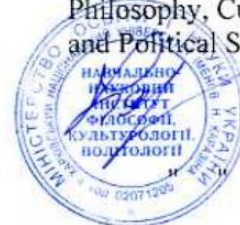


Ministry of Education and Science of Ukraine
V.N. Karazin Kharkiv National University
Professor Y. B. Shad Department of Theoretical and Practical Philosophy

“I APPROVE”

Director of the Educational and
Scientific Institute of
Philosophy, Cultural Studies,
and Political Science



Karpenko I. V

2026

WORK PROGRAM OF THE ACADEMIC DISCIPLINE
PHILOSOPHICAL PRINCIPLES OF SCIENTIFIC KNOWLEDGE

higher education level: third (educational and scientific)

field of knowledge: C Social sciences, journalism, information and
international relations

specialty C1 Economics and international economic relations (by specialization)

educational and scientific program International economic relations

specialization C1.02. International economic relations

type of discipline: mandatory

Education and Research Institute “Karazin Institute of International Relations and
Travel Business”

2026/2027 academic year

The program is recommended for approval by the Academic Council of the Educational and Scientific Institute of Philosophy, Cultural Studies, and Political Science

Minutes No. 9 dated June, 24, 2026

PROGRAM DEVELOPER: PEREPELYSYA O.M., Doctor of Philosophy, Head of the Department of Theoretical and Practical Philosophy named after Professor Y.B. Shad

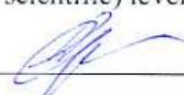
The program was approved at the meeting of the Department of Theoretical and Practical Philosophy named after Professor Y.B. Shad
Minutes No. 22 dated June, 23, 2026

Head of the Department

 Tetyana PODOLSKYA

The program was agreed with the guarantor of the educational and scientific program "International Economic Relations" for the third (educational and scientific) level of higher education

Guarantor of the educational and scientific program
"International Economic Relations" for the third
(educational and scientific) level of higher education

 Olena DOVGAL

The program was approved by the scientific and methodological commission of the Educational and Scientific Institute "Karazin Institute of International Relations and Tourism Business"
Protocol No. 1 dated August 27, 2026

Chairman of the scientific and methodological
commission

 Hanna PANASENKO

INTRODUCTION

The program of the academic discipline "Philosophical Foundations of Scientific Knowledge" is compiled in accordance with the program of preparation for the third (educational and scientific) level of higher education in the field of knowledge C Social Sciences, Journalism, Information and International Relations, specialty C1 Economics and International Economic Relations (by specialization) specialization C1.02. International Economic Relations, qualification Doctor of Philosophy in Economics and International Economic Relations.

1. DESCRIPTION OF POSTGRADUATE PRACTICE

1.1. The purpose of teaching the academic discipline

Philosophy is the basis for any scientific activity. A modern scientist should be a person with a humanitarian development, which is possible due to the appeal to the models of human intellectual activity, which are represented by the development of world philosophical thought. Philosophy forms a basic idea of the principles of being, interpersonal relations, raises questions about the meaning of existence, the ways of developing the history of mankind, theoretical and methodological problems of science. The development of modern science in general and socio-humanitarian sciences in particular is associated with the expansion of disciplinary boundaries, the formation of interdisciplinary approaches. Appeal to philosophy should help a scientist to problematize the theoretical and methodological principles of his discipline, expand the subject field of research. Actually, philosophy helps a scientist, teacher, employee of any field to navigate in rather complex problems of the development of scientific knowledge.

The purpose of the course is to deepen knowledge of the philosophy of science, the philosophical foundations of scientific research, current philosophical and methodological problems of the theory of social / humanitarian knowledge and ways to solve them.

1.2. Main objectives of studying the discipline

Teaching the course "Philosophical Foundations of Scientific Knowledge" for the preparation of Doctors of Philosophy involves:

- ☐ in-depth study by students of the most acute and relevant problems and main achievements of modern philosophical thought, theoretical approaches to scientific research;
- ☐ creation of a theoretical basis for scientific activity;
- ☐ in-depth consideration of the theoretical and methodological foundations of scientific research;
- ☐ analysis of the connection between philosophical concepts and the problems of modern science.

1.3. Number of credits: 4

1.4. Total number of hours: 120

1.5. Characteristics of the academic discipline
compulsory
Full-time form of study
Year of preparation
1st
Semester
1st
Lectures
24 hours
Practical, seminar classes
12 hours
Independent work
84 hours
including essay
20 hours

1.6. List of competencies, the formation of which is facilitated by the discipline:

IC. The ability to solve complex problems of professional and/or research and innovation activities in the field of international economic relations, to apply the methodology of scientific and pedagogical activity, as well as to conduct one's own scientific research, the results of which have scientific novelty, theoretical and practical significance

GC 01. The ability to abstract thinking, analysis and synthesis.

GC 04. The ability to identify, pose and solve problems of a research nature in the field of international economic relations, to evaluate and ensure the quality of the research performed.

PC 01. The ability to perform original research, achieve scientific results that create new knowledge in the field of international economic relations and related interdisciplinary areas and can be published in leading scientific publications.

PC 03. The ability to integrate knowledge from different fields, apply a systematic approach and take into account non-economic aspects when solving complex problems of international economic relations and conducting research.

PC 04. The ability to identify, pose and solve research problems in the field of international economic relations, evaluate and ensure the quality of research performed.

1.7. Planned learning outcomes, the formation of which is facilitated by the discipline:

LO 01. Have advanced conceptual and methodological knowledge, research skills sufficient to conduct scientific and applied research at the border of subject areas, taking into account modern trends and trends in the latest achievements of world science.

LO 02. Think critically, summarize and analyze phenomena and problems under study, make effective decisions based on modern decision-making methods, logical arguments and proven facts in conditions of limited time and resources.

LO 04. Analyze and apply conceptual models, scientific achievements of domestic and foreign scientists, fundamental postulates and theories, paradigms of global economic development, new approaches to the functioning and development of the world economy and international economic relations.

LO 07. Formulate and test hypotheses; use appropriate evidence to substantiate conclusions, in particular, the results of theoretical analysis, empirical research (surveys, observations, etc.) and mathematical and/or computer modeling, available literature data.

1.8. Prerequisites for the study: not required.

2. THEMATIC PLAN OF THE ACADEMIC DISCIPLINE

Section 1. Philosophical foundations of scientific thinking

Topic 1. The subject of philosophy and its place in human life and the structure of university education/science

What is philosophy? The problem of defining the subject and place of philosophy. Philosophical problematization of human existence. Philosophizing as a person's questioning of himself. Philosophy as "spiritual exercises". How is philosophy possible? Philosophy as the co-possibility of truths. Philosophical foundations of university education/science. Philosophy and epistemology. Philosophy – science – politics.

Topic 2. Ancient philosophical foundations of modern education and science

"Greek miracle" – causes and consequences. Greek philosophy as mastery of the cosmos (natural philosophy and cosmology from the Ionian schools to the late Stoics). Formation of rationalistic cognitive practices. The nature and role of ancient rationalism in the formation of

Western thinking. Philosophy in the structure of ancient society: political and pedagogical dimensions of philosophy. From ancient to modern episteme.

Section 2. Current problems of the theory and methodology of socio-humanitarian cognition

Topic 3: Scientist-positivist direction in modern European philosophy

Methodology of science as a reflection of methods. Postclassical characteristics of scientificity. Modern methodological reductionism: anthropologization of science. Verification, empirical and logical verification. Socio-cultural conditionality of scientific knowledge in post-positivist constructions: the principle of falsification of K. Popper and methodological anarchism of P. Feyerabend. Modern philosophical and methodological projects of science, rationality and knowledge. Structuralism as an alternative to the humanization of scientificity. Methodological strategies of modern analytical philosophy. Reflection on the methodology of the humanities. Nomothetic and ideographic sciences. Methodological shift from the discovery of the laws of society to the “production”/“construction” of the social” and “genealogy”. Methodological programs for the humanization of social knowledge: cultural centrism, axiologization, dialogism.

Topic 4. Being and language: phenomenology, hermeneutics and the “linguistic turn”

The philosophism of the transcendental subject as the basis of philosophizing in the classical West. Phenomenology: conceptual order, method, operationality. Phenomenological principles of socio-humanitarian cognition. Martin Heidegger’s fundamental ontology: problematization of human being. “Linguistic turn” (linguistic turn): transformations of the philosophical understanding of language. Three paths of the linguistic turn (hermeneutics, linguistic structuralism, analytical tradition). Hermeneutic perspective in philosophy and social and humanities. From the classical hermeneutics of the German historical school to modern philosophical hermeneutics. Phenomenology and hermeneutics. Hermeneutics and deconstruction.

Topic 5. Methodological shift in the humanities of the second half of the 20th century: from structuralism to poststructuralism

Linguistic foundations of structuralist methodology (F. de Saussure, E. Benveniste, K. Lévi-Strauss). “Work”, “text” and “intertext” (R. Barthes). Genealogical method of M. Foucault. The work of symbolic structure (J. Deleuze). Narratology: philosophy, history and literature. Deconstruction, deconstructivism.

Section 3. Peculiarities of understanding modern society

Topic 6. Philosophical understanding of the development of society: culture, politics, economics, discourse

Social ontologies and the specifics of social patterns. Theoretical and methodological problems of understanding society. Archaic society. Classical society. Modern. Modern 1. (Post) Modern 2. Social structure of archaic and classical society. Social structure of modernity and its main stages. Modern developed society: different approaches to its understanding. Concept of “other” (“second”) modernity.

Topic 7. Philosophy of politics and problems of modern democracy

Prospects and problems of the development of democratic society. Modern philosophy and methodology of politics. World-system analysis of I. Wallerstein. Dynamics of cycles of world hegemony. Procedural theory of democracy of M. Weber and J. Schumpeter. Debates of elitists and pluralists in modern democratic theory. Radical democratic criticism of liberal democracy (Y. Habermas, S. Mouffe).

3. STRUCTURE OF THE COURSE

Topic names	Topic names			
	Topic names	including		
		l	s	ind
Section 1.				
Topic 1.	15	4	2	9
Topic 2	15	4	2	9
Section 2.				
Topic 3	14	3	2	9
Topic 4	13	3	1	9
Topic 5	12	2	1	9
Section 3.				
Topic 6.	15	4	2	9
Topic 7.	16	4	2	10
Essay	20			20
Total hours	120	24	12	84

4. TOPICS OF PRACTICAL CLASSES

№	Topic names	Number of hours
1	The subject of philosophy and its place in human life and the structure of university education/science	2
2	Ancient philosophical foundations of modern education and science	2
3	Scientist-positivist direction in modern European philosophy	2
4	Being and language: phenomenology, hermeneutics and the "linguistic turn"	2
5	Methodological shift in the humanities of the second half of the 20th century: from structuralism to post-structuralism	2
6	Philosophical understanding of the development of society: culture, politics, economics, discourse.	2
	Total hours	12

5. ASSIGNMENTS FOR INDEPENDENT WORK

*The applicant completes one written work with a free choice of topic (one of the three sections of the course) and format (abstract - volume of 10,000 characters or more), which is submitted to the Moodle platform.

№	Types, content of independent work	Number of hours
1	Critical generalization of recommended literature on the topic: the subject of philosophy and its place in human life and the structure of university education/science	9
2	Independent study and preparation for a discussion on the topic Ancient philosophical foundations of European education and science	9
3	Abstracting of recommended literature on the topic: Scientist-positivist direction of	9
4	European philosophy	9
5	In-depth search for information using the abstract, recommended literature and reference books on the topic: Being and language: phenomenology, hermeneutics and the "linguistic turn"	9
6	Independent study of literature on the topic Methodological shift in the humanities of the second half of the 20th century: from structuralism to post-structuralism	9
7	Study of the abstract, literature and preparation for a discussion on the topic Social philosophy. Philosophical understanding of the development of society: culture, politics, economics.	10
8	Independent deepening of knowledge on the topic Philosophy of politics and problems of modern democracy.	20
	Total hours	84

6. INDIVIDUAL TASKS

Individual work involves writing an essay.

Recommendations and requirements for writing essays

Postgraduate students independently choose a philosophical topic, coordinating it with the teacher. It is desirable that the chosen topic intersects with the topic of the performer's dissertation research. After determining the topic, it is necessary to select appropriate literature, which consists of primary sources and critical works, articles (not less than 10 titles). The essay must be submitted for review to the teacher or to the Department of Theoretical and Practical Philosophy within the established deadline (no later than 10 days before the start of the session).

Structure and content of the essay. It is necessary to draw up a plan for writing an essay, the main purpose of which is the logical disclosure of the chosen topic. In terms of structure, the essay should have the following components:

- 1) title page;
- 2) abstract plan
- 3) introduction;
- 4) main part;
- 5) conclusion;
- 6) list of references.

In the introduction, you should determine the relevance of the problem, formulate the goal and objectives of the abstract. In the main part of the abstract, points (paragraphs) should be highlighted, according to which the topic is consistently revealed. In addition to summarizing and analyzing primary sources and relevant literature, you should also indicate your own understanding of the issues raised. In the text of the abstract, a reference to relevant literature is mandatory, which is carried out in accordance with the Requirements for the design of the dissertation (point 11 of section III). In the final part of the abstract,

you should summarize the results and indicate the conclusions of this work, which should correspond to the goals and objectives set in the introduction.

Format and volume of the abstract. The volume of the abstract should be 1 printed sheet (25 pages), printed in 14 point with one and a half spacing. The pages should be numbered and bound.

The abstract is evaluated up to 25 points according to the following criteria:

- relevance of the chosen topic, clarity of the problem statement, its consonance with the topic of the postgraduate dissertation research (2 points);
- correspondence to the topic and exhaustiveness of the selected literature, which consists of primary sources and modern critical works, articles (at least 10 titles) (2 points);
- logical construction, clear structure and content of the abstract (2 points);
- representativeness of the abstract plan, the purpose of which is the logical disclosure of the chosen topic (2 points);
- presence of such structural components as a title representing the chosen problem, plan, introduction, conclusion, list of references (2 points);
- well-argued relevance of the problem, formulated goal and objectives (3 points);
- sequence of disclosure of the topic (2 points);
- in addition to summarizing and analyzing primary sources and relevant literature, one's own understanding of the issues raised is presented (4 points);
- there are citations/references to relevant literature (2 points);
- there are own conclusions that correspond to the goals and objectives set in the introduction (2 points);
- compliance with formal requirements for the design and volume of the abstract (2 points).

7. TEACHING METHODS

Frontal and individual, reproductive, problem-finding and research teaching methods. Problem-oriented learning. Consideration of problematic issues, written assignments (review of the article). Discussions and brainstorming. Oral survey method. Technologies for the development of critical thinking.

8. CONTROL METHODS

Current control

- assessment of the degree of activity of postgraduate students and the quality of their presentations with reports and comments during discussions at seminar classes;
- assessment of creative individual tasks (essay);
- checking reviews of philosophical sources;
- checking the understanding of postgraduate students of theoretical and practical program material as a whole, the ability to creatively use the accumulated knowledge and skills.

The above types and forms of mastering the academic discipline make it possible to score 60 points.

- final control (exam);

Final control involves a written test with open questions.

It is recommended:

- write a scientific review of any source text (articles or monographs) from the list of recommended literature;
- prepare theses and deliver a report on the problems considered at the seminar classes;
- prepare problem questions and/or reasoned comments on the problems raised in the seminar classes in order to take an active part in the discussion of philosophical problems;
- prepare an abstract.

9. СХЕМА НАРАХУВАННЯ БАЛІВ

Current control, independent work, individual tasks									Exam	Sum
Section 1		Section 2			Section 3		Abstract	Total		
T1	T2	T3	T4	T5	T6	T7				
5	5	5	5	5	5	5	25	60	40	100

T1, T2 ... – those divisions.

Note. Withdrawal of 20 points throughout the semester and individual assignments with the necessary minds for the admission of the graduate student to the sub-semester control.

Assessment criteria:

Participation in seminar classes involves presentations with reports, reasoned comments on the problems discussed at the seminar, and provides the opportunity to receive up to 5 points for the seminar. The criteria for receiving a high score are as follows:

- knowledge and use of philosophical sources, various approaches to the analysis of current problems of philosophy and methodology of scientific research – 1 point;
- creative nature of analysis and generalization of various philosophical approaches – 1 point;
- skills of concise, clear, logical, consistent and competent presentation of the material, formulation of one's own conclusions – 2 points;
- ability to conduct polemics on theoretical and practical issues of philosophy, ability to illustrate theoretical positions with relevant examples – 1 point.

Separate points are awarded for the review of the source, which is estimated at 5 (article) and 10 (monograph) points. **Evaluation criteria:**

- logical structure of the plan-summary, which reveals the features of the construction and components of the content of the primary source text (1 (article), 2 (monograph) points);
- isolation of key concepts, methods, features of the author's theoretical research strategy (1 (article), 2 (monograph) points);
- selection of relevant quotes that highlight and specify the content of the primary source (1 (article), 2 (monograph) points);
- highlighting of conclusions, key conceptual theses of the author of the text (1 (article), 2 (monograph) points);
- presence of reasoned own comments and conclusions (1 (article), 2 (monograph) points).

Note: academic fraud is not permissible.

The exam paper consists of three questions, each of which is evaluated according to the following scoring system, after which the arithmetic average is calculated:

- 34-40 points – the postgraduate student demonstrated deep knowledge of the content of the examination question, conducted a deep philosophical analysis of the specified problem;
 deeply and comprehensively covered knowledge of the main provisions of philosophical primary sources and recommended literature;
 the answer fully represents a certain philosophical problem;
 the answer is constructed concisely, clearly, logically and consistently with the formulation of one's own conclusions;
 the answer contains a comparison of different approaches to solving a certain problem, their critical analysis;
 the answer demonstrates a high level of mastery of the educational material
- 29-33 points – the postgraduate student demonstrated knowledge of the content of the examination question, presented the specified problem in a reasoned manner;
 the answer as a whole represents a certain philosophical problem;
 an analysis of different points of view on the specified issue was carried out;

the answer is concise and consistent, but there are certain inaccuracies and errors in the logic of the presentation of the material, the own conclusions are not substantiated;
the answer contains a comparison of different approaches to solving a certain problem without their own analysis

21-28 points – the postgraduate student demonstrated some knowledge of the content of the examination question, outlining the main provisions of the specified problem;

the knowledge covered is fragmentary;

there is no analysis of different points of view on the specified issue;

the answer is not sufficiently consistent and logical;

there are no own conclusions

10-20 points – the postgraduate student demonstrated an understanding of the examination question;

there is no analysis of the specified issue;

the answer is fragmentary, conclusions and generalizations are missing, or do not correspond to the content of the question

1-9 points – the answer is partial;

there is no analysis of the specified issue;

the conclusions are missing or not relevant.

0 points – the answer is missing, or does not correspond to the content of the question

Assessment scale

Total points for all types of learning activities during the semester	Exam grade
90 – 100	Excellent
70-89	Good
50-69	Satisfactory
0-49	Unsatisfactory

The evaluation criteria for all types of tasks (current and final control) are given in the relevant sections of the distance learning course "**Philosophical Foundations of Scientific Knowledge**": <https://moodle.karazin.ua/course/view.php?id=7113>.

Use of artificial intelligence (AI) technologies

During the study of the academic discipline, the use of artificial intelligence (AI) technologies is carried out in accordance with the Policy on the use of artificial intelligence technologies of the Kharkiv National University named after V. N. Karazin.

Within the discipline, the following models of using AI are used:

1. The "No AI" model.

The use of artificial intelligence technologies is not allowed during the performance of control measures aimed at checking individual knowledge and the formation of competencies of the student of education, in particular: oral survey, modular control works, exam (credit), unless otherwise determined by the teacher, other types of assessment for which the teacher has set restrictions on the use of AI.

2. "AI as an assistant" model.

During preparation for practical classes, completion of individual tasks, essays, analytical reviews and other written works, the use of AI is allowed for: searching and systematizing information, selecting and primary analysis of scientific sources, explaining complex concepts, improving the structure of the text, checking grammar, style and design, generating ideas, work plans or examples.

The final text of the work, conclusions, analysis, interpretation of the results and decisions made must be independently prepared by the student.

3. "AI as a tool" model.

For certain laboratory, practical, project or research works, the use of artificial intelligence technologies can be a mandatory component of the task. In such cases, students can use generative AI models to: analyze and prepare data, generate, analyze and optimize software code, compare the results of different AI models, create visualizations, diagrams or images, analyze large data sets. conducting experiments using modern artificial intelligence tools.

All results obtained with the help of AI are subject to critical analysis, verification and revision by the student of education.

Declaration of use of AI.

In the case of using artificial intelligence technologies, the student must specify: the name of the AI service or model; date of use; nature of assistance (idea generation, information retrieval, data analysis, code generation, text editing, etc.).

At the teacher's request, the learner must provide the prompts used or explain how to use the AI tools.

The undeclared use of artificial intelligence technologies or the presentation of AI-generated material as one's own educational activity is considered a violation of the principles of academic integrity in accordance with the University's internal regulatory documents.

Enrollment of non-formal education

Applicants can receive additional points for successful completion of distance courses or trainings on leading educational platforms, which are thematically related to the content of the discipline and correlate with the total number of credits.

Examples of relevant non-formal education can be:

- online courses (Coursera, Prometheus, etc.) on topics related to the content of the academic discipline;

- participation in certified trainings and seminars devoted to topics related to the content of the academic discipline;

- certified programs on topics related to the content of the academic discipline, conducted by international organizations or universities.

Enrollment conditions:

- The applicant must provide the teacher with an official document (certificate or certificate) confirming the successful completion of the course.

- The course must be agreed with the teacher. It is recommended to discuss the choice of course in advance.

Each application is considered individually. The procedure for recognizing the results of non-formal education is carried out in accordance with the Procedure for recognizing the results of training obtained in non-formal education at Kharkiv National University named after V.N. Karazin. The decision is adopted by the scientific and methodical commission of the NNI "Karazinsky Institute of International Relations and Tourism Business" on the basis of the submitted package of documents from the student of education

10. RECOMMENDED LITERATURE

Basic literature

1. Адо П. Що таке антична філософія? / Переклад з французької С.Л. Йосипенка. К: Новий Акрополь, 2014.
2. Бадью А. Про зв'язок філософії та політики // Бадью А. Століття. Львів: Кальварія; Київ: Ніка-Центр, 2014. С. 245-279.
3. Вельш В. Наш постмодерний модерн. Київ: Альтерпрес, 2004.
4. Гадамер Г.-Г. Істина і метод. Том 1: Герменевтика I: Основи філософ. герменевтики. Київ: Юніверс, 2000
5. Гірц К. Інтерпретація культур: вибрані есе. Київ: Дух і Літера, 2001.

6. Гуссерль Е. Криза європейського людства і філософія // Сучасна зарубіжна філософія. Течії і напрями. Хрестоматія. Київ: Ваклер, 1996. С. 62-94.
7. Гуссерль Е. Криза європейських наук і трансцендентальна феноменологія // Філософська думка. 2002. № 3. С. 134-149.
8. Кун Т. Структура наукових революцій. К.: Port-Royal, 2001.
10. Після філософії: кінець чи трансформація? Київ: Четверта хвиля. 2000.
11. Поппер К. Логіка наукового відкриття. Огляд деяких фундаментальних проблем // Актуальні проблеми духовності, 2021. № 22, 170–192.
12. Рассел Б. Історія західної філософії / Пер. з англ. Ю. Лісняка, П. Тарашука, К.: Основи, 1995.
13. Рорті Р. Філософія і дзеркало природи (фрагменти) // Пер. В. С. Пазенка / Сучасна зарубіжна філософія. Течії і напрями. Хрестоматія. К.: Ваклер, 1996. С. 295–358.
14. Рубанець О. М. Філософські проблеми наукового пізнання: навчальний посібник. Суми: Університетська книга, 2022.
15. Філософські проблеми сучасного наукового пізнання: підручник / Я. В. Тарароєв та ін. Харків: Вид-во Іванченка І. С., 2023.
16. Тоффлер Е. Третя хвиля. К.: Всесвіт, 2000.
17. Хабермас Юрген. Пізнання й інтерес // Читанка з філософії: У 6 книгах. К.: Довіра, 1993. Кн. 6: Зарубіжна філософія XX ст. С. 228-238.
18. Шюц А. Структури життєсвіту / пер. з нім. та післямова В. Кебуладзе. К.: Український Центр духовної культури, 2004.
19. Badiou A. Manifesto for Philosophy, transl. by Norman Madarasz. Albany: SUNY Press, 1999.
20. Feyerabend P. Science in a Free Society. NLB, 1978.
21. Karpenko I., Perepelytsia O. Philosophy in the (Post)Humanitarian Mission of the University. *Anthropological Measurements of Philosophical Research*. 2023, № 23. P. 5-13.
22. Ludwig, David, and Stéphanie Ruphy. Scientific Pluralism. *Stanford Encyclopaedia of Philosophy*. 2021. (Winter 2021 Edition), edited by Edward N. Zalta. <https://plato.stanford.edu/archives/fall2024/entries/scientific-pluralism/>
23. Malaterre, Christophe and Léonard, Martin. Epistemic Markers in the Scientific Discourse. *Philosophy of Science*. 2024, 91, 151–174. doi:10.1017/psa.2023.97
24. Popper K. The Logic of Scientific Discovery. London; New York: Routledge, 2002.
- Plaisance, K. S., & Elliott, K. C. A framework for analyzing broadly engaged philosophy of science. *Philosophy of Science*. 2021. <https://doi.org/10.1086/713891>. <https://philarchive.org/rec/PLA AFF>

Additional literature

- Рьод В. Шлях філософії: XIX–XX ст. К: Дух і Літера, 2010. 368 с.
- Бадью А. Політика сьогодні // Спільне. 26.02.2018. <https://commons.com.ua/uk/politika-sogodni/>
- Барт Р. Від твору до тексту / пер. Ю. Гудзя // Антологія світової літературно-критичної думки XX ст. Львів: Літопис, 2002.
- Валлерстайн І. Світ 2050 року буде таким, яким ми його створимо // Спільне, 2012. №5, Політекономія расизму <https://commons.com.ua/uk/svit-2050-roku-bude-takim-yakim-mi-jogo-stvo/>
- Габермас Ю. Постметафізичне мислення / Пер. з нім. В. Купліна. К.: Дух і літера, 2011. 280 с.
- Габермас Ю. Філософський дискурс модерну. К., 2000.
- Гайдеггер М. Дорогою до мови / Пер. з нім. Володимир Кам'янець. Львів: Літопис, 2007.

Гусерль Е. Ідеї чистої феноменології і феноменологічної філософії: Книга перша. Загальний вступ до чистої феноменології ; пер. з нім. і коментарі В.Кебуладзе. Харків: Фоліо, 2020.

Гусерль Е. Картезіанські медитації. Вступ до феноменології / пер. з нім. Андрій Вахтель. К.: Темпора, 2021.

Данильян О. Г., Дзьобань О. П. Методологія наукових досліджень: підручник. 2-ге вид., переробл. і доповн. Харків: Право, 2023.

Дзьобань О. П. Філософія науки: підручник. Київ; Одеса: Фенікс, 2024.

Дільтей В. Виникнення герменевтики / Пер. з нім. Я. Стратія, С. Кошарного // Сучасна зарубіжна філософія. Течії і напрями. Хрестоматія. К.: Ваклер, 1996. С. 31-60.

Єрмоленко А. М. Комунікативна практична філософія: Підручник. К.: Лібра, 1999.

Історія економічних вчень. За редакцією В. В. Кириленка / Навчальний посібник. Тернопіль: Економічна думка, 2007.

Карівець І. Спекулятивний реалізм у пошуках втрачених та незалежних від людини об'єктів. *Епістемологічні дослідження в філософії, соціальних і політичних науках*. 2024. 7(2), 18-26. <https://doi.org/10.15421/342439>

Мінаков М. А. Питання про досвід у формулюванні феноменологічної герменевтики: відповідь з позицій трансцендентальної філософії // *Практична філософія*. 2004. № 1. С. 167-174.

Мінаков М. Філософський факультет і місія університету: післяісторія Кантового пророцтва // *Філософська думка*. 2004. № 5. С. 107-113.

Найдьонов О. Г. Наслідки для соціально-гуманітарного пізнання та суспільної життєдіяльності світорозуміння класичної науки // *Актуальні проблеми філософії та соціології*. 2015. Вип. 3. С. 77-83.

Осетрова О. Р. Декарт: принципи раціоналістичного методу та моралі (до питання про методи наукового дослідження у сфері філософії та соціальної роботи). *Епістемологічні дослідження в філософії, соціальних і політичних науках*. 2024. 7(2), 75-81. <https://doi.org/10.15421/342445>

Павленко І. Концепт істини у давньогрецькій філософії: αληθεια як семантичний кластер // *Епістемологічні дослідження в філософії, соціальних і політичних науках*. 2022. 5(2), 49-56. <https://doi.org/10.15421/342220>

Перепелиця, О., & Храброва, В. Освіта і університет в епоху штучного інтелекту // *Філософія освіти. Philosophy of Education*, 2024. 30(2), 186–198. <https://doi.org/10.31874/2309-1606-2024-30-2-12>

Перепелиця, О., Храброва, О. Держава, наука, філософія в перспективі «Нового органону» // «Новий Органон» (1620) та університетська філософія. До 400-річчя виходу трактату «Новий Органон» Френсіса Бекона». Матеріали міжнародної наукової конференції, 18–19 грудня 2020 р. Х : ХНУ імені В. Н. Каразіна, 2021. С. 104-108.

Перепелиця, О., Храброва, О. Повернення до сімпосіону: вільний простір університетського філософування // *Античність та університетська філософія*. До 180-річчя з дня народження Ф.О. Зеленогорського та 160-річчя з дня народження П.Е. Лейкфельда. Матеріали міжнародної наукової конференції, 27-28 листопада 2019 р. Х.: ХНУ імені В.Н. Каразіна, 2019. С.84-88.

Перепелиця О., Шильман М, (Не)можливість віддержавлення філософії // *Україна модерна*. 2019. № 26. Справа філософії у сучасній Україні.

Поппер К. Злиденність історизму / Пер. з англ. Василь Лісовий. К.: Абрис, 1994.

Рассел Б. Мистецтво філософствування. Лекція 1. Мистецтво раціонального припущення. // *Актуальні проблеми духовності*. Вип. 18. Кривий Ріг, 2017.

Рорті Р. Пріоритет демократії перед філософією / Пер. Я. Попіка / Р. Рорті. Р. Козеллек. К.: Український філософський фонд, 1998. С. 14-37.

Рюс Ж. Поступ сучасних ідей: Панорама новітньої науки. К., 1998.

Саїд Е. Гуманізм і демократична критика. Київ: Медуза, 2014.

Ситниченко Л. Першоджерела комунікативної філософії. К.: Либідь, 1996.

Скиба Е. К. Філософські основи пізнання правової реальності: навчальний посібник. Дніпро: Дніпропетр. держ. ун-т внутр. справ, 2022.

Філософія науки: підручник / [І.С. Добронравова, Л.І. Сидоренко, В.Л. Чуйко та ін.]. Київ: Київський ун-т, 2018.

Філософія сьогодні. Розмови з У. Беком, Г.-Г. Гадамером, Ю. Габермасом, Г. Йонасом, О. Гьофе, В.Гьосле, Р. Рорті та ін. За ред. У. Бьома / Пер. з нім. А. Богачова. К.: Альтерпрес, 2003.

Філософські проблеми наукового пізнання: навчально-методичний посібник для здобувачів освітньо-наукового рівня вищої освіти / П. В. Квіткін, О. П. Дзьобань, О. Ю. Панфілов, Р. В. Гула та ін. Харків: ХНУПС, 2021.

Чуйко В.Л. Рефлексія основоположень методологій філософії науки: Монографія. К., 2000.

Beck U. Risk Society: Towards a New Modernity. London: Sage. 1992.

Berger P., Luckmann Th. The Social Construction of Reality: A Treatise in the Sociology of Knowledge. Penguin Books Ltd, 1991.

Brown, M. J. Science and moral imagination: A new ideal for values and science. Pittsburgh: University of Pittsburgh Press, 2020.

Christman J. Social and Political Philosophy. A contemporary introduction. New York, London: Routledge Taylor & Francis Group, 2002.

David Ludwig, Charbel N. El-Hani, Fabio Gatti, Catherine Kendig, Matthias Kramm, Lucia Neco, Abigail Nieves Delgado, Luana Polisel, Vitor Renck, Adriana Ressiore C., Luis Reyes Galindo, Thomas Lloyd Rickard, Gabriela De La Rosa, Julia J. Turska, Francisco Vergara-Silva and Robert A. Wilson. Transdisciplinary Philosophy of Science: Meeting the Challenge of Indigenous Expertise. *Philosophy of Science*. 2024, 91, 1221–1231. doi:10.1017/psa.2023.127

Gonzalez W.J. Current Trends In Philosophy Of Science: A Prospective For The Near Future. Springer, 2022.

Eco U. The Open Work. Cambridge: Harvard University Press, 1989.

Elliott, Steve. Research Problems. *British Journal for the Philosophy of Science*. 2022. 72 (4):1013–37. <https://doi.org/10.1093/bjps/axz052>

Friederich, Simon. Multiverse Theories: A Philosophical Perspective. Cambridge: Cambridge University Press, 2021.

Heidegger M. Was ist Metaphysik? // Heidegger M. Gesamtausgabe. I. Abteilung. B. 9: Wegmarken (1919-1961). Frankfurt am Main: Vittorio Klostermann Verlag, 1976. S. 103-122.

Halvorson, Hans. The logic in philosophy of science. Cambridge; New York: Cambridge University Press, 2019.

Handbook of Contemporary European Social Theory / Edited by G. Delanty. New York, London: Routledge Taylor & Francis Group, 2006.

Lusk, Greg, and Kevin C. Elliott. Non-epistemic Values and Scientific Assessment: An Adequacy-for Purpose View. *European Journal for Philosophy of Science*. 2022. 12:35. <https://doi.org/10.1007/s13194-022-00458-w>

Lyotard J.-Fr. The Postmodern Condition: A Report on Knowledge. Trans. Geoffrey Bennington and Brian Massumi. Minneapolis: University of Minnesota Press, 1984.

Marcos, Alfredo. Philosophy of Science and Philosophy: The Long Flight Home. *Springer*. 2021. <https://link.springer.com/article/10.1007/s10516-021-09574-3>

Marukhovska-Kartunova O., Khromova, O., & Tsoi, T. Філософія науки та структура наукового знання: еволюція концептуальних підходів. *Епістемологічні дослідження в філософії, соціальних і політичних науках*. 2023. 6(2), 36-44. <https://doi.org/10.15421/342323>

Multidisciplinary Perspectives on Representational Pluralism in Human Cognition: Tracing Points of Convergence in Psychology, Science Education, and Philosophy of Science / Edited by M. Bélanger, P. Potvin, St. Horst, A. Shtulman, E. F. Mortimer. New York: Routledge, 2022.

Parker, Wendy S. The Epistemic Projection Approach to Values in Science. *Philosophy of Science*. 2024, 91, 18–36. doi:10.1017/psa.2023.107

- Pelman A. Revisiting Inductive Confirmation in Science: A Puzzle and a Solution. *Philosophies*, 2024. 9, 171. <https://doi.org/10.3390/philosophies906017>
- Piégay-Gros N. Introduction à l'intertextualité. Dunod, 1996.
- Ross, Lauren N. Causal Constraints in the Life and Social Sciences. *Philosophy of Science*. 2024, 91, 1068–1077. doi:10.1017/psa.2023.165
- Russell B. Human Knowledge: Its Scope and Limits. Routledge: Taylor & Francis, 2009.
- Sandmeyer. B. Husserl's constitutive phenomenology: its problem and promise. New York, London: Routledge, Taylor & Francis Group, 2009.
- Schroeder, S. Andrew. Democratic Values: A Better Foundation for Public Trust in Science. *British Journal for the Philosophy of Science*. 2021. 72 (2):545–62. <https://doi.org/10.1093/bjps/axz023>
- Smith, Linda Tuhiwai. Decolonizing Methodologies. London: Zed Books, 2021.
- The Twentieth Century To Quine and Derrida / Edited by W.T. Jones, R.J. Fogelin. Harcourt Brace Company, 1997.
- Wallerstein I. World-Systems Analysis: An Introduction. Durham, North Carolina: Duke University Press, 2004.
- Zijderveld A.C. Rickert's Relevance. The Ontological Nature and Epistemological Functions of Values. Leiden: Brill 2006.

11. LINKS TO INFORMATION RESOURCES ON THE INTERNET, VIDEO LECTURES, OTHER METHODOLOGICAL SUPPORT

1. Навчальні програми кафедри теоретичної і практичної філософії імені професора Й.Б. Шада: http://philosophy.karazin.ua/ua/kafedra/tpf_program.html
2. Сайт журналу «Спільне»: <https://commons.com.ua/uk/>
3. Сайт журналу «Філософська думка»: <http://journal.philosophy.ua/news>
4. Jstor цифрова повнотекстова база даних англомовних наукових журналів: <http://jstor.org>
5. The Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/>

12. FEATURES OF FULL-TIME STUDYING IN THE CONDITIONS OF EXTENSION OF FORCE MAJEURE

In the conditions of force majeure, the educational process at the university is carried out in accordance with the orders/instructions of the rector/vice-rector or in a blended form of education or completely remotely in a synchronous mode.

Taking the final semester test: in the event of the introduction of strict restrictions with a ban on visiting the HEI, full-time students are given the opportunity to take the exam remotely on the Moodle platform in the distance course "Philosophical Principles of Scientific Knowledge": <https://moodle.karazin.ua/course/view.php?id=7113>.