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Информация о владельце:

ФИО: Порохня Андрей Алексеевич

Должность: И.о. директора института перспективной инженерии

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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
Candidate of Technical Sciences, Associate Professor
A.A. Porokhnya

Course Syllabus **"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

Developed by
E.V. Saprykina
Associate Professor, Department of
Philosophy and Ethnology,
Institute of Humanities
Candidate of Philosophical Sciences,
Associate Professor

1. Aim and objectives of mastering the discipline (module)

Aim of mastering the discipline: to develop a set of universal competencies for future Bachelor's and Specialist degree holders. To provide Bachelor's and Specialist students with an understanding of the specific nature of philosophy as a method of cognition and spiritual engagement with the world; to introduce them to philosophical issues relevant to their future professional fields; and to foster the development of a personal and professional worldview.

Objectives of mastering the discipline:

- studying the core content of all program sections, including global philosophical schools and movements, as well as classical and contemporary Russian philosophy; ensuring students grasp fundamental philosophical categories;
- mastering techniques for debate, discussion, and dialogue; developing skills in working with both original and adapted philosophical texts;
- developing the ability to analyze and systematize contemporary philosophical issues, think creatively, and construct logical arguments to support one's own worldview;
- understanding the social significance of philosophy and its role in personal development and preparation for professional practice.

2. Place of the discipline (module) in the educational program structure

The discipline belongs to Block 1, "Disciplines (Modules)" (compulsory component). It is taught during the first semester.

3. List of planned learning outcomes for the discipline (module), aligned with the planned learning outcomes of the educational program

Competence code and wording	Indicator code and wording	Planned learning outcomes for the discipline (module) characterizing the stages of competence and indicator development
UK-1. Capable of searching for, critically analyzing, and synthesizing information, and applying a systems approach to solve assigned tasks. ID-1 UK-1 identifies a problematic situation and conducts a multifactorial analysis and diagnosis based on a systems approach. Uses the conceptual framework of philosophy to search for information and solve assigned tasks; defends their own position on worldview-related issues with reasoned arguments.	UK-1. Capable of searching for, critically analyzing, and synthesizing information, and applying a systems approach to solve assigned tasks. ID-1 UK-1 identifies a problematic situation and conducts a multifactorial analysis and diagnosis based on a systems approach. Uses the conceptual framework of philosophy to search for information and solve assigned tasks; defends their own position on worldview-related issues with reasoned arguments.	UK-1. Capable of searching for, critically analyzing, and synthesizing information, and applying a systems approach to solve assigned tasks. ID-1 UK-1 identifies a problematic situation and conducts a multifactorial analysis and diagnosis based on a systems approach. Uses the conceptual framework of philosophy to search for information and solve assigned tasks; defends their own position on worldview-related issues with reasoned arguments.
	ID-2 UC-1 searches for, selects, and systematizes information to identify alternative strategic solutions for a problem situation.	

	ID-3 UC-1 identifies and evaluates the risks associated with potential solutions to a problem situation and selects the optimal solution.	
UK-5. Capable of appreciating the intercultural diversity of society within socio-historical, ethical, and philosophical contexts.	ID-2 UK-5 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 figures) within the context of world history, as well as knowledge of various global cultural traditions (depending on the educational setting and objectives), including world religions and philosophical and ethical teachings.	Recognizes the place and role of philosophy in the life of the individual and society; interprets the specific nature of philosophical approaches to addressing the meaning of human existence, freedom, and responsibility amidst the intercultural diversity of society.
	Indicator ID-3 (Competence UK-5)	
	Selects methods for constructive interaction with people, taking into account their sociocultural characteristics, in order to successfully accomplish professional tasks and foster social integration.	

4. Volume of the academic discipline (module) and forms of assessment *

Course workload: Total: 3 ECTS credits / 108 academic hours	Course workload: Total: 3 ECTS credits / 108 academic hours
Contact hours:	36.00/0
Lectures / including practical training	0
Laboratory sessions / including practical training	0
Practical classes / including practical training	36.00/0
Independent work	72.00
Forms of assessment	
Exam	-
Pass/fail assessment	да
Graded pass/fail assessment	-
Coursework	нет

* The discipline (module) involves the use of e-learning and distance educational technologies (unless otherwise established by the educational standard).

5. Content of the discipline (module), structured by topics (sections), indicating the number of hours and types of classes

№	Course section (topic) and brief summary	Competencies to be developed, indicators	full-time mode of study				Forms of ongoing academic performance assessment
			Contact hours between students and the instructor / of which in the form of practical training, hours			Independent work, hours	
			Lectures	Practical classes	Laboratory work		
1	Topic 1. Philosophy: its subject matter and place in culture. Philosophy and worldview. Philosophy and culture. Philosophy and science: their interrelationship. The specific nature of philosophical knowledge. Functions of philosophy: their content and social orientation. Practical Session No. 1. Philosophy: its subject matter and place in culture.	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	interview

2	Topic 2. The development of philosophical doctrines from antiquity to the Modern Age. Conceptions of the world and the human being in ancient philosophy. Medieval philosophy: its key features and religious foundation. Patristics and Scholasticism. Key issues in the philosophy of Thomas Aquinas. The anthropocentric and humanistic nature of Renaissance philosophy. The problem of knowledge and method in the philosophy of the Modern Age. Empiricism and rationalism. The problem of substance. Key features of French Enlightenment philosophy. Practical Session No. 2. Philosophy of the Ancient East.	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	interview
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3	Topic 3. Key features of German classical philosophy and characteristics of modern philosophical doctrines. Immanuel Kant as the founder of German classical philosophy and the creator of transcendental idealism. J.G. Fichte's subjective idealism and F.W.J. Schelling's philosophy of nature. G.W.F. Hegel's philosophical system and dialectical method. Ludwig Feuerbach's anthropological materialism. Positivism and its variations. Irrationalism. Existentialist philosophy. Methodological issues in the social sciences and humanities, and philosophy. Postmodernism as a movement in 20th-century philosophy and culture. Trends in the development of global philosophy in the 21st century. Practical Session No. 3. Ancient philosophy.	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	interview
4	Topic 4. Russian Philosophy. Specifics of the emergence and main stages of development of Russian philosophy. Russian philosophy of the 16th–18th centuries. Trends in the development of philosophy in Russia in the 19th century. Russian philosophy from the 19th to the early 21st century. Practical Session No. 4. Philosophy of the Middle Ages and the Renaissance.	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	Round table

5	Topic 5. The problem of being and its development in philosophy. The concept of the worldview; types of worldviews. The evolution of ideas regarding being; the diversity of concepts of being. Being as substance. Thing, property, relation. Forms of being. The philosophical understanding of matter. Motion as an attribute of being. Substantial and relational concepts of space and time. Space and time. Dialectics as a theory and method of the development of nature, society, and cognition. Dialectics and metaphysics. Principles, laws, and categories of dialectics. The role of synergetics in shaping a new worldview. Practical Session No. 5. Philosophy of the Modern Age and the Enlightenment.	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	“The “East-West-Russia” problem in the works of Russian philosophers”
6	Topic 6. Philosophical Problems of Consciousness. The formulation of the problem of consciousness in philosophy. The origin of consciousness. The structure and functions of consciousness. Consciousness and language. The problem of the unconscious in philosophy. Individual and social consciousness: their specific characteristics and interrelationship. Practical Session No. 6. German Classical Philosophy	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	solutions to multi-level tasks

7	Topic 7. Epistemology. Scientific Knowledge. The problem of the knowability of the world and its resolution in the history of philosophy. Knowledge and practice. The structure of the cognitive process. The problem of truth: types and criteria. The role of intuition in the cognitive process; types of intuition. The specific nature of scientific knowledge: its particularities and characteristic features. Systemic nature as a fundamental principle of scientific knowledge. The structure of scientific knowledge: its levels and forms. The interrelationship between the empirical and theoretical levels of scientific knowledge. Classification of methods of scientific knowledge. Practical Session No. 7. Contemporary Western Philosophy	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	interview
8	Topic 8. Philosophical Theory of Society. The philosophical understanding of society. The relationship between society and nature. Social progress: its criteria and historical types. The structure of society. The problem of social progress in philosophy. Practical Session No. 8. Russian Philosophy	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	interview

9	Topic 9. The Individual, Culture, and Civilization Historical-philosophical approaches to defining the essence of the human being. The unity of the natural and the social in the individual. The role of value orientations in the individual's life choices. The essence, structure, and primary functions of culture. Material and spiritual culture. Culture and society: continuity, traditions, and innovations. The concept of civilization. Types of civilizations. Practical Session No. 9. The problem of being in philosophy.	ID-1 UK-1 ID-2 UK-1 ID-3 UK-1 ID-2 UK-5 ID-3 UK-5 ID-4 UK-5	-	4	-	8	interview
	TOTAL		-	36/0	-	72	

6. . Assessment Tools for the Discipline (Module)

The assessment tools for the "Philosophy" discipline (module) are based on the list of competencies to be mastered, including their corresponding indicators. These tools ensure the objective monitoring of the achievement of planned learning outcomes. The assessment tools include:

- a description of indicators and criteria for assessing competencies at various stages of their development, as well as a description of assessment scales;
- methodological materials defining procedures for assessing the knowledge, abilities, skills, and/or practical experience that characterize the stages of competency development (these are included in the methodological guidelines for the types of work prescribed by the curriculum that involve assessing competency development);
- standard assessment instruments required to evaluate knowledge, abilities, and the level of competency development.

The assessment tools serve as an appendix to this discipline (module) syllabus.

7. Methodological Guidelines for Students on Mastering the Discipline

Before beginning their work, students should take the following points into account.

The discipline (module) is structured thematically, with each topic constituting a logically self-contained section.

Lecture material focuses on examining key, fundamental concepts of the course and explaining the assignments designated for independent student work.

Practical classes are conducted to reinforce the material learned and to develop skills in applying that knowledge to solve practical problems within the relevant subject area.

Independent student work involves the self-directed study of supplementary material, preparation for practical and laboratory classes, and the completion of all assigned independent tasks.

To successfully master the discipline, students must complete all types of independent work using the recommended information sources.

8. Учебно-методическое и информационное обеспечение дисциплины

8.1. List of core and supplementary literature required to master the discipline (module)

8.1.1. List of core literature:

1. Buchilo, N. F.; Philosophy: Study Guide / N. F. Buchilo, A. N. Chumakov. – Moscow, Saratov: PER SE, IPR Media, 2019. – 448 p. – Electronic resource (1 file). – Available in the premium version of the IPR BOOKS Electronic Library System (ELS). – ISBN 978-5-4486-0836-0; unlimited copies available.

2. **Philosophy: Study Guide / Ed. by S. A. Khmelevskaya. – Moscow, Saratov: PER SE, IPR Media, 2019. – 224 p. – Electronic resource (1 file). – Available in the premium version of the IPR BOOKS Electronic Library System (ELS). – ISBN 978-5-4486-0891-9; unlimited copies available.**

3. **Philosophy: Study Guide / M. V. Romm, V. V. Vikhman, N. S. Proner [et al.]; Ed. by V. G. Novoselov. – Novosibirsk: Novosibirsk State Technical University, 2020. – 152 p. – Electronic resource (1 file). – Available in the premium version of the IPR BOOKS Electronic Library System (ELS). – ISBN 978-5-7782-4132-9, unlimited copies**

8.1.2. List of supplementary literature:

1. **Baturin, V. K.; Philosophy: Textbook for Bachelor's Students / V. K. Baturin. – Moscow: Unity-Dana, 2016. – 343 p. – <http://biblioclub.ru/>. – Bibliography included. – ISBN 978-5-238-02753-1, unlimited copies**

2. **Ilyin, S. E.; Philosophy: Historical-Philosophical Questions and Problems for Technical University Students: Study and Methodological Guide / S. E. Ilyin, I. V. Cherepanov. – Novosibirsk: Novosibirsk State Technical University, 2020. – 67 p. – Electronic resource. – Available in the premium version of the IPR BOOKS Electronic Library System (ELS). – ISBN 978-5-7782-4112-1, unlimited copies**

3. **Ratnikov, V. P.; Philosophy: Textbook for University Students / V. P. Ratnikov, E. V. Ostrovsky, V. V. Yudin; edited by V. P. Ratnikov. – Moscow: UNITY-DANA, 2017. – 671 p. – Electronic resource. – The book is available in the premium version of the IPR BOOKS electronic library system (ELS). – ISBN 978-5-238-02531-5, unlimited copies available. Fabrikantova, E. V.;**

4. **Modern Information Technologies in Education [Electronic resource] / Fabrikantova E. V. – Orenburg : OGPU, 2017. – 84 p. – ISBN 978-5-85859-656-1, unlimited copies available.**

5. **Modern Social Philosophy [Electronic resource] : study guide / S.A. Nikitin / D.A. Tomiltseva / O.S. Manturov / Yu.V. Burbulis / A.V. Loginov / T.Kh. Kerimov / I.V. Krasavin ; ed. T.Kh. Kerimov. – Modern Social Philosophy, 2022-08-31. – Yekaterinburg : Ural Federal University, ASV ELS, 2015. – 156 p. – The book is available in the basic version of the IPR BOOKS ELS. – ISBN 978-5-7996-1467-6, unlimited copies available.**

6. **Philosophy : study guide / ed. S. A. Khmelevskoy. – Philosophy, 2024-04-01. – Electronic data (1 file). – Moscow, Saratov : PER SE, IPR Media, 2019. – 224 p. – electronic. – The book is available in the premium version of the IPR BOOKS ELS. – ISBN 978-5-4486-0891-9, unlimited copies**

7. **Yatsevich, M. Yu.; Philosophy [Electronic resource] / Yatsevich M. Yu. : study guide for students of all majors and bachelor's degree programs. – Kemerovo : T.F. Gorbachev KuzSTU, 2019. – 100 p. – ISBN 978-5-00137-072-7, unlimited copies**

8.2. List of educational and methodological resources for students' independent work on the discipline (module)

1. **Methodological guidelines for completing practical assignments in the "Philosophy" discipline. – Stavropol, NCFU, 2026.**

2. **Methodological guidelines for students on organizing and conducting independent work in the "Philosophy" discipline. – Stavropol, NCFU, 2026.**

8.3. List of Internet resources required for mastering the discipline (module)

1. **<http://biblioclub.ru/> – University Library Online**

2. **<http://www.filosof.historic.ru/> – Electronic library on philosophy**

3. **<http://ihtik.lib.ru/> – Ihtik electronic full-text library**

4. **<http://www.philosophy.ru/library> – Electronic library of the Institute of Philosophy, Russian Academy of Sciences (RAS)**

5. **<http://www.rsl.ru> – Russian State Library**

6. **<http://www.philosophy.ru/lib/> – Philosophy portal**

9. List of information technologies used in the educational process for the discipline (module), including a list of software and information reference systems

Computer equipment and multimedia presentations are used during lectures. In seminars and practical classes, students present presentations prepared during their independent study time.

Information reference systems:

Information reference and legal information systems used in the study of the discipline:

1	"University Library Online" electronic library system – www.biblioclub.ru (Agreement No. 50-04/19 on the provision of information services dated May 13, 2019)
2	2. "IPRbooks" electronic library system (License Agreement No. 5168/19 dated May 13, 2019, on granting access to the IPRbooks electronic library system. Organization: IPR Media LLC)
3	3. eLIBRARY.RU": [Scientific Electronic Library]. – URL: http://elibrary.ru
4	4. "Garant" legal information portal – http://www.garant.ru/

Software:

1	Alt Workstation 10
2	Alt Workstation K
3	Alt Server
4	R7-Office software suite

10. Description of the material and technical resources required for the educational process for the discipline (module)

Lectures	Classroom for conducting instructional sessions, equipped with multimedia equipment and technical teaching aids.
Practical classes	Classroom for conducting instructional sessions, equipped with multimedia equipment and technical teaching aids.
Independent study	Room for students' independent study, equipped with computer hardware providing Internet access and access to the university's electronic information and educational environment.

11. Specifics of mastering the discipline (module) for individuals with disabilities

Students with disabilities are provided with special textbooks, study guides, and instructional materials; specialized technical teaching aids for collective and individual use; the services of an assistant (aide) to provide necessary technical support; and the services of sign language interpreters and tactile interpreters.

Mastering the discipline (module) by students with disabilities may be organized either jointly with other students or in separate groups.

The process of mastering the discipline (module) by students with disabilities takes into account their psychophysical development, individual capabilities, and health status.

To ensure accessibility of higher education under the educational program for individuals with disabilities, the following provisions are made during the study of the discipline (module):

1) for individuals with visual impairments:

- the presence of an assistant to provide the student with necessary technical support tailored to individual needs (helping the student take their seat, move around, and read or complete assignments, including by taking dictation),
- written assignments and instructions on how to complete them are provided in large print,
- special textbooks, study guides, and instructional materials (in large print or audio format),
- individual, uniform lighting of at least 300 lux,
- provision of a magnifying device to the student for completing assignments, if necessary; 2)

for individuals with hearing impairments:

- the presence of an assistant to provide the student with necessary technical support tailored to their individual needs (helping them take their seat, move around, and read or complete assignments, including writing down dictated material);
- provision of collective sound-amplification equipment, with individual sound-amplification equipment provided to the student if necessary;
- provision of appropriate audio equipment for information playback;

3) for individuals with musculoskeletal disorders (including those with severe upper-limb motor impairments or the absence of upper limbs):

- written assignments are completed on a computer using specialized software or dictated to an assistant;

- at the student's request, assignments may be completed orally.

12. Specifics of course delivery using distance learning technologies and e-learning

In accordance with Part 1 of Article 16 of Federal Law No. 273-FZ of December 29, 2012, "On Education in the Russian Federation," e-learning is defined as the organization of educational activities using information contained in databases and utilized in the implementation of educational programs, alongside the information technologies, technical equipment, and information-telecommunication networks that facilitate the processing and transmission of said information and enable interaction between students and teaching staff. Distance learning technologies are defined as educational technologies implemented primarily through information-telecommunication networks, involving indirect (remote) interaction between students and teaching staff.

The course may be delivered—either wholly or partially—using distance learning technologies and e-learning. Components of the course's educational and methodological package (the course syllabus, assessment and methodological materials, and forms of assessment) explicitly indicate their use in the context of distance learning technologies and e-learning.

When organizing educational activities using distance learning technologies and e-learning, the interaction between participants in the educational process via the Internet may take place in either asynchronous or synchronous modes.

When distance learning technologies and e-learning are employed, the course schedule specifies: the modes of interaction between participants in the educational process via the Internet (e.g., VCS—video conferencing; ET—electronic testing); links to the NCFU electronic information and educational environment, as well as to educational platforms and resources of other organizations accessible via the Internet; and, for synchronous learning, the scheduled times for online classes and the instructors involved. ...for asynchronous learning—online course authors.

When organizing interim assessments using distance learning technologies and e-learning, the *Methodological Recommendations on the Use of Technical Means Ensuring Objective Results During Interim and State Final Assessments for Higher Education Programs (Bachelor's, Specialist, and Master's programs) Using Distance Learning Technologies* (Letter from the Ministry of Science and Higher Education of Russia dated December 7, 2020, No. MN-19/1573-AN "On the Forwarding of Methodological Recommendations") are applied.

The course is delivered using e-learning and distance learning technologies via the NCFU electronic information and educational environment—accessible to students via the Internet—or through resources from other organizations, including platforms for videoconferencing, online meetings, and distance learning (e.g., MTS-Link), as well as social media channels to facilitate communication between students and instructors.

The educational and methodological support for the course—delivered using e-learning and distance learning technologies—includes the syllabus, study guides or lecture notes, guidelines for completing various types of student learning activities required by the course, and other educational materials, all provided in electronic format and hosted within the NCFU electronic information and educational environment.