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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 BY
Acting Director of the Institute
of Advanced Engineering
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Assessment Toolkit for the Course
"Philosophy"

Field of study	11.03.02 Infocommunication Technologies and Communication Systems
Profile	Intelligent Data Processing in Infocommunication Systems and Networks
Year of enrollment	2026
Mode of study	Full-time
Offered in semester	1

Introduction

1. Purpose

The set of assessment tools for the "Philosophy" course is designed to objectively evaluate the level of competency development.

2. This set of assessment tools serves as an appendix to the "Philosophy" course syllabus.

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

4. Expert review of the assessment tools has been conducted.

Expert group members:

Chair: V.P. Mochalov, Professor, Department of Digital and Robotic Systems and Electronics, Institute of Advanced Engineering.

Committee members:

S.V. Yakovlev, Associate Professor, Department of Digital and Robotic Systems and Electronics, Institute of Advanced Engineering.

S.V. Melnikov, Senior Researcher, Interdisciplinary Educational and Research Center for Agricultural Technologies; Associate Professor, Department of Digital and Robotic Systems and Electronics, Institute of Advanced Engineering.

Employer representative:

V.A. Mironov, General Director, Orinteks LLC.

Expert conclusion: The course assessment tools allow for the evaluation of competency development levels. Proceed to pilot implementation.

5. The validity period of the assessment tools corresponds to the duration of the educational program.

1. Description of competence assessment criteria at various stages of their development; description of assessment scales.

Competence(s), indicator(s)	levels of competence development),			
	Minimum level not reached (Unsatisfactory) 2 points	Minimum level (satisfactory) 3 points	Intermediate level (good) 4 points	High level (excellent) 5 points
YK-1				
<i>Learning outcomes for the discipline (module):</i> <i>Indicator:</i> <i>ID-1 UK-1</i> <i>identifies a problem situation, and performs its analysis and diagnosis based on a systems approach</i> <i>identifies a problem situation with difficulty, and performs its multifactorial analysis and diagnosis based on a systems approach</i> <i>identifies a problem situation with some errors, and performs its multifactorial analysis and diagnosis based on a systems approach</i> <i>correctly identifies a problem situation, and performs its multifactorial analysis and diagnosis based on a systems approach</i> <i>competently identifies a problem situation, and performs its multifactorial analysis and diagnosis based on a systems approach</i>	struggles to identify a problematic situation and to conduct a multifactorial analysis and diagnosis based on a systems approach	identifies the problematic situation with some errors, and conducts a multifactorial analysis and diagnosis based on a systems approach	correctly identifies the problematic situation and conducts a multifactorial analysis and diagnosis based on a systems approach	effectively identifies the problematic situation and conducts a multifactorial analysis and diagnosis based on a systems approach

Learning outcomes for the discipline (module): Indicator: ID-2 UK-1 searches for, selects, and systematizes information to identify alternative strategic decision options in a problematic situation	carries out the search, selection, and systematization of information to identify alternative strategic decision options in a problematic situation with a lack of confidence	partially carries out the search, selection, and systematization of information to identify alternative strategic decision options in a problematic situation	searches for, selects, and systematizes information to identify alternative strategic decision options in a problematic situation	confidently searches for, selects, and systematizes information to identify alternative strategic solutions in a problematic situation
Learning outcomes for the discipline (module): Indicator: ID-3 UK-1 identifies and evaluates the risks associated with possible solutions to a problem situation and selects the optimal solution	identifies and assesses the risks associated with possible solutions to the problematic situation—albeit with gross errors—and selects the optimal solution	identifies and assesses the risks associated with possible solutions to a problematic situation and selects the optimal solution	correctly identifies and assesses the risks associated with possible solutions to a problematic situation and selects the optimal solution	independently identifies and evaluates the risks associated with possible solutions to a problematic situation and selects the optimal solution
YK-5				
Learning outcomes for the discipline (module): Indicator: ID-2 UK-5 demonstrates a respectful attitude toward the historical heritage and sociocultural traditions of various social groups, based on knowledge of the stages of Russia's historical development (including key events and major historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions, as well as philosophical and ethical teachings.	demonstrates, albeit with difficulty, a respectful attitude toward the historical heritage and sociocultural traditions of various social groups—grounded in knowledge of the stages of Russia's historical development (including key events and major historical figures) within the context of world history and various global cultural traditions (depending on the educational setting and objectives), including world religions and philosophical and ethical teachings.	partially demonstrates a respectful attitude toward the historical heritage and sociocultural traditions of various social groups, grounded in knowledge of the stages of Russia's historical development (including key events and major historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions as well as philosophical and ethical teachings	partially demonstrates a respectful attitude toward the historical heritage and sociocultural traditions of various social groups, grounded in knowledge of the stages of Russia's historical development (including key events and major historical figures) within the context of world history and various global cultural traditions (depending on the educational environment and objectives), including world religions as well as philosophical and ethical teachings	confidently demonstrates respect for the historical heritage and sociocultural traditions of various social groups, grounded in knowledge of the stages of Russia's historical development (including key events and major historical figures) within the context of world history and various global cultural traditions (depending on the educational setting and objectives), including world religions as well as philosophical and ethical teachings
Learning outcomes for the discipline (module): Indicator:	struggles to select ways of constructive interaction with	not fully capable of choosing methods of constructive interaction with	takes into account the sociocultural characteristics of people when	selects methods of constructive interaction with people, taking into

ID-3 UK-5 Selects methods of constructive interaction with people, taking into account their sociocultural characteristics, in order to successfully accomplish professional tasks and foster social integration.	people, taking into account their sociocultural characteristics	people, taking into account their sociocultural characteristics	choosing methods of constructive interaction with them	account their sociocultural characteristics, in order to successfully perform professional tasks and enhance social integration.
Learning outcomes for the discipline (module): Indicator: ID-4 UK-5 analyzes various sociocultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interconnections between the diversity of worldviews and the course of development of history, science, and human conceptions of nature, society, cognition, and the self.	analyzes—albeit with some uncertainty—various sociocultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and its developmental prospects; understands the interconnections between the diversity of worldviews and the course of development of history, science, and human conceptions of nature, society, knowledge, and the self.	analyzes various sociocultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and its development prospects; comprehends the interconnections between the diversity of worldviews and the course of development of history, science, and human conceptions of nature, society, knowledge, and the self.	competently analyzes various sociocultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and the prospects for its development; understands the interconnections between the diversity of worldviews and the course of development of history, science, and human conceptions of nature, society, knowledge, and the self.	freely analyzes various sociocultural trends, facts, and phenomena based on a holistic understanding of the foundations of the universe and its development prospects; understands the interconnections between the diversity of worldviews and the course of development of history, science, and human conceptions of nature, society, knowledge, and the self.

The assessment of the level of competence attainment for the discipline is conducted in accordance with the "Regulations on Ongoing Academic Performance Monitoring and Interim Assessment of Students Enrolled in Higher Education Programs—Bachelor's, Specialist, and Master's Programs—at the Federal State Autonomous Educational Institution of Higher Education 'North Caucasus Federal University'" (in the current version).

ASSESSMENT TOOLS FOR EVALUATING THE LEVEL OF COMPETENCE DEVELOPMENT

Task Number	Correct Answer	Question Content	Competence
		Part-time (mixed) study mode, Semester 1	
1.	a	Philosophy was originally understood as: a) love of wisdom b) the science of man c) the study of absolute truth d) the soul of culture	YK -1
2.	a b c	Philosophy was originally understood as: a) love of wisdom b) the science of man c) the study of absolute truth d) the soul of culture	YK -1
3.	a	In philosophy, ontology is the study of... a) being b) God c) the laws of thought d) morality and ethics	YK -1
4.	a	A method of philosophical inquiry that views all phenomena as interconnected and in a state of constant motion and development: a) dialectics b) dogmatism c) eclecticism d) hermeneutics e) metaphysics	YK -1
5.	a	The sphere of human activity whose function is the generation and theoretical systematization of objective knowledge about reality a) science b) religion	YK -1

		c) art d) material production	
6.	b	Plato's philosophical work can be classified under the following philosophical school: a) materialism b) idealism c) dualism d) pluralism e) monism	YK -1
7.	c	Renaissance philosophy adhered to: a) geocentrism b) sociocentrism c) anthropocentrism d) cosmocentrism	YK -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	YK -1
9.	a	Panteism is: a) a doctrine that denies a personal God and equates Him with nature, sometimes identifying the two b) a doctrine asserting that the world is knowable c) a doctrine concerning the nature of knowledge and the ways of grasping the truth d) a doctrine concerning the ways and possibilities of knowing God	YK -1
10.	b	The thesis "I think, therefore I am" is attributed to: a) F. Bacon b) R. Descartes c) Socrates	YK -1

		d) G. Hegel e) Voltaire	
11.	c, d, e	Representatives of the natural-science stream of Russian cosmism: a) V. Solovyov b) N. Berdyaev c) V. Vernadsky d) K. Tsiolkovsky e) A. Chizhevsky	УК -1
12.	c	The aphorism "Knowledge is power" is attributed to: a) I. Kant b) G. Hegel c) F. Bacon d) R. Descartes e) J.-J. Rousseau	УК -1
13.	a b c	In Chinese philosophy, the concept of "Dao" signifies: a) the law of the change of things b) the unitary primordial principle c) the path of moral self-cultivation d) the law of retribution for actions e) spiritual substance f) material substrate	УК -1
14.	индивидуальностью	Fill in the missing word in the appropriate case. The unique combination of personality traits that distinguishes a given individual from other people is called _____.	УК -1
15.	карма	Fill in the missing word in the correct case. The law of retribution that determines the nature of a new reincarnation in Indian philosophy is _____.	УК -1
16.	дао	Fill in the missing word in the appropriate case.	УК -1

		A category of Chinese philosophy denoting the path of moral self-improvement, the totality of moral and ethical norms, and the underlying principle of existence – _____.	
17.	Theocentrism	Fill in the missing word in the appropriate case. _____ is a principle of the religious worldview that posits God as the essence and foundation of the world.	YK -1
18.	philosophy	Fill in the missing word in the appropriate case. By _____ is understood a system of theoretical views on the world and man's place in it.	YK -1
19.	worldview-related	Fill in the missing word in the appropriate case. By forming a holistic picture of the world and of human existence within it, philosophy performs a _____ function.	YK -1
20.	axiological	Fill in the missing word in the appropriate case. The content of the _____ function of philosophy consists in the formation of value orientations and ideals in the individual and society.	YK -1
21.	science	Fill in the missing word in the appropriate case. The sphere of human activity whose function is the generation and theoretical systematization of objective knowledge about reality is _____.	YK -1
22.	Ideology	Fill in the missing word in the appropriate case. _____ is a system of theoretically grounded views, ideas, and concepts expressing the interests of classes, nations, and states.	YK -1
23.	Worldview	Fill in the missing word in the appropriate case:	YK -1

		_____ is a coherent system of ideas, concepts, evaluations, beliefs, norms, and behavioral attitudes concerning the relationship between the individual and the surrounding world.	
24.	Qualitative change is termed development; its defining characteristics are irreversibility and directionality.	What are the signs of development?	YK -1
25.	In the substantialist view, space and time were regarded as distinct entities capable of existing independently of material objects.	How are space and time viewed in the substantial concept?	YK -1
26.	The foundations of the relational concept of space-time were laid by Leibniz, who linked space and time to specific relationships between objects and processes. The theory of relativity demonstrated that space and time are not absolute entities but rather properties of material systems.	How are space and time viewed in the relational concept?	YK -1
27.	Principles include development, universal interconnection, systematicity, determinism, reflection, and the contradictory nature of development.	List the principles of dialectics.	YK -1
28.	The fundamental laws of dialectics reveal the mechanism of development. These include: 1) the law of the unity and struggle of opposites; 2) the law of the transition of quantitative changes into qualitative changes; and 3) the law of the negation of the negation.	Name the fundamental laws of dialectics.	YK -1
29.	The laws of dialectics differ from the laws of other sciences in their generality	How do the laws of dialectics differ from the laws of other sciences?	YK -1

	and universality, as they encompass all spheres of the surrounding reality.		
30.	Being is a philosophical category denoting the existence of an objective world independent of human consciousness, as well as consciousness itself—the unity of objective and subjective reality.	Define the concept of "being."	YK-1
31.	Consciousness is a human capacity—linked to brain activity—to reflect and reproduce the world in an ideal form; it is the ability to reflect reality and transform it in one's own interests in a purposeful, creatively active, anticipatory, and constructive manner.	Define the concept of "consciousness."	YK-1
32.	The universal form of the existence of matter.	Define the concept of "motion."	YK-1
33.	A form of the existence of matter characterizing its extension, structural nature, and the coexistence and interaction of elements within all material systems.	Define the concept of "space."	YK-1
34.	A form of the existence of matter expressing the duration of its existence and the sequence of changing states during the alteration and development of all material systems.	Define the concept of "time."	YK-1
35.	Anthropogenesis is the component of biological evolution that led to the emergence of *Homo sapiens*—distinct from other biological organisms—and constitutes the process of the historical-evolutionary formation of the human physical type.	Define the concept of "anthropogenesis":	YK-1

36.	Cognitive, worldview-related, methodological, critical, axiological, cultural-educational, prognostic.	List the functions of philosophy.	YK-1
37.	Engels identified five genetically interconnected forms of motion: mechanical, physical, chemical, biological, and social.	What classification of forms of motion did Engels propose?	YK-1
38.	labor, speech, thinking, social way of life	List the four social factors of anthropo-sociogenesis.	YK-1
39.	upright posture, development of the hand, brain development	List the three biological factors of anthropo-sociogenesis.	YK-1
40.	1. The being of material things, phenomena, and processes; 2. Human being as the dialectical unity of body and spirit; 3. The being of the spiritual (the ideal); 4. The being of the social.	What forms of being are distinguished?	YK-1
41.	One widely held concept regarding the origin and nature of consciousness is the theory of reflection. According to this theory, consciousness is a property of highly organized matter—the human brain. The evolution of forms of reflection constitutes the prehistory of the development of consciousness.	Which concept explains the origin and essence of consciousness?	YK-1
42.	<i>A concept is a form of thought that reflects general, regular connections, essential aspects, and characteristics of phenomena, which are codified in their definitions.</i> <i>A judgment is a form of thought that reflects things, phenomena, and</i>	Name the forms of thinking.	YK-1

	<i>processes of reality, as well as their properties, connections, and relations. An inference is a form of thought through which new knowledge (usually in the form of a judgment) is derived from previously established knowledge (usually consisting of one or more judgments).</i>		
43.	Scientific inquiry comprises two levels—empirical and theoretical—which differ in their objectives, forms, and methods. The empirical (experiential) level involves direct contact between the researcher and the object of study. The theoretical level involves the rational processing of empirical data and the discovery of laws, thereby enabling the explanation of facts.	What levels does scientific cognition comprise?	YK-1
44.	<u>Everyday (practical-life) – reflects the world and human existence at the level of phenomena, without explaining their essence or causes. It forms spontaneously and is based on life experience and common sense.</u> <u>Theoretical (scientific) – forms consciously through a process of learning in which an individual acquires a specific body of knowledge about the world. At this level, a conceptually structured model of one's worldview is created.</u> <u>Structurally, the theoretical level of a worldview is characterized by logical coherence and formal organization.</u>	What levels are distinguished within the structure of a worldview?	YK-1

45.	- ontology (metaphysics) – the study of being, existence, and essence; - epistemology (theory of knowledge) – the study of the sources of knowledge, as well as the methods and processes of discovering truth; - logic – the study of the forms and laws of correct reasoning; - anthropology – the study of human nature and the meaning of human existence; - social philosophy – the study of social life, history, and the prospects of social development; - axiology – the study of values; - aesthetics – the philosophy of art or the study of the beautiful, the ugly, and the sublime; - ethics – the theory of action, practical philosophy, or the study of the good, virtue and vice, and duty; - praxeology – the study of the organization of human experience and the active engagement with and transformation of the world.	What is the structure of philosophical knowledge?	YK-1
46.	1) Apologetics (defenders of Christianity), 1st–4th centuries – Tertullian, Origen. The spread of Christianity took place amidst a fierce struggle against other religious and philosophical movements; consequently, it was necessary to defend the foundations of its doctrine.	What stages of development are identified in Western medieval philosophy?	YK-1

	2) Patristics (teachings of the Church Fathers), 4th–7th centuries. During this period, a unified interpretation of Christianity emerged amidst internal Church disagreements. Through the efforts of the Church Fathers, many complex issues—such as the nature of Christ, the origin of evil, and human free will—were resolved. 3) Scholasticism (scholastic or pedagogical philosophy), 7th–14th centuries. This period saw the rational substantiation of religious dogma, making active use of Aristotelian philosophy. Issues such as proving the existence of God and the relationship between truth and faith, as well as between religion and philosophy, came to the forefront.		
47.	The philosophy of the modern era laid the foundation for the development of scientific knowledge. During this period, two primary approaches to knowledge emerged: empiricism and rationalism. Empiricism (F. Bacon, T. Hobbes, J. Locke, G. Berkeley, D. Hume) championed the experimental-analytical, experience-based method as the cornerstone of epistemology. Rationalism (R. Descartes, B. Spinoza, G. Leibniz) prioritized reason, relegating the role of experience to the mere verification of knowledge.	Characterize the main trends in the philosophy of the Modern Age.	YK-1

48.	Individual consciousness exists only in interconnection with social consciousness; together, they form a contradictory unity. Their formation stems from human existence, their manifestation is grounded in practice, and their mode of expression is language. However, this unity entails significant differences. First, individual consciousness is bounded by the life of a specific person, whereas social consciousness can span the lives of multiple generations. Second, individual consciousness is shaped by an individual's personal qualities, while social consciousness encompasses the common elements characteristic of people's individual consciousness—specifically, the body of knowledge and evaluations passed down from generation to generation and transformed through the development of social existence.		YK-1
49.	<i>The correspondence theory posits that knowledge of an object is true when it corresponds to the object itself. The coherence theory defines true knowledge as knowledge that is integrated into a consistent system of knowledge and aligns with its other elements. The communicative-pragmatic theory regards as true any knowledge that enables one to explain current events, predict the future, and effectively utilize those predictions in</i>	What is the nature of the dialectic between individual and social consciousness?	YK-1

	<i>one's actions. In the contemporary epistemological landscape, these theories are viewed as complementary.</i>		
50.	Practice is inextricably linked to cognition and performs specific epistemological functions in relation to it. 1) It sets goals for cognition, directing it toward the resolution of pressing and highly relevant tasks. 2) It helps to correctly define the object of study and to understand what is most essential and important about it at a given stage. 3) It provides the essential material means for cognition, thereby determining its concrete capabilities and limits. 4) It also serves as the source of all factual data. It is directly integrated into the cognitive process through observation, the examination of objects, surveys, and experiments..	What theories of truth exist in epistemology?	YK-1
51.	a	A philosophical school based on the recognition of the primacy of matter and the secondary nature of consciousness: a) materialism b) subjective idealism c) objective idealism d) dualism	YK -5
52.	a	A philosophical school of thought based on the recognition of the primacy of consciousness and the secondary nature of matter: a) idealism b) dualism	YK -5

		c) materialism d) deism	
53.	b	A philosophical school of thought based on the recognition of two equal principles—spirit and matter, the material and the ideal: a) materialism b) dualism c) idealism d) deism	YK -5
54.	a	The subject matter of philosophy is a) the universal within the "world–human" system b) the tenets of Holy Scripture c) arguments of reason derived from intellectual intuition d) physical reality	YK -5
55.	a	The moral principle of selfless, voluntary service to others, and the conscious striving to help them without thought of personal gain: a) altruism b) eudaimonism c) hedonism d) ataraxia	YK -5
56.	a	A specific direction of historical development is posited primarily in: a) the theory of social progress b) the theory of the historical cycle c) the theory of cycles; d) the theory of local civilizations and closed cultures	YK -5
57.	a	Identify the position of sensualism: a) There is nothing in the mind that was not first in the senses b) I think, therefore I am c) Thought is motion	YK -5

		d) Senses and reason form a unity	
58.	a	Issues of language, science, and logic occupy a central place in ... a) Analytic philosophy b) Pragmatism c) Existentialism d) Freudianism	YK -5
59.	a b c	Key themes of Russian philosophy: a) the human being b) morality c) philosophy of history d) ecology e) cognition	YK -5
60.	1-a 2-b 3-c 4-d 5-e 6-f	Matching philosophers with the schools of thought to which they belong: 1. E. Husserl 2. J. Dewey 3. E. Fromm 4. J.-P. Sartre 5. A. Gehlen 6. H. Spencer a) Phenomenology b) Pragmatism c) Neo-Freudianism d) Existentialism e) Philosophical anthropology f) Positivism	YK -5
61.	1-a 2-b 3-c 4-d	Match the definition of culture with the corresponding approach: 1. A specific level of development in the production and reproduction of social life	YK -5

		2. A specific mode of human activity that determines societal progress 3. Culture as the embodiment of "true humanity" or "authentic human existence" 4. A world of signs and symbols; social information preserved and accumulated within society a) Technological b) Activity-based c) Axiological d) Semiotic	
62.	1-c 2-6 3-a	Correlate the concept and content of Russian culture in it 1. Russia is following a completely original path; the key points of its culture, mentality, and historical behavior have nothing in common with either the Western or the Eastern variants 2. Russia, by its sociocultural origins and its mentality, certainly gravitates towards the West and should focus only on it when it comes to attempts at modernization and the catching-up development of the country 3. Russia is a specific type of culture associated with its geographical location, historical vicissitudes of fate, interaction with its eastern and western neighbors a) Eurasianism b) Westerners c) Slavophiles	YK -5
63.	The unconscious	Fill in the missing word in the correct case. _____ is a set of mental phenomena, states and actions that are outside the sphere of the human mind and cannot be controlled by consciousness.	YK -5
64.	Personality	Fill in the missing word in the appropriate case.	YK -5

		_____ is a relatively stable psychological formation that emerges during a person's lifetime and constitutes a system of socially significant traits.	
65.	Agnosticism	Fill in the missing word in the appropriate case. The school of philosophical thought asserting that the world is fundamentally unknowable is _____.	YK -5
66.	Irrationalism	Fill in the missing word in the appropriate case. The concept according to which the world is devoid of any logic and, consequently, unknowable through human reason is _____.	YK -5
67.	Creativity	Fill in the missing word in the appropriate case. The concept according to which the world is devoid of any logic and, consequently, unknowable through human reason is _____.	YK -5
68.	Determinism	Fill in the missing word in the appropriate case. Recognition of the universal nature of the determination of any phenomenon by other phenomena is an expression of the principle of _____.	YK -5
69.	Hegel	Who is the author of the philosophical doctrine in which the "Absolute Idea" is recognized as the substance of being? _____.	YK -5
70.	N. Machiavelli	Which socio-political figure of the Renaissance believed that a ruler should be as strong as a lion and as cunning as a fox, strive for the good but not shy away from cruelty when necessary, and be guided by practical interests rather than religious morality?	YK -5

71.	Sensualism	Representatives of which philosophical school asserted: "There is nothing in the mind that was not first in the senses"?	YK -5
72.	R. Descartes	Who owns the thesis "I think, therefore I am"?	YK -5
73.	Heraclitus	Which ancient Greek philosopher held the view that the world is a unity—created by neither gods nor men—and constitutes an eternal process of the motion and transformation of fire? Everything in the world consists of opposites. Consequently, everything changes: one cannot step into the same river twice.	YK -5
74.	Maieutics – a method of inquiry that uses logical techniques and leading questions to guide the interlocutor toward discovering the truth independently.	What is maieutics, the method of inquiry developed by Socrates?	YK -5
75.	Epicurus	Which Hellenistic philosopher held that pleasure—or enjoyment—is the principal aim and goal of human life?	YK -5
76.	The problem of universals (general concepts) – essentially a debate regarding the relationship between the universal (God) and the particular (the world of created things).	What is the problem of universals in medieval European philosophy?	YK -5
77.	anthropocentrism, humanism	What are the defining characteristics of Renaissance philosophy?	YK -5
78.	A philosophical school of thought that regards sensory experience as the primary source of knowledge.	Define the concept of "empiricism."	YK-5
79.	A school of thought opposed to empiricism that emphasizes the autonomy of reason from the senses and the limitations of sensory experience, thereby asserting the primacy of reason in the process of acquiring knowledge.	Define the concept of "rationalism."	YK-5
80.	A doctrine that equates God with nature.	Define the concept of "pantheism."	YK-5

81.	<i>Existentialism (the philosophy of existence; from the Latin *existentia*—existence) is a philosophical doctrine centered on the uniqueness and singularity of human existence, which manifests itself in the human capacity to undergo intensely profound emotional experiences.</i>	Define the concept of "existentialism."	YK-5
82.	A philosophical worldview that recognizes the value of the individual and their right to life, freedom, happiness, and development.	Define the concept of "humanism."	YK-5
83.	Buddhism, Jainism, Charvaka-Lokayata	The main schools of ancient Indian philosophy are classified according to their attitude toward the Vedas: orthodox (Vedanta, Vaisheshika, Yoga, Samkhya, Nyaya, Mimamsa) and heterodox (list them).	YK-5
84.	1. Life is suffering 2. The cause of suffering is desire 3. Liberation from suffering can be achieved by eliminating desire 4. To eliminate desire, one must engage in self-improvement	State the four "Noble Truths" of Buddhism.	YK-5
85.	Philosophers of the early period of ancient philosophy are called physicists or natural philosophers because their attention was focused on seeking the primary causes of natural phenomena.	Why were early ancient Greek philosophers (Thales, Heraclitus, Anaximenes, et al.) referred to as physicists or natural philosophers?	YK-5
86.	Aristotle encompassed the full range of the knowledge and culture of his time—spanning natural science, philosophy, logic, history, politics, ethics, culture,	Why is Aristotle described as an encyclopedic philosopher?	YK-5

	aesthetics, literature, theology, and more—to a far greater extent than any of his predecessors.		
87.	Кант, Фихте, Шеллинг, Гегель, Фейербах Kant, Fichte, Schelling, Hegel, Feuerbach	List the names of key figures in German classical philosophy.	УК-5
88.	The "categorical imperative" is a moral law (an unconditional precept) that guides a person's behavior. "One must act in such a way that the rule of one's behavior could become a rule of behavior for everyone," or "A human being is always an end and never a means."	What is Kant's "categorical imperative"?	УК-5
89.	Ludwig Feuerbach called his philosophical system the "new philosophy"; its subject matter was to be man, viewed as a part of nature.	Why did a certain philosophical approach come to be known as "anthropological materialism"?	УК-5
90.	German classical philosophy, Hegel's dialectical method, and Feuerbach's materialism.	What are the philosophical foundations of Marxism?	УК-5
91.	Hermeneutics (from the Ancient Greek *hermeneuo* — "I explain") is the art and theory of interpreting texts whose meaning is unclear for one reason or another.	Define the term "hermeneutics."	УК-5
92.	V.I. Vernadsky, K.E. Tsiolkovsky, A.L. Chizhevsky, N.N. Moses	Who are the key figures of the natural-scientific branch of Russian Cosmism?	УК-5
93.	The philosopher's striving for self-knowledge—specifically, for understanding oneself as "man in general" through one's relationship to objective, universally valid truths such as good and evil, beauty, the good, and human	Why is Socrates considered to have initiated the "anthropological turn" in ancient philosophy?	УК -5

	happiness—helped place the issue of man as a moral being at the center of philosophy.		
94.	These views on history are characterized by providentialism (the historical process depends entirely on God) and eschatologism (the ultimate goal and meaning of human existence is the attainment of the Kingdom of God). A linear concept of the historical process gradually takes shape.	What characterizes views on history in medieval philosophy?	YK -5
95.	1) "idols of the tribe" – common errors rooted in human nature itself; 2) "idols of the cave" – distorted perceptions of reality peculiar to individual people; 3) "idols of the marketplace" – associated with human communication and the misuse of language; 4) "idols of the theater" – false notions about the world uncritically adopted by people from various philosophical systems.	A special place in Bacon's teachings is occupied by his critique of the "idols" of knowledge. What types of cognitive errors did Bacon identify?	YK -5
96.	Scientific knowledge, previously the preserve of a narrow circle of scholars, was now spreading widely. The primary emphasis was placed not so much on understanding and transforming nature—as had been the case in the preceding century—but on changing society, its mores, and its foundations. In the view of the Enlightenment thinkers (philosophers who championed the new role of science and education), it was science that could improve human life by transforming state	Explain the significance of Enlightenment ideas in 18th-century philosophy.	YK -5

	institutions. They saw the path to resolving these issues in the enlightenment of both the people and their rulers.		
97.	At the turn of the 20th and 21st centuries, the concept of a post-industrial society—developed by D. Bell, W. Rostow, J. Galbraith, and others—gained significant popularity; these thinkers identified information, the profit motive, and the service sector, rather than the economy itself, as the driving forces of social development.	What is the essence of the post-industrial society concept?	YK -5
98.	A materialist explanation of the history of society was first proposed in the late 19th century by Karl Marx in the form of a concept of historical development based on socio-economic formations, according to which the history of society was viewed as a successive transition from one socio-economic formation to another.	What is the essence of the materialist approach to explaining societal development?	YK -5
99.	The distinction between these movements lies primarily in their views on the path of Russia's historical development. Westernizers envisioned Russia's future as following the example of Western Europe and held Peter I's achievements in high regard. Slavophiles, conversely, accused Peter of disrupting the organic development of Russia—a country possessing a unique cultural identity—and argued that native culture required the creation of an Orthodox philosophy.	What was the essence of the debate between Westernizers and Slavophiles in 19th-century Russian philosophy?	YK -5

100.	The noosphere is the highest stage of the biosphere's development, associated with the emergence of humanity and society, which exert a decisive influence on natural processes. As humans evolve, their transformative impact on the natural environment intensifies. The noosphere emerges—a sphere of reason, human life, and material and spiritual culture. The noosphere constantly expands, encompassing other realms of existence. According to Vernadsky, the noosphere will eventually become dominant on Earth and extend into outer space.	What is the essence of V.I. Vernadsky's theory of the noosphere?	YK -5
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2. Description of the grading scale

Student performance in each discipline is assessed through ongoing monitoring and interim assessment.

3. Competence assessment criteria*

A grade of "Pass" is awarded to a student who demonstrates a solid grasp of the material, presents it accurately and substantively without making significant errors when answering basic-level questions, correctly applies theoretical principles to solve basic-level practical problems and tasks, and possesses the necessary skills and techniques to perform them.

A grade of "Fail" is awarded to a student who does not know a significant portion of the course material, makes gross errors, and is unable to solve practical problems.