

ОҢТҮСТІК-ҚАЗАҚСТАН MEDISINA AKADEMIASY «Оңтүстік Қазақстан медицина академиясы» АҚ		SOUTH KAZAKHSTAN MEDICAL ACADEMY АО «Южно-Казахстанская медицинская академия»
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METHODICAL RECOMMENDATIONS FOR PRACTICAL CLASSES

Discipline: Philosophy
Code discipline: Fil 2107
Name of EP: 6B10115 "Medicine"
Study hours / credits: 150/5
Course / semester: 2/3
Practical (seminar) classes: 40

Shymkent, 2024

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Methodological instructions for practical classes were developed in accordance with the working curriculum of the discipline (syllabus) **“Philosophy”** and discussed at a meeting of the department.

Minutes of the meeting # 11 «10» 06. 2024 year

Head of Department:  Ashirov Sh.A.

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Lesson #1

1. Topic: Emergence of culture of thinking.

2. Purpose: to clarify the specifics of the philosophical outlook and features of philosophical knowledge.

3. Learning objectives:

- culture of thinking, knowledge of philosophy as a historical type of worldview;
- the philosophy of philosophy is its heretical possibilities;
- philosophical type of thinking as a critic and doubt;
- philosophy and worldview.

4. The main questions of the topic:

1. Philosophy, its subject, structure and functions. Historical types of worldview.
2. Critical attitude to the past as a condition of spiritual modernization and changes in the national consciousness of modern Kazakhstan.
3. The personal nature of philosophical problems.
4. Philosophy in the cultural and historical context.
5. Scientific, philosophical, religious picture of the world.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: Oral questioning

Questions:

1. What are the features of philosophical knowledge?
2. What are the main areas of philosophy do you know?
3. What is the role and importance of philosophy?

Case solution:

Case.

Task 1. Explain the statement: "The main question of all, especially the latest, philosophy is the question of the relationship of thinking to being, spirit to nature ..." (F. Engels)

Task 2. Explain what the phrase means: "Physics, be afraid of metaphysics" (I. Newton)

Task 3. What would you say to Epicurus: "Let no one in his youth put off studying philosophy, and in old age do not get tired of studying philosophy, because no one is either immature or overripe for the health of the soul ... Both a young man and an old man need to study philosophy : the first - in order to grow old, to be young in kindness as a result of a grateful memory of the past, and the second - in order to be both young and old as a result of the absence of fear of the future "

Task 4. What questions did I. Kant formulate to determine the subject of philosophy? How would you answer them.

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist / oral questioning, solving situational tasks.

7. Reference:

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8. Control (questions, tests, tasks, etc.):

1. What is the historical role of the mythological worldview?
2. What are the features of philosophical knowledge?
3. What basic philosophy do you know?
4. What is the role and importance of philosophy?
5. Is science a worldview?
6. Is philosophy a science or an art?
7. Indicate the difference between mythological and religious worldviews.
8. Worldview regarding the COVID-19 pandemic.

Lesson #2

1. Topic: Consciousness and the unconscious: a comparative analysis of philosophical concepts. Evaluation of the ratio of thinking and language. The transition of the Kazakh language to the Latin alphabet.

2. Purpose: explain the foundations of the philosophical understanding of the world in a historical context.

3. Learning objectives:

- cosmologism of the soul and mind in the ancient worldview;
- the concept of the soul in the traditions of medieval philosophy;
- epistemological models of consciousness;

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- concepts of European and new European philosophy.

4. The main questions of the topic:

1. Basic concepts of phenomena and factors that determine the formation of consciousness
2. The problem of consciousness in consciousness, the unconscious in the history of philosophy.
3. National identity in the context of the spiritual modernization of modern Kazakhstan.
4. "Linguistic turn" in philosophy of the XX century.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: Oral questioning.

Work in small groups, the group is divided into 4 subgroups, each of which should discuss the following problem situations:

Questions:

1. Name the basic concepts of phenomena and factors of consciousness.
2. Give a comparative analysis of consciousness, the unconscious in the history of philosophy.
3. The problem of consciousness and the unconscious in the philosophy of Z. Freud and K. Jung.
4. Describe the features of consciousness and national identity.
5. Indicate the need to switch the Kazakh language to the Latin alphabet.

Case solution:

Case.

Task 1. The modern English historian of philosophy B. Russell wrote: "The human soul is an alloy of God and the beast, an arena of struggle between two principles: one is partial, limited, selfish, and the other is universal, infinite and impartial." Question: Does man have a soul? What did ancient philosophers and medieval scholastics write about the soul?

Task 2. Correlate the concepts of the psyche and consciousness. Can they be identified?

Task 3. "The brain secretes thought, just as the liver secretes bile. The brain is material, the liver is material, the bile is material, which means that thought must also be material." Give a critical analysis of this statement.

Task 4. Compare the definition of consciousness in psychology, physiology, cybernetics and philosophy. What is the specificity of the philosophical approach?

Task 5. What is the essential difference between the processes of reflection in living and inanimate nature? Arrange in order of increasing level of complexity the following forms of reflection: sensitivity, psyche, consciousness, thinking, irritability, sensations.

Task 6. Is labor the main reason for the emergence of thinking in a person? What other concepts of the genesis of consciousness do you know?

Task 7. Thought does not exist outside the language shell. Give a philosophical analysis of this judgment.

Task 8. Can creativity be considered the main difference between human consciousness and machine intelligence?

Task 9. Analyze two factors that played a decisive role in the emergence of human consciousness:

- a) subject-practical activity and speech;
- b) increased brain volume and upright posture;
- c) mutagenesis and climate change;
- d) collective (herd) way of life and monogamy

Answer: a.

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist / Analysis of thematic issues

7. Reference:

Basic:

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8. Control (questions, tests, tasks, etc.):

1. Name the basic concepts of phenomena and factors of consciousness.
2. Give a comparative analysis of consciousness, the unconscious in the history of philosophy.
3. The problem of consciousness and the unconscious in the philosophy of Z. Freud and K. Jung.
4. Describe the features of consciousness and national identity.
5. Indicate the need to switch the Kazakh language to the Latin alphabet.
6. Compare the philosophy of the language of M.Kashgari.

Lesson #3

1. **Topic:** Assessment of the substantial concept of being and analysis of the basic categories of ontology.

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2. Purpose: - explain the specifics of the basic concepts and principles of ontology.

3. Learning objectives:

- structure of knowledge; types, levels, forms;
- criteria of truth and error;
- scientific knowledge and the role of science.

4. The main questions of the topic:

1. The category of being, its meaning, specificity, forms in the context of the history of philosophy.
2. Main types of ontology.
3. Formation of the scientific - philosophical concept of "matter". Movement, space and time.
4. Problems of being in Kazakh philosophy.
5. Shakarim about movement.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: discussion

Questions:

1. What is the ontological structure of being?
2. Describe M.Heidegger's "Fundamental Ontology"?
3. How are problems of ontology considered in the history of philosophy?
4. Describe the existence of the material world.
5. What are the main attributes of matter?
6. How the problems of movement were considered in Eastern philosophy (Al-Farabi, Shakarim, etc.)
7. Name the laws of dialectics.

Case solution:

Case.

Task 1. Name the main spheres of life. What is the specificity of each of them?

Task 2. Explain the difference between the substantial and relativistic theories of space and time. Name the representatives of these approaches.

Task 3. Give examples for each of the forms of matter movement: A. Mechanical B. Physical C. Chemical D. Biological E. Social

Task 4. What concepts are used in philosophy as synonyms for the concept of "being"?

Task 5. Complexity and multilevelness, internally contradictory nature of the processes of development of the modern world makes it difficult to study it using the methods of one or two sciences. The orientation of modern science towards interdisciplinarity involves the use of several methodologies in the context of studying the processes and phenomena of the surrounding world. But even in this situation, it becomes necessary to use any one science in as a guide for the process of perception and study of the surrounding world. In different historical periods, various sciences acted in this capacity; what science can be singled out in the same way in the 21st century?

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist / oral response, solving situational tasks.

7. Reference:

Basic:

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8. Control (questions, tests, tasks, etc.):

1. What is the ontological structure of being?
2. Describe M.Heidegger's "Fundamental Ontology"?
3. How is the problem of ontology considered in the history of philosophy?
4. Describe the existence of the material world.
5. What are the main attributes of matter?
6. How the problems of movement were considered in Eastern philosophy (Al-Farabi, Shakarim, etc.)
7. Name the laws of dialectics.

Lesson #4

1. Topic: Cognition as a philosophical problem.

2. Purpose: explain knowledge, its possibilities and means, the essence of man's cognitive relationship to the world.

3. Learning objectives:

- the structure of knowledge; types, levels, forms;
- criteria of truth and error;
- scientific knowledge and the role of science.

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4. The main questions of the topic:

1. Cognition as a problem of philosophy.
2. Possibilities and limits of cognition.
3. Structure, methods and forms of scientific knowledge.
4. Cognition and creativity. Creativity and intuition.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: Discussion

Questions for discussion:

1. Do the concepts of "theory of knowledge", "epistemology" coincide?
2. Problems of knowledge in the history of philosophy.
3. Possibilities and limits of knowledge
4. The cult of knowledge in the context of the modernization of modern Kazakhstan.

Case solution:

Case.

Task 1. You are a skeptic. You are in a difficult, stressful situation. How should you behave?

Task 2. You are a representative of empiricism. Explain to the interlocutor where we get knowledge from.

Task 3. You are a representative of sensationalism. Explain to the interlocutor where we get knowledge from.

Task 4. You are a representative of rationalism. Explain to the interlocutor where we get knowledge from.

Task 5. Explain why the philosophy of the 18th century is called the philosophy of the Enlightenment. Name its features.

Task 6. What types of judgments does I. Kant distinguish? Give an example of each type.

Task 7. In philosophy, two theories can be conventionally identified that explain the problem of cognition. According to the first - gnosticism - the cognitive possibilities of the individual are unlimited; the second - agnosticism - asserts the opposite: the ability of the individual to fully know the world is seriously limited. Is a situation of pure epistemological optimism or agnostic skepticism possible in modern science?

Task 8. According to Bacon's interpretation, what type of delusion can be illustrated by the following phrase: "We believed you, Comrade Stalin, as perhaps we did not believe ourselves"?

- a) idols of the family
- b) idols of the cave
- c) market idols
- d) theater idols

Answer: d

6. Types of control for assessing the level of achievement of the discipline's LO: checklist / oral questioning, solving situational tasks.

7. Reference:

Basic:

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8. Control (questions, tests, tasks, etc.):

1. Specify the features of cognition as a problem of philosophy.
2. Name the possibilities and boundaries of knowledge.
3. Define the directions of epistemology.
4. Indicate the essence of knowledge, truth and falsity.
5. Name the relationship between knowledge and creativity.
6. Give a comparative analysis of the concept of creativity and intuition.
7. Is it possible to know the causes of the COVID-19 pandemic?

Lesson #5

1. Topic: Problem of method in science. Science and technology. Digital technologies in the 3rd modernization of Kazakhstan. The possibilities of artificial intelligence in modern science.

2. Purpose: explain the impact of digital technologies, the role and value of science in the education system of modern society.

3. Learning objectives:

- methods of scientific knowledge;
- specificity of scientific truth;
- basic methods of cognition

4. The main questions of the topic:

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1. Advances in modern science and their causes.
2. Classification of sciences: Aristotle, Al-Farabi, Ibn-Sina, F. Bacon, G. Hegel, A.Comte.
3. The problem of demarcation of scientific and non-scientific knowledge.
4. Philosophy of education.
5. Prospects for science in Kazakhstan.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: discussion

Questions:

1. What is the role of science as knowledge and activity?
2. What are the problems of scientific and technological progress?
3. What are the prospects for the development of modern science?
4. Make a comparative analysis according to the classification of sciences: Aristotle, Al-Farabi, Ibn-Sina, F.Bacon, G.Hegel, A.Comte.

Case solution:

Case.

Task 1. The development of medicine is closely connected not only with the treatment of diseases by doctors, but also with the invention of new drugs and medical techniques. This involves various experimental studies, including those using human subjects as test subjects. Will the manifestation of empathy towards the objects of experiments in this situation negatively affect the objectivity of the researcher? Or, on the contrary, will it contribute to the successful conduct of the experiment?

Task 2. For the history and philosophy of science, the problem of the historical subject of scientific activity, which is the scientific community, is relevant. Within the framework of the activity, the development of science takes place, in particular, the acceptance or non-acceptance of new scientific theories. Often, the process of discussing new paradigms in the scientific community is combined with ignoring, because innovators who bring novelty to scientific activity are forced out of the discourse. This is especially true for the situation of an anomaly in science, when it is difficult to solve a problem with tried and tested methods, and the application of new methods and their effectiveness are not obvious. What should representatives of the scientific community do in such a situation: tend to innovate, or stand up for the strengthening of established traditions?

Task 3. There are often problems in science, the level of complexity of which does not imply an unambiguous solution, but it is not possible to ignore the process of their solution. In this case, as a solution to the problem, a theory that does not meet this task is proposed, but one that is the result of an agreement or compromise between scientists. Is this situation normal for the development of science, or is it capable of bearing negative consequences?

Task 4. A medical scientist is on the verge of a major discovery. It can drastically affect the development of science, but in the future it can pose a danger to society. In the described situation, a scientist, driven by his understanding of the needs of science, or personal vanity, should make this discovery, realizing its possible harm, or refuse it for ethical and humane reasons?

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist / Oral questioning /solving situational tasks.

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8. Control (questions, tests, tasks, etc.):

1. Indicate the successes of modern science and their causes
2. What is the difference between scientism and anti-scientism?
3. What is the role of science as knowledge and activity?
4. Describe the philosophy of science Sh.Walikhanov.
5. Describe the philosophy of education of Ybrai Altynsarin.
6. How do you understand the “Bilimdi Adam” model?
7. What are the prospects for the development of modern science?
8. Is it scientifically proven that the coronavirus can remain in the human body?

Lesson #6

1. Topic: Comparative analysis of the problem of human in modern philosophy.

2. Purpose: explain the specifics of the human problem in modern philosophy.

3. Learning objectives:

- man as the central problem of philosophy;
- the problem of the origin of man in the light of modern science;
- the nature and essence of man;

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- the problem of life, death, and immortality in the spiritual experience of mankind

4. The main questions of the topic:

1. The specificity of the philosophical approach to the consideration of man.
2. The problem of man in the history of philosophy.
3. The problem of man in Kazakh philosophy.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: oral questioning

Questions:

1. What is the formulation of the problem of the meaning of life in philosophical anthropology?
2. How is the phenomenon of happiness considered in philosophical anthropology?
3. What is the formulation of the problem of "freedom" in philosophical anthropology?

Case solution:

Case.

Task 1. Students work in groups that are divided into two or three groups. Each group must consist of a minimum of three people. The teacher reads situational tasks, all members of the group listen carefully and begin to solve them (1 minute is given for preparation). Any prepared first group gives its answers to situational tasks. If the answer is not complete, the next second group can complete their answer.

1. The essence of man. The concepts of "man", "individual", "personality".
2. The problem of man in Kazakh philosophy.

Task 2. In the course of research, a scientist encounters information that is scientific in form, but pseudo-scientific or quasi-scientific in content. At the same time, this information is recognized by a number of his colleagues as reliable, and is actively used in the scientific community. What is the problem of demarcation in this situation?

Task 3. One of the scientific methods is introspection, or introspection. The doctor, in order to understand and better describe the development of the disease, to develop a method for its treatment, decides to deliberately infect himself with it. The risk of death from this disease is quite high, but the possible results of this experiment are extremely important for science. Can a scientist risk himself in this situation? Or is his knowledge and health more valuable than the result he expects to get as a result of the experiment?

Task 4. A medical scientist is on the verge of a major discovery. It can drastically affect the development of science, but in the future it can pose a danger to society. In the described situation, a scientist, driven by his understanding of the needs of science, or personal vanity, should make this discovery, realizing its possible harm, or refuse it for ethical and humane reasons?

Task 5. I repeat for the umpteenth time for everyone - we have our own labor code in the clinic: the doctor works as much as necessary for the patient. The beginning is at exactly nine, the end is when all the work is done. Second: if the doctor is no good, he must leave. Himself, without the intervention of the management and the trade union. I decide the issue of compliance. (Amosov N.M., 1976, p. 50)

Question: Is well-known cardiac surgeon right in his statements?

Answer (task# 5): Wrong. Before us is an authoritarian model of relations between the leader and subordinates. The working conditions of a doctor approved by the author will inevitably lead to the syndrome of "burnout" of a specialist. A doctor, like any other specialist, should be able to restore his physical, mental, and, ultimately, socio-cultural qualities. Serving the profession should not conflict with the doctor's right to an appropriate work schedule and rest. All these questions are not only ethical, but also legal.

Task 6. An otolaryngologist opened a clinic, which he himself directed and where he was engaged, in particular, in plastic surgery. He offered cooperation to a cosmetologist from another clinic,

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promising the latter a reward of 20% of his fees for those clients who would be referred by this doctor to his clinic.

Question: Is such a proposal ethical?

Answer (task 6): Of course, such a proposal is not ethical, moreover, it bears signs of a corrupt act

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist assessment: oral questioning, solving situational tasks.

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8. Control (questions, tests, tasks, etc.):

1. Introduce the specifics of the philosophical approach to the consideration of man.
2. What is the formulation of the problem of man in the history of philosophy.
3. How was the problem of man reflected in the philosophy of Abai?

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4. How do you understand Shakarim's existential reflection on the meaning of a person's life guidelines?
5. Give an example of a similar solution to the problem of a pandemic in Kazakhstan.
6. Give a comparative analysis of the concept of man, individual, individuality, personality.

Lesson #7

1. Topic: The most important aspects of the search for the meaning of life in practical experience: philosophical analysis.

2. Purpose: to explain the specifics of human existence and the fundamental philosophical problems of life and death.

3. Learning objectives:

- categories of human existence (happiness, faith, life and death);
- fundamental philosophical problems of life and death;
- problem of immortality in the spiritual experience of mankind

4. The main questions of the topic:

1. The relationship of fundamental philosophical problems with questions of life and death: metaphysics and moral philosophy.
2. The meaning of life as the main category of Kazakh philosophy.
3. Love as the essence of human existence in the philosophy of Abay.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: discussion
Work in small groups, the group is divided: into 4 subgroups, each of which should discuss the following problem situations:

Questions:

1. Categories of human existence
2. Ontological and axiological content of life.
3. Man, his mortality and immortality.
4. The problem of the meaning of life in the history of philosophical thought.
5. The problem of immortality in the worldview of Kazakh thinkers?

Case solution:

Case.

Task 1. The development of medicine is closely connected not only with the treatment of diseases by doctors, but also with the invention of new drugs and medical techniques. This presupposes various experimental studies, including those with the use of human beings as test subjects. Will the manifestation of empathy towards the objects of experiments in this situation negatively affect the objectivity of the researcher? Or, on the contrary, will it contribute to the successful conduct of the experiment?

Task 2. In philosophy, two theories can be conditionally identified that explain the problem of cognition. According to the first - gnosticism - the cognitive possibilities of the individual are unlimited; the second - agnosticism - asserts the opposite: the ability of the individual to fully know the world is seriously limited. Is a situation of pure epistemological optimism or agnostic skepticism possible in modern science?

Task 3. One of the most common types of scientific worldview is scientism, based on the belief that true and reliable knowledge is only that which is obtained as a result of scientific activity. On the one hand, in this situation, scientism simplifies the demarcation procedure, establishes a distinction between science and pseudoscience. On the other hand, doesn't such an orientation towards the scientific nature of knowledge make the process of obtaining it too conservative?

Task 4. Comment on Marx's statements: "People are both authors and actors of their own drama."

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Task 5. Analyze Socrates' statement "I know that I know nothing." What is its meaning - in the denial of a person's ability to know the world, or in a call for a reasonable self-limitation of the cognitive process?

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist / Oral questioning, solving situational tasks.

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8. Control (questions, tests, tasks, etc.):

1. Specify the ontological and axiological content of life?
2. Indicate the relationship between fundamental philosophical problems and questions of life and death: metaphysics and moral philosophy?
3. Describe the problem of immortality in the worldview of Kazakh thinkers?

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4. Describe the problem of immortality in Korkyt's worldview.
5. Name the essence of the mystical worldview of Khoja Ahmed Yassawi in the Falsafa tradition.

Lesson #8

1. Topic: Ethical dilemmas: situational analysis. Existential nature of Kazakh philosophy.

2. Purpose: to explain the specifics, distinctive features, as well as the relationship between the philosophy of values and moral categories.

3. Learning objectives:

- historical types of ethical teachings;
- axiology and morality;
- national ethical values

4. The main questions of the topic:

1. Historical types of ethical teachings.
2. Fundamentals of the theory of values.
3. Ethical categories (duty, good, real and proper, conscience, freedom).
4. Utilitarianism and deontological theories (duty theories).
5. The problem of morality in the history of philosophy.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: small groups work

Questions:

1. Approaches to understanding the origins of human morality.
2. The nature of value consciousness.
3. Ethics and the problem of justice in philosophy.
4. Ethical dimensions in the falsafah tradition.

Case solution:

Case.

Task 1. A scientist is engaged in the study of a little-studied period in the history of his country. In the course of the study, he discovers previously unexplored facts that can glorify him as a scientist, but their disclosure can negatively affect the perception of certain events in the history of the country, expose its past or current leadership in an unfavorable light. In this situation, the scientist can publish these materials, or is it his duty to hide them, or to embellish the content?

Task 2. One of the scientific methods is introspection, or introspection.

The doctor, in order to understand and better describe the development of the disease, develop method of treatment, decides to intentionally infect himself with it. The risk of death from this disease is quite high, but the possible results of this experiment are extremely important to science. Can a scientist risk himself in this situation? Either his knowledge and health are of greater value than the result that it expects to get as a result of the experiment?

Task 3. A medical scientist is on the verge of a serious discoveries. It can radically affect the development of science, but in the long term may pose a danger to society. In this situation, the scientist driven by his understanding of the needs of science, or personal vanity, should he make this discovery, realizing its possible harm, or refuse it for ethical humane reasons?

Task 4. The development of medicine is closely connected not only with the treatment of diseases by doctors, but and the invention of new drugs and medical techniques. This

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involves various experimental studies, including the use of experimental people. Will the manifestation of empathy towards the objects of experiments in this situation negatively affect the objectivity of the researcher? Or, on the contrary, will it contribute to the successful conduct of the experiment?

Task 5. A private practitioner in a youth company, having recognized his patient, told a friend that she had serious problems with kidney disease, which became known to her fiancé. Due to the fact that their marriage was upset, the girl's parents filed a lawsuit against a doctor who violated the provision on medical secrecy, for moral harm caused to her daughter.

Question: Is the doctor's violation of secrecy in this case intentional or negligent? Explain.

Answer (Task 5). The disclosure of medical confidentiality by a private practitioner is intentional. First, he must be aware of the inadmissibility of divulging secrets without the consent of the patient. Secondly, the motive for disclosure was boasting. The doctor violated the ethical norm and legal norms of the legislation of Ukraine on the protection of the health of citizens."

Task 6. Hospital ward: when the nurse asked the patient about her illness, she answered: "If I tell you what you have, the doctor will cut off my tongue."

Question: Did the nurse violate ethical and legal standards? Explain.

Answer (Task 6) The nurse did not violate the legal norm, since she did not name the diagnosis. But, she violated ethics, because with her rude answer she aroused suspicion and worries in the patient about a possible serious illness.

Task 7. The famous Soviet epidemiologist and microbiologist P.F. Zdrodovsky (1890-1976) in 1947 for the first time received and tested a live brucellosis vaccine. Later, the scientist repeated the experiment on his wife E.M. Golinevich, and then the two of them tested the effectiveness of antitetanus and diphtheria toxoids.

1. Give a moral assessment of these actions.
2. Who else was experimenting on themselves at that time?

Answer (task 7):

1. Cases of experiments on oneself and one's loved ones are known in Soviet medicine. They were produced in the name of social ideals, including
2. At that time, many doctors conducted experiments on themselves: I.M. Sechenov, G.N. Minkh, O.O. Mochutkovsky, D.K. Zabolotny, I.I. Mechnikov and others. Sacrificing oneself in the name of science is a feature of domestic scientists..

6. Types of control for assessing the level of achievement of the discipline's LO: checklist / oral questioning, solving situational tasks

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8. Control (questions, tests, tasks, etc.):

1. Name the historical types of ethical teachings.
2. Specify ethical norms, norms of law and categories.
3. Is it ethical to suspend a worker for not being vaccinated against COVID-19?
4. Specify features of professional ethics.
5. Describe the features of the problem of justice in the philosophy of Jusup Balasaguni.
6. Indicate the essence of the preservation and development of the unique national ethical values of the Kazakh people as a prerequisite and condition for the success of the modernization of public consciousness.

Lesson #9

1. Topic: Understanding and interpreting the problem of free will.

2. Purpose: to explain the concept of freedom and to consider the problem of free will in the history of philosophy.

3. Learning objectives:

- the concept of freedom in philosophy;
- man and his freedom;
- freedom and responsibility.

4. The main questions of the topic:

1. The concept of freedom in the history of philosophy
2. Conditions for the formation of personality, its freedom, responsibility for the preservation of life, nature and culture.
3. The concept of Abai "Tolyk adam".
4. Ideas of freedom and independence in the philosophy of Alash figures.

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5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: discussion

Work in small groups, the group is divided into 4 subgroups, each of which should discuss the following problem situations:

Issues discussed:

1. The concept of freedom in the history of philosophy
2. The concept of freedom in Kazakh philosophy
- Individual freedom and natural rights.
3. Types of freedom.
4. Outline the essence of the concept of Abay "Tolyk Adam".
5. Ideas of freedom and independence in the philosophy of Alash figures.

Case solution:

Case.

Task 1. V. Vysotsky's statement: "Yesterday they gave me freedom, what will I do with it?". Explain.

Task 2. The highest true essence of man is freedom. Man always strives for freedom. "Without freedom, there is no man," said F.M. Dostoevsky. At the same time, he noted that freedom can lead to selfishness, unseemliness, and even ugliness. Then it turns into unfreedom.

Task 3. The modern German philosopher, sociologist and psychologist E. Fromm ("Escape from Freedom") writes that the process of development of human freedom is dialectical. On the one hand, it is "the process of human development, mastering nature, increasing the role of reason, strengthening human solidarity. But, on the other hand, it is an increase in individualization, which means an increase in isolation, insecurity ... At the same time, the feeling of powerlessness, the insignificance of an individual person also grows. "People are losing the primary connections that gave them the realization of certainty. Such a gap turns freedom into an unbearable burden: it becomes a source of doubt, entails a life devoid of purpose and meaning. And then there is a strong tendency to get rid of such freedom, go into submission or find another way to connect with people and the world in order to escape from uncertainty even at the cost of freedom.

Task 4. What is human freedom? What are the points of view on this issue? • When and under what conditions does it turn into its opposite. Verify with examples.

Task 5. What is necessary to realize true freedom, to avoid its transformation into unfreedom or "escape from freedom".

Task 6. Fill in the tables

1. The problem of man in the history of philosophy. The era of the concept of man.
2. Middle Ages.
3. Revival.
4. New time and Enlightenment.
5. Marxism.
6. Existentialism.

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist

assessment: oral questioning, solving situational tasks.

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8. Control (questions, tests, tasks, etc.):

1. Name the essence of man and his freedom.
2. Define the concept of individual freedom and natural rights.
3. Compare and indicate the essence of positive and negative freedom.
4. Name the conditions for the formation of a personality, its freedom, responsibility for the preservation of life, nature and culture.
5. Outline the essence of the concept of Abai "Tolyk Adam".
6. Indicate the ideas of freedom and independence in the philosophy of the figures of Alash.

Lesson #10

- 1. Topic:** Consideration of the formation of musical aesthetics as an essential component of modern culture.
- 2. Purpose:** to clarify the concept of art and the role of art in philosophy.
- 3. Learning objectives:**
 - philosophy and art;
 - originality of art as a phenomenon of culture;
 - the concept of aesthetics and the main categories of aesthetics;

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- personal and social functions of art.

4. The main questions of the topic:

1. Man in the world of art.
2. Philosophy of art in the history of philosophy.
3. Philosophy of art in the tradition of falsafah (Omar Khayyam, Al-Farabi, Ibn-Rushd, Ibn-Arabi, Rumi).
4. Philosophy of art of the Kazakh people.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: discussion

Questions:

1. The main categories of the philosophy of art.
2. The problem of art in the history of philosophy.
3. Philosophy of art in Kazakh philosophy.

Case solution:

Case.

Who do you think is right? Comment

Task 1. A.: "... works of art should not be created for study and not for guild scientists, but they ... should be understandable and serve as an object of enjoyment directly in themselves. For art exists not for a small vicious circle, not for a few very educated people, but in general for the whole people." (Hegel. Works. T. XII. S. 280) [Compare: "Art belongs to the people" (V. I. Lenin)].

Task 2. "The principle "art for all" is deeply false. It reveals a false democratization. "Art for all" does not at all imply the necessary clarity and simplicity, that would be fine, no, it contains the disastrous demand for cutting down the growth of the master to the level of contemporary ignorance and bad taste, the demand for "general accessibility", alphabetic and usefulness. Art never speaks to the crowd, to the masses, it speaks to the individual, in the deep and hidden recesses of his soul.

Task 3. Art should be "for everyone", but by no means for everyone. Only then will it preserve the relation of individuality to individuality, which is the meaning of art, in contrast to other crafts that serve the tastes and needs of the multitude." (M. Voloshin. Notes of 1917).

6. Types of control for assessing the level of achievement of the discipline's LO: Checklist / oral questioning, written response

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8. Control (questions, tests, tasks, etc.):

1. What are the strategies for the study of art in modern philosophy.
2. Specify the main categories of the philosophy of art.
3. Describe the problems of art in the history of philosophy.
4. What are the features of the philosophy of art in Kazakh philosophy.
5. Indicate the essence of national instruments - as an expression of the spiritual culture of nomads.
6. What role does art play in medicine?

Lesson #11

1. Topic: The Phenomenon of Public Consciousness: Forms, Structure, Essence. The essence of the modernization of the public consciousness of the Kazakh society of the XXI century. Philosophical analysis of the modern information society and understanding of the global challenges of our time.

2. Purpose: to clarify the essence and role of public consciousness in the conditions of modernization and globalization of the modern society of the XXI century.

3. Learning objectives:

- western models of modernization of the XX century;
- spiritual modernization and national consciousness;
- causes and main directions of the study of global problems;
- concept and essence of social consciousness.

4. The main questions of the topic:

1. Society and culture in the history of philosophy.
2. Types of society: informational, post-industrial, open, networked.
3. The main directions of modernization and the formation of national identity in the XXI century.
4. The national culture of the Kazakhs as the basis of the national identity of the Kazakhs.
5. Problems of spiritual modernization within the framework of the project "Rukhani Zhangyru".
6. Philosophical analysis of the modern information society and understanding of the global challenges of our time.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: discussion

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Questions:

1. The concept of society and culture in the history of philosophy.
2. Types of society: information, post-industrial, open, network society
3. Culture and its nature
4. Global problems of our time.

Case solution:

Case.

Task 1. What is a “formational approach”? List socio-economic formations. Give a description of each of them.

Tasks 2. Already in ancient society, attempts were made to typify the forms of the political structure of society: monarchy, aristocracy, tyranny, democracy. Briefly describe each of them.

Task 3. Why does the modern world tend to believe that democracy is more than any other type of state suitable for a political system?

Task 4. In your opinion, what are the advantages and disadvantages of democracy, if any?

Task 5. It is known that in a number of countries of the East there was and still is a division of society into such social groups as castes. What is a caste? What are the differences between castes and strata, estates, classes?

Task 6. As is known, K. Popper made a distinction between "closed" and "open" society. Explain why this thinker calls a closed society "collectivist" and an open society "individualistic"?

Task 7. As you know, there are diverse approaches to understanding culture. Name these approaches.

Task 8. Do you agree with the statement of many thinkers that the fundamental approach in culture is the activity approach?

Task 9. Does any human activity imply the emergence of culture? According to O. Spengler, civilization is the last final stage of the existence of any culture. Do you agree with this statement?

The modern process of sovereignization of various peoples is characterized by the revival of national cultures. What do you think, does this process mean the formation of nationalism in these countries or is their culture characterized by the unity of the national and the universal?

Task 10. What, in your opinion, is the relationship between the concepts of "cultured man" and "civilized man"? Is it possible to be a civilized person, but not cultured? And, conversely, cultural, but not civilized?

Task 11. How are the concepts of "culture" and "value" interrelated? What are cultural values? How are the values of culture and human activity interrelated? Give specific examples.

Task 12. What role do you think traditions play in the development of modern culture? Justify your answer.

Task 13. In the specialized literature today you can often find the expression "environmental barbarism".

- What does it mean?
- How can this kind of attitude towards nature be changed?
- What role can the self-healing of natural resources through natural law play in this?
- What, in fact, is the ecologization of the material, spiritual and other spheres of public life, the value orientations of mankind?

Task 14. To solve the global problem of preventing wars, establishing a nuclear-free and non-violent world, the formation of a new, just and reasonable world order is essential, according to experts.

- What requirements do you think such an arrangement should meet?
- Formulate its foundations and characteristic features.

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- What should be the economic thinking here?

Political? •

What place will be given in it to overcoming egoism, individualism, nationalism?

Task 15. More than 80 years ago, V.M. Bekhterev, speaking at the opening of the institute in St. Petersburg, said: “In our time, higher schools pursue only professional qualities, they train lawyers, doctors, architects, etc.

But at the same time, they lose sight of the fact that a person should be placed at the center of this work, that the state, in addition to professional figures, needs people who understand what a person is, how and according to what laws his psyche develops.

Task 16. How relevant is this problem today?

- How is education, its quality related to the solution of global problems of our time?

- What do you expect from higher education?

Task 17. A Canadian scientist, a specialist in the study of aggression and wars A. Rapoport figuratively compared militarism, the institution of wars, with a cancer that destroys the body through its own cells. He attributed the "greenhouse effect", "desertification" to its disastrous consequences for civilization. Continue this row.

Task 18. A feature of the modern process of forming a new world order is globalization, characterized by the free movement of capital and the increasing dependence of national economies on global financial markets, as well as the erasure of the geographical boundaries of social and cultural systems. Is there cultural resistance to this process? Justify your answer.

6. Types of control for assessing the level of achievement of the discipline's LO: Evaluation by checklist: oral questioning, solving situational tasks.

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8. Control (questions, tests, tasks, etc.):

1. Define the concept of social thought in the history of philosophy.
2. Describe the types of society.
3. Name the theory of culture in the history of philosophy.
4. Name the essence of the national culture of the Kazakhs as the basis of the national identity of the Kazakhs.
5. Indicate the problems of spiritual modernization within the framework of the Rukhani Zhangyru project.
6. Modernization processes and its main aspects in modern Kazakhstan.
7. What does globalism, anti-globalism and globalization mean?
8. What are the global challenges of our time?

Lesson #12

1. Topic: The philosophy of religion in a modern culture.

2. Purpose: to clarify the phenomenon of religion in the historical process and in the history of philosophical thought.

3. Learning objectives:

- religion as a subject of philosophical reflection;
- different approaches to the study of understanding of religion.

4. The main questions of the topic:

1. Definition of religion. Religion and philosophical knowledge.
2. Early forms of religion. World religions.
3. Religion in the history of Kazakh philosophy.

5. Basic forms/methods/technologies of teaching to achieve the discipline's LO: small groups work

Questions:

1. Definition of religion.
2. Religious and philosophical concepts in the history of philosophy.
3. The history of the formation of world religions, its dogma and historical forms.
4. Religion in the history of Kazakh philosophy.

Case solution:

Case.

Task 1. Explain the statement of the philosopher B. Pascal: "Atheism testifies to the power of the mind, but the power is very limited."

Task2. When choosing a site for the construction of a hospital in the capital of the Caliphate, Baghdad, its future chief physician, Al-Razi, ordered his students to spread pieces of raw meat in different places in the city and watch how long they begin to deteriorate.

1. What was the purpose of this experiment?
2. What was the main difference between the medieval hospitals of the Arab East and hospitals in Western Europe?

Answer (Task 2):

1. For the construction of the hospital, a place was chosen where the pieces of meat remained unspoiled for the longest time, because. Al-Razi believed that it was in such a place that the sick would recover better.
2. Arab hospitals were secular, while hospitals in Western Europe were created at monasteries and temples, were under the strict control of the Catholic Church, which significantly hampered the development of the hospital business.

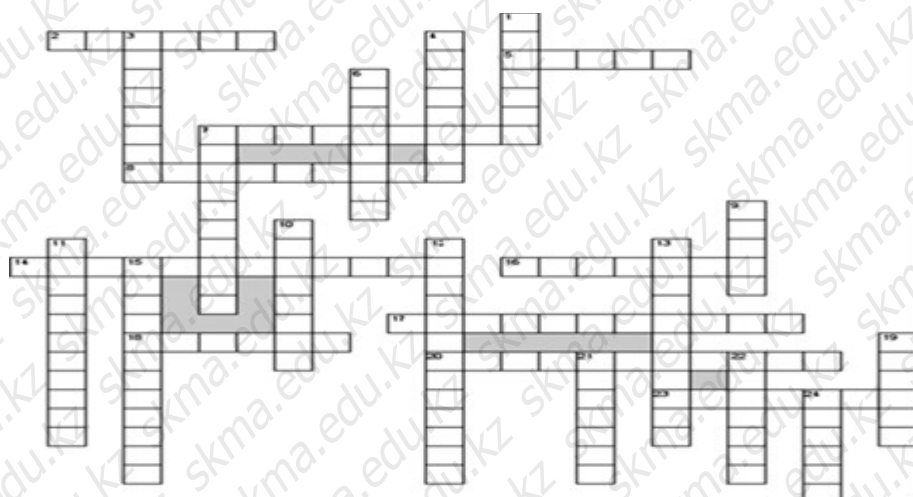
Task 3.

The Arab physician of the 10th century, Al-Zahrawi, went down in history as the largest surgeon in the medieval Muslim world. It is believed that none of his contemporaries excelled him in the art of surgery. After his operations, patients had significantly fewer complications than after the operations of other surgeons.

1. What was the reason for this?
2. Why was the knowledge of human anatomy among Arab doctors in the Middle Ages more complete than the knowledge of European doctors?

Answer (Task 3):

1. Al Zahrawi developed a method of cauterization (cauterization), which significantly reduced blood loss during operations, used the first absorbable material - catgut, invented new, more convenient, surgical instruments.
2. In the East there was no ban on correcting the errors contained in the writings of Galen.
3. Solve a crossword puzzle on the topic "Philosophy of Religion".



Horizontally. 2. The totality of all events and circumstances that primarily affect the existence of a person, people, etc. 5. Religious-philosophical direction, recognizing the existence of God and the creation of the world by him, but denying most supernatural and mystical phenomena. 7. Belief system, a religious worldview based on the belief in several deities. 8. Religious idea of the existence of only one God. 14. Abrahamic world religion based on the life and teachings of Jesus Christ. 16. A special form of awareness of the world, due to belief in the supernatural. 17. A term

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for a social class consisting of professional clergy of a particular religion. 18. Denial of belief in the existence of gods. 20. A view of theology that any other view of theology makes too many unreasonable assumptions about the concept of God/gods. 23. Religious, national and ethical outlook of the Jewish people.

Vertically. 1. Religious and philosophical doctrine of spiritual awakening, which arose in ancient India. 3. An ancient Dharmic religion that appeared in India around the 4th-6th centuries. BC. 4. The largest direction in Christianity in terms of the number of adherents. 6. A feature of the worldview, which manifests itself in apathy in relation to religious faith. 7. Religious and philosophical doctrine, according to which the world abides in God, but God does not dissolve in the world. 9. A set of traditional actions, devoid of immediate practical expediency, but serving as a symbol of certain social relations, a form of their visual expression and consolidation. 10. Religious and philosophical doctrine, uniting and sometimes identifying God and the world. 11. The direction in Christianity, which took shape in the east of the Roman Empire. 12. Ethical and philosophical doctrine developed by its founder Confucius. 13. A position that makes it impossible to know both objective reality only through subjective experience, and any ultimate and absolute foundations of reality. 15. In a broad sense, everything related to the divine, religious, heavenly. 19. The position of the dogma, approved by the highest authorities, declared to be an indisputable truth, not subject to criticism. 21. Religion founded in Punjab, in the northwestern part of the Indian subcontinent by Guru Nanak. 22. One of the Indian religions, which is often described as a set of religious traditions and philosophical schools that arose in the Indian subcontinent and have common features. 24. A form of religious liberalism.

6. Types of control for assessing the level of achievement of the discipline's LO: feedback, checklist / oral questioning, solving situational problems.

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8. Control (questions, tests, tasks, etc.):

1. Describe the polytheistic, national and world religions.
2. Indicate the significance of the history of world religions: Buddhism, Christianity, Islam.
3. Define the religious-philosophical concept in the history of philosophy.
4. Name the problems of the possibility of the existence of religion as a philosophy in the 19th century, its causes.
5. What role does religion play in the history of Kazakh philosophy?

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