

**State higher educational institution  
“Donbas State Pedagogical University”**

Faculty of Humanities and Economic Education  
Department of philosophy, history and social and humanitarian disciplines

**THE GUIDELINES FOR PREPARING FOR SEMINARS  
FROM THE EDUCATIONAL DISCIPLINE  
“PHILOSOPHY OF EDUCATION AND SCIENCE”**  
training of students of the second (master's) level of higher education  
for all specialties  
(revised edition)

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The guidelines for preparing for seminars from the educational discipline “Philosophy of Education and Science” were considered and approved at the meeting of the department of philosophy, history and social and humanitarian disciplines on August 17.01.2025 – P 6.

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The guidelines for preparing for seminars from the educational discipline “Philosophy of Education and Science” for the preparation of students of the master's level of higher education for all specialties / aut. : V. M. Skyrtach, O. G. Aliieva, G. O. Diakovska, R. S. Martynov. Sloviansk, 2025. 45 p.

The guidelines for preparing for seminars from the educational discipline “Philosophy of Education and Science” are compiled in accordance with educational and professional programs and curricula for training students of higher education master's degrees for all specialties.

The guidelines for preparing for seminars from the educational discipline “Philosophy of Education and Science” provide opportunities for a master's student to learn in depth the main fundamental concepts of the philosophy of education and science, the specifics of the scientific and philosophical understanding of reality, to master the basic skills of using the acquired knowledge for the further development of creative thinking and the organization of scientific activities for ensuring professional socialization as researchers.

## **INTRODUCTION**

The purpose of the course is to help students navigate the basic conditions of the formation and development of philosophical knowledge from its inception to our time, the specifics of philosophy's reflection of the essence and characteristics of nature, society and human thinking, the main problems of human life, changes in value orientations, social political positions, learn the methods and forms of theoretical thought of the past and our time, master the categorical apparatus based on the appropriate source base.

Students should be able to form and justify their own position, apply the acquired knowledge in the analysis of modern problems. These are the tasks faced by the credit-module system, which acts as a complex of purposeful pedagogical means of influencing the process of worldview development of students. Its main goal is for students to master the basics of necessary knowledge and practical skills for their application to form the worldview culture of future specialists.

Students should be able to form and justify their own position, apply the acquired knowledge in the analysis of modern problems. These are the tasks faced by the credit-module system, which acts as a complex of purposeful pedagogical means of influencing the process of worldview development of students. Its main goal is for students to master the basics of necessary knowledge and practical skills for their application to form the worldview culture of future specialists. When transitioning to new standards in the education system, the system of current and final control of students' knowledge also needs improvement. For this, students are invited to check the level of mastery of the material by performing self-test tasks and on the basis of modular control, which is a number of questions (including test ones), according to the content of the educational discipline "Philosophy of Education and Science". The proposed methodical edition is aimed at activating the independent work of students, in particular, at their independent study of special literature. The questions are constructed in accordance with the lecture course and the topics and plans of seminar classes, which can create a holistic perception of the subject. The content of the discipline "Philosophy of Education and Science" is implemented in the process of studying three blocks: theoretical, practical and independent work. The theoretical block involves the assimilation of theoretical knowledge: the subject and tasks of the philosophy of education and science, their main terms, concepts, concepts, debatable problems; social phenomena, processes, events, analysis and generalization of facts. The practical unit includes mastering the skills and methods of scientific controversy, the culture of thinking; the ability to express one's point of view in an argumentative and convincing manner; preparation of abstract messages, scientific reports and essays on current philosophical problems. Independent work involves the ability to work with various sources and dictionaries; search for information on relevant philosophical issues; systematize the material; do independent analysis and generalization. The work of students is carried out according to the plans of lectures, seminar classes, questions and tasks for independent work.

## **General methodological recommendations and instructions for studying during practical classes in the discipline “Philosophy of Education and Science”**

Seminar is one of the most important forms of an educational lesson in a higher educational institution, which is conducted in the form of a discussion around a predetermined topic, for which bachelors prepare abstracts of speeches on the basis of an individually completed task. Practical classes are conducted on the main topics of the curriculum, and they are an effective form of consolidating theoretical knowledge obtained at lectures and during independent work with educational and scientific literature.

The main goal of practical classes is mastery of the academic discipline by master's students, providing a deep and comprehensive analysis and collective discussion of the main problems of the course, teaching them the elements of creative application of the acquired knowledge in practice.

### **The main tasks of practical classes are:**

- using skills of oral and written teaching of educational material;
- consolidation of theoretical knowledge in bachelors;
- involving them in science, scientific research;
- instilling in them the skills of creative thinking, independent formulation and expression of one's own thoughts, as well as defense of advanced scientific propositions and conclusions;
- the formation of a logically consistent worldview in them, the ability to connect general theoretical positions with the requirements of everyday practice of thinking.

There can be various types of practical classes. They depend on the content and features of the topic, the composition of the master's students. The most common types of practical classes in the philosophy of education and science are: answers to questions, extended conversation, speeches with abstracts, presentations, essays, reports, interactive discussion, round table, etc.

**They must remember** that the quality of practical classes depends first of all on the preparation of master's students for them, therefore, when preparing for practical classes, every bachelor should carefully familiarize himself with the plan, which reflects the content of the next subject of the class; read and think over your lecture notes related to the topic of the practical lesson; study or take notes on the recommended literature; use the teacher's consultation if necessary; make a detailed plan, theses or outline of the speech on all issues of the subject of the lesson.

**Students must attend** each practical session. Failure to do so deprives the student of the opportunity to understand, consolidate and gain a holistic view of a particular topic. In addition, it creates significant difficulties in preparing for the final modular control.

### **Seminar.**

- 1) most of the seminars are conducted in the form of an interactive discussion, where the teacher carries out ongoing quality control of students' knowledge, checks the completion of their independent work tasks;
- 2) the seminars begins with an introductory speech by the teacher, in which he reveals the meaning of the topic and the purpose of the lesson, the forms and methods of its implementation;
- 3) the student, while revealing the content of one or another question of the topic of the seminar, must connect the material with the current problems of the present;
- 4) the student needs to constantly improve his skills in the correct use of professional concepts and terms. Systematic performances in seminars contribute to replenishing the vocabulary, as well as the ability to express one's thoughts succinctly and precisely;
- 5) the students should listen carefully to the speeches of their fellow students and evaluate how deeply the question is revealed. This gives an opportunity to everyone present at the practical sessions to express their point of view and to overcome the gaps that occurred in the answer. Active participation during the seminar inculcates the skills of participation in discussion, analysis of different points of view, the ability to defend one's position;
- 6) after the student's speech, the problem is discussed. At the same time, the teacher not only directs the discussion to reveal key issues, but also gives the opportunity to speak to all class participants;
- 7) the seminar ends with a closing speech by the teacher, in which the work of the group is summarized, the degree of disclosure of the topic is analyzed, all forms of participation of the master's students are evaluated and rating points are calculated, as well as the task for the next session is given.

During the seminar, a student can sufficiently acquire and successfully implement specific knowledge, abilities, skills and competences in his practical activities, subject to the following conditions:

- 1) systematic work during the seminars under the guidance of a teacher and independent work to consolidate the acquired knowledge and skills;
- 2) doing of the teacher's tasks during the seminars;
- 3) clarification and clarification of certain prerequisites, conclusions and conclusions contained in the training course;
- 4) comparing the points of view of different authors on the problems of the educational course; detection of inaccuracies and incorrect presentation of material in periodical and special literature;
- 5) periodic familiarization with the latest theoretical achievements in the field of philosophy of education and science;
- 6) conducting one's own scientific and practical research on one or several current problems in the philosophy of education and science;
- 7) development of proposals to the teacher in terms of finalizing and improving the training course;

8) preparation of scientific articles for publication in periodicals, speech at scientific and practical conferences, participation in the work of student scientific circles, round tables and debates on the problems of the philosophy of education and science.

During the seminars the students must study the recommended literature.

### **Topic of seminar 1: Education as a socio-cultural phenomenon.**

**The purpose of the study:** to analyze education as an influential sociocultural phenomenon, to form an understanding of the sociocultural contexts of education.

**Study time:** 2 hours.

#### **Plan:**

1. The social essence of education.
2. Education in interaction with other social institutions of society.
3. Education as a pedagogical process.

#### **Literature:**

1.H.A. Ead, Research in Globalization 1(100003) (2019) DOI: <http://dx.doi.org/10.1016/j.resglo.2019.100003>.

2. O. Loyko, S. Dryga, J. Park, M. Palianov, Procedia - Social and Behavioral Sciences 20617, 464-468 (2015) doi: 10.1016/j.sbspro.2015.10.084

3.Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.

4.S. A. Elmuradova EDUCATIONAL CULTURE AS A SOCIAL PHENOMENON. Web of scientists: international scientific research journal. ISSN: 2776-0979, Volume 3, Issue 5, May., 2022.

5.Studies in Philosophy of Science and Education is an international peer-reviewed journal that focuses on Philosophy of Science (POS) and Philosophy of Education (POE).

**The main tasks** for learning the educational material and current control:

1. To be aware of the social essence and functions of education.
2. To be able to characterize the place of education in society.

#### **Questions and tasks for control:**

1. Explain the meaning of the term “education”.
2. Determine the main reasons for the emergence of the philosophy of education.
3. Name the main functions of education.
4. Analyze the role of education in pre-industrial, industrial and post-industrial society.
5. Analyze the essence of the revolution in education and its consequences.
6. What is essential in the process of education and upbringing of people?

#### **Essay topics:**

- Education and social development trends.

- Education and education: models of reality.
- Mass society and mass education.
- The problem of dehumanization of education. Technologization of education.
- Distance education and its features.
- Education crisis and educational reform.
- Humanization and humanitarianization of education.
- Traditional and alternative education.
- "School should teach thinking" E. Ilyenkov.
- Modern strategies for the development of world education and education in Ukraine.

## **Topic of seminar 2: The phenomenon of education in historical and philosophical discourse**

**The purpose of the study:** to understand the development of philosophical and pedagogical thought from antiquity to the 21st century and its influence on the process of transformation of educational practices/

**Study time:** 2 hours.

### **Plan:**

1. Comprehension of education in the historical and philosophical thought of the ancient world
2. Philosophical and pedagogical ideas from the Middle Ages to the Enlightenment
3. Educational ideas in classical and non-classical philosophy
4. Education in the paradigm of domestic reality and philosophy

### **Literature:**

1. Bekh, V., Yaroshenko, A., Zhyzhko, T., Ignatyev, V., & Dodonov, R. (2020). Postmodern Picture of Reality of Scientific Knowledge: Evolution by Epistemological Diversity. *Postmodern Openings*, 11(3), 207-219. <https://doi.org/10.18662/po/11.3/208>
2. Lecture notes on philosophy for foreign students: навч. посіб. для іноземних студентів з англійською формою навчання / уклад.: А.О. Борисова, М.В. Арделян, О.М. Муравйова, Л.В. Саватєєва; Харк. держ. ун-т харч. та торгівлі. Харків : ХДУХТ, 2015. 231.
3. *Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide* / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.

**The main tasks** for learning the educational material and current control:

1. To understand the phenomenon of education in historical and philosophical discourse.
2. Distinguish the theory and practical consequences of educational ideas of classical and non-classical philosophy.

### **Questions and tasks for control:**

1. Describe educational ideas in the philosophical teachings of thinkers of Antiquity.

2. Philosophical and pedagogical scholastics.
3. Renaissance humanism as an alternative to medieval scholasticism.
4. The ideal of a person and a just society in the philosophical and educational thought of the New Age and the Enlightenment.
5. Educational ideas in non-classical philosophy.

### **Essay topics:**

- Freudianism, psychoanalytic theory of stages of human development and philosophy of education.
- Personality structure and maturity theory of K. Jung.
- m. The practical significance of E. Erikson's ideas for the development of education.
- The value of Waldorf pedagogy as a theory of education and training of a future person.
- School of M. Montessori.
- Philosophical understanding of educational practice by A.S. Makarenko.
- The era of post-industrialism and educational development strategies.
- Neopragmatism, existentialism, postmodernism and their models of human education.

### **Topic of seminar 3: Personality and philosophical phenomenon Understanding the possibilities of education.**

**The purpose of the study:** to understand the essence of the personality, its existential, limits and opportunities of education in the formation of the personality.

**Study time:** 2 hours.

#### **Plan:**

1. The natural and the social in a person. Factors of personality development.
2. Subject-practical activity as a means of special pedagogical correction.

#### **Literature:**

1. Jaspers K. 2002. The Idea of a University, The Idea of a University: Anthology. 1st ed. Lviv: Litopys.
2. Lecture notes on philosophy for foreign students: навч. посіб. для іноземних студентів з англійською формою навчання / уклад.: А.О. Борисова, М.В. Арделян, О.М. Муравйова, Л.В. Саватєєва; Харк. держ. ун-т харч. та торгівлі. Харків : ХДУХТ, 2015. 231.
3. Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.
4. <https://plato.stanford.edu/entries/education-philosophy/>

**The main tasks** for learning the educational material and current control:

1. To understand education as an important sociocultural determinant of personality development.
2. To analyze the peculiarities of personality development at different stages of ontogenesis.

**Questions and tasks for control:**

1. Is it possible to develop developed intelligence, sensuality and will in the process of education? Justify the answer.
2. Explain what is the essence of a person?
3. What is the ratio of natural and social in a person?
4. How is personality formed?

**Essay topics:**

1. E. Ilyenkov on social determinism of human formation.
2. Personality formation as a practical task of education and the problem of unification in the education system.
3. Modern philosophical theories of personality and pedagogy.
4. The role of education in the processes of socialization of the individual.
5. L. Vygotsky's socio-historical theory of cognitive development.
6. The place of creativity in modern philosophical and educational concepts.

#### **Topic of seminar 4: Science as a sociocultural phenomenon.**

**The purpose of the study:** to understand science as a complex and contradictory phenomenon, to analyze it as a specific type of knowledge, as a special cognitive activity and a structural social institution.

**Study time:** 2 hours.

**Plan:**

1. Concept and definition of science. Multifaceted phenomenon of science.
2. Science as a social institution

**Literature:**

1. Hadzigeorgiou, Y. (2015) A critique of science education as sociopolitical action from the perspective of liberal education. *Science and Education*, 24, 259-280.
2. Lecture notes on philosophy for foreign students: навч. посіб. для іноземних студентів з англійською формою навчання / уклад.: А.О. Борисова, М.В. Арделян, О.М. Муравйова, Л.В. Саватєєва; Харк. держ. ун-т харч. та торгівлі. Харків : ХДУХТ, 2015. 231.
3. *Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.*
4. <https://plato.stanford.edu/entries/education-philosophy/>

**The main tasks** for learning the educational material and current control:

1. To understand the multifacetedness of the phenomenon of science, its as a specific type of knowledge and special cognitive activity
2. Characterize science as a social institution and be able to analyze its main structural elements.

**Questions and tasks for control:**

1. Science and society.
2. Specificity of relations, values and norms of behavior characteristic of this social institution.
3. Philosophical images of science and its methods.
4. Science as a special form of spiritual activity and a cultural phenomenon.
5. Functions of science in society.

**Essay topics:**

1. The value of scientific knowledge.
2. The specifics of scientific, philosophical and aesthetic exploration of the world.
3. Features of the modern stage of the development of science.
4. "The ethos of science."
5. Moral imperatives of science.
6. Moral problems of scientific research and ethical principles of modern science.

**Topic of seminar 5: The emergence of science and the patterns of its development**

**The purpose of the study:** to form an idea about the development of science as a continuous process of accumulation and complication of facts, concepts, truths, theories, methods, etc. To know the peculiarities of the historical stages of science, the role and significance of scientific revolutions in their formation. Define models and regularities of scientific knowledge.

**Study time:** 2 hours.

**Plan:**

1. The main stages of the development of science, the role and significance of scientific revolutions in their formation.
2. Features of classical, non-classical and post-classical science.

**Literature:**

1. Jaspers K. 2002. The Idea of a University, The Idea of a University: Anthology. 1st ed. Lviv: Litopys.
2. Lecture notes on philosophy or foreign students: навч. посіб. для іноземних студентів з англійською формою навчання / уклад.: А.О. Борисова, М.В. Арделян, О.М. Муравйова, Л.В. Саватєєва; Харк. держ. ун-т харч. та торгівлі. Харків : ХДУХТ, 2015. 231.
3. Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.
4. <https://plato.stanford.edu/entries/education-philosophy/>

**The main tasks** for learning the educational material and current control:

1. To know the main historical stages of the development of science.
2. To understand the regularities of the development of science.

**Questions and tasks for control:**

1. Features of classical science.
2. Features of non-classical science.
3. Features of post-classical science.
4. The importance of scientific revolutions.

**Essay topics:**

1. Philosophy and science: historical forms of relations.
2. Basic models of the development of scientific knowledge.
3. the genesis of science in Ukraine.
4. Problems of historical and modern development of Ukrainian science.

### **Topic of seminar 6: Scientific knowledge.**

**The purpose of the study:** to be able to analyze science as a specific knowledge, distinguish the criteria of scientific knowledge, characterize the functions of scientific knowledge: description, explanation, understanding, prediction.

**Study time:** 2 hours.

**Plan:**

1. Scientific knowledge, its structure, functions and features.
2. Levels of scientific knowledge.
3. Foundations, principles, laws, categories, ideas, theories as constituent elements of the logical structure of science.
4. Forms of scientific knowledge: problem, fact, idea, hypothesis, theory.

**Literature:**

1. Jaspers K. 2002. The Idea of a University, The Idea of a University: Anthology. 1st ed. Lviv: Litopys.
2. Lecture notes on philosophy or foreign students: навч. посіб. для іноземних студентів з англійською формою навчання / уклад.: А.О. Борисова, М.В. Арделян, О.М. Муравйова, Л.В. Саватєєва; Харк. держ. ун-т харч. та торгівлі. Харків : ХДУХТ, 2015. 231.
3. Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.
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**The main tasks** for learning the educational material and current control:

1. Understand the nature of scientific knowledge.
2. Understand the logic of scientific research.

**Questions and tasks for control:**

1. Theory of knowledge.
2. Basic theories of the truth of scientific knowledge.
3. The logic of scientific research.
4. The concept of scientific rationality and its various models.
5. The scientific picture of the world and its functions in the research process.

**Essay topics:**

1. Correspondence theory of truth.
2. Coherent theory of truth.
3. Conventional theory of truth.
4. Pragmatic theory of truth
5. The essence and structure of the scientific method of cognition.
6. Features of the thinking style of modern science.

**Topic of seminar 7: Methodological arsenal of science.**

**The purpose of the study:** to know the methodological features of scientific research. Know and characterize modern methods of research activity.

**Study time:** 2 hours.

**Plan:**

1. Methods of research activity.
2. Basic laws of dialectics.
3. The main categories of dialectics.

**Literature:**

1. Jaspers K. 2002. The Idea of a University, The Idea of a University: Anthology. 1st ed. Lviv: Litopys.
2. Lecture notes on philosophy or foreign students: навч. посіб. для іноземних студентів з англійською формою навчання / уклад.: А.О. Борисова, М.В. Арделян, О.М. Муравйова, Л.В. Саватєєва; Харк. держ. ун-т харч. та торгівлі. Харків : ХДУХТ, 2015. 231.
3. Philosophy of Education and Science // Philosophy of Education and Science. Teaching manual guide / I. S. Aleksyichuk and others. 2nd edition, reworked and enlarged. Sloviansk, 2019. 210 p.
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**The main tasks** for learning the educational material and current control:

1. Understand the methodology of scientific research.
2. To understand the peculiarities of the thinking style of modern science.

**Questions and tasks for control:**

1. General philosophical (universal) methods.

2. General scientific methods.
3. Partial methods.
4. Dialectics, its main laws and categories.
5. Alternatives of dialectics.

**Essay topics:**

1. Three laws of dialectics and their application in modern scientific research.
2. The main categories of dialectics and their application in modern scientific research.
3. Disappointment in progress: "tragic dialectic".
4. "Negative dialectics"
5. Synergetics.

## TESTS

1. Methodological negativism is:
  - a) underestimation of the method in cognition;
  - b) using of several different methods in cognition;
  - c) using of one method in cognition.
2. A special part of a certain branch of science that takes care of collecting, understanding and justifying the methods used in it is:
  - a) scientific theory;
  - b) scientific methodology;
  - c) a scientific fact.
3. Methodological principle, which consists in the absolutization of relativity and convention of the content of knowledge, as well as moral norms and principles:
  - a) dogmatism;
  - b) relativism;
  - c) deconstruction.
4. The method of using symbolic notations to identify homogeneous units (features) of facts is called:
  - a) synthesis;
  - b) idealization;
  - c) formalization.
5. The position in the approach to knowledge, which denies the fundamental possibility of having true knowledge, or of being able to reliably evaluate knowledge in terms of its relation to the truth, is:
  - a) Gnosticism;
  - b) agnosticism;
  - c) dogmatism.
6. Guessing, direct understanding of the truth without scientific experience and logical conclusions:
  - a) intuition;
  - b) erudition;
  - c) verification.
7. The concept of truth as the degree of usefulness, efficiency, practical justification of knowledge is:
  - a) correspondent concept of truth;
  - b) the conventional concept of truth;
  - c) a pragmatic concept of truth.
8. Exaggeration of the role of experience in cognition leads to:
  - a) rationalism;
  - b) pragmatism;
  - c) empiricism.
9. A philosophical concept according to which scientific theories and concepts are the result of an agreement between scientists:
  - b) creationism;
  - c) conceptualism;
  - d) conventionalism.
10. Methodological approach in the field of humanitarian studies, the process of understanding and the procedure of understanding:
  - a) hermeneutic interpretation;
  - b) dialectics;
  - c) phenomenological intention;
11. Which of the philosophers developed the dialectical-materialist method:

- a) L. Feuerbach;
- b) H. Hegel;
- c) K. Marx.

12. An event or phenomenon of reality, recorded by means that cause the trust of science and described with the help of scientific concepts or categories, are:

- a) scientific theory;
- b) scientific method;
- c) a scientific fact.

13. Philosophical category for the designation of essential, stable, recurring, common for connections between objects and phenomena:

- a) hypothesis;
- b) problem;
- c) the law.

14. A form of synthetic knowledge, within which individual concepts, hypotheses and laws lose their former autonomy and turn into elements of a complete system of scientific knowledge:

- a) hypothesis;
- b) theory;
- c) axiom.

15. A scientific theory is:

- a) by the method of cognition;
- b) a form of knowledge;
- c) a result of cognition.

16. A person who becomes the starting point of life and cognitive activity, who acquires knowledge, builds theories and concepts, is:

- a) an object of knowledge;
- b) for the purpose of knowledge;
- c) subject of knowledge.

17. The process of combining any elements (parts) into one whole:

- a) differentiation;
- b) integration;
- c) identification.

18. The concept, according to which the truth should be considered what the majority of scientists agree to recognize as such, is:

- a) correspondent concept of truth;
- b) the conventional concept of truth;
- c) a pragmatic concept of truth.

19. The totality, sequence, order of using various techniques:

- a) method;
- b) methodology;
- c) methodology.

20. Exaggeration of the role of practice in cognition can lead to:

- a) rationalism;
- b) pragmatism;
- c) empiricism.

21. Which philosopher developed the deductive-rationalist method:

- a) F. Bacon,
- b) R. Descartes.
- c) H. Leibniz.

22. A radical change in the process and content of scientific knowledge, associated with the transition to new theoretical and methodological prerequisites, to a new system of fundamental concepts and methods, to a new scientific picture of the world:

- a) scientific evolution;

- b) scientific revolution;
  - c) scientific counter-revolution.
23. Description of what and how we have in our mind is called:
- a) dialectics;
  - b) phenomenology;
  - c) hermeneutics.
24. The movement of thought from general ideas to facts (individual statements) is called:
- a) analysis;
  - b) induction;
  - c) deduction.
25. Recognition of the general objective regularity and causality of all phenomena of nature and society:
- a) indeterminism;
  - b) determinism;
  - c) dialectic.
26. The expression of doubt, both in the positive possibilities of cognition, and in its complete inability is:
- a) skepticism;
  - b) dialectics;
  - c) dogmatism.
27. Consciously fixed experience of applying theories, students, concepts in the real historical life of certain social groups, societies, etc. is:
- a) observation;
  - b) experiment;
  - c) practice.
28. Correspondence of knowledge and perceptions of reality is:
- a) correspondent concept of truth;
  - b) the conventional concept of truth;
  - c) a pragmatic concept of truth.
29. Mechanical combination of disparate, often opposing principles, views, theories, styles:
- a) dialectics;
  - b) metaphysics;
  - c) eclecticism.
30. The idea of scientific knowledge as the highest value is most inherent in:
- a) agrarian society;
  - b) industrial society;
  - c) post-industrial society.
31. Which philosopher sought to create such a method that could become an "organon", a tool for ensuring man's dominion over nature, considering induction as such a method:
- a) R. Bacon;
  - b) F. Bacon;
  - c) R. Descartes.
32. The ability of human consciousness (and thought) in the process of perceiving reality to perceive itself:
- a) sublimation;
  - b) reflection;
  - c) statement.
33. In modern science, a situation is observed:
- a) methodological pluralism;
  - b) methodological negativism;
  - c) methodological monism.

34. The movement of thought from individual partial facts to the ideas of generalizations is called:
- analysis;
  - induction;
  - deduction.
35. A person's perception of something (statements, testimonies, facts, etc.) as true, sometimes without prior verification, based only on an internal, subjective conviction that does not need any more evidence:
- doubt;
  - faith;
  - logic.
36. Excessive emphasis on the values and immutability of knowledge, ideas and principles is:
- nihilism;
  - dialectics;
  - dogmatism.
37. Experiment, experience, practice is a form of:
- sensory level of cognition;
  - rational-logical level of knowledge;
  - synthesizing level of knowledge.
38. Philosophical direction, according to which the main source and criterion for the reliability of knowledge is the mind:
- intuitionism;
  - irrationalism;
  - rationalism.
39. Methodological direction in the history and philosophy of science, which recognizes internal, intellectual (philosophical, actually scientific) factors as the driving force of the development of science:
- Externalism;
  - Internalism;
  - Gnosticism.
40. A scientifically based hypothesis put forward to explain any phenomena requires verification by experience or confirmation by facts in order to become a reliable scientific theory:
- hypothesis;
  - problem;
  - theory.
41. The main function of the method:
- communication in the community of scientists;
  - internal organization and regulation of the process of cognition or practical transformation of this or that object;
  - formation of the scientist's worldview.
42. The methodology of knowledge in relation to the theory of knowledge by volume:
- narrower;
  - wider;
  - equal to each other.
43. The methods that are the basis of the very act of cognition and the justification of any methods are called:
- partially scientific;
  - general scientific;
  - universal.
44. The method of combining elementary components into a more complex integral phenomenon is called:
- analysis;

- b) synthesis;
  - c) induction.
45. A qualitative leap in the structure and dynamics of the development of productive forces, a fundamental restructuring of the technical foundations of material production based on the transformation of science into a leading factor of production, resulting in the transformation of an industrial society into a post-industrial one:
- a) scientific and technical revolution;
  - b) scientific revolution;
  - c) cultural revolution.
46. One of the fundamental scientific disciplines that studies knowledge, its role in human life, driving forces, contradictions of knowledge, criteria and signs of true knowledge is called:
- a) epistemology;
  - b) ontology;
  - c) epistemology.
47. The creation of concepts, students, theories, concepts is the result of:
- a) sensory level of cognition;
  - b) rational-logical level of knowledge;
  - c) synthesizing level of knowledge.
48. Sociocultural orientation, based on a broad criticism of science as a social institution and a form of understanding the world, which considers science as a threat to the existence of civilization:
- a) scientism;
  - b) antiscientism;
  - c) agnosticism.
49. Proof that a valuable fact or statement is true:
- a) verification;
  - b) falsification;
  - c) demarcation.
50. A comprehensive system of ideas about the general properties and regularities of the objective world:
- a) scientific picture of the world;
  - b) method of scientific knowledge;
  - c) hypothesis.
51. Philosophy of education as an independent branch of research was distinguished in:
- a) X century,
  - b) XV century,
  - c) XX century
52. The first paid teachers of wisdom:
- a) mohists,
  - b) sophists,
  - c) legalists.
53. The monopoly of the church in upbringing and education took place in the days:
- a) Antiquity,
  - b) the Middle Ages,
  - c) Enlightenment.
54. Depersonalization of knowledge becomes a need of society:
- a) archaic,
  - b) agricultural,
  - c) industrial.
55. Which of the following principles is not characteristic of the anthropological approach:
- a) integrity,
  - b) freedom,

c) determinism.

56. The medieval system of thinking and education, which continued certain traditions of ancient philosophy on the basis of Christian dogmatics, is:

- a) sophistry,
- b) scholastics,
- c) apologetics.

57. The thesis: "Man is the measure of all things" is characteristic of:

- a) sociocentrism,
- b) naturalism,
- c) anthropocentrism.

58. Who founded a philosophical school in Athens, which was named the Academy?

- a) Socrates,
- b) Plato,
- c) Aristotle.

59. The laws of logic were formulated by:

- a) Socrates,
- b) Plato,
- c) Aristotle.

60. The program provided for the study of grammar, rhetoric, and dialectics:

- a) trivium,
- b) quadrivium.

61. The scholastic type of education was characteristic of:

- a) antiquity,
- b) the Middle Ages,
- c) New time.

62. The scientific model of education was formed during:

- a) antiquity,
- b) the Middle Ages,
- c) New time.

63. The industrial age formed the social demand for a person:

- a) religious,
- b) a specialist,
- c) universal.

64. Ancient Ukrainian teachers belonged to the stratum:

- a) clergy,
- b) farmers,
- c) officials.

65. The categorical imperative as the basic law of ethics was formulated by:

- a) Kant,
- b) Comte,
- c) T. Kuhn.

66. Philosophy teachers who taught the art of arguing and winning at any cost:

- a) dialectics,
- b) sophists,
- c) structuralists.

67. The scientific model of education is focused on:

- a) science,
- b) art,
- c) religion.

68. The program provided for the study of arithmetic, geometry, astronomy and music:

- a) trivium,
- b) quadrivium.

69. The age of production required rationalism, clarity of concepts, precision, and brevity:
- agricultural,
  - industrial,
  - post-industrial.
70. According to Kant, the universally binding moral principle that should be followed by all people, regardless of origin, is:
- categorical imperative,
  - middle way,
  - national and patriotic upbringing.
71. H. Skovoroda focused attention on the following issues:
- scientific and natural,
  - ethical and humanistic,
  - socio-political.
72. Humanitarian and cultural approaches to upbringing and education have a place in philosophy:
- positivism,
  - pragmatism,
  - existentialism.
73. The idea of filial piety ("xiao") was actively developed in philosophy:
- China,
  - France,
  - Germany.
74. A new concept of man as a subject of culture appears in philosophy:
- Plotinus,
  - Helvetius,
  - Kant.
75. Cultivating love for God, acquiring the ability to understand the meaning of Biblical texts was the goal of education in the day:
- Antiquity,
  - the Middle Ages,
  - Renaissance.
76. Renaissance philosopher who wrote the work "Utopia", in which he expressed the idea of mandatory participation of all citizens in productive work, combining it with general education:
- T. More,
  - M. Montaigne,
  - L. Alberti.
77. The transformation of ancient wisdom into the Christian tradition was carried out by:
- Aristotle,
  - Augustine,
  - Avenarius.
78. Traditional education in Ukraine XIV-XV centuries. relied on:
- church and liturgical books,
  - encyclopedias,
  - folk wisdom.
79. Humanization of education is:
- increasing the number of humanitarian disciplines,
  - increasing the number of humanitarian disciplines and spreading the values of humanism,
  - spreading the values of humanism.
80. The thesis that a person is a "clean slate" from birth belongs to:
- Descartes,
  - Leibniz,
  - Locke.

81. The first polytechnic schools appeared in society:
- agricultural,
  - industrial,
  - post-industrial.
82. The first philosophical examinations of educational programs were carried out at the university:
- Colombian (USA),
  - Kyiv National (Ukraine).
83. The educational ideas of Confucius are characterized by:
- democracy,
  - authoritarianism,
  - dialogicity.
84. The first universities appear during the day:
- Antiquity,
  - the Middle Ages,
  - New time.
85. The first philosophical examinations of educational programs were carried out in:
- XVIII century,
  - XIX century,
  - XX century
86. The principle of paideia as an indivisible unity of education and upbringing took place in philosophy:
- ancient eastern,
  - ancient Greek,
  - Old Slavic.
87. Trivium and quadrivium were the basis of secular education:
- antiquity,
  - the Middle Ages,
  - New time.
88. The idea of humanistic education and the development of individual self-awareness was put forward and substantiated by:
- Machiavelli,
  - Humboldt,
  - Nietzsche.
89. The idea of universal education is inherent in the philosophical and pedagogical concept:
- positivism,
  - Marxism,
  - existentialism.
90. Theses about the labor school had a place in philosophy:
- pragmatism,
  - structuralism,
  - phenomenology.
91. The scientific model of education is oriented towards dominance in the educational process:
- faith,
  - explanation,
  - understanding.
92. The need for harmony of mind, goodness, and beauty was advocated by:
- Heraclitus,
  - Socrates,
  - Diogenes.
93. Individual apprenticeship dominated in:
- crafts,

- b) polytechnic school,
  - c) at the University.
94. Who owns the saying: "Knowledge is power":
- a) Plato,
  - b) Bacon,
  - c) Descartes.
95. The understanding of education as the ascent of an individual to universal experience and knowledge is characteristic of:
- a) Kant,
  - b) Hegel,
  - c) Feuerbach.
96. Aristotle's philosophical and pedagogical views were focused on:
- a) eudaemonistic,
  - b) hedonistic,
  - c) selfish.
97. The Ostroth School made it its task to fight against:
- a) Latin and Union,
  - b) Orthodoxy,
  - c) paganism.
98. The idea of convergence of education, upbringing and life belongs to:
- a) Diderot,
  - b) Dewey,
  - c) Camus.
99. The main human virtue according to Plato:
- a) wisdom,
  - b) bravery,
  - c) moderation.
100. A person in the education system:
- a) subject,
  - b) object,
  - c) subject and object.
101. The ideal function of education is:
- a) selection of the most talented,
  - b) formation of guidelines, life ideals in the young generation,
  - c) preparation for production operations.
102. The basis of personality is laid in:
- a) genetic programs,
  - b) acts of God's creation,
  - c) activity and communication system.
103. Education happens:
- a) purely formal,
  - b) formal and informal,
  - c) purely informal.
104. A modern school should:
- a) to teach to think, to form a creative personality,
  - b) to help find a certain profession,
  - c) develop memory, teach reading and writing.
105. The selective function of education is:
- a) broadcast and dissemination of culture in society,
  - b) selection of the most talented,
  - c) formation of ideals among young people.
106. The centralized education system leads to:

- a) training regulations,
- b) democracy,
- c) dilettantism.

107. Reluctance of a young person to take on duties and responsibilities:

- a) infantilism,
- b) bureaucracy,
- c) snobbery.

108. Acceptance of norms and values by a person, including them in the inner world of a person:

- a) adaptation,
- b) interiorization,
- c) differentiation.

109. Adaptation of a person to new conditions, norms, values:

- a) adaptation,
- b) interiorization,
- c) differentiation.

110. "The natural and the social are in eternal antagonism" - this position is inherent in the philosophical position:

- a) Epicureanism,
- b) psychoanalysis,
- c) hermeneutics.

111. The general cultural function of education is:

- a) reproduction and broadcasting of culture in society,
- b) formation of ideals in the younger generation,
- c) implementation of a differentiated approach to persons of certain cultures.

112. Biological forms of inheritance of experience:

- a) instincts,
- b) traditions,
- c) theories.

113. In Ukraine, education and the church:

- a) separated,
- b) actively cooperate,
- c) ignore each other.

114. A sign of the institutionalization of education is:

- a) general literacy,
- b) the appearance of educational institutions, a social group professionally engaged in educational activities, norms that regulate the process of education and upbringing,
- c) emergence of institutes.

115. Psychologizing concepts of personality in philosophy were initiated:

- a) Freud,
- b) Marx,
- c) Popper.

116. Social forms of experience inheritance:

- a) genetic programs,
- b) education, upbringing,
- c) instincts.

117. The thesis that the beginnings of work in combination with natural selection led to the transformation of man is formulated:

- a) Kant,
- b) Engels,
- c) Heidegger.

118. In Ukraine, the functioning of the education system determines:

- a) international structures,

b) the state,

c) family.

119. Mass school as a stage of formation of a social institution of education arises in:

a) I-III centuries,

b) XIII-XV centuries,

c) XIX-XX centuries.

120. The essential features of a person are:

a) constant given at birth,

b) are acquired in the course of life,

c) determined by God's providence.

121. The concept of post-industrial society was developed:

a) Aaron, Toffler,

b) Engels, Marx,

c) Popper, Lakatos.

122. The form of professional education is:

a) school,

b) circles,

c) universities.

123. Zoological individualism and egoism are curbed:

a) money and fame,

b) morality and law,

c) science.

124. The form of non-professional education is:

a) school,

b) institute,

c) university.

125. The transition from unified state education to various educational forms contributes to:

a) centralization of education,

b) democratization of education,

c) dehumanization of education.

126. The philosophical tradition, which explains a person as forming himself, acquiring an essence, forming his own spirituality, is presented in the teachings:

a) Kierkegaard, Marx,

b) Lametri, Helvetia,

c) Spencer, Comte.

127. Man as a primarily religious, moral, intelligent being is considered by the concepts:

a) biological,

b) culturological,

c) psychological.

128. The tradition according to which the body is considered as a limitation (dungeon) of the soul comes from:

a) Plato and Christianity,

b) Feuerbach and atheism,

c) Popper and positivism.

129. The hidden (latent) functions of education were studied by:

a) Weber,

b) Merton,

c) Camus.

130. The personal orientation of the modern educational paradigm is manifested in:

a) increasing the number of disciplines,

b) changes in the knowledge assessment system,

c) development of the creative potential of the individual.

131. The direct connection between a person's biological characteristics and criminal behavior was seen by:
- Lombroso,
  - Durkheim,
  - Sartre.
132. Absolutization of the social factor in personality formation:
- pansociologism,
  - panbiologism,
  - pantheism.
133. Democratization of education is manifested in:
- increasing education funding,
  - creation of experimental and alternative schools,
  - creation of uniform standards of educational programs.
134. According to the Constitution of Ukraine, full general education is:
- desirable,
  - mandatory,
  - at the discretion of the person..
135. An educated person:
- possesses fragments of information,
  - possesses a comprehensive amount of knowledge,
  - known in architecture.
136. Norms and ideals of teacher and student behavior are supported by:
- tradition,
  - fixed in the articles of association,
  - tradition and are fixed in statutes.
137. The availability of uniform textbooks and uniform educational programs contributes to:
- democratization of education,
  - unification of education.
138. A person is subject to:
- the laws of living nature,
  - the laws of society,
  - the laws of living nature and the laws of society.
139. Humanization of education involves:
- increasing the number of humanitarian disciplines,
  - personal development,
  - computerization of education.
140. The so-called "classical system of education (school)" was formed under the influence of ideas:
- Galileo, Copernicus, Newton,
  - Kamensky, Pestalozzi, Disterweg,
  - Einstein, Planck, Faraday.
141. Dialogue, hermeneutic "listening" to the student's intentions, "advocate protection" of the student against stereotyped requirements are the goals of approaches to modern education:
- humanitarian,
  - empirical and analytical.
142. Absolutization of the biological factor in personality formation:
- pansociologism,
  - panbiologism,
  - pantheism.
143. Democratization of education involves:
- state monopoly on education,
  - liquidation of the state monopoly on education.

144. The idea of "industry" in education and "abstract man" is characteristic of trends in the philosophy of education:

- a) humanitarian,
- b) empirical and analytical.

145. The humanitarian direction in the philosophy of education was initiated:

- a) Dilthey,
- b) Comte,
- c) Marx.

146. The principle allows the formation of activity, meanings, attitudes, and goals in the educational process:

- a) naturalism,
- b) scientific and deterministic,
- c) cultural.

147. The main features of the modern education system are:

- a) 1-3 centuries,
- b) 13-15 centuries,
- c) 18-19 centuries.

148. The formal result of education is:

- a) certificate, diploma,
- b) profit, fame,
- c) education, character.

149. Education can take the form of:

- a) professional,
- b) unprofessional,
- c) professional and non-professional.

150. The classroom system characterizes the education system:

- a) traditional,
- b) unconventional.

151. Science as a social institution arose in:

- a) V - VI centuries BC;
- b) V - VI centuries AD;
- c) 16th - 17th centuries AD.

152. The procedure that establishes the falsity of a hypothesis, theory or other scientific statement as a result of their empirical verification is called:

- a) observation;
- b) verification;
- c) falsification.

153. A comprehensive system of ideas about the general properties and regularities of reality, which was built as a result of generalization and synthesis of fundamental scientific concepts and principles, is:

- a) scientific picture of the world;
- b) the structure of science;
- c) the language of science.

154. The paradigm of formation and self-organization corresponds to:

- a) classical science;
- b) non-classical science;
- c) post-non-classical science.

155. The transformation of science into a direct productive force of society is characteristic of:

- a) Antiquity;
- b) New Age;
- c) XX century.

156. The post-classical picture of the world was developed taking into account the achievements:

- a) Prigozhyn;
- b) Mendel;
- c) Mach.

157. Worldview position based on the conviction that scientific knowledge is the highest cultural and sufficient condition for a person's orientation in the world:

- a) scientism,
- b) reductionism,
- c) vitalism.

158. Science acquires a defined sectoral structure during the day:

- a) Antiquity;
- b) the Middle Ages;
- c) modernity

159. Philosophical teaching that questions the possibility of reliable knowledge of the world is:

- a) skepticism;
- b) scientism;
- c) solipsism.

160. The task of fundamental sciences is:

- a) knowledge of the laws of reality;
- b) organization of the laws of reality;
- c) practical application of research results.

161. Science as a social institution arose in:

- a) Europe;
- b) China;
- c) the United States.

162. The subject of science is:

- a) scientific institute;
- b) individual researcher, scientific community;
- c) individual researcher.

163. Revealing the interrelationship of sciences on the basis of certain principles and criteria, expressing their connection in a logically justified arrangement are:

- a) periodization of science;
- b) classification of science;
- c) synthesis of sciences.

164. The paradigm of relativity, discreteness, probability, additionality corresponds

- a) classical science;
- b) non-classical science;
- c) post-non-classical science.

165. The set of moral imperatives and norms accepted in this scientific community is called:

- a) ontology of science;
- b) epistemology of science;
- c) "ethos of science".

166. The rational level of knowledge characterizes:

- a) feeling;
- b) thinking;
- c) representation;
- d) intuition.

167. The problem of the dynamics of scientific knowledge is central in philosophy:

- a) positivism;
- b) postpositivism;
- c) neopositivism;
- d) Marxism.

168. Philosophical direction that considers the mind to be the only source and criterion of knowledge:
- a) reductionism;
  - b) rationalism;
  - c) relativism;
  - d) intuitionism;
169. The relationship between the everyday and the afterlife is the main problem of the picture of the world:
- a) everyday; c) philosophical;
  - b) scientific; d) religious.
170. What theories are based on the scientific picture of the modern world:
- a) theory of relativity; c) quantum mechanics;
  - b) classical mechanics; d) psychoanalytic theory.
171. He was the first to introduce an experiment that is based on a strict quantitative-mathematical description:
- a) Plato;
  - b) H. Galileo;
  - c) K. Marx.
172. What this science or scientific discipline studies is:
- a) subject of science;
  - b) an object of science;
  - c) the purpose of scientific activity.
173. The selection of qualitatively peculiar stages of the development of science are:
- a) periodization of science;
  - b) classification of science;
  - c) synthesis of sciences.
174. The paradigm of brutal determinism corresponds to:
- a) classical science;
  - b) non-classical science;
  - c) post-non-classical science.
175. The separation of sciences, the transformation of individual "germs" of scientific knowledge into independent sciences and the branching of the latter into scientific disciplines began in:
- a) V - VI centuries;
  - b) 16th - 17th centuries;
  - c) XX century.
176. The classic picture of the world corresponds to a graphic image:
- a) progressive linear development with brutal determination;
  - b) sinusoids covering the main line of development;
  - c) tree-shaped branch graphics.
177. The task of scientific knowledge is:
- a) raising the educational level of the population;
  - b) clarification of the objective laws of reality;
  - c) spread of computer literacy.
178. The movement of knowledge from the general to the individual:
- a) deduction; c) synthesis;
  - b) induction; d) abstraction.
179. The point of view, according to which the emergence of science is determined entirely and completely by circumstances external to it - social, economic, etc., is called:
- a) externalism;
  - b) internalism;
  - c) dialectic.
180. Different sciences about the same object have:

- a) the same research subjects;
- b) various research subjects;
- c) subjects of research that intersect.

181. Object style of thinking, the desire to know the subject by itself, regardless of the conditions of its study by the subject, characteristic of:

- a) classical science;
- b) non-classical science;
- c) post-non-classical science.

182. The expression "Knowledge is power" belongs to:

- a) Plato;
- b) F. Bacon;
- c) Kant.

183. A form of metaphysical thinking characterized by rigidity, immobility, a desire for authoritarianism, exaggeration of the importance of an absolute moment in truth, monopolizing it, is:

- a) nihilism;
- b) dogmatism;
- c) dialectics.

184. The highest form of organization of knowledge:

- a) judgment;
- b) idea;
- c) hypothesis;
- d) category;
- e) theory.

185. Reduction of scientific knowledge only to the empirical level, humiliation or denial of theoretical knowledge:

- a) reductionism;
- b) empiricism;
- c) conformism;
- d) rationalism;

186. The point of view according to which the main driving force of the development of science are factors related to the internal nature of scientific knowledge: the logic of solving its problems, the ratio of traditions and innovations, etc., is called:

- a) externalism;
- b) internalism;
- c) dialectic.

187. Fact-based problems and scientific predictions are:

- a) empirical experience;
- b) principles of the theory;
- c) hypotheses.

188. Science that rejects objectivism and the idea of reality as something independent of the means of its knowledge, a subjective factor, is

- a) classical science;
- b) non-classical science;
- c) post-non-classical science.

189. The philosophical and worldview position, according to which science is considered higher than everything and must be immersed as a standard and absolute social value in all forms of human activity, is characteristic of:

- a) scientism;
- b) antis scientism;
- c) conceptualism.

190. The separation of sciences, the transformation of individual "germs" of scientific knowledge into independent sciences and the branching of the latter into scientific disciplines is called:
- a) integration of sciences;
  - b) theorization of sciences;
  - c) differentiation of sciences.
191. Scientific knowledge characterizes:
- a) subjectivism;
  - b) monopoly on the truth;
  - c) evidence;
  - d) eclecticism;
  - e) dogmatism.
192. The ideologist of "scientific anarchism" was:
- a) Nietzsche;
  - b) Tulin;
  - c) Popper;
  - d) Feyerabend;
193. Reproduction in science of what has already been done by others without reference to them:
- a) plagiarism;
  - b) falsification;
  - c) ignoring;
  - d) imitation.
194. A worldview that interprets science as a hostile force, insisting on the limitations and inhumanity of science:
- a) voluntarism; c) scientism;
  - b) antisocialism; d) fatalism.
195. Indicate the form of non-scientific knowledge:
- a) chemistry;
  - b) astrology;
  - c) astronomy;
196. A set of certain conceptual, value, methodological, etc. guidelines inherent in science at each specific historical stage of its development are:
- a) the structure of scientific knowledge;
  - b) ideals and norms of scientific knowledge;
  - c) a scientific picture of the world.
197. A science that takes into account the correlation of the nature of knowledge about the object that is obtained, not only with the peculiarity of the means and operations of the subject who knows, but also with value-goal structures, is:
- a) classical science;
  - b) non-classical science;
  - c) post-non-classical science.
198. The combination, interpenetration, synthesis of sciences and scientific disciplines, unification of them and their methods into a single entity, is called:
- a) integration of sciences;
  - b) theorization of sciences;
  - c) differentiation of sciences.
199. A form of knowledge, the basis of which is a prediction formulated with the help of certain facts, but this knowledge is uncertain and needs attention:
- a) hypothesis;
  - b) theory;
  - c) idea;
  - d) concept;
  - e) syntagma.

200. The methodological principle, which consists in absolutizing the relativity and convention of the content of knowledge, as well as moral norms and principles:
- dogmatism;
  - skepticism;
  - relativism;
  - determinism.
201. The research method is:
- method of cognition;
  - level of theory generalization;
  - practical implementation of the theory.
202. "Methodological euphoria" is:
- absence of any method of cognition;
  - exaggeration of the value of the method, considering it more important than the subject of research;
  - indivisibility of method and truth.
203. Collection and development of effective ways of using and applying certain methods in specific situations of cognition and activity are:
- theory;
  - methodology;
  - technique.
204. The method of decomposing facts into elementary components is called:
- analysis;
  - synthesis;
  - induction.
205. A direction in philosophy and science, which recognizes as true knowledge those that are based on the achievements of positive sciences, and therefore do not need philosophy:
- existentialism;
  - positivism;
  - pragmatism.
206. The section of philosophical knowledge, the philosophical and methodological science of knowledge, in some countries - first and foremost - of scientific knowledge, has the name:
- epistemology;
  - ontology;
  - epistemology.
207. Philosophical direction, which sets as its main task the analysis of natural language using strict methods:
- linguistic philosophy;
  - constructivism;
  - hermeneutics.
208. The system of theoretical, methodological and axiological attitudes, which are taken as a model for solving scientific problems and which are shared by all members of the scientific community:
- program;
  - project;
  - paradigm.
209. An object that is part of the external material world, the sphere of human knowledge and activity:
- subject;
  - object;
  - phenomenon.
210. The mechanism of development is indicated by one of the laws of dialectics, namely the law:

- a) denial of denial;
  - b) universal gravity;
  - c) opposites;
  - d) mutual transition of quantitative and qualitative changes.
211. The truth from the point of view of science is:
- a) adequate knowledge of the subject about the object;
  - b) sacred knowledge about the world;
  - c) the secret of the universe, the code of being;
  - d) the result of an agreement between people.
212. Empirical research methods include:
- a) general philosophical methods;
  - b) methods of individual sciences;
  - c) general scientific methods;
  - d) methods of everyday cognition.
213. Laws of society differ from natural laws:
- a) scope of action;
  - b) unpredictability;
  - c) they are implemented through the conscious activity of people;
  - d) subjectivity (they were invented by people).
214. Determining the essence of a person as an individual are the properties:
- a) biological;
  - b) physical;
  - c) psychological;
  - d) social.
215. The principle of development is ignored by such a way of thinking as:
- a) metaphysics;
  - b) dialectics;
  - c) reflection;
  - d) synergy.
216. The concept is:
- a) complex of human feelings;
  - b) a set of essential features of the subject;
  - c) a way of perceiving reality.
217. The paired category to the “essence” category is:
- a) phenomenon;
  - b) existence;
  - c) content;
  - d) structure.
218. Feelings are the source of reliable knowledge - this is the basic premise:
- a) sensualism;
  - b) rationalism;
  - c) empiricism;
  - d) intuitionism.
219. Logical cognition characterizes:
- a) chronology
  - b) posteriority;
  - c) a priori;
  - d) sequence
220. The subject of theoretical consciousness is:
- a) scientific community;
  - b) society as a whole;
  - c) political class;

d) studentship.

221. The opposite of dialectic is:

- a) scholasticism;
- b) metaphysics;
- c) sophistry;
- d) synergy.

222. Regarding the ratio of absolute and relative truth, then:

- a) these are two independent forms of truth;
- b) relative truth is a prerequisite for absolute truth;
- c) they are in a dialectical unity;

223. Abstraction involves:

- a) transferring the properties of one object to another;
- b) separation of the object and concentration on its essential features;
- c) displaying the sequence of object development;
- d) expression in a symbolic form of the object's properties.

224. The law from the point of view of dialectics is:

- a) normative legal act;
- b) necessary, general connection of material and spiritual phenomena;
- c) an official document.

225. From the point of view of fatalism, freedom is:

- a) it does not exist;
- b) freedom of choice;
- c) recognized necessity;
- d) a dream.

226. From the point of view of metaphysics, the source of motion is:

- a) mechanical interactions of an external order;
- b) internal contradictions inherent in all objects;
- c) cosmic factors;
- d) absolute will.

227. Modeling involves:

- a) transferring the properties of one object to another;
- b) separation of the object and concentration on its essential features;
- c) displaying the sequence of object development;
- d) expression in a symbolic form of the object's properties.

228. The principles of dialectics are:

- a) development and communication;
- b) materialism;
- c) generality and limitation;
- d) compliance with logical thinking.

229. The purpose of knowledge is:

- a) satisfaction of need, interest;
- b) harmonious existence in the world;
- c) there is no goal, it is a way of human existence;
- d) knowledge of the absolute truth.

230. Formalization involves:

- a) transferring the properties of one object to another;
- b) separation of the object and concentration on its essential features;
- c) displaying the sequence of object development;
- d) expression in a symbolic form of the object's properties.

## **Essay topics “PHILOSOPHY OF EDUCATION AND SCIENCE”**

1. Ilyenkov's philosophy about the social essence of the individual.
2. Philosophy of education: status, problems, genesis and prospects.
3. The place of philosophy of education in the system of socio-humanitarian knowledge.
4. Philosophy and education: the specifics of interaction in the conditions of the transformation of society.
5. Education as an important sociocultural determinant of personality formation.
6. Education as a sociocultural factor of social progress.
7. Education as a universal human value.
8. The place of creativity in modern philosophical and educational concepts.
9. Lifelong education: world experience and Ukrainian practice.
10. Justice as the highest value of education.
11. The ideal of a person and a just society in the philosophical and educational thought of the New Age and the Enlightenment.
12. Genesis of philosophical and educational concepts in Ukraine.
13. The legacy of Grygoriy Skovoroda in the light of today.
14. Philosophical and educational concepts of postmodernism.
15. Modernization of higher education in an ever-changing world.
16. Transformation of the "university idea" in the context of the knowledge society.
17. Democratization of learning and self-expression of the student's personality.
18. Transformation of the ideal of the teacher in the national philosophical and educational heritage.
19. Transformation of the classical educational paradigm in the XX-XXI centuries.
20. Inclusive education: essence, principles, values, implementation difficulties and prospects in Ukraine.
21. Alternative education: origin and development, variety of forms.
22. Implementation of alternative ideas in the concepts of multicultural education.
23. Traditional and alternative educational systems in Ukraine: state, interaction, prospects
24. Science and culture.
25. Philosophy and science: historical forms of relationship.
26. K. Popper's concept of science and development of scientific knowledge.
27. Concept of scientific rationality and its models.
28. The scientific picture of the world and its functions in the research process.
29. Peculiarities of thinking style in modern science.
30. Science as an activity, a social institution and a system of knowledge.
31. Science and the post-industrial world.
32. The role of science in the process of personality formation in modern society.
33. Science as a theory and method.
34. The essence and structure of the scientific method of cognition.
35. Classification of research methods.
36. Philosophical methodology, its outlook, heuristic and prognostic potential.
37. Dynamic organization of existence. Movement and development.

38. Science in the context of sociocultural dynamics and the crisis of man-made civilization.
39. The future of science as a philosophical problem.
40. Science as a phenomenon of technogenic civilization.
41. Classical, non-classical and post-classical types of scientific rationality.
42. The specifics of the formation of scientific consciousness in the cultural traditions of the West and the East.
43. The image of science in postmodern culture.
44. Global evolutionism and the modern scientific picture of the world.
45. Scientific revolutions and reconstruction of the foundations of science.
46. Dynamics of science as a process of generation of new knowledge.
47. Post-classical science and the change in worldview orientations of man-made civilization.
48. Social and humanitarian sciences: emergence, features, methodology.
49. The value of scientific knowledge.
50. Specifics of scientific, philosophical and aesthetic exploration of the world.
51. Features of the modern stage of the development of science.
52. "The ethos of science."
53. Moral imperatives of science.
54. Moral problems of scientific research and ethical principles of modern science.
55. Basic laws of dialectics and their application in modern scientific research.
56. The main categories of dialectics and their application in modern scientific research.
57. Disappointment in progress: "tragic dialectic".
58. "Negative dialectics"
59. Synergetics as a research method.
60. Research methodology of M. Foucault.

### **Questions for the exam in the discipline “PHILOSOPHY OF EDUCATION AND SCIENCE”**

1. Science and education as a subject of philosophical reflection.
2. General characteristics of the main problems of the philosophy of science.
4. Science in the culture system. Complexity of the phenomenon of science.
5. The relationship between worldview, philosophical, methodological, logical-epistemological and sociological aspects of science.
6. Social essence and functions of science.
7. The emergence of science and the patterns of its development.
8. The main historical stages of the development of science.
9. Epistemological problems in historical and philosophical discourse.
10. Concepts of truth in philosophy.
11. Postpositivism: main ideas and personalities.
12. K. Popper's concept of critical rationalism.
13. T.Kun's theory of scientific revolutions.
14. Methodology of research programs I. Lakatos.
15. "Methodological anarchism" by P. Feyerabend.

16. Scientific knowledge as a system, its features and structure.
17. Principles of verification and falsification as methods of demarcation of scientific and non-scientific knowledge.
18. Differentiation and integration of sciences.
19. The scientific picture of the world, its historical forms and functions.
20. Forms of formation
11. Postpositivism: main ideas and personalities.
12. K. Popper's concept of critical rationalism.
13. T.Kuhn's theory of scientific revolutions.
14. Methodology of research programs I. Lakatos.
15. "Methodological anarchism" by P. Feyerabend.
16. Scientific knowledge as a system, its features and structure.
17. Principles of verification and falsification as methods of demarcation of scientific and non-scientific knowledge.
18. Differentiation and integration of sciences.
19. The scientific picture of the world, its historical forms and functions.
20. Forms of formation and development of scientific knowledge: fact, problem, idea, hypothesis, theory.
21. Trends in the development of modern science.
22. Ideals and norms of scientific research.
23. The essence and structure of scientific and cognitive activity.
24. Rational and irrational in cognitive activity.
25. Levels and forms of knowledge.
26. Criteria of scientific knowledge.
27. Classification of sciences.
28. Scientific and non-scientific knowledge in modern culture.
29. Structure and functions of scientific theory. Law as a key element of theory.
30. Methodological arsenal of science.
31. Science as a theory and method.
32. The essence and structure of the scientific method of cognition.
33. Classification of scientific methods.
34. Characteristics of empirical research methods.
35. Characteristics of theoretical research methods.
36. Scientific traditions and scientific revolutions. Types of scientific rationality.
37. Method and methodology.
38. Method, methodology and methodology: essence and relationship of concepts.
39. Technocracy and technophobia as extreme worldviews of research and development and its social consequences.
40. Ethical problems of XXI century science. Scientism and anti-scientism.
41. Philosophical and pedagogical ideas of antiquity.
42. I. Kant's categorical imperative as the basis of educational and pedagogical interactions.
43. Philosophical and pedagogical ideas of H. Skovoroda in modern educational practice.
44. The principle of "related work" in the philosophy of H.Skovoroda and its relevance in modern educational practice.
45. Higher education in Ukraine in the context of modern civilizational changes.
46. Philosophy of education in the structure of philosophical knowledge.
47. Conditions and factors of the emergence of philosophy of education. Complex (integrative) nature of the philosophy of education.
48. Ethical and philosophical foundations of the educational process.
49. Confrontation of scientific-technical and humanitarian-cultural paradigms in discussions about education.
50. The essence and functions of continuing education.

51. Educational ideas in non-classical philosophy (positivism, pragmatism, existentialism).
52. Sociocultural contexts of education: education and the state, education and science, education and the church, education and the family.
53. The phenomenon of personality and the philosophical understanding of the possibilities of education.
54. The role of education in the dynamics of mechanisms of social interaction, in the personal and public life of a modern person.
55. The purpose and features of the transformation of the education system in Ukraine in the context of modern globalization processes.
56. Education as a factor of social stratification and social mobility.
57. Science and education: nature of relationships and prospects for interaction.
58. The essence and forms of democratization of modern education.
59. Education as a strategic resource for the development of society. Impact of globalization on modern universities.
60. Education in the information society: problems and prospects.

### **Criteria for evaluating the results.**

The learning outcomes of students studying the educational discipline "Philosophy of Science Education" are determined in points, which are awarded according to the evaluation criteria.

Assessment of learning outcomes is carried out during practical classes. For part-time students, points are distributed in proportion to the hours in the curriculum allocated to study sessions and independent work.

Evaluation of the results of students' learning in the process of practical classes is performed according to the following criteria:

during answers - for a complete and thorough answer to a question on the subject of the lesson;—

during testing – for correct answers to all test questions on the lesson topic;

– in the process of performing situational exercises and tasks - for the proposed correct algorithm (sequence) of task performance; for knowledge of the theoretical foundations of the problem raised in the task; for mastering the formulas and mathematical methods necessary to perform the task; for the correct result obtained.

Evaluation of students' learning results in the process of writing current, intermediate control papers is given for correct answers to all work questions.

Evaluation of students' learning results during the control event is given for correct answers to all questions.

Essays and presentations on specific topics are evaluated according to the following criteria:

– for completeness and use of modern concepts and sources of information (in addition to the lecture notes, there should be at least three sources of information);

– for the design of the work in accordance with the requirements and the availability of references to literary sources;—

– for having meaningful conclusions;—

– for deep knowledge of the educational material contained in the main and additional recommended literary sources.—

As a result of the discovery of inconsistency of learning results with certain criteria from one or another form of knowledge control, the number of points assigned to the student may be reduced:

- for an incomplete answer - 0.5 points;
- for each incorrect answer - 0.5 points;
- for untimely performance of individual work - 0.5 points;
- for unreliability of the provided information - 0.5;
- for insufficient disclosure of the topic - 0.5;
- for lack of references to literary sources - 0.5.
- for an incomplete answer - 0.5;
- for each incorrect answer - 0.5;
- for untimely performance of individual work - 0.5;
- for unreliability of the provided information - 0.5;
- for insufficient disclosure of the topic - 0.5;
- for lack of references to literary sources - 0.5.

The results of the current control of the level of knowledge of students of full-time and part-time forms of education (the number of points obtained) must be brought to the attention of all students by the teacher at the end of each class and displayed in the "Journal of current performance and class attendance" and are the basis for receiving admission to the final control .

The admission to the final control for each academic discipline is 60 points and is defined as the total minimum number of points that must be scored by the student to receive a positive grade of "satisfactory". At the same time, the limit of unsatisfactory training is 59 points.

#### **Means of diagnosis of learning results**

- current testing in practical classes; - surveys and conversations at practical classes;
- checking extracts, theses and summaries of literary sources;
- current control works;

#### **Methodical recommendations for forms of conducting seminar**

Seminars are conducted using forms of innovative technologies: discussions (group), using a presentation report or an essay with elements of the research method of education, can be organized in the form of a round table, as well as a post test and active forms of theoretical and practical training (compilation of documents, role-playing (business) game, solving tasks, commenting on answers or results when solving tasks, evaluating the results of solving tasks, etc.).

To solve the above-mentioned issues, it is recommended:

#### **Forms of innovative technologies**

1. **Discussion** - a form of educational work in which bachelors express their opinions on the problem set by the teacher. Conducting discussions on problematic issues involves writing essays, theses or abstracts on the proposed topic by bachelors.

**2. Group discussion** - a method of organizing joint collective activity, which allows in the process of direct communication through logical arguments to influence the opinions, positions and attitudes of the participants in the discussion. The purpose of the discussion is an intensive and productive solution to the group task. The group discussion method provides in-depth processing of the available information, the opportunity for students to express different points of view on the problem set by the teacher, thereby contributing to the development of an adequate solution in the given situation.

**3. Report (Presentation)** - a public announcement, representing a detailed presentation of a certain topic, program issues. The report can be presented by various participants of the learning process: a teacher, an invited expert, a bachelor, a group of bachelors. Reports are aimed at a deeper study of the lecture material or consideration of issues for additional study. This teaching method is used in the educational process during practical classes on all subjects of the discipline.

4. Interactive teaching methods - teaching methods in which the process of information transfer itself is built on the principle of active interaction between the teacher and the bachelor. It involves great activity of the bachelor, his creative reinterpretation of the information received. The main criteria of the interactive learning model: the possibility of informal discussion, free presentation of the material, the presence of group tasks that require collective efforts, initiative of the bachelor, constant monitoring during the semester, performance of written work. Interactive methods include: presentation method, discussions, control methods, testing method, etc.

**5. The research method of teaching** - the organization of teaching based on the searching, cognitive activity of bachelors by setting cognitive and practical tasks by the teacher, which require an independent creative solution. The essence of the research teaching method is due to its functions. This method organizes the creative search and application of knowledge, it is a condition for the formation of interest, the need for creative activity, and self-education. The main idea of the research method of teaching is to use a scientific approach to solving this or that educational problem.

The main stages of the organization of educational activities when using the research method:

1. Definition of the general topic of research, subject and object of research.
2. Identification and formulation of the general problem.
3. Formulation of hypotheses.
4. Determination of data collection and processing methods to confirm the proposed hypotheses.
5. Data collection.
6. Discussion of the received data.
7. Hypothesis testing.
8. Formulation of concepts, generalizations, conclusions.
9. Application of conclusions.

This complex of teaching methods is used in the educational process when bachelors perform practical classes using a specially developed workshop.

**6. Post-test** - an assessment test that allows you to check students' knowledge of the topics covered. This teaching method is used in the educational process during testing with attestation pedagogical measurement to assess the quality of knowledge of bachelors in the discipline.

**7. A round table** is one of the most effective ways to discuss acute, complex and currently relevant issues in the field of logic, exchange of experience and creative initiatives. This form of classes allows you to learn the material better, to find the necessary solutions in the process of effective dialogue in a practical class on the topics of the discipline (topics 1, 6, 7).

**A scientific discussion** is a form of educational work in which bachelors express their opinion on the problem set by the teacher. Conducting a discussion on problematic issues involves writing essays, theses or abstracts on the proposed topic before starting the discussion.

**Essay** is a genre of philosophical, aesthetic, literary-critical, scientific-journalistic literature that combines and emphasizes the individual position of the author with a relaxed, original presentation of it, oriented on spoken language.

**Thesis** is a form of record that reflects the main provisions of the work (research) by points, with the help of which the main content is conveyed. Theses form a short system of knowledge.

**Abstract** - a brief summary of the work (research), the essence of any question.

Before the start of the scientific discussion, bachelors can be divided into problem groups according to the topics of the prepared essays (reports). The discussion procedure includes two stages; 1) speech of a bachelor with a report on his scientific problem; 2) open discussion of the presented problems. At the same time, each speaker receives two grades: for the presentation and for answering questions. Based on the results of the scientific discussion, the rating of bachelors is made. During the discussion, various contests are held: for the most active opponent, for the best question, etc. In the group in which the scientific discussion is held, a speaker is chosen, who is tasked with summarizing the results of the discussion.

#### **Requirements for writing an abstract.**

The abstract is a work, the purpose of which is to clarify the bachelor's ability for independent research work, for posing and solving theoretical problems and tasks, his mastery of scientific methodology and conceptual-categorical apparatus, skills of producing new knowledge, representation of the scientific potential of the future scientist.

The abstract is a work, the purpose of which is to clarify the bachelor's ability for independent research work, for posing and solving theoretical problems and tasks, his mastery of scientific methodology and conceptual-categorical apparatus, skills of producing new knowledge, representation of the scientific potential of the future scientist. This work, containing the elements of a concise presentation of the already worked out provisions and positions and the fixation of the theoretical achievements of science in one or another problem area, at the same time cannot be a simple retelling of what is already known, discovered, done, but involves an independent analysis of the problem, a critical study of the previous knowledge and one's own view on this or that problem. In fact, the bachelor gets the

opportunity to demonstrate his educational and theoretical-methodological level, his ability to creative scientific research, the opportunity to apply his own knowledge and skills in practical activities.

When writing an essay on philosophy, logic, you can use various rubrics. The most common scheme is: sections - subsections. The compositional structure of the essay is quite arbitrary and depends on the volume of the material, the logic of its presentation, the goals and tasks of the author. However, there are general requirements for it. Thus, the abstract must contain such structural elements as:

\* Title page

\* Contents

\* Introduction.

\* The main part is a summary of the content of the topic: (chapters, subsections).

The most common option is two sections with two or three subsections.

\* Conclusions.

\* List of used literature.

In the absence of the specified elements in the essay, it can be returned for revision.

The main structural elements of the essay

Content.

The content, or plan of the essay, opens the next page of the work, which is numbered with the number "2" after the title. According to the requirements, the title of the work is not numbered. The outline of the abstract should indicate the names of the parts of the work (subsections or paragraphs) with the numbering of the initial and final pages of the part of the text. Headings (names) of parts indicated in the plan are duplicated in the text of the abstract. Section titles are highlighted in bold.

The content of the abstract is printed on one page. Nothing else is printed on this page. Its part remains empty.

Introduction.

The introduction (or introductory part of the essay) is one of the most important elements of the structure of this work. Despite the fact that its form is arbitrary, it must also contain the following positions:

Setting and justifying the choice of topic.

Assessment of its relevance and significance in the field of general philosophical and scientific problems.

The degree of its scientific development and development in the literature.

Formulation of the purpose and objectives of the essay.

Definition of the subject and object of research.

Ways and methods of research that the author plans to use.

The introduction to the abstract occupies 2 to 3 pages of the total volume of the abstract. In the text of the introduction, the main elements are highlighted in bold: relevance and justification of the topic, purpose, research tasks, etc. The first page of the introduction to the essay has the serial number "3" in the total page numbering.

The main part of the essay.

The most difficult stage of preparing an essay on philosophy is writing the main part - in fact, the very process of revealing the chosen topic, solving the problems set by the author and obtaining independent scientific results. It is here that the student must demonstrate the level of his theoretical and methodological training, the ability to analyze and synthesize scientific material, the ability to summarize information, derive new constructive provisions and summarize the results of the work done. This requires the bachelor to possess a wide array of information on the topic of the essay, to be able to navigate the issues, to know the main aspects and specifics of the issues that arise before the author of this work.

The next position that must be taken into account when writing a scientific text is the requirement of a consistent, logical presentation of the material. Other words, the observance of the basic laws of logic, first of all, the law of identity, which requires that within the limits of one reflection, the subject of thought remains a violation of this law - change the thesis, when at the beginning of the sentence it is about one thing, and at the end - about something completely different. Then the consistent logic of the presentation is lost and the text is very difficult to understand. It is also important to observe the law of contradiction, which requires that a certain thought, expression, sentence cannot have an internal contradiction or contradict each other, and the law of the exclusive third, according to which, in the presence of two provisions that contradict or mutually exclude each other, no there may be a third provision that would reconcile the first two. Simply put, white cannot be black at the same time and vice versa, or a little white or a little black.

Along with logic and consistency in the presentation of the material of the essay, attention should also be paid to, perhaps, the most important requirement that is put forward to this kind of texts. Namely, the presence of sufficient, clear and convincing arguments in the process of presenting one's own ideas and positions (in logic, this is called the law of sufficient grounds). Any author's opinion or position has the right to exist, but it will be accepted and evaluated by the scientific community only in case of proper theoretical justification and reasoned proof.

Traditionally, the first section of the work is a kind of introduction to the problem, which is the main one in the development of the topic of the essay. Here the main, knotty aspects of the problem are revealed, the theoretical foundations and main approaches to its solution are analyzed, a retrospective of the views of theorists and practitioners of the past and the present is presented, sometimes the conceptual and categorical apparatus that will be used by the author in the future is revealed. In the second chapter

the topic is revealed, the main research tasks are solved and the research results are summarized. This model of composition of the main part of the essay is the most productive for qualitative and thorough study of the chosen topic.

### Conclusions

The specificity of scientific activity involves not only the development and analysis by the researcher of this or that topic or issue, but also the ability to summarize the results of one's own research and summarize the work. The problem facing the bachelor at the end of writing the text of the essay is the need for a short

and clear summary of what is stated in the main part, a presentation of the results of one's own work.

List (list) of used literature.

The last stage of writing an essay on philosophy is the arrangement of the list (list) of the literature used.

The main options for building a bibliographic list:

1. Alphabetically (by authors)
2. By reference numbers to sources in the text

The list of used literature should have at least 10 items.

Essays for the exam in philosophy and methodology of science are written in the volume of 15-20 pages of printed computer text in A4 format. The font of the abstract is TimesNewRoman, point 14, one and a half print spacing (30 lines per page, approximately 1800 characters).

The abstract should reflect the bachelor's ability to use the acquired knowledge of philosophical methodology in solving his own scientific problems, so the topic is determined individually by each teacher.

Guidelines for writing an essay

Essay is a genre of philosophical, aesthetic, literary-critical, artistic, scientific-journalistic literature, which combines and emphasizes the individual position of the author with a relaxed, original presentation oriented to spoken language.

The main purpose of writing a scientific and journalistic essay is to express the author's personal point of view on a specific problem, at the same time stating it extremely clearly and concisely; show the author's own position. The scientific and journalistic essay is characterized by the following features:

1. The author's personal point of view on a specific issue or problem is reflected, while his own position is clearly shown.
2. A free, original presentation of the text of the essay is assumed.
3. The essay is prepared in a style close to spoken language, which is characterized by a free vocabulary, imagery and aphorism.
4. Research should not pretend to be too deep an analysis, it should be limited to considerations, bright impressions.
5. When preparing an essay, it is not a large volume that is important, but the specificity of the research topic.
6. The essay style is characterized by a relaxed, original, original, imaginative presentation of thought.
7. The special syntax of the essay differs from other forms of scientific research: the presence of incomplete sentences, periods, etc.
8. The research does not require an explanation of the concept, but only the author's own impression of it, inferences, conclusions.

The structure of the essay involves the following.

1. Small volume: 10 - 15 pages.
2. Correspondence to the intentions of the author of the form chosen by him. At the beginning of the work, the topic of the essay is indicated.
4. The relevance of the topic is emphasized by the author's personal position, which in this case is relevant by definition.

5. Small (in free form) introductory and concluding parts, which are necessary to determine the goals and positions of the author, his conclusions.
6. The list of references can be presented in free form.
7. Use of schemes, diagrams, tables, calculations illustrating the main conclusions of the author.
8. Demonstration of the author's own position (the statement of the positions of other authors can be extremely short, but the author's knowledge of these positions should be felt).
9. References to the used literature.
10. Presence in the work of elements of hidden dialogue, polemics with opponents, etc.
11. Free composition, which should only emphasize deep knowledge and convictions of the author on the topic chosen by him.

