

CATALOGUE OF ELECTIVE DISCIPLINES

6B03201 – Philosophy

Cycle of disciplines	Name of disciplines and their main sections	Working hours (ECTS)
GED 1	THE CYCLE OF GENERAL EDUCATIONAL DISCIPLINES	56
1	Ecology and sustainable	5
The study of the discipline contributes to the formation of students logical thinking, gives ideas about the General laws of interaction of living organisms with the environment, the problems associated with anthropogenic impact on the environment, the consideration of specific tasks and priorities of environmental activities, awareness of the unity of man and nature.		
2	Fundamentals of law and anti-corruption culture	5
Basic provisions of the Constitution, current legislation of the RK; the system of state management bodies, the terms of reference, objectives, methods of state regulation of the economy, the role of the public sector in the economy; financial law and Finance, the mechanism of interaction of substantive and procedural law; the essence of corruption, the causes of its origin; the extent of moral and legal responsibility for corruption offences.		
3	Basis of the economy and business	5
The purpose of discipline is mastering of knowledge by students of the most important economic categories and laws, the tenets of Economics and business, in organic connection with the analysis of new phenomena in the development of modern society, the achievement of which is ensured by the study of the following main sections: Social production; the Nature, forms, structure of the capital; production Costs; Income of production in a market economy; Concept of business; Types of business activities.		
4	Health and safety of the person	5
The purpose of the study of life safety – the formation and promotion of knowledge aimed at reducing mortality and loss of health from external factors and causes. Creation of human protection in the technosphere from external negative impacts of anthropogenic, technogenic and natural origin. The object of protection is a person.		
BD 2	CYCLE OF BASIC DISCIPLINES (BD)	112
5	Hermeneutics	5
Hermeneutics is the science of understanding, interpreting and applying a text. Text as a special reality and «unit» of methodological and semantic analysis of social and humanitarian knowledge. Language, «language games», language picture of the world. Interpretation as giving meanings, meanings to statements, texts, phenomena and events is a General scientific method and a basic operation of social and humanitarian cognition.		
6	Axiology	5
Domestic and foreign experience in the study of values. Personalization manager. Cultural and historical relativism. The concept of value. The principle of social egocentrism. Man as the measure of all things. Value as the embodiment of man, as the reification of his work and as the objectification of his ideas. Utilitarian values. Ideological values. Institutional values. Personalized values. Objects of value-oriented activity: nature, society, God, man.		
7	Arab-Muslim philosophy	5
Historical stages of Islamic philosophy: the classical period (VIII-XV Centuries.); later middle ages (XVI-XIX Centuries.); modernity(from the 2nd floor. Of the previous century.). Intellectual culture of Arabs of the VIII-XII centuries. Scientific achievements in algebra, geometry, astronomy, chemistry and medicine. Features of religious and scientific vision of the Islamic world. Kalam as the first direction of Arab-Muslim philosophy. In Arabic peripatetic philosophy. Sufism and peculiarities of its teaching.		
8	German classical philosophy	

Characteristic features of German classical philosophy. The main provisions of the philosophical concepts of I. Kant, G. Hegel, L. Feuerbach. Critical philosophy of I. Kant, its subject and tasks. Science Fichte. Schelling's transcendental philosophy. The basic principles of construction and content of Hegel's philosophical system. The concept of an Absolute idea. Hegel's idealistic dialectic. The anthropological character of Feuerbach's materialism.		
9	The philosophy of the Renaissance	5
The main directions of philosophy of the Renaissance. The specifics of the formulation and solution of the main philosophical problems in the Renaissance. Anthropocentrism and humanism. The mystical pantheism of N. Kuzansky and J. Bruno. The role of the reformation in the spiritual development of Western Europe. Social concepts of the Renaissance. Formation of the principles of the bourgeois concept of religion, the world and man in the works of E. Rotterdam, M. Luther.		
10	Philosophical problems of technology	5
Technique as a subject of philosophical consideration. The subject, the main areas and objectives of the philosophy of technology. The philosophical concept of technology. Socio-cultural determinants of the formation and development of the philosophy of technology. The specifics of the philosophy of technology. Two traditions in understanding the philosophy of technology: engineering and Humanities. Kulturcritik in technology: technological optimism and technological pessimism. The difference between technical and non-technical. Technology and culture.		
11	Russian philosophy	5
Practically-moral and artistic-figurative orientation of Russian philosophy. Formation and main periods of development of Russian philosophical thought. The emergence of Russian philosophy (XVIII-1 half of the XIX century.). Westerners and Slavophiles, Formation and development of revolutionary-democratic thought (A. I. Herzen, V. G. Belinsky, N. G. Chernyshevsky). Russian religious philosophy and its main directions (F. M. Dostoevsky, L. N. Tolstoy, V. S. Soloviev, N. A. Berdyaev, S. N. Bulgakov).		
12	Philosophical foundations of pedagogy	5
Pedagogical ideas of thinkers of antiquity (Socrates, Plato, Aristotle). Education and upbringing in the Middle ages. Education and upbringing in the Renaissance (E. Rotterdam, F. Rabelais). The idea of science and education of Francis Bacon. Education program in the concept of Y. Komensky. Pedagogical ideas of the French Enlightenment. The concept of natural education J. J. Rousseau. Ideas of individualistic goal-setting in education A. Schopenhauer, F. Nietzsche		
13	Methods of teaching social and humanitarian disciplines	5
Pedagogical technologies of teaching social and humanitarian disciplines. Ways of realization of the principle of joint activity of the teacher and students. Teaching methods in the process of teaching social and humanitarian disciplines. Contextual learning in the process of becoming a professional in the field of social Sciences and Humanities. The principle is highly problematic in the teaching of social-humanitarian disciplines. Visibility in the teaching of social and humanitarian disciplines. High school education: myth or reality?		
14	Philosophy of Economics	5
Aristotle and Plato: two approaches to value and the state. F. Quesnay and his theory of reproduction of goods. A. Smith's views on the nature of entrepreneurship. D. Riccardo: absolute and comparative advantage in trade. T. Malthus and his laws. Marx and the accumulation of capital. M. Weber and the spirit of capitalism. A. Marshall's theory of production costs. The Institutionalism Of T. Veblen. D. M. Keynes 'effective capital productivity. A. Chayanov.		
15	Philosophy of the Western middle ages	
Theocentrism of medieval philosophy. Apologetics and Patristics. Relation to the philosophical and cultural heritage of antiquity. Teachings of Aurelius Augustine, his concept of time. Medieval scholasticism. The problem of the nature of General concepts, its solutions in medieval philosophy: nominalism, realism, conceptualism. The problem of the ratio of faith and reason. The Teachings Of Thomas Aquinas. The doctrine of dual truth.		

CPD 3	CYCLE OF PROFILE DISCIPLINES (CPD)	60
16	Critical thinking technology	5
<p>The concept of «critical thinking» and its characteristics. Definition of critical thinking. Thinking skills: skills of information gathering, organization, analysis, generation, evaluation. The main theoretical provisions of the technology of development of critical thinking. Conceptual and methodological level of technology. The content of the basic model of technology: challenge-reflection-reflection. The content of the concepts: «creativity» and «reflection». Signs of critical thinking. The structure of critical thinking and its functions.</p>		
17	Kazakh philosophy	5
<p>Specific concepts and categorical apparatus of Kazakh philosophy. Syncretism of nomadic culture. Philosophical aspects of Zhyrau's creativity. The work of Asan Kaigy. Sufi tradition. The anthropocentrism and humanism of philosophical ideas and of CH. Valikhanov, I. Altynsarin. Abay Kunanbayev on the relationship of man and God, faith and knowledge, the meaning of human existence. Abay's philosophical attitude: «Be a man!». Philosophical creativity of sh. Kudaiberdiyev: «Ush anyq».</p>		
18	American philosophy	5
<p>The «Golden age» of American philosophy is associated with the names of W. James (1842-1910) and D. Dewey (1859-1952), who were followers of C. Pierce. This name figuratively reveals the meaning of the theoretical flowering of philosophical thought in the United States of the last third of the XIX-early XX century. Darwinism in America. Pragmatism. The twentieth century and modernity. Analytical philosophy. Feminism. Philosophy of the XXI century. Postmodernism</p>		
19	Philosophy of history	5
<p>Philosophy of history is a branch of philosophical knowledge associated with the comprehension of the meaning and laws of the historical process. The philosophy of history solves the question of the correlation of the past, present and future, the very formulation of which testifies to dissatisfaction with the present. Applied to the historical process, the philosophy of history solves two problems: ontological, related to the understanding of historical being</p>		