

## CATALOGUE OF ELECTIVE DISCIPLINES

### 7M03201 – Philosophy

| Cycle of disciplines   | Name of disciplines and their main sections                   | Working hours(ECTS) |
|--|---|---------------------|
| <b>CD1</b>   | <b>CYCLE OF CORE DISCIPLINES (CD)</b>                         | <b>35</b>           |
| <b>1</b>   | <b>Modern Kazakh philosophy</b>                               | <b>5</b>            |
| <p>Protophilosophy of Kazakhs. Syncretism of nomadic culture. Philosophical aspects of creativity of akyns and jirou. Socio-philosophical aspects of political and legal views of the Kazakh khanate of 18-19 century. The philosophical context of "Zheti Zhargy". Cosmological and Anthroposophical teachings (Dospambet, Dulati). The anthropological perspective. Ethical and humanistic views of thinkers XIX-early XX century. CH. Valikhanov, I. Altynsarin, Abay. Philosophical creativity of sh. Kudaiberdiev. Philosophical topics in the works of the national Kazakh intelligentsia.</p> |   |                     |
| <b>2</b>   | <b>History of philosophy</b>                                  | <b>5</b>            |
| <p>The purpose of the discipline is to form an idea about the specifics of philosophy as a way of cognition and spiritual development of the world, about the main sections of modern philosophical knowledge, philosophical problems and methods of their research; in mastering the basic principles and techniques of philosophical knowledge; introduction to the range of philosophical problems associated with the field of future professional activity.</p>   |   |                     |
| <b>PD 2</b>  | <b>CYCLE OF PROFILE DISCIPLINES (PD)</b>                      | <b>49</b>           |
| 1.   | <b>Modern philosophical teachings of the East</b>             | <b>5</b>            |
| <p>The emergence and main stages of development of Eastern philosophy. Vedic complex, Brahmanism and Orthodox philosophical schools in Ancient India. Nastika-unorthodox philosophical schools. The main directions in Buddhism: Hinayana and Mahayana. The spread of Buddhism outside India. The emergence and main stages of development of philosophy in China. Confucianism is the ideology of modern China.</p>   |   |                     |
| <b>2.</b>  | <b>Ontology and theory of knowledge</b>                       | <b>5</b>            |
| <p>Basic concepts of ontology. Formation of ontology. Subject and main problems of the theory of knowledge. Subject and object of knowledge. The essence of knowledge and its attributive characteristics. Language and cognition. Consciousness as an object of epistemological research. Structure of consciousness. Ontological status of the phenomena of consciousness. The problem of the ideal. Sensuous and rational in cognition. Types of rational knowledge. Non-rational types of experience.</p>  |   |                     |
| <b>3.</b>  | <b>Methodology and methods of research work in philosophy</b> | <b>5</b>            |
| <p>Scientific research. Stages of research work. Conceptual apparatus of scientific research. Classification of scientific research. Stages of scientific research and their content. The concept of method. Errors of scientific research. Private and special methods of scientific research. Planning of research work. Collection of scientific information. General requirements for research works. Ethics of scientific research. General requirements for the content of scientific work.</p>  |   |                     |
| <b>4.</b>  | <b>Philosophical problems of religious worldview</b>          | <b>5</b>            |
| <p>Basic problems and principles of philosophy of religion: philosophy of myth and religion. The philosophical methodology for the analysis of religion. Philosophical elements in the structure of religious consciousness. Philosophical analysis of religion as a system. National religions in search of philosophical and ideological grounds. Philosophical and ideological system and traditions of Judaism. Philosophy of religion and Buddhist problems. Philosophy of religion and Islamic doctrine.</p>   |   |                     |
| <b>5.</b>  | <b>Education and its philosophical problems</b>               | <b>5</b>            |
| <p>Philosophy of education, its status and range of studied problems. Education as an object of philosophical reflection. Structural-hierarchical model of education. Education as communication, cognition, creativity. The main problems of study: the definition of the philosophy of education, its specificity. The status of philosophy of education in the structure of philosophical knowledge.</p>  |   |                     |

Axiology of education. Values and goals of education. Cultural conservatism. The classical realism. Essentialism. Analytical philosophy of education.