

Federal State Budgetary Educational Institution of Higher Education
"Privolzhsky Research Medical University"
Ministry of Health of the Russian Federation

BANK OF ASSESSMENT TOOLS FOR DISCIPLINE

PHILOSOPHY

Training program (specialty): 33.05.01 PHARMACY

Department: Social Sciences and Humanities

Mode of study: full-time

Nizhniy Novgorod
2021

1. Bank of assessment tools for the current monitoring of academic performance, mid-term assessment of students in the discipline

This Bank of Assessment Tools (BAT) for the discipline "Philosophy" is an integral appendix to the working program of the discipline "Philosophy". All the details of the approval submitted in the WPD for this discipline apply to this BAT.

2. List of assessment tools

The following assessment tools are used to determine the quality of mastering the academic material by students in the discipline/ practice:

No.	Assessment tool	Brief description of the assessment tool	Presentation of the assessment tool in the BAT
1	Tests	A system of standardized tasks that allows you to automate the procedure of measuring the level of knowledge and skills of a student	Bank of test tasks
2	Essay	A task in which the student is offered to show the freedom of creativity, creativity, originality to solve the problem posed to him.	Topics of essays
3	Creative tasks	A method of control that allows you to assess the criticality of thinking and the degree of assimilation of the material, the ability to apply theoretical knowledge in practice.	A set of tasks

3. A list of competencies indicating the stages of their formation in the process of mastering the educational program and the types of evaluation tools

Code and formulation of competence*	Stage of competence formation	Controlled sections of the discipline	Assessment tools
UC-1,5	Current	Section 1. The image and status of philosophy in culture	Test tasks
			Essay
			Creative tasks
UC-1,5	Current	Section 2. The problem of man in the history of philosophy	Test tasks
			Essay
			Creative tasks
UC-1,5	Current	Section 3. Philosophical problems of being, cognition and modern	Test tasks
			Essay

		technoscience	Creative tasks
UC-1,5 GPC-1	Current	Section 4. A man in the system of social relations	Test tasks
			Essay
			Creative tasks
UC-1,5 GPC-1	Mid-term	Section 1. The image and status of philosophy in culture Section 2. The problem of man in the history of philosophy Section 3. Philosophical problems of being, cognition and modern technoscience Section 4. A man in the system of social relations	Credit questions

4. The content of the assessment tools of entry, current control

Current control is carried out by the discipline teacher when conducting classes in the form of: test tasks, essays, creative tasks.

4.1. Creative tasks for the assessment of competences UC-1, UC-5, GPC-1.

Task 1. Today, the privileged form of knowledge is scientific knowledge. Science has long been the productive force of modern society and it is no longer possible to imagine human culture without it. In general, science can be defined as the activity of people aimed at cognition and transformation of objective reality.

1. List the distinctive features of scientific knowledge.
2. Name the possible types of classification of science.
3. What general scientific methods do you know?
4. Describe the main structural levels of scientific knowledge.
5. What is the specificity of the humanities?

Task 2. The increasing role of science in modern society has forced philosophers to pay close attention to it. Science has long been the subject of philosophical speculation. In the XIX-XX centuries, a number of philosophical concepts of scientific knowledge emerged

1. What are the main directions of the philosophy of science in the 20th century.
2. What is verification and falsification?
3. Describe the concept of "scientific revolution" in the concept of Thomas Kuhn.
4. Define the concept of "paradigm".

Task 3. The rapid development of modern science poses many previously unknown problems to humanity. The more technically equipped our civilization becomes, the more global risks await us now and in the future.

1. What risks caused by scientific progress already exist now?
2. What may arise in the future?
3. In your opinion, what are the main ethical principles governing the activities of a scientist?
4. Give the concept of scientific and technological revolution

Task 4. One of the sections of philosophy is the "Philosophy of Technology", which deals with the issues of the ultimate understanding of the technical environment, material culture, machines and means of communication in their relation to man, the world and themselves.

1. When and in connection with what conditions does this direction arise?
2. Name the main representatives of this direction.

3. What stages did the technique go through in the course of its evolution?
4. From the point of view of the idea of organoprojection, what are the listed technical objects: a) shovel, c) telegraph, d) railway, e) binoculars, e) oil pipeline, g) water wheel.
5. Give an example of how technical means change a person's consciousness, his worldview, attitude to the world, society and himself.

Task 5. One of the most important philosophers of the XX century was M. Heidegger, who contributed to the philosophy of technology.

1. What is the name of his work, in which he raises the question of technology?
2. What, from the point of view of M. Heidegger, is the essence of technology?
3. What is technology in the history of mankind, from the point of view of M. Heidegger? What a person needs to discard and forget. The fact that a person should accept and praise, completely immersed in technical research. Or the fate of humanity, which should not be discarded, but not praised, but try to understand and explore. Justify your answer.
4. Give an example in which the difference in the attitude to natural objects of a person with an archaic and New European technical consciousness would be clearly expressed.
5. How do you interpret F. Holderlin in relation to M. Heidegger's ideas about technology: "But where there is danger, there grows // And salvation"? How can a person free himself from the power and domination of technology?

Task 6. The subject of the study of social philosophy is society and the processes taking place in it. In the history of philosophical understanding of society, there have been many attempts to define society.

1. What is society in the broadest sense of this concept?
2. Society is often compared with nature. What are their similarities and differences?
3. What are the main models of society and how is society understood in each of them?
4. Name the supporters of these models.
5. What definition of society does K. Marx give?

Task 7. Society as a specifically human form of life activity is a complexly organized system consisting of certain structural elements or components. The latter are often called spheres of society.

1. Name the main spheres of society.
2. What concepts does K. Marx use to describe the structure of society as a system? Give them a brief description.
3. What can be considered the foundation, the foundation of society according to K. Marx and why?
4. In Marxism, all processes occurring in the life of society are divided into: primary, determining and secondary, determined. Name the concepts used to denote them and give them definitions.
5. What is social consciousness and what are its types and forms?

Task 8. One of the most important spheres of society is political. The processes taking place in it also become the subject of the study of social or political philosophy.

1. What is politics in the original sense of the word (Plato, Aristotle)?
2. Give a modern definition of politics.
3. Who is the subject of the policy?
4. What is geopolitics? Who is considered its founder? How is the state understood in most geopolitical concepts?
5. Compare F. Ratzel and H. McKinder's geopolitical concepts.

Task 9. The philosophy of history is an attempt to explain the course and patterns of the historical process. On this basis, various typologies of human history are created. At the moment, we can talk about the existence of two fundamental approaches to understanding history.

1. What are these two approaches? Who are their supporters?

2. The most famous example of a stadium approach can be considered a formational one. What is a socio-economic formation and how many of them are usually allocated?
3. What is the main criterion for distinguishing these formations?
4. How does the change of socio-economic formations occur? What is the driving force behind their development?
5. What is the progressive development of human society within the framework of this approach?

Task 10. D. Bell in his work "The coming post-industrial society" argued that socio-economic changes in modern society go beyond the capitalist formation. R. Aron, E. Toffler, M. Castels and a number of other authors supported this thesis and, paying attention mainly to technological innovations, proposed the concepts of "information" and "network society".

1. What is convergence?
2. Which of the listed philosophers used it and in what context?
3. Which term is most often used when describing changes in the cultural sphere in the 1970s and 1990s?
4. What factors of the formation of post-industrial society did D. Bell single out?
5. How does D. Bell's concept of the "middle class" differ from the Marxist understanding of classes?

4.2. Topics of essays for the assessment of competences UC-1, UC-5, GPC-1.

Topic 1. Why is philosophy not a science? What distinguishes them?

Topic 2. It is customary to attribute its cosmocentrism and rationalism to the characteristic features of ancient philosophy. How does this manifest itself?

Topic 3. What is characteristic of the medieval understanding of man and what is the fundamental difference between the philosophy of the Middle Ages and the philosophy of antiquity?

Topic 4. Which philosophical ideas of the Renaissance have remained relevant to this day?

Topic 5. The basis of the philosophy of the New Time were two ideological and methodological positions - empiricism and rationalism. Give 3 arguments in defense of each position.

Topic 6. Thomas Hobbes and John Locke are both proponents of the theory of the social contract. Meanwhile, many differences can be found in their views on man, society and the state. In particular, Vol. Hobbes considers the absolute monarchy, the unlimited power of the sovereign, to be the best form of the state. Locke is the founder of the theory of separation of powers and, accordingly, justifies the need to limit the power of the ruler and create a limited (constitutional) monarchy. Give 3 arguments in favor of each of these points of view.

Topic 7. Immanuel Kant defined the age of Enlightenment as "the release of mankind from the state of immaturity." At the same time, the famous call "Dare to know!" became a motto of the era. How can one interpret the words of the philosopher?

Topic 8. Immanuel Kant is known as a supporter of agnosticism, a position that asserts the fundamental impossibility of man's cognition of the sphere of the supersensible (things-in-themselves). Give arguments for and against this position of the German thinker.

Topic 9. At its core, Marxism is a materialistic philosophy built on strictly scientific principles of determinism. It postulates, based on the objective laws of functioning and

development inherent in human history, the inevitable transition of the latter into a qualitatively different state devoid of obvious antagonisms. And at the same time, Marxism appears as a concept that is truly humanistic in nature, considering each individual as an active, consciously acting being – the creator of history and himself. Later commentators gave different answers to the question whether K. had succeeded. Marx fully realized his plan: organically link the above approaches in the developed teaching and at the same time firmly maintain the position of humanism, clearly stated by him in his early works. What do you think?

Topic 10. In the philosophy of N.A. Berdyaev the idea of the connection between human freedom and creativity is asserted. In your opinion, what is the connection between the two?

4.3. Test questions for the assessment of competences UC-1, UC-5, GPC-1.

Test tasks	Competence code
<p>1. THE AUTHOR OF THE TERM "PHILOSOPHY" IS:</p> <p>a) Thales b) Pythagoras c) Plato d) Confucius e) Marx</p>	<p>UC-1, UC-3, UC-5, GPC-1</p>
<p>2. THE TOTALITY OF VIEWS ON THE WORLD AND A PERSON'S PLACE IN IT IS CALLED:</p> <p>a) Philosophy b) Religion c) Ideology d) Worldview e) Culture</p>	
<p>3. THE FIRST PHILOSOPHICAL SCHOOL OF ANCIENT GREECE IS:</p> <p>a) Sophists b) Milesian c) Atomistic d) Eleatic e) Pythagorean</p>	
<p>4. COMPLETE THE SAYING OF SOCRATES "VIRTUE IS ...":</p> <p>a) Philosophy b) Vice c) Knowledge d) Ignorance e) Science</p>	
<p>5. THE AUTHOR OF THE SAYING "EVERYTHING FLOWS" IS:</p> <p>a) Thales b) Democritus c) Socrates d) Heraclitus e) Pythagoras</p>	

<p>6. THE AUTHOR OF THE WORK "THE CITY OF GOD" IS:</p> <ul style="list-style-type: none"> a) Abelard b) Anselm of Canterbury c) Thomas Aquinas d) Avicenna e) Augustine 	
<p>7. THE IDEA THAT THE WORLD APPEARS TO BE THE RESULT OF DIVINE CREATION IS CALLED:</p> <ul style="list-style-type: none"> a) Theocentrism b) Creationism c) Providentialism d) Nominalism e) Realism 	
<p>8. THE IDEA THAT ASSERTS THE IDENTITY OF GOD AND THE WORLD IS CALLED:</p> <ul style="list-style-type: none"> a) Theocentrism b) Pantheism c) Monotheism d) Deism e) Hylozoism 	
<p>9. A EUROPEAN COUNTRY CONSIDERED TO BE THE CENTER OF RENAISSANCE CULTURE IS:</p> <ul style="list-style-type: none"> a) France b) Germany c) Italy d) Netherlands e) England 	
<p>10. THE AUTHOR OF THE SAYING "KNOWLEDGE IS POWER":</p> <ul style="list-style-type: none"> a) Francis Bacon b) Gottfried Wilhelm Leibniz c) Benedict Spinoza d) Rene Descartes e) Thomas Hobbes 	
<p>11. THE AUTHOR OF THE DOCTRINE OF MONADS:</p> <ul style="list-style-type: none"> a) Francis Bacon b) Gottfried Wilhelm Leibniz c) Benedict Spinoza d) Rene Descartes e) Thomas Hobbes 	
<p>12. ACCORDING TO EMPIRICISM, THE MAIN WAY OF COGNITION IS:</p> <ul style="list-style-type: none"> a) The mind b) Thinking c) Feelings d) Intuition e) Experience 	
<p>13. REPRESENTATIVES OF THE THEORY OF THE SOCIAL CONTRACT ARE:</p>	

<p>a) Augustine and Thomas Aquinas b) Nicolas of Cusa and Giordano Bruno c) Francis Bacon and Rene Descartes d) Thomas Hobbes and John Locke e) George Berkeley and David Hume</p>	
<p>14. THE WORLDVIEW OF THE ENLIGHTENMENT ERA WAS CHARACTERIZED BY A CULT a) reason b) faith c) authority d) philosophy</p>	
<p>15. THE AUTHOR OF THE WORK "ON THE SOCIAL CONTRACT" IS a) J.-J. Rousseau b) J. Lametri c) Voltaire d) D. Diderot</p>	
<p>16. A RETURN TO NATURE AND NATURAL SIMPLICITY IS ONE OF THE MAIN POINTS OF a) J.-J. Rousseau b) J. Lametri c) C. Montesquieu d) D. Diderot</p>	
<p>17. ACCORDING TO THE VIEWS OF J. LAMETRI, MAN IS a) a machine b) a body c) a personality d) God</p>	
<p>18. "DARE TO KNOW" IS THE MOTTO OF THE ERA OF a) Enlightenment b) The Middle Ages c) Renaissance d) antiquity</p>	
<p>19. IMMANUEL KANT'S PHILOSOPHY IS CHARACTERIZED BY THE FOLLOWING DISTINCTION: a) a subjective view of the world and an objectively cognized world b) A limited studied world and a fully explored world c) The world of "things-as-they-appear" and the world of "things-in-themselves" d) The non-existent world and the existing world e) The earthly world and the divine world</p>	
<p>20. THE BASIC CONCEPT OF ETHICS OF IMMANUEL KANT, WHICH FIXATES A UNIVERSALLY VALID MORAL PRECEPT, WHICH HAS THE FORCE OF AN UNCONDITIONAL PRINCIPLE OF HUMAN BEHAVIOR IS: a) Absolute will b) Analytical statement c) Assertive judgment</p>	

<p>d) Categorical imperative e) Transcendental apperception</p>	
<p>21. LUDWIG FEUERBACH IS CONSIDERED TO BE A REPRESENTATIVE OF:</p> <p>a) Mechanistic materialism b) Anthropological materialism c) Dialectical materialism d) Economic materialism e) Scientific materialism</p>	
<p>22. KARL MARX'S PHILOSOPHY IS CHARACTERIZED BY THE FOLLOWING CONCEPTS:</p> <p>a) Virtue, truth, mysticism, irony, idea b) Substance, extension, mode, attribute, thinking c) Antinomy, "thing-in-itself", "things-as-they-appear", imperative, sublime d) Thesis, antithesis, synthesis, contradiction, withdrawal e) Labor, production, surplus value, revolution, communism</p>	
<p>23. THE STAGES OF SOCIAL DEVELOPMENT CHARACTERIZED BY A CERTAIN LEVEL OF PRODUCTIVE FORCES AND CORRESPONDING PRODUCTION RELATIONS ARE LABELED IN THE PHILOSOPHY OF KARL MARX AS:</p> <p>a) Layers b) Classes c) Retinues d) Strata e) Formations</p>	
<p>24. THE ENERGY OF SEXUAL ATTRACTION IN SIGMUND FREUD'S THEORY IS CALLED:</p> <p>a) sublimation b) libido c) perversion d) mortido e) inversion</p>	
<p>25. A UNIQUE DIRECTLY EXPERIENCED HUMAN EXISTENCE IS:</p> <p>a) existence b) quintessence c) exegesis d) ecstasy e) essence</p>	
<p>26. THE PREDECESSOR OF THE PHILOSOPHY OF EXISTENTIALISM IS CONSIDERED TO BE:</p> <p>a) Søren Kierkegaard b) Aristotle c) Karl Marx d) Sigmund Freud e) Benedict Spinoza</p>	
<p>27. THE AUTHOR OF THE WORKS "EGO AND ID", "INTERPRETATION OF DREAMS" IS:</p>	

<p>a) Martin Heidegger b) Søren Kierkegaard c) Carl Jung d) Albert Camus e) Sigmund Freud</p>	
<p>28. THE AUTHOR OF THE TERM "ARCHETYPE": a) Albert Camus b) Martin Heidegger c) Søren Kierkegaard d) Carl Jung e) Sigmund Freud</p>	
<p>29. THE MAIN CONTENT OF THE COLLECTIVE UNCONSCIOUS ACCORDING TO C. JUNG'S ARE: a) archetypes b) the protective mechanisms of the psyche c) complexes d) instincts e) passions</p>	
<p>30. THE MAIN CONTENT OF THE INDIVIDUAL UNCONSCIOUS ACCORDING TO C. JUNG'S ARE: a) instincts b) passion c) the protective mechanisms of the psyche d) archetypes e) complexes</p>	
<p>31. ONE OF THE KEY PROBLEMS OF THE PHILOSOPHY OF EXISTENTIALISM: a) the problem of substance b) the problem of class struggle c) the problem of freedom d) the problem of cognition e) the problem of the unconscious</p>	
<p>32. ACCORDING TO J.-P. SARTRE, EXISTENTIALISM IS: a) nihilism b) humanism c) traditionalism d) rationalism e) atheism</p>	
<p>33. IN THE THEORY OF S. FREUD THE DEEPEST LAYER OF THE HUMAN PSYCHE IS CALLED: a). "Super-Ego" b) "Id" c) "Super-Id" d) "Ego"</p>	
<p>34. THE TOTALITY OF MENTAL STATES AND PROCESSES THAT ARE CARRIED OUT WITHOUT THE PARTICIPATION OF CONSCIOUSNESS IS DESIGNATED IN PHILOSOPHY AS: a) The unconscious b) The ideal</p>	

<p>c) The social d) The phenomenon e) Language</p>	
<p>35. THE SIGN SYSTEM THAT CORRELATES THE CONCEPTUAL CONTENT AND THE TYPICAL SOUND/SPELLING AND SERVES FOR COMMUNICATION IS CALLED:</p> <p>a) Sound b) Speech c) Syntax d) Phonetics e) Language</p>	
<p>36. THE FOLLOWING REPRESENTATIVE OF CLASSICAL PHILOSOPHY LAID THE FOUNDATION FOR THE DEVELOPMENT OF ARTIFICIAL INTELLIGENCE:</p> <p>a) Aristotle b) Plato c) Thomas Aquinas d) Immanuel Kant e) Karl Marx</p>	
<p>37. THE AUTHOR OF THE FAMOUS QUESTION "CAN MACHINES THINK?" IS:</p> <p>a) Alan Turing b) Nick Bostrom c) John Searle d) Raymond Kurzweil e) John McCarthy</p>	
<p>38. A HYPOTHETICAL MOMENT IN THE FUTURE WHEN TECHNOLOGICAL DEVELOPMENT BECOMES IN PRINCIPLE UNCONTROLLABLE AND IRREVERSIBLE, WHICH GENERATES RADICAL CHANGES IN THE NATURE OF HUMAN CIVILIZATION, IS CALLED:</p> <p>a) technological singularity b) transhumanism c) postmodernity d) the rebellion of machines e) the end of history</p>	
<p>39. THE AUTHOR OF THE WORK "THE SINGULARITY IS ALREADY CLOSE":</p> <p>a) Alan Turing b) Nick Bostrom c) John Searle d) Raymond Kurzweil e) John McCarthy</p>	
<p>40. THE BRANCH OF PHILOSOPHY DEALING WITH THE PROBLEMS OF COGNITION IS CALLED:</p> <p>a) Axiology b) Anthropology c) Epistemology</p>	

<p>d) Ontology e) Ethics</p>	
<p>41. THE PHILOSOPHICAL DOCTRINE, ACCORDING TO WHICH THE POSSIBILITY OF COGNITION OF REALITY OR ITS COMPONENTS IS QUESTIONED, IS CALLED:</p> <p>a) Agnosticism b) Apriorism c) Intuitionism d) Sensualism e) Scepticism</p>	
<p>42. THE SPHERE OF HUMAN ACTIVITY, THE FUNCTION OF WHICH IS THE DEVELOPMENT AND THEORETICAL SYSTEMATIZATION OF OBJECTIVE KNOWLEDGE ABOUT REALITY, IS CALLED:</p> <p>a) Truth b) Culture c) Mythology d) Science e) Religion</p>	
<p>43. THE PHILOSOPHICAL MOVEMENT THAT EMPHASIZES THE ADVANTAGES OF POSITIVE SCIENTIFIC KNOWLEDGE BASED ON EMPIRICAL METHODS OF COGNITION IS CALLED:</p> <p>a) Irrationalism b) Modernism c) Pluralism d) Positivism e) Polytheism</p>	
<p>44. THE ERA IN WHICH SCIENCE TOOK SHAPE AS A SOCIAL INSTITUTION RECOGNIZED BY SOCIETY AND THE STATE:</p> <p>a) Renaissance b) The Middle Ages c) Postmodernity d) Antiquity e) New time</p>	
<p>45. THE ERA IN WHICH MAN BECAME THE MAIN ENGINE OF ENVIRONMENTAL CHANGE IS CALLED:</p> <p>a) anthropocene b) humanocene c) transhumanism d) posthumanism e) biocene</p>	
<p>46. THE TECHNIQUE COMES FROM THE GREEK WORD "TECHNE, WHICH MEANS:</p> <p>a) construction, mechanical product b) ship c) labor d) tools e) art, skill</p>	

<p>47. E. KAPP UNDERSTOOD THE TECHNIQUE AS:</p> <p>a) human reflection of the Creator's ideas b) universal value of universal scale c) the defining law of human existence d) the fate of being e) projection of human organs on natural material</p>	
<p>48. THE CONCEPT OF "MEGAMACHINE" WAS INTRODUCED INTO PHILOSOPHY BY:</p> <p>a) M. Heidegger b) F. Dessauer c) L. Mumford d) E. Kapp e) P. Florensky</p>	
<p>49. M. HEIDEGGER BELIEVED THAT THE BASIS OF MODERN NEW EUROPEAN TECHNOLOGY IS:</p> <p>a) Curiosity and the natural inclination of a person to combine, assemble and disassemble individual objects and structures. b) Delivery is an attitude to reality when the whole world, all the things around us, are seen by us as something that can be used, put into production or sale, made ready for use. c) The peculiar structure of the space of our world, which allows, thanks to its topology (cracks, bends and folds), to implement certain technical solutions in the world. d) Human needs that require new technical inventions to be satisfied. e) The ideal world of technical solutions, which opens up to a person in the form of insight and allows him to implement new technical objects into reality.</p>	
<p>50. SOCIETY AS A SYSTEM OF PUBLIC RELATIONS WAS DEFINED BY:</p> <p>a) N.Y. Danilevsky b) V.I. Lenin c) O. Spengler d) K. Marx e) Aristotle</p>	

Number of test task	The correct answer	Number of test task	The correct answer	Number of test task	The correct answer
1	b	21	b	41	e
2	d	22	e	42	c
3	b	23	e	43	c
4	c	24	b	44	e
5	d	25	a	45	a
6	e	26	a	46	e
7	b	27	e	47	e
8	b	28	d	48	c
9	c	29	a	49	b
10	a	30	e	50	d
11	b	31	c		
12	e	32	b		
13	d	33	b		
14	a	34	a		

15	a	35	e		
16	a	36	a		
17	a	37	a		
18	a	38	a		
19	b	39	e		
20	d	40	c		

4.4. Tasks (assessment tools) for the credit.

1. Philosophy and its role in the life of man and society.
2. The formation of ancient philosophy: from philosophy of nature to the study of man.
3. The philosophy of Plato.
4. The philosophy of Aristotle.
5. The main ideas of medieval philosophy.
6. Philosophy of New Time.
7. Immanuel Kant: epistemology and ethics.
8. Philosophy of G.W.F. Hegel.
9. Marxism: historical and dialectical materialism.
10. Russian philosophy: stages of development and basic concepts.
11. The main directions of Western philosophy of the XX century (psychoanalysis, existentialism, etc.)
12. The essence and structure of consciousness. Consciousness and self-awareness. The problem of the unconscious.
13. The socio-historical nature of consciousness. Consciousness and brain. Consciousness and language.
14. The problem of artificial intelligence. The concept of singularity.
15. The problem of knowability of the world. The unity of the sensuous and rational in cognition.
16. The concept of truth. The problem of criteria of truth. The diagnostic process as a search for truth.
17. The specifics of scientific knowledge. Structure, methods and forms of scientific knowledge.
18. Historical types of rationality. Scientific revolutions. Features of modern science. The role of science in the development of civilization.
19. The basic concepts of the philosophy of technology. Concepts of technology, organoprojection, megamachine. The conflict of technology and nature.
20. The concept of society. Basic models of society. Typologies of societies.
21. Society as a system. The main spheres of society's life. Social being and social consciousness.
22. Political relations. The concept of power. The State and its functions.
23. Post-industrial society: general characteristics.
24. Modern concepts of society: J. Baudrillard, U. Beck, Z. Bauman, N. Taleb et al.
25. Philosophy of history. Stadial and civilizational models of historical development.
26. Ethics: basic concepts, principles and problems. The essence and structure of morality.
27. Basic ethical theories and concepts (ethics of virtue, deontology, utilitarianism, etc.)
28. Philosophical concepts of man. The essence of personality. The problem of personal freedom and responsibility.
29. Society and human health. Lifestyle and health.
30. Medicine and society. Social functions of modern medicine.

5. The content of the assessment tools of mid-term assessment

Mid-term assessment is carried out in the form of a credit.

5.1 The list of control tasks and other materials necessary for the assessment of knowledge, skills and work experience: credit questions.

1. Philosophy and its role in the life of man and society.
2. The formation of ancient philosophy: from philosophy of nature to the study of man.
3. The philosophy of Plato.
4. The philosophy of Aristotle.
5. The main ideas of medieval philosophy.
6. Philosophy of New Time.
7. Immanuel Kant: epistemology and ethics.
8. Philosophy of G.W.F. Hegel.
9. Marxism: historical and dialectical materialism.
10. Russian philosophy: stages of development and basic concepts.
11. The main directions of Western philosophy of the XX century (psychoanalysis, existentialism, etc.)
12. The essence and structure of consciousness. Consciousness and self-awareness. The problem of the unconscious.
13. The socio-historical nature of consciousness. Consciousness and brain. Consciousness and language.
14. The problem of artificial intelligence. The concept of singularity.
15. The problem of knowability of the world. The unity of the sensuous and rational in cognition.
16. The concept of truth. The problem of criteria of truth. The diagnostic process as a search for truth.
17. The specifics of scientific knowledge. Structure, methods and forms of scientific knowledge.
18. Historical types of rationality. Scientific revolutions. Features of modern science. The role of science in the development of civilization.
19. The basic concepts of the philosophy of technology. Concepts of technology, organoprojection, megamachine. The conflict of technology and nature.
20. The concept of society. Basic models of society. Typologies of societies.
21. Society as a system. The main spheres of society's life. Social being and social consciousness.
22. Political relations. The concept of power. The State and its functions.
23. Post-industrial society: general characteristics.
24. Modern concepts of society: J. Baudrillard, U. Beck, Z. Bauman, N. Taleb et al.
25. Philosophy of history. Stadial and civilizational models of historical development.
26. Ethics: basic concepts, principles and problems. The essence and structure of morality.
27. Basic ethical theories and concepts (ethics of virtue, deontology, utilitarianism, etc.)
28. Philosophical concepts of man. The essence of personality. The problem of personal freedom and responsibility.
29. Society and human health. Lifestyle and health.
30. Medicine and society. Social functions of modern medicine.

6. Criteria for evaluating learning outcomes

For the credit (example)

Learning outcomes	Evaluation criteria	
	Not passed	Passed

Completeness of knowledge	The level of knowledge is below the minimum requirements. There were bad mistakes.	The level of knowledge in the volume corresponding to the training program. Minor mistakes may be made
Availability of skills	Basic skills are not demonstrated when solving standard tasks. There were bad mistakes.	Basic skills are demonstrated. Typical tasks have been solved, all tasks have been completed. Minor mistakes may be made.
Availability of skills (possession of experience)	Basic skills are not demonstrated when solving standard tasks. There were bad mistakes.	Basic skills in solving standard tasks are demonstrated. Minor mistakes may be made.
Motivation (personal attitude)	Educational activity and motivation are poorly expressed, there is no willingness to solve the tasks qualitatively	Educational activity and motivation are manifested, readiness to perform assigned tasks is demonstrated.
Characteristics of competence formation*	The competence is not fully formed. The available knowledge and skills are not enough to solve practical (professional) tasks. Repeated training is required	The competence developed meets the requirements. The available knowledge, skills and motivation are generally sufficient to solve practical (professional) tasks.
The level of competence formation*	Low	Medium/High

For testing:

Mark "5" (Excellent) - points (100-90%)

Mark "4" (Good) - points (89-80%)

Mark "3" (Satisfactory) - points (79-70%)

Less than 70% – Unsatisfactory – Mark "2"

A complete set of assessment tools for the discipline "Philosophy" is presented on the Educational portal of Privolzhsky Research Medical University:

<https://sdo.pimunn.net/course/view.php?id=605>

<https://sdo.pimunn.net/course/view.php?id=503>

Developer:

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