



**PJSC "Higher Education Institution  
"INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT"**

Approved:  
Name of the department  
Minute No. \_ \_ \_ \_ \_ dated " \_ " 2025

Head of the department

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(signature)  
(full name)

**SYLLABUS**  
of the academic discipline  
**«PHILOSOPHY»**

specialty: C4 Psychology

educational level: first (bachelor's) level

study program:            «Psychology»

## General information about the academic discipline

Name of the academic discipline	Philosophy
Code(s) and name(s)	C4 Psychology
Specialty(s)	Psychology
Level of higher education	first (bachelor's) level of higher education
Status of the discipline	compulsory
Number of credits and hours	4 credits/120 hours Lectures: 20 hours Seminars/practical classes: 32 hours Independent work: 68 hours
Terms of study of the discipline	1
Language of instruction	Ukrainian
Type of final control	Exam

## General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
<b>Contact information</b>	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's website	

**Course abstract.** This course will teach you to form logical thinking, correctly divide, classify, and determine the historical periods of the development of philosophy; apply philosophical means of cognition, methodological principles of culture, science, and technology to analyze problem situations and choose optimal solutions in professional and social spheres of life; evaluate your ideas and actions, phenomena, and processes of spiritual life from the standpoint of humanistic morality and ethics; defend your own point of view with arguments, being tolerant of the opponent's opinion; orient yourself in the general stages of the historical development of philosophical thought.

**The subject of the discipline** is the study of philosophy as a system of theoretical knowledge about the world and humanity, encompassing the historical stages of the development of philosophical thought, the methods and means of philosophical cognition, and the principles of culture, science, technology, and humanistic ethics that enable the analysis of problem situations and the formation of reasoned, tolerant, and morally grounded positions in professional and social life.

**The purpose** of studying the discipline "Psychology": the formation of a categorical, critical, and humanistic type of thinking, philosophical culture, and the foundations of a philosophical worldview based on the achievements of world and domestic thought, universal intellectual and spiritual heritage.

**The objectives** of the course are to develop critical and humanistic thinking, form a philosophical culture and worldview, familiarize students with world and domestic philosophical heritage, and cultivate the ability to apply philosophical reasoning to real-life problems.

**Prerequisites:** basic general educational knowledge of the social and humanitarian cycle. The course "Philosophy" is directly related to the disciplines: "Introduction to the specialty "Psychology" according to the scheme, also with "Social Psychology and Sociology", "History of Psychology".

### **Program competencies and learning outcomes:**

<b>General Competencies (GC)</b>	<b>GC</b> 1. The ability to apply knowledge in practical situations. <b>GC</b> 5. The ability to be critical and self-critical. <b>GC</b> 10. The ability to exercise one's rights and obligations as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine.
<b>Specific (Professional) Competencies (SC)</b>	<b>SC</b> 1. The ability to operate with the categorical and conceptual apparatus of psychology.

	<p><b>SC 2.</b> The ability to retrospectively analyze domestic and foreign experience in understanding the nature of the emergence, functioning and development of mental phenomena.</p> <p><b>SC 3.</b> The ability to understand the nature of behavior, activity and actions.</p> <p><b>SC 7.</b> The ability to analyze and systematize the results obtained, formulate reasoned conclusions and recommendations.</p>
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<b>Program learning outcomes</b>	
<b>Program outcomes</b>	
	<p><b>PLO 4.</b> To substantiate one's own position, to draw independent conclusions based on the results of one's own research and analysis of literary sources.</p> <p><b>PLO 6.</b> To formulate the goal, objectives of the research, to have the skills of collecting primary material, to follow the research procedure.</p> <p><b>PLO 7.</b> To reflect and critically assess the reliability of the obtained results of psychological research, to formulate reasoned conclusions.</p> <p><b>PLO 10.</b> To formulate an opinion logically, accessibly, to discuss, to defend one's own position, to modify statements in accordance with the cultural characteristics of the interlocutor.</p> <p><b>PLO 18.</b> To take effective measures to preserve health (one's own and those around them) and, if necessary, to determine the content of a request for supervision</p> <p><b>PLO 19.</b> To analyze the socio-psychological characteristics of the personality and to draw up a socio-psychological portrait of the personality.</p> <p><b>PLO 21.</b> Implement programs on interpersonal and intergroup interaction that would contribute to a positive psychological microclimate in teams.</p>

### **Content of the academic discipline**

<b>No</b> •	<b>Topic name</b>	<b>Number of hours, including</b>			
		<b>Lectu mers</b>	<b>Semin ars</b>	<b>Indivi dual work</b>	<b>Teaching methods/</b>

					<b>assessment methods</b>
<b>Content module 1. Formation and development of philosophy</b>					
To pic 1.	<b>Philosophy as a worldview. (The concept of a worldview. Philosophy as a form of a worldview. The difference between a philosophical worldview and other forms. The subject and functions of philosophy. The meaning of philosophy as a worldview.)</b>	2	3	6	<b>Teaching methods:</b> verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical (working with plots of legal cases); explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods (situation analysis; discussions, debates, polemics; dialogue, synthesis of thoughts; brainstorming; skills development; situational modeling, processing of
To pic 2.	<b>Ancient and medieval philosophy. (Historical conditions of emergence. Main features (rationalism, cosmocentrism). Pre-Socratic philosophy. Milesian School (Thales, Anaximand, Anaximenes). Pythagoreans (Pythagoras). Heraclitus.</b>	2	3	6	

	<p><b>Eleates(Xenophanes, Parmenides, Zeno).Atomists (Leupipus, Democritus)</b></p> <p><b>Classical period</b></p> <p><b>Sophists and Socrates.Platonism.Aristotle's Philosophy</b></p> <p><b>Hellenistic philosophy.</b>  <b>Stoicism (Zeno of Citium, Seneca, Epictetus, Marcus Aurelius).Epicurianism (Epicurus, Lucretius Carus).Skepticism (Pyrrho, Sextus Empiricus)</b>  <b>Neoplatonism (Plotinus)</b></p> <p><b>Medieval philosophy</b></p> <p><b>Theocentrism and the subordination of religion. Main problems (faith and reason, proof of the existence of God). Early medieval philosophy (patristics). Apologists</b></p>			<p><b>discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.</b></p> <p><b>Assessment methods: oral control (oral survey, assessment of participation in discussions, other interactive teaching methods); written control (control, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; evaluation of case studies.</b></p>
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	<p><b>(Justin Martyr, Tertullian).</b></p> <p><b>Augustine the Blessed (the doctrine of God, man, history).</b></p> <p><b>High Middle Ages (scholasticism).</b></p> <p><b>Formation of universities. The debate about universals (realism vs nominalism).</b></p> <p><b>Anselm of Canterbury (ontological proof of the existence of God).</b></p> <p><b>Thomas Aquinas (synthesis of faith and reason, five proofs of the existence of God).</b></p> <p><b>Late Middle Ages.</b></p> <p><b>William of Ockham (Ockham's razor).</b></p> <p><b>Development of mysticism (Meister Eckhart)</b></p>			
<b>Topic 3.</b>	<b>Philosophy of the Renaissance and Modern Times (Historical conditions and features of the era (humanism, anthropocentrism</b>	<b>2</b>	<b>3</b>	<b>7</b>

	<p><b>m, secularization).</b></p> <p><b>The main ideas of Renaissance humanism.</b></p> <p><b>Natural philosophy and pantheism (M. Cusa, J. Bruno).</b></p> <p><b>Political philosophy (N. Machiavelli).</b></p> <p><b>The Reformation and its philosophical significance (M. Luther, J. Calvin).</b></p> <p><b>Modern Philosophy</b></p> <p><b>Transition from Renaissance thinking to the scientific revolution 17th century. Empiricism (F. Bacon, J. Locke, T. Hobbes)</b></p> <p><b>Rationalism (R. Descartes, B. Spinoza, G. Leibniz).</b></p> <p><b>The problem of method in science (induction and deduction).</b></p> <p><b>Mechanistic worldview and</b></p>			
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	<p><b>materialism.</b></p> <p><b>Political philosophy (social contract, natural law).</b></p>				
<b>Topic 4.</b>	<b>Classical German philosophy (I. Kant, J. F. J. Schelling, G. Hegel, L. Feuerbach)</b>	<b>2</b>	<b>3</b>	<b>7</b>	
<b>Topic 5.</b>	<p><b>Philosophical thought in Ukraine. (Philosophical thought of Kyivan Rus. Volodymyr Monomakh, the activities of Metropolitan Hilarion.</b></p> <p><b>Ostroh and Kyiv-Mohyla intellectual centers.</b></p> <p><b>Grigory Skovoroda.</b></p> <p><b>Philosophy of the Cyril and Methodius Society.</b></p>	<b>2</b>	<b>3</b>	<b>7</b>	

	<p><b>Mykhailo Drahomanov, Ivan Franko, Lesya Ukrainka — socio-political and humanistic views.</b></p> <p><b>Ukrainian philosophy of the 20th century in the diaspora — D. Chyzhevskyi, I. Bagryanyi, I. Lysyak-Rudnytskyi.</b></p> <p><b>Modern Ukrainian philosophy — problems of statehood, democracy, national identity</b></p> <p><b>Modern trends in Western philosophy.</b></p>			
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#### **Content module 2. Fundamentals of philosophical understanding of the world**

<b>Topic 6</b>	<p><b>Ontology. Phenomenology (The concept of ontology, its subject and place in philosophy.</b></p> <p><b>The main forms of being and their characteristics. Materialism,</b></p>	<b>2</b>	<b>3</b>	<b>7</b>
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	<p><b>idealism, dualism as the main concepts of being. Categories of ontology: space, time, movement, development.</b></p> <p><b>The place of man in the structure of being).</b></p>				
<b>Topic 7</b>	<p><b>Theory of scientific knowledge (Gnoseology). (The concept of epistemology and its main problems.</b></p> <p><b>Sources, forms and levels of knowledge.)</b></p>	<b>2</b>	<b>4</b>	<b>7</b>	
<b>Topic 8</b>	<p><b>Dialectics and its alternatives (The concept of dialectics, its principles and laws.</b></p> <p><b>The main alternatives to dialectics: metaphysics, sophistry, eclecticism.)</b></p>	<b>2</b>	<b>4</b>	<b>7</b>	

Topic 9	<p><b>Philosophical problems of society and man (The concept and structure of society).</b></p> <p><b>Historical types of society and their characteristics.</b></p> <p><b>Man as a social being: essence and nature.</b></p> <p><b>The relationship between the individual, society and the state.</b></p> <p><b>The problem of human freedom and responsibility in society.).</b></p>	2	3	7	
Topic 10	<p><b>Philosophy and global problems of modernity (The concept of global problems and their classification).</b></p> <p><b>The role of philosophy in understanding and solving global problems.</b></p> <p><b>Environmental crisis and the concept of sustainable</b></p>	2	3	7	

	<p><b>development.</b></p> <p><b>Problems of war, peace and international security.</b></p> <p><b>Globalization and its impact on the culture and values of humanity).</b></p>				
<b>Modular test work</b>					
<b>Total :</b>	<b>20</b>	<b>32</b>	<b>68</b>		
<b>Form of control: exam</b>					

**Technical equipment and/or software** – official website of MAUP:

<http://maup.com.ua> The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the Internet, which is provided by a free Wi-Fi network.

### **Forms and methods of control.**

Control of the success of students is divided into ongoing and final (semester).

Ongoing control is carried out during practical (seminar) classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of ongoing control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, a differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

- oral report;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during the discussion of issues;
- participation in discussions, interactive forms of organizing classes;

- analysis of legislation and monographic literature;
- written tasks (tests, tests, creative works, essays, etc.);
- preparation of theses, summaries of educational or scientific texts;
- independent study of topics;
- Control of the success of students is divided into ongoing and final.

- **Methods of ongoing control:** oral control (survey, conversation, report, message, etc.); written control (test work, essay, presentation of material on a given topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

### Grading system and requirements.

**Table of distribution of points received by students**

Topics	Ongoing knowledge control										Modular tests	Exam	Total points
	To pic 1	To pic 2	To pic 3	To pic 4	To pic 5	To pic 6	To pic 7	To pic 8	To pic 9	To pic 10			
Work in a seminar session	4	4	4	4	4	4	4	4	4	4	20	40	100
Independent work	2	2	2	2	2	2	2	2	2	2			

The table contains information about the maximum points for each type of academic work of a student.

When assessing the mastery of each topic for the current educational activity, the student is given marks taking into account the approved assessment criteria for the relevant discipline.

**The criteria for assessing** the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the assessment of academic achievements of students at PJSC "HEI "MAUP".

**Modular control.** Modular control work on the academic discipline "Philosophy" is carried out in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline "Philosophy":

When evaluating the modular test work, the volume and correctness of the completed tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- the grade "good" (B) is given for the completion of 80% of all tasks;
- the grade "good" (C) is given for the completion of 70% of all tasks;

- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;

- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final semester control in the academic discipline «Philosophy» is a mandatory form of assessing the learning outcomes of a student. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the syllabus of the academic discipline.

The final control is carried out in the form of an exam. The student is admitted to the final control provided that he/she performed all types of work outlined in the syllabus.

The final (semester) grade of the discipline for which the exam is provided is formed from two components: the results (grade) of the ongoing control; exam grade.

The maximum number of points for the ongoing control is 60, for the examination is 40.

The minimum amount by which the exam is considered as passed is 25 points.

The grade for the ongoing control is formed as the sum of rating points received by the student during the seminars/practical classes and incentive (if provided) points.

After evaluating the student's answers on the exam, the professor summarizes the points received for the ongoing control measures and points for the exam to obtain the final grade for the course.

#### Scale for the assessment of exam tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number

		of correct answers; the student has demonstrated theoretical knowledge with significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

**Assessment of additional (individual) types of educational activities.** Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the academic discipline.

By decision of the department, applicants who participated in scientific research work and performed certain types of additional (individual) types of educational activities may be awarded incentive (bonus) points for a certain educational component.

Incentive points are not normative and are not included in the table of distribution of points received by students and the main scale of the assessment system.

One event can be the basis for setting incentive points only for one most relevant educational component.

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 2 points using standardized generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
2	2	1,5	1	0

Forms of control: ongoing control based on the performance of practical work; ongoing control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used

#### Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for exam, course project (work), practice	
		National scale assessment for exam, course project (work), practice	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	fail unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline

#### Course Policy.

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behaviour and ethics.

The course "Philosophy" involves mastering and adhering to the principles of ethics and academic integrity, in particular, orientation on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotes, which must be accompanied by references to primary sources. Violations of academic integrity are considered:

academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, biased evaluation.

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that can develop practical skills and abilities, for which additional (bonus) points can be awarded (participation in round tables, scientific conferences, scientific competitions among students).

### **Methodological support of the academic discipline**

Teaching and methodological materials that provide support for the discipline: lecture notes, methodological recommendations for conducting practical (seminar) classes and methodological recommendations for independent work of higher education students in the academic discipline "Philosophy".

### **Recommended sources of information.**

#### **Main:**

1. Philosophy: textbook / V.S. Blikhar, M.M. Tsymbalyuk, N.V. Gayvoronyuk, V.V. Levkulych, B.B. Shandra, V.Yu. Svyshcho. Ed. 2nd, revised and supplemented. Uzhhorod: Publishing house of UzhNU "Hoverla", 2021. 440 p.

2. Shandra B.B. Philosophy: educational and methodological recommendations ((for students of the first (bachelor's) level of higher education) Fields of knowledge 01 Education/Pedagogy Specialties 014 Secondary education OPP "Physics. Informatics (language of instruction of specialized disciplines - Hungarian)" // Uzhgorod: State Higher Educational Institution "UzhNU", 2024. 51 p.

3. Andrushchenko V.P., Gubersky L.V., Mykhalchenko M.I. Social philosophy: history, theory, methodology: textbook for universities. [4th ed., corrected and supplemented]. Kyiv: Yurinkom Inter, 2016.

4. Baumeister A. Introduction to philosophical studies. - Kyiv, 2017.

5. Vasilyeva I, Vermenko A. Philosophy and General Philosophy of Medicine. Study guide Publishing house Medicine Language English Year of publication 2019 Number of pages 240 p.

6. Voronyuk O. Fundamentals of philosophical knowledge. Medicine. 2018. 120 p.

7. Leonid Gubersky. Philosophy. Folio. Textbook for universities. 2018. 621.p.

#### **Additional literature:**

8. History of philosophy of Ukraine. Textbook (Tarasenko M.F.. Rusyn M.Yu. and others). - K., 1994.

9. Nerubasska A. O. Systemic approach and its relevance in modern research. Perspectives. Socio-political journal, State institution "South Ukrainian University named after K. D. Ushynsky". Issue 1, 2019. P. 12–20. [htths:/doi.org/10/24195/spj1561-1264.2019.1.2](https://doi.org/10/24195/spj1561-1264.2019.1.2).

10. Nerubasska A. O. Analysis of the essence of man on the example of some

ancient Eastern ideas: a synergistic aspect. Scientific and practical journal "Actual problems of philosophy and sociology", National University "Odesa Law Academy", Vol. 13. Odesa, 2016. P. 43 – 45

11. Yaroshovets V.I. History of philosophy: from structuralism to postmodernism: a textbook for students of higher education. K.: Knowledge of Ukraine, 2004. 214 p.

12. Practical course on the discipline "Philosophy" for all specialties. Center for Educational Literature. 2020. 184 p.

13. Serhiy Symonenko, Oleksiy Sulym, Mykhailo Shmygol Fundamentals of philosophy. Center for Educational Literature. 2019. 412 p.

14. Philosophy. Textbook. / Edited by prof. Petrushenko V.L. and Assoc. Prof. Skaletsky M.P. – 2006.

15. European Dictionary of Philosophy: Lexicon of Untranslatability. T. 1Scientific project leaders: Barbara Kassen and Konstantin Sygov. K.: Spirit and Letter, 2009. – 576 p. – Ukrainian. <http://ru.duh-i-litera.com/evropejskyj-slovnyk-filosofij-leksykon-neperekladnostej-t-1/>

16. Encyclopedia of Postmodernism / Ed. Ch. Winkvist and V. Taylor; Trans. from English V. Shovkun; Scientific ed. trans. O. Shevchenko. – K.: Osnovy, 2003.

17. Nerubasska Alla, Maksymchuk Borys. The Demarkation of Creativity, Talent and Genius in Humans: a Systemic Aspect. Postmodern Openings, Vol. 11, N 2. (2020), pp. 240 - 255.

18. Nerubasska Alla, Lopuga Oresta. Pandemic Panik in information space: the fact and its ladenness. Postmodern Openings, Vol.11, Issue 1 Supl. 2 (2020), pp. 93-99.

### **Information resources:**

1. URL: <http://philsci.univ.kiev.ua/>

2. URL: <http://plato.stanford.edu/>