

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Семенов Юрий Алексеевич
Должность: Ректор
Дата подписания: 24.02.2026 13:28:34
Уникальный программный ключ:
7ee61f7810e60557bee49df655173820157a6d87

**Federal state budgetary educational institution of higher education
Ural State Medical University
Ministry of Healthcare of the Russian Federation**

Department of Philosophy and Bioethics



УТВЕРЖДАЮ
Проректор по образовательной деятельности
А.А. Ушаков
«12» июня 2025 г.

**Evaluation materials in the discipline of
of PHILOSOPHY, CULTURAL STUDIES**

Major: 31.05.03 Dentistry
Level of Higher Education: Specialist
Qualification: Dentist

Ekaterinburg
2025

«Philosophy, Cultural Studies» is structured according to the requirements of the Federal State Educational Standard of Higher Education in the major 31.05.03, Dentistry (specialist level of higher education), approved by order of the Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020, No. 984.

Prepared by:

Professor of the Department of Philosophy and Bioethics E.V. Vlasova, Candidate of Sciences (Philosophy), Associate Professor of the Department of Philosophy and Bioethics O.A. Kozyreva, Candidate of Sciences (Philosophy), Assistant Lecturer of the Department of Philosophy and Bioethics I.A. Gushchin.

Reviewed by:

Associate Professor of the Department of Philosophy, Ural Federal University, L.D. Lamberov, Candidate of Sciences (Philosophy).

Contents

1. Discipline codifier	4
2. Examples of tests for the discipline	10
3. Examples of control assignments for the discipline	13
4. Examples of creative assignments for the discipline	15
5. Examples of educational and didactic games	17
6. Examples of colloquiums for the discipline	19
7. Examples of topics for interviews for the discipline	21
8. Questions of the final assessment	23
A. Credit test questions	23
B. Examples of credit test papers	25
9. Methodology for assessing students' educational achievements in the discipline	26

1. Discipline codifier

Category (group) of competencies	Code and name of competence	Code and name of the indicator of achievement of competence	Labor function index and its content	Didactic unit	Controlled educational elements formed as a result of mastering the discipline			Methods for evaluating the results of mastering the discipline
					Knowledge	Abilities	Skills	
System and critical thinking	UC-1. Able to carry out a critical analysis of problem situations based on a system approach, develop an action strategy	ID-1 _{UC-1} Able to analyze a problem situation as a system, identify its components and relationships between them	-	Topic-1: The Subject of Philosophy	of the structure and main types of worldviews: the content and structure of philosophical knowledge, methods and techniques of philosophical research.	to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities	of analysis of the problem situation as a system, identification of its components and links between them	tests, colloquiums, control works, interviews, quizzes, essays
		ID-2 _{UC-1} Able to search for and interpret information necessary to solve a problem situation; critically assess the reliability of information sources, work with conflicting information		Topic-2: Classical Philosophy	of main directions and schools of the Ancient and Medieval philosophy	to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities	of analysis of the problem situation as a system, identification of its components and links between them	
		ID-3 _{UC-1} Able to develop and meaningfully argue for an action strategy for solving a problem situation based on a system and interdisciplinary approach						
		ID-4 _{UC-1} Able to use logical and						

		<p>methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities</p> <p>ID-5_{UC-1} Demonstrates information and data retrieval skills and is able to analyze, communicate and store information using digital means, as well as using algorithms when working with data obtained from various sources</p>		<p>Topic-3: Contemporary Philosophy</p>	<p>of the specifics of contemporary philosophy; main directions, problems and their solutions</p>	<p>to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities</p>	<p>of search for information and data, is able to analyze, transmit and store information using digital means, as well as using algorithms when working with data obtained from various sources</p>	
				<p>Topic-4: Ontology</p>	<p>of the main problems of ontology and their solutions</p>	<p>of analysis of the problem situation as a system, identification of its components and links between them</p>	<p>of development and substantive argumentation for an action strategy for solving a problem situation based on a systema and interdisciplinary approach</p>	
				<p>Topic-5: Epistemology</p>	<p>of main problems of social philosophy and their solutions</p>	<p>of analysis of the problem situation as a system, identification of its components and links between them</p>	<p>of search and interpretation of information necessary to solve a problem situation; critically assess the reliability</p>	

							of information sources, work with conflicting information	
				Topic-6: Social Philosophy	of main problems of anthropology and their solutions	to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities	of analysis of the problem situation as a system, identification of its components and links between them	
				Topic-7: Anthropology	of main problems of axiology and their solutions	to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities	of analysis of the problem situation as a system, identification of its components and links between them	

				Topic-8: Axiology	- to know the problems of axiology and their solutions	to use logical and methodological tools for a critical assessment of modern scientific achievements in the field of medicine, philosophical and social concepts in their professional activities	of analysis of the problem situation as a system, identification of its components and links between them	
Intercultural interaction	UC-5. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	ID-1 _{UC-5} Knows how to interpret the history of Russia in the context of the world historical process ID-2 _{UC-5} Has an understanding of the rules, traditions and norms of communication in foreign speaking countries, understands the need to create a non-discriminatory environment for professional activities ID-3 _{UC-5} Knows how to build social and professional interaction, taking into account international legislation	-	Topic-9: Cultural Studies in the System of Sciences about Human, Society and Nature. Culture as an Object of Research of Cultural Studies	definitions of culture; subject of cultural studies and research methods; place of cultural studies in the system of sciences	has an understanding of the rules, traditions and norms of communication in foreignspeaking countries, understands the need to create a non-discriminatory environment for professional activities	to build social and professional interaction, taking into account international legislation in the field of healthcare and the peculiarities of intercultural interaction with representatives of other ethnic groups and confessions,	tests, colloquiums, control works, interviews, quizzes, essays

		in the field of healthcare and the peculiarities of intercultural interaction with representatives of other ethnic groups and confessions, various social groups					various social groups	
			Topic-10: "Semiosphere" of Culture. Social Institutions of Culture. Dynamics of Culture	main institutions of culture; social functions of culture; laws and principles of development of cultures	has an understanding of the rules, traditions and norms of communication in foreign speaking countries, understands the need to create a non-discriminatory environment for professional activities		how to interpret the history of Russia in the context of the world historical process	
			Topic-11: Values and Norms of Culture. Ethics and Etiquette in Culture	basic values and norms of different cultures; differences between ethics and etiquette; social functions of ethics and etiquette	how to interpret the history of Russia in the context of the world historical process		to build social and professional interaction, taking into account international legislation in the field of healthcare and the peculiarities of intercultural interaction with representatives of other ethnic groups and confessions	

				<p>Topic-12: Typology of culture.</p> <p>The place and role of Russia in world culture. Culture, nature and society. Culture and global problems of modernity</p>	<p>Typology of culture.</p> <p>The place and role of Russia in world culture. Culture, nature and society. Culture and global problems of modernity</p>	<p>basic approaches to the typology of cultures; the foundations of Russian culture and its differences from other cultures of the world; basic cultural problems of today</p>	<p>how to interpret the history of Russia in the context of the world historical process</p>	
--	--	--	--	---	---	--	--	--

2. Examples of tests for the discipline

SUBJECT OF PHILOSOPHY (Topic 1)

1. Philosophy, by helping individuals find a positive and profound meaning in life and navigate crisis situations, fulfills its _____ function:

- a) theoretical
- b) humanistic
- c) critical
- d) methodological

Correct answer: b.

CLASSICAL PHILOSOPHY (Topic 2)

1. In their ethical conception, the Stoics put forward:

- a) the ideal of the sage who dispassionately endures the blows of fate
- b) anarchic principles of social life
- c) the ideal of the believer who meekly endures the blows of fate in the hope of an afterlife
- d) the ideal of the hero who resists the whole world
- d) the ideal of the "suffering god"

Correct answer: a.

CONTEMPORARY PHILOSOPHY (Topic 3)

1. Which philosophical school insisted that freedom is a fundamental human characteristic?

- a) Neopositivism
- b) Neo-Thomism
- c) Freudianism
- d) Existentialism

Correct answer: d.

ONTOLOGY (Topic 4)

1. Which 20th-century philosophical school began to analyze ontological problems using language analysis?

- a) Teleology
- b) Conventionalism
- c) Analytical philosophy
- d) Fatalism

Correct answer: c.

EPISTEMOLOGY (Topic 5)

1. Match the names of philosophers with their statements on the problem of truth:

- a) Protagoras
- b) K. Marx
- c) G.W.F. Hegel

d) F. Bacon

1. "To master the truth of things, one must resort to the correct method of working with experience."
2. "Everything true, great, and divine in life becomes so through an idea."
3. "In the process of struggling with truth, error exposes itself."
4. "Every opinion is true, since two opposing judgments are possible about every thing."

Correct answer: a - 4, b - 3, c - 2, d - 1.

SOCIAL PHILOSOPHY (Topic 6)

1. Match the names of political philosophers with the form of government they favored in their political theory.

- a) J. Locke
- b) T. Hobbes
- c) J. J. Rousseau

1. Absolute monarchy
2. Commune
3. Constitutional monarchy

a.) - 3; b.) - 1; c.) - 2;

Correct answer: c.

ANTHROPOLOGY (Topic 7)

1. The unique originality of a phenomenon, creature, or person, which acts as a characteristic in contrast to the general, typical:

- a) personality
- b) individual
- c) individuality
- d) specialness

Correct answer: c.

AXIOLOGY (Topic 8)

1. Is it true that values are universal?

- a) yes
- b) no

Correct answer: b.

CULTURAL STUDIES IN THE SYSTEM OF SCIENCES ABOUT MAN, SOCIETY, AND NATURE. CULTURE AS AN OBJECT OF RESEARCH IN CULTURAL STUDIES (Topic 9)

1. Who was one of the first to analyze the characteristics of perception, cognition, and thinking in traditional cultures?

- a) I. Kant
- b) J.-F. Lyotard

- c) M. Foucault
- d) L. Lévy-Bruhl

Correct answer: d.

THE "SEMIOSPHERE" OF CULTURE. SOCIAL INSTITUTIONS OF CULTURE (Topic 10)

1. Which of the individual behavioral attitudes in a group is called "ethical"?

- a) I'm good – you're bad
- b) I'm good – you're good
- c) I'm bad – you're good
- d) I'm bad – you're bad

Correct answer: b, d.

VALUES AND NORMS OF CULTURE. ETHICS AND ETIQUETTE IN CULTURE (Topic 11)

1. How does morality as a form of regulating human behavior differ from ethics?

- a) nothing
- b) morality is an external requirement on human behavior
- c) morality is an internal requirement on oneself
- d) moral rules are regulated by professional recommendations

Correct answer: b.

TYPOLGY OF CULTURE. RUSSIA'S PLACE AND ROLE IN GLOBAL CULTURE. CULTURE, NATURE, AND SOCIETY. CULTURE AND GLOBAL PROBLEMS OF MODERNITY (Topic 12)

1. Is it true that "West and East are traditionally divided into different types of culture"?

- a) no
- b) yes

Correct answer: b.

Assessment Methodology:

Midterm assessment of students' acquired knowledge is conducted in the form of tests. Test questions are randomly generated from a question bank. Grades are assigned on a five-point scale based on the number of correct answers. Less than 70% correct answers result in a failure; 70%–80% – 3 points; 80%–90% – 4 points; and 90%–100% – 5 points

3. Examples of control assignments for the discipline

SOCIAL PHILOSOPHY (Topic 6)

TASK: Compare the civilizational and formational approaches to the development of history.

Correct answer: The civilizational approach to history, presented by authors such as Toynbee and Spengler, examines the development of society through the prism of individual civilizations, each with a unique path, culture, and internal logic. Primary attention is paid to the cultural, religious, philosophical, and value-based characteristics of society. The formational approach, developed by Marx and Engels, views history through the stages of economic development: primitive communal, slave, feudal, capitalist, and so on. The main factor is the material conditions and relations of production. Thus, the civilizational approach emphasizes the uniqueness and cultural differences of societies, while the formational approach seeks to identify universal patterns of development through economic structures.

CONTEMPORARY PHILOSOPHY (Topic 3)

TASK: Compare the methods and paths to finding truth proposed by F. Bacon and R. Descartes (F. Bacon's method of complete induction and R. Descartes' method of deduction).

Correct answer: Bacon proposed the method of complete induction, according to which the knowledge of truth is based on observation and the systematic collection of facts, from which general laws and conclusions are gradually formed. This approach emphasizes empirical experience and the gradual accumulation of knowledge, avoiding hasty speculative conclusions. Descartes, in contrast, developed the method of deduction, which assumes that knowledge can be obtained by starting from clear and obvious axioms and rules of reasoning, gradually deducing logical consequences. Unlike induction, the deductive method relies on rational justification rather than empirical observations.

AXIOLOGY (Topic 8)

TASK: Answer the questions based on Kant's quote, "He who has intrinsic value does not fear death; he would rather die than live chained to a wheelbarrow with swindlers, as an object of shame."

Questions:

1. Formulate the problem in Kant's judgment.
2. Under what circumstances, according to the philosopher, is death preferable to life?
3. Why does Kant believe that having "intrinsic value" is equivalent to not fearing death?

Correct answer:

1. The problem lies in the relationship between a person's intrinsic value and their attitude toward life and death: to what extent do moral dignity and spiritual worth determine the choice between life and death.

2. Death is preferable to life if continued existence requires a compromise with moral principles or is associated with participation in dishonest actions; a person with intrinsic value does not consent to a life that demeans their dignity.

3. Because intrinsic value ensures moral independence and steadfastness, a person who has intrinsic value is free from the fear of death, since his dignity does not depend on external circumstances, and internal principles give him stability and confidence.

Assessment Methodology: Control assignments are used for the midterm assessment of students' knowledge. Control assignments are graded on a five-point scale according to the following criteria:

5 points – Control assignment's answers are correct. The explanations are detailed, consistent, free of errors, and include theoretical justification (including from the lecture material).

4 points – Control assignment's answers are correct. The explanations are detailed but lack logic, with isolated errors in detail and some difficulties in the theoretical justification (including from the lecture material).

3 points – Control assignment's answers are correct. The explanations are incomplete, inconsistent, contain errors, and lack a strong theoretical justification (including from the lecture material).

"Unsatisfactory" grade: Control assignment's answers are incorrect. The explanation of the answers is incomplete, inconsistent, contains gross errors, and lacks theoretical justification.

4. Examples of creative assignments for the discipline

ANTHROPOLOGY (Topic 7)

TASK: Write an essay on the given quote by a philosopher.

"Everything is important to a man except his own life and the art of living. He exists for everything except himself." (E. Fromm)

Sample answer: E. Fromm emphasizes the contradiction of human existence: people often strive for external goals (material goods, work, social status), forgetting the value of their own lives and the ability to live fully. He draws attention to the need for a conscious existence, the ability to find harmony between external obligations and internal needs. The main idea is that a person must learn to live for themselves, discovering their freedom and values.

CULTURAL VALUES AND NORMS. ETHICS AND ETIQUETTE IN CULTURE (Topic 11)

TASK: Write an essay on the given quote by a philosopher.

"Boundaries create my self." "If my freedom encounters no boundaries, I become nothing. Through limitations, I pull myself out of oblivion and bring myself into existence" (K. Jaspers).

Sample answer: K. Jaspers demonstrates that human freedom is not absolute but is always connected to boundaries and limitations. They shape the personality, helping a person understand themselves and their path in life. Without obstacles and boundaries, freedom is devalued and turns into emptiness, since a person has no point of reference from which to affirm themselves. Limits help a person discover their inner strength and demonstrate responsibility. Only in the face of difficulties is the self formed, and an awareness of the meaning and uniqueness of one's own existence emerges. Thus, boundaries do not destroy freedom but rather fill it with content and make an authentic personal life possible.

EPISTEMOLOGY (Topic 5)

TASK: Write an essay on the given quote by the philosopher.

"Knowledge is a double-edged weapon, which only burdens and can injure its owner if the hand that wields it is weak and ill-used" (Montaigne, Montaigne).

Sample answer: Montaigne emphasizes that knowledge alone does not guarantee happiness or wisdom. He compares it to a weapon: in the hands of a strong and experienced person, it brings benefit, but in the hands of a weak person, it can cause harm. This means that not only the amount of accumulated knowledge is important, but also the ability to use it wisely. Human history confirms this idea: discoveries and inventions can contribute to progress, but have often resulted in destruction if used irresponsibly. Therefore, knowledge must be accompanied by moral judgment, inner maturity, and the ability to apply it for good. Only then does it become a value, not a danger to the individual and society.

AXIOLOGY (Topic 8)

TASK: Write an essay on the given quote by a philosopher.

"The true essence of love is... to find oneself and to possess oneself" (Hegel).

Sample answer: Hegel emphasizes that true love goes beyond simple emotional attachment to another person. It presupposes inner personal development, an awareness of one's own value and integrity. Through love, a person finds themselves, learns to understand their needs and emotions, and develops the

capacity for self-respect and harmonious relationships with others. According to Hegel, love is also a dialectical process: through relationships with another person, a person reveals their individuality and comes to their true self. It helps one avoid getting lost in the expectations of others and find inner integrity and independence. Thus, love becomes not only a feeling but also a means of self-knowledge, personal development, and affirmation of one's self.

Assessment Methodology: Creative assignments are used for the final assessment of students' knowledge. The creative assignment is graded on a five-point scale according to the following criteria:

5 points – the essay has a clear structure, the author's position is clearly expressed, the argumentation is detailed and consistent, without factual and logical errors, and theoretical knowledge is used (including from the lecture material).

4 points – the essay has a structure, but the logic of presentation is impaired in places; the author's position is expressed quite clearly; the argumentation is detailed, but not always consistent; isolated errors in detail are possible; the theoretical justification is present, but individual points are not fully developed.

3 points – the essay's structure is poorly expressed; the author's position is stated, but the argumentation is incomplete and inconsistent; there are factual and logical errors; the theoretical justification is fragmentary and superficial; individual points from the lecture material are used incorrectly or not developed.

"Unsatisfactory" – the essay lacks a clear structure; the author's position is not expressed or expressed very weakly; argumentation is absent or contradictory; gross factual and logical errors have been made; theoretical justification is absent; the work is fragmentary, incomplete

5. Examples of educational and didactic games

TYPOLOGY OF CULTURE. RUSSIA'S PLACE AND ROLE IN GLOBAL CULTURE. CULTURE, NATURE, AND SOCIETY. CULTURE AND GLOBAL PROBLEMS OF MODERNITY (Topic 12)

TASK: Take part in a debate on the topic "Russia's Path of Development." Take a position on one side of the historical debate—Slavophiles or Westernizers. In your argument, use the ideas and positions of representatives of the corresponding philosophical school in the context of the current state of society.

Sample answer: Slavophiles will argue that Russia's path of development should be based on the country's unique cultural tradition, distinct from the West. Historically, Slavophiles emphasized the importance of Orthodoxy, communal life, and a distinctive folk culture. Russia, in its view, should not blindly copy Western models but develop its own values and social institutions. Westerners will argue that Russia should adopt the experience of Western European countries, modernize, and develop science, industry, and democratic institutions. Historically, they believed that only through integration with Western culture could the progressive development of the state and society be possible.

CONTEMPORARY PHILOSOPHY (Topic 3)

TASK: Develop a quiz on the topic of "Psychoanalysis." Create 5-7 multiple-choice or open-ended questions on key psychoanalytic concepts (the structure of the psyche, unconscious processes, the origins of culture and religion).

Sample answer:

1. Question: What structures of the psyche did Freud identify?

Answer: Id, ego, superego.

2. Question: What is an ego defense mechanism? Give an example.

Answer: A way for the psyche to cope with anxiety and internal conflicts; for example, projection or sublimation.

3. Question: How does the unconscious influence human behavior?

Answer: It determines many motives and reactions, and manifests itself through dreams, slips of the tongue, and transference.

4. Question: What method did Freud use to analyze the unconscious?

Answer: Free association, dream interpretation, analysis of speech and behavioral errors.

5. According to Freud, religion arises as:

- a) a way to strengthen the morality of society
- b) a projection of unconscious human desires and needs
- c) a purely social institution without a psychological basis
- d) a source of objective truth about the world

Correct answer: b.

Assessment Methodology: Educational and didactic games are used to assess students' knowledge. Assessment is given on a five-point scale according to the following criteria:

5 points – the game objectives are fully achieved; tasks are completed correctly and logically; participants demonstrate consistent and well-founded application of theoretical knowledge (including from the lecture course); game rules are followed; the game is highly effective; all participants are actively involved.

4 points – the game objectives are generally achieved; The tasks were completed correctly, but in places lacked logic; there were isolated errors in detail or minor difficulties in applying theoretical knowledge; the game rules were followed with minor violations; participant activity was high, but uneven.

3 points – the game objectives were partially achieved; the tasks were completed with errors or inconsistently; the theoretical justification was weak or partially absent; the game rules were not fully followed; participant activity was low or disorganized.

An "unsatisfactory" rating – the game objectives were not achieved; the tasks were completed incorrectly or were absent; the theoretical justification was lacking; the game rules were violated; participants were not engaged; the game was disorganized.

6. Examples of colloquiums for the discipline

CONTEMPORARY PHILOSOPHY (Topic 3)

TASK: Read Sigmund Freud's "The Future of an Illusion." During the colloquium, answer the following questions:

1. How does Freud explain the origins of religion?
2. How does religion influence the human psyche and society?
3. What role, according to Freud, does a critical approach to religion play in personal development?

Sample answer:

1. Religion arises as a way to satisfy human psychological needs, to protect against fear of nature and life's difficulties.
2. Religion maintains moral order in society, but limits freedom and genuine self-knowledge, creating the illusion of protection.
3. A critical understanding of religion helps people understand their inner motives, develop rationality and self-knowledge, and free themselves from psychological illusions.

TASK: Read Jean-Paul Sartre's "Existentialism is a Humanism." During the colloquium, answer the following questions:

1. According to Sartre, what is human freedom?
2. What is human responsibility for one's own actions?
3. Why does Sartre claim that humans are "condemned to be free"?

Sample answer:

1. Human freedom consists in the ability to independently choose the meaning of life and shape one's actions without external dictates.
2. Humans are fully responsible for their actions and their consequences; responsibility cannot be shifted to God, society, or nature.
3. Sartre believes that humans are "condemned to be free" because even the refusal to choose is still a choice, and every action shapes the essence of a person.

ANTHROPOLOGY (Topic 7)

TASK: Read E. Fromm's "To Have or to Be?" During the colloquium, answer the following questions:

1. According to Fromm, how do the modes of existence "to have" and "to be" differ?
2. How does the "having" mode influence personality and relationships with others?
3. Why does Fromm consider the "being" mode more mature and harmonious for humans?

Sample answer:

1. The "having" mode is focused on the possession of things, status, and external signs of success; the "being" mode is focused on experiencing, self-knowledge, and active existence.
2. The "having" mode makes a person dependent on external objects, fostering egoism and alienation in relationships with others.
3. The "being" mode promotes inner freedom, personal development, and harmonious and sincere relationships with others.

TASK: Read T. Nagel's text "What Is It Like to Be a Bat?" During the colloquium, answer the following questions:

1. What is Nagel's main argument about the subjective experience of animals?

2. Why can't we fully understand what a bat feels?
3. How is this problem related to the philosophy of consciousness and the difficulty of explaining consciousness objectively?

Sample answer:

1. Nagel argues that an animal's subjective experience is inaccessible to human understanding because we cannot experience the world with its sensory faculties.
2. We cannot fully understand a bat's sensations because we are unable to perceive the world with its biological and sensory characteristics (echolocation).
3. Nagel demonstrates the limitations of objective explanations of consciousness: consciousness is a subjective experience that cannot be reduced to physical or biological data alone.

Assessment Methodology: Colloquiums on primary source texts are used for the midterm assessment of students' knowledge. The grade for the colloquium is awarded on a five-point scale according to the following criteria:

5 points – the student demonstrated a complete reading and understanding of the text; answers are given completely, logically, and consistently; all positions are supported by theoretical knowledge (including from the lecture material); The argumentation is convincing and error-free.

4 points – the student demonstrated a sufficient reading of the text and an understanding of the main ideas; the answers are detailed, but in places lacking logic or consistency; isolated errors in detail are possible; the theoretical justification is present, but individual points are not fully developed.

3 points – the student demonstrated a superficial or partial reading of the text; answers are partially correct; the argumentation is incomplete or inconsistent; errors are allowed; the theoretical justification is weak or fragmentary; comprehension of the material is limited.

A grade of "unsatisfactory" – the student did not demonstrate reading the text or understanding its content; answers are missing or incorrect; the argumentation is unsystematic and contradictory; theoretical justification is absent.

7. Examples of topics for interviews for the discipline

EPISTEMOLOGY (Topic 5)

TASK: Prepare for an oral interview on the criteria for a theory to be scientific, focusing on the works of Karl Popper. Sample questions that the instructor may ask during the interview:

1. What is the essence of Popper's falsifiability criterion?
2. How does this criterion distinguish between scientific and non-scientific knowledge?
3. Give an example of a scientific and non-scientific theory.
4. Why is the use of experiments and observations not an indicator of a scientific theory?
5. Explain why, according to Popper's falsifiability criterion, homeopathy is a pseudoscience.

Sample answer:

1. A theory must be constructed in such a way that it can be potentially refuted.
2. Falsifiable theories are scientific theories, while irrefutable ones are non-scientific theories.
3. The theory regarding Einstein is a scientific theory, while the psychoanalytic theory is a pseudoscientific theory.
4. Because pseudoscientific theories can also be constructed based on experiments and observations.
5. The homeopathic theory is formulated in such a way that it cannot be refuted (it "fails" the falsifiability criterion).

CLASSICAL PHILOSOPHY (Topic 2)

TASK: Prepare for an oral interview on Plato's metaphysics. Sample questions that the instructor may ask during the interview:

1. What is the world of ideas in Plato, and how does it relate to the material world?
2. What role do ideas play in cognition?
4. Give an example of an idea and how it differs from a specific object in the material world.
5. If people disappeared from the world, what would happen to the idea of a man, according to Plato?

Sample answer:

1. The world of ideas is perfect, unchanging, abstract, and intelligible; the material world is an imperfect reflection of the world of ideas, finite, physically embodied, and perceptible to the senses.
2. Ideas are the object of true knowledge; they constitute the essence of material objects.
4. Example: the idea of a cat in general (abstract), the concrete, physically embodied cat Murzik with his distinctive characteristics.
5. The idea of a person will remain, since ideas are eternal and do not depend on the existence of their material embodiments.

CULTURAL VALUES AND NORMS. ETHICS AND ETIQUETTE IN CULTURE (Topic 11)

TASK: Prepare for an oral interview on etiquette in cultural studies. Sample questions that the instructor may ask during the interview:

1. What functions does etiquette serve in society?
2. Why is a violation of etiquette viewed negatively in society?
3. What is the difference between formal and informal etiquette? Give examples.

4. What did C. Lévi-Strauss study in the structure of culture?
5. What is proxemics? What data did E. Hall obtain?

Sample answer:

1. Social (regulates interaction), communicative (helps express respect and intentions), psychological (reduces tension in communication).
2. Because such a person is perceived as a potential threat, not conforming to the rules of behavior accepted in this community, an "outsider."
3. Formal etiquette is associated with official rules of conduct (e.g., business protocol, diplomatic etiquette), while informal etiquette is associated with everyday norms of communication (table manners, greetings).
4. Lévi-Strauss studied myths and rituals, including behavioral rituals, as structural elements of culture, where etiquette is viewed as a manifestation of the deep structure of social relations and binary oppositions.
5. Proxemics is a field of cultural studies that studies how people use space in interpersonal communication. Its founder was Edward Hall. He identified four zones: intimate, personal, social, and public. These zones vary by culture. For example, in North American cultures, people prefer a wider distance in communication, while in Latin American countries, closer proximity is acceptable.

Assessment Methodology: Interviews are used to assess students' knowledge. Interview assessments are graded on a five-point scale according to the following criteria:

5 points – answers are complete, logical, and consistent; demonstrate a deep understanding of the material; all positions are supported by theoretical knowledge (including from the lecture material); argumentation is convincing; examples are provided correctly.

4 points – answers are detailed, but in places lack logical or consistent logic; isolated errors are allowed; theoretical justification is present, but certain points are not fully developed; examples are provided partially.

3 points – answers are partially correct; The argumentation is incomplete or inconsistent; errors are present; the theoretical justification is weak or fragmentary; examples are insufficiently used.

A rating of "unsatisfactory" means the answers are incorrect or missing; the argumentation is unsystematic and contradictory; the theoretical justification is lacking; examples are not provided.

8. Questions of the final assessment

A. Credit test questions

1. The concept of philosophy. Philosophy and worldview. The place of philosophy in culture.
2. The structure of philosophical knowledge and the functions of philosophy.
3. A comparative analysis of philosophy and other worldviews (mythology, religion, science).
4. The philosophy of Ancient India. The anthropology and ethics of Buddhism.
5. The philosophy of Ancient China. Confucianism on man, society, and the state.
6. The main concepts of Taoist philosophy. Lao Tzu's Tao Te Ching.
7. The origin and characteristics of ancient Greek philosophy. The natural philosophy of the Pre-Socratics.
8. Socrates and his role in ancient Greek philosophy. Socrates' maieutics.
9. Plato's doctrine of ideas. The doctrine of the state.
10. Aristotle on matter and form, on the soul, on man and the state.
11. A comparative analysis of ethical teachings: Epicureanism, Cynicism, and Stoicism.
12. Medieval philosophy. Patristics and Scholasticism. Philosophical concepts of Aurelius Augustine and Thomas Aquinas.
13. Key characteristics of Renaissance philosophy and culture.
14. Modern philosophy. The empirical method of Francis Bacon and the rationalism of R. Descartes.
15. The concepts of "natural law" and "social contract" in the philosophy of Thomas Hobbes and John Locke. The state and "civil society."
16. Philosophy, ideology, and culture of the Enlightenment. The philosophical views of Jean-Jacques Rousseau.
17. General characteristics of classical German philosophy. The philosophy of Immanuel Kant.
18. Key tenets of Hegel's philosophy.
19. The anthropological materialism of Ludwig Feuerbach.
20. Preconditions for the emergence and key tenets of Marxist philosophy.
21. Irrationalism and voluntarism in the philosophy of A. Schopenhauer. The doctrine of representation and will. Ethics.
22. Nietzsche's teachings on the will to power and the superman.
23. Fundamental principles of Freud's psychoanalysis. The structure of the psyche and the theory of the unconscious. Classical psychoanalysis on the origins of neuroses.
24. Freud's understanding of culture and religion.
25. Neo-Freudianism: E. Fromm's "humanistic psychoanalysis" and K.-G. Jung's "analytical psychology."
26. Prerequisites for the emergence and general characteristics of existentialist philosophy.
27. The problem of freedom in the existentialist philosophy of J.-P. Sartre.
28. The concept of culture and its classifications. The functions of culture. Medicine in the cultural system.
29. Russian philosophy: general characteristics and features.
30. Ethical and religious issues in Russian philosophy of the 11th-17th centuries. The philosophy of G. Skovoroda.
31. Slavophilism and Westernism as trends in 19th-century Russian philosophy: origins, main ideas, and representatives.
32. V. Solovyov's teachings on Sophia, unity, and God-manhood.
33. The philosophical meaning of the concepts of "body" and "corporeality." Social aspects of these categories.
34. Philosophical teachings on human nature: naturalism, sociocentrism, theocentrism, anthropologism.
35. Man, individual, personality. Man and society: interactions in history and modern times. The personality of a doctor.

36. The concept and structure of society. The economic, social, political, and spiritual spheres of society.
37. Man in the social-class structure of society. The political sphere of society: state, law, parties.
38. Man and nature. Geographical determinism, geopolitics, racism. Man and the ecosystem.
39. Technology and technological progress, the main stages of technological development: the Industrial Revolution, the Scientific and Technological Revolution, the development of high technology. The concept of "technological determinism."
40. Man and family. The functions and historical types of family. The diversity of family relationships in modern society. Population as a natural factor. Malthusianism. Demographic problems in the modern world and in Russia.
41. Philosophy of history. Models of the historical process: regression, cycle, progress. Criteria of historical progress.
42. The process of cognition and its forms. Sensory, rational, and intuitive cognition. The specifics of medical cognition.
43. The concept of truth. Objective and subjective; absolute and relative truth. Criteria of truth.
44. Dialectics and metaphysics as methods of philosophical cognition. Laws and categories of dialectics. Their manifestation in medicine.
45. The emergence of consciousness. The theory of reflection. Consciousness and speech. The evolution of language.
46. The concept, origin, and structure of morality. The specifics of moral regulation. Morality and law. Ethical teachings in the history of philosophy.
47. Features of the aesthetic exploration of the world. Art as a form of spiritual life of society. Aesthetics and artistic expression.
48. Axiology as a branch of philosophy. Love, freedom, and creativity as phenomena of human existence. The problem of the meaning of life.
49. Philosophical problems of modern medicine. Philosophy and science of life, death, and human immortality.
50. Man and the world. The concept of being, matter, space, and time.
51. The cultural significance of morality. The origin of morality.
52. Culture as a multifunctional system. The main functions of culture.
53. Ethics and etiquette as the internal content and external expression of the culture of communication.
54. Typology of culture. The problem of the unity and diversity of cultures.
55. The concept of sociocultural dynamics. Evolutionary and cyclical theories of cultural development.
56. Modernity and postmodernism. Characteristics of postmodern culture. Culture and global problems of our time.
57. Characteristics of Russian culture. The main periods of Russian cultural development and their characteristics.
58. Science and practice. The scientific revolutions and the change in types of rationality.

B. Examples of credit test papers

Exam paper № 1.

1. The structure of philosophical knowledge and the functions of philosophy.
2. Philosophical problems of modern medicine. Philosophy and science of life, death, and human immortality.

Credit test paper № 7.

1. Modern philosophy. The empirical method of Francis Bacon and the rationalism of Rene Descartes.
2. Man and the world. The concept of being, matter, space, and time.

Credit test paper № 16.

1. Plato's doctrine of ideas. The doctrine of the state.
2. Man and nature. Geographical determinism, geopolitics, racism. Man and the ecosystem.

Credit test paper № 23

1. Irrationalism and voluntarism in the philosophy of A. Schopenhauer. The doctrine of representation and will. Ethics.
2. Axiology as a branch of philosophy. Love, freedom, and creativity as phenomena of human existence. The problem of the meaning of life.

Methodology for assessing students' responses to credit test questions:

"Excellent" – 5 points	The student demonstrates a thorough knowledge of the fundamental processes in the subject area being studied; the answer is characterized by a complete coverage of the topic; has mastered the terminology; the answer is logical and consistent; can reasonably explain the essence of phenomena, processes, and events, analyze, draw conclusions and generalizations, and provide examples; can justify the choice of a problem-solving method and demonstrates problem-solving skills.
"Good" – 4 points	The student demonstrates a basic knowledge of the fundamental processes in the subject area being studied; the answer is characterized by a complete coverage of the topic; has mastered the terminology; is fluent in monologue speech, but makes inaccuracies in the answer; can explain the essence of phenomena, processes, and events, draw conclusions and generalizations, give reasoned answers, and provide examples; however, makes inaccuracies in the answer; and has difficulty answering questions.
"Satisfactory" – 3 points	The student demonstrates insufficient knowledge to explain the observed processes in the subject area being studied; the answer is characterized by insufficient coverage of the topic on key theoretical and practical issues, and contains errors in the content of the answer. The student demonstrates a threshold level of ability to provide reasoned answers and provide examples.
"Unsatisfactory" – 2 points	The student demonstrates a weak knowledge of the subject area being studied and lacks the ability to analyze and explain observed phenomena and processes. The student makes serious errors in the content of the answer and demonstrates a lack of understanding of the problem. Many of the assignment requirements are not met. The student lacks the ability to justify their answers and provide examples.

9. Methodology for assessing students' educational achievements in the discipline

1. Rules for forming a student rating assessment in the academic discipline "Philosophy, Cultural Studies"

1.1. The rating system for assessing students' academic achievements is based on the Course Outline of the "Philosophy, Cultural Studies" curriculum implemented by the department. This modular approach to organizing the educational process is based on structuring the Course Outline content into educational modules (didactic units).

In accordance with the volume and type of academic work (Table 1), the "Philosophy, Cultural Studies" Course Outline is taught over one semester in the second year, with the completion of three disciplinary modules (DM) and a credit test in the fourth semester.

Table 1

Amount and type of academic work

Type of academic work	Workload		Semesters
			4 th semester
	ECST	Hours	108
Classroom activities (total)	3	72	
Including:			
Lectures	1	36	36
Practical classes	1	36	36
Laboratory work			
Independent work (total)	0,7	36	36
Discipline assessment form (credit test)	0,3	4	4
Total course hours	3	108	108

In accordance with the thematic plan of the discipline, students study 12 Topics (Table 2).

Table 2

Name of the Topic	№ of the Topic	Hours			Sum
		Lectures	Practical classes	Individual work	
1. The Subject of Philosophy	1	2	2	2	6
2. Classical Philosophy	2	8	12	12	32
3. Contemporary Philosophy	4	2	2	2	6
4. Ontology	5	2	2	2	6
5. Epistemology	6	2	2	2	6
6. Social Philosophy	7	4	4	4	12
7. Anthropology	8	2	2	2	6
8. Axiology	9	2	2	2	6
9. Cultural Studies in the System of Sciences about Human, Society and Nature. Culture as an Object of Research of Cultural Studies	10	2	2	2	6

10. "Semiosphere" of Culture. Social Institutions of Culture. Dynamics of Culture	11	4	2	2	8
11. Values and Norms of Culture. Ethics and Etiquette in Culture	12	2	2	2	6
12. Typology of culture. The place and role of Russia in world culture. Culture, nature and society. Culture and global problems of modernity.	13	4	2	2	8
SUM		36	36	36	108

1.2. The assessment of students' academic achievements consists of forming a final student rating grade for the course "Philosophy, Cultural Studies" for the semester based on a cumulative principle.

1.3. The maximum total rating points a student can earn for a course each semester is 100 rating points:

- 100 points is the student's maximum rating for the course in the semester,
- 40 points is the student's minimum rating for the course in the semester.

A student's rating for the course in the semester is made up of rating points assigned by the instructor to various types of student academic work throughout the semester.

The semester includes practical classes culminating in midterm assessments, lecture attendance, and independent work. The types of student academic work assessed in the course and the calculation of the rating for the course for the semester are presented in Tables 3 and 4.

Table 3

Assessed types of academic work in the discipline "Philosophy, Cultural Studies"

№ п/п	Types of student academic work assessed during the semester	IV semester
1	Midterm assessments (number)	3

Table 4

The maximum number of points a student can earn in one lesson (midterm assessment) and the calculation of the current rating for the semester

Types of learning activities in the practical lesson	max	min	Example of calculating the current rating for practical classes in each semester
Test assessment / assignments / colloquium / interview / didactic game	5	3	
Total points	5	3	

The final course ranking is calculated as the arithmetic mean of the points earned by students for each semester.

1.4. The course "Philosophy, Cultural Studies" is studied over one semester (IV), after which a course credit test is required. The final grade is independent of the course ranking and is assigned to the student based on the credit test results.

Students who have earned 40 ranking points but have not passed all the course assessments for the semester are admitted to the examination. In this case, as part of the examination, the student will be asked additional questions on the topics covered in the failed assessments for the semester.

1.5. The examination grade is the student's final grade for the course and is recorded in the grade book, examination report, and diploma supplement.

1.6. The number of interim assessments corresponds to the number of modules established by the "Philosophy, Cultural Studies" course syllabus in the "Subject Plan for Practical Classes" section. The list of assessment questions, test assignments, and sample assessment forms is provided in the "Assessment Toolkit for Midterm Assessment" for the course. The test toolkit for ongoing assessment of student knowledge is compiled and periodically (once per year).

1.7. The types of student academic work, the assessment methodology and criteria for rating points during ongoing assessments, the number of interim assessments per semester, their format, content, number of assignments, and the assessment system are developed and approved annually at a meeting of the Department of Philosophy and Bioethics.

1.8. The rating system for assessing the academic achievements of USMU students in the "Philosophy, Cultural Studies" course is introduced at the beginning of the academic year and remains unchanged.

Within 1-2 academic weeks, the department informs students during classroom sessions, via the department's information board, and the MedSpace LMS about the format, approximate content, number of midterm assessments per semester, deadlines, and the assessment criteria for students' academic achievement during ongoing assessments and examinations.

Changes and additions to the student assessment system for a course that has already begun are not permitted.

2. Course Rating Procedure and Bonus Points

2.1. Information on the number of rating points earned by each student in a course during each semester is periodically communicated to students via the MedSpace LMS. The instructor teaching the course is responsible for the timeliness and accuracy of the information provided. Upon completion of the course for the semester, each student is assigned their rating for the course for each semester during the final practical lesson.

2.1. At the discretion of the department, a student who has demonstrated an advanced level of knowledge in a course may receive an automatic grade of "excellent" without taking a credit test. Reasons for assigning an automatic grade of "excellent" may include: a high level of academic achievement demonstrated during midterm assessments in the course; demonstration of an advanced level of academic achievement (research work, olympiads, competitions, etc.) within the academic group, University, region, or the Russian Federation. A grade lower than "excellent" is not possible in the automatic format. A student may take the credit automatically if they have received no grades below 4 on all midterm assessments during the semester.

For incentive purposes, students may be awarded incentive points – bonuses for active participation in the student research club and specific scientific achievements. Incentive points and their number for academic research are approved at a departmental meeting (Table 5).

Table 5

Rating of students' research work performance within the framework of the department's Students' Science Society

№/П	Type of work (1st course)	Number of bonus points per semester
1	Completed work	
1.1	Presentation at a Student Scientific Society meeting.	3
1.2	Presentation at a NOMUS conference.	6
1.3	Research work completed, results published as an abstract or article.	6
	Total	15

The points earned for completing a course and the bonus points earned are combined and taken into account when calculating the student's semester rating.

2.3. For a student who has chosen to take the automatic credit test, the final course rating is determined by the sum of the semester rating and the bonus (incentive) rating points.

2.4. A student who has declined to take the automatic credit test takes the credit test as usual.

2.5. The final course rating and the corresponding assessment grade for a student who has agreed to receive an automatic credit test grade are entered by the examiner in the student's grade book and examination report only on the day of the credit test for the student's group.

2.6. A student who fails to appear for the credit test as scheduled for a valid reason has the right to retake it in their individual track in the prescribed manner.

3. Procedure for collecting additional rating points

3.1. The procedure for accruing additional rating points is established in the following cases:

- if a student failed to attend midterm assessments for a course for a valid reason;
- if a student did not receive the established minimum rating points (40) required for admission to the course.

3.2. A student who failed to attend midterm assessments during the semester for an unexcused reason may be allowed to take the assessments with the permission of the dean's office, upon providing a written explanation for their absence.

3.3. If a student fails to achieve the established minimum (40 points) during the course of accruing additional rating points, they will not be admitted to the examination.

4. Educational, methodological, and organizational support for the implementation of the rating system for assessing students' academic achievements

4.1. The curriculum for the course "Philosophy, Cultural Studies" defines and lists the DM and Topics, the content of which is used for interim assessments. Each DM (Topics) clearly articulates its didactic objective. The DM (Topics) are numbered, and a student progress report schedule is compiled. The course's educational and methodological package lists all types of student academic work that determine the rating, indicating the minimum and maximum number of rating points.

4.2. Proposed changes and additions to the course's educational and methodological packages are reviewed at department meetings and approved by the head of department before the start of the academic year.

4.3. To track, analyze, and store the results of ongoing student performance monitoring, instructors use the Student Progress Recording Journal and the Electronic Student Progress Recording Journal.

In the Electronic Journal of Attendance and Current Student Performance, the instructor clearly records attendance at practical classes, current classroom and independent work for each student throughout the semester in rating points, assigns rating points for each interim assessment, records retake results (in the event of a valid absence from class), records the results of the rating point accumulation procedure, and calculates the student's course rating for the semester.

After each interim assessment, the instructor informs students of the total rating points they have earned.

4.4. During the last practical lesson for a course, the instructor summarizes the rating points earned by each student during the semester and determines the academic group's rating for the course for the semester; informs students; and communicates the dates and times of the rating point accumulation procedure to those students whose course rating for the semester does not exceed the established minimum rating points. Enters the current course rating in the Electronic Journal of Attendance and Current Academic Performance of the Academic Group.

4.5. After completing the rating point accumulation procedure, taking into account the results of retakes, the instructor displays the course rating for the semester for those students who completed this procedure. A student who successfully completes the rating point accumulation procedure receives the established minimum rating point (40 points) as their course rating for the semester.

4.6. During the credit test, the instructor enters the student's certification grade into the examination report.