dialectical method, and Feuerbach's materialism.	What are the philosophical prerequisites for the emergence of Marxism?	UC-5
91	Hermeneutics (from ancient Greek <i>hermeneuo</i> – I explain) is the art and theory of interpreting texts whose meaning, for one reason or another, is unclear.	Define the concept of hermeneutics.	UC-5
92	V.I. Vernadsky, K.E. Tsiolkovsky, A.L. Chizhevsky, N.N. Moiseev.	Who are the representatives of the natural-scientific direction of Russian Cosmism?	UC-5

	Correct Answer	Question	Competency
93	The philosopher's strive for self-knowledge, for knowing oneself precisely as human in general through the relationship to objective, universally significant truths – good and evil, beauty, the benefit, and human happiness – contributed to bringing the problem of the human being as a moral creature into the center of philosophy.	Why is it considered that Socrates made an anthropological turn in the philosophy of Antiquity?	UC-5
94	Characterized by providentialism (the historical process completely depends on God) and eschatology (the ultimate goal and meaning of human existence is the attainment of the Kingdom of God). Gradually, a linear concept of the historical process is formed.	What is characteristic of the views on history in medieval philosophy?	UC-5
95	A special place in Bacon's doctrine is occupied by the criticism of the idols of cognition. What types of delusions in cognition did Bacon isolate? 1) idols of the tribe – general delusions generated by human nature itself; 2) idols of the cave – distorted representations of reality characteristic of individual people; 3) idols of the marketplace or the theater – associated with the communication of people and the incorrect use of language; 4) idols of the theater – false concepts of the world uncritically borrowed by people from various philosophical systems.	A special place in Bacon's doctrine is occupied by the criticism of the idols of cognition. What types of delusions in cognition did Bacon isolate?	UC-5
96	Scientific knowledge, previously the property of a narrow circle of scholars, is now spreading widely. The main emphasis was placed not so much on the cognition and transformation of nature, as in the preceding century, but on the modification of society, its morals, and foundations. According to the Enlightenment thinkers (philosophers who propagated the new role of science and education), it is science that is capable of improving human life by transforming state institutions. They saw the way to solve these issues in the enlightenment of the people and rulers.	Disclose the meaning of the ideas of Enlightenment in the philosophy of the 18th century.	UC-5
97	At the turn of the 20th–21st centuries, the concept of post-industrial society acquired special popularity, developed by D. Bell, W. Rostow, J. Galbraith, etc., who highlighted information, the desire for profit, and the service sector as the driving factor of social development rather than the economy.	What is the essence of the concept of post-industrial society?	UC-5

	Correct Answer	Question	Competency
98	A materialistic explanation of the history of society was first proposed at the end of the 19th century by K. Marx in the form of a formational concept of historical development, according to which the history of society was viewed as a successive change of socio-economic formations.	What is the essence of the materialistic approach in explaining the development of society?	UC-5
99	The difference between these trends is primarily on the issue of the paths of historical development of Russia. Westernizers saw the future of Russia in following Western Europe and highly evaluated the activities of Peter I. Slavophiles, on the contrary, accused Peter of violating the organic development of Russia, which possesses cultural uniqueness; domestic culture requires the creation of an Orthodox philosophy.	What is the essence of the disputes between Westernizers and Slavophiles in Russian philosophy of the 19th century?	UC-5
100	The noosphere is the highest stage of the development of the biosphere, associated with the emergence of humans and society, which exert a determining influence on natural processes. As human evolution progresses, their transforming activity of the surrounding nature intensifies. The noosphere emerges – the sphere of reason, human life, and their material and spiritual culture. The noosphere is constantly expanding and encompasses other areas of being. According to Vernadsky, in the future, the noosphere will become leading on Earth and move into space.	What is the essence of V.I. Vernadsky's theory of the noosphere?	UC-5

2. Evaluation Scale

Students' academic performance in each discipline is to be evaluated through ongoing monitoring and interim assessments.

3. Competency Evaluation Criteria*

- A **Pass** grade is given to a student if they know the material well, express it competently and to the point, without allowing significant inaccuracies in answering basic-level questions, correctly apply theoretical provisions when solving practical questions and basic-level tasks, and possess the necessary skills and techniques for their execution.
- A **Fail** grade is given to a student who does not know a significant share of the program material, makes gross errors, and does not know how to solve practical tasks.