

REPUBLIC OF UZBEKISTAN
MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS
FERGANA STATE TECHNICAL UNIVERSITY

Philosophy
MODULE HANDBOOK

Field of knowledge: 700000 – Engineering, Manufacturing and Construction

Field of education: 720000 – Manufacturing and Processing

730000 – Architecture and Construction

Education program: 60730300 – Civil Engineering

Module title	Philosophy
Code (if available)	PhylM25
Semester(s) of module teaching	1,2
Responsible for the module	<i>Tukhtarov Ismatillo Murodovich, Associate Professor of the Department of Social Sciences and Sports, Candidate of Philosophical Sciences Abdurakhmanov Gayratjon Zakirovich, Doctor of Philosophy (PhD) in Philosophical Sciences, Department of Social Sciences and Sports</i>
Language of instruction	<i>Uzbek, Russian</i>
Connection to the curriculum	<i>Compulsory</i>
Teaching methods	<i>Lectures, seminars, independent study</i>
Study load (including classroom and independent study hours)	<i>Total workload: 150 hours Auditorium hours: 60 hours Lectures – 30 hours Seminars – 30 hours Independent study – 90 hours</i>
Credit units	5
Required recommended prior knowledge for studying the module	<i>Contemporary History of Uzbekistan, Religious Studies</i>
Module objectives / Expected learning outcomes	<i>The aim of the module is to help students develop a comprehensive worldview and determine the place of humans within it, as well as to develop their ability to comprehend cognitive, socio-political, moral, aesthetic and other relationships between humans and the world, and to form correct thinking skills.</i> <i>To achieve the above goal, the discipline performs the tasks of forming students' theoretical knowledge, practical skills, methodological approach to the assessment of hydraulic processes, as well as a scientific worldview.</i> <i>The following requirements are imposed on students' knowledge, skills and abilities in this discipline.</i> <i>Students must:</i> <i>1. Recognise the importance of critical thinking in understanding and transforming the world, as well as the social significance of natural science knowledge;</i> <i>2. Understand the evolution of technology and techniques as a response to the pragmatic needs of humans;</i> <i>Distinguish and analyse the interrelationship and differences between national values, culture and mass culture, understand the importance of combining practice and activity for understanding the world and comprehending truth, as well as the role of correct thinking in achieving positive goals;</i> <i>Understand the role of the philosophy of education and philosophy as a discipline in shaping worldview, know the causes and forms of global corruption and ways to combat it, and be able to demonstrate secular knowledge and skills in the context of reforming Uzbekistan, develop a sense of social and professional responsibility and a desire to make a worthy contribution to the development of society.</i>
Content	<i>Module 1. Philosophy and its role in society</i>

	<i>The subject of philosophy, its main problems, structure and functions. The emergence of philosophy and its significance in the development of society. The essence, structure and main functions of worldview. Historical forms of worldview: mythological and religious worldview, philosophical and scientific worldview, their interconnection and characteristics. The role of philosophy in forming immunity among young people to information threats in the context of digital civilisation.</i> <i>Module 2. Stages in the development of philosophical thought: Eastern philosophy</i> <i>The emergence of mythological and philosophical ideas in the Ancient East. The formation of mythological views on the origin of the world and humankind in Egypt and Babylon. The development of philosophical ideas about the origin of the world and humankind in Ancient India. The Vedas and Upanishads as sources of ancient Indian wisdom. Ancient Indian philosophical schools. The Avesta as a source of philosophical ideas about humankind, nature, society, and statehood in ancient Central Asia. Concepts of Taoism, Confucianism, Mohism, Legalism and other ancient Chinese philosophical schools on existence, man, society, the state, the socio-political structure, and the education of young people. Arab-Muslim civilisation and the formation of Islamic philosophy. The harmonious development of religious and secular sciences in Islamic civilisation (the natural scientific and socio-philosophical views of al-Khwarizmi, Ahmad al-Farghani, Abu Bakr al-Razi, Abu Nasr al-Farabi, Abu Rayhan al-Biruni, Abu Ali ibn Sina, and others). The contribution of scholars from Khorasan and Maverannahr to the development of Islamic sciences. Eastern philosophy and the Renaissance. The emergence of Sufism and Islamic theology in the early Middle Ages. The philosophy of the Timurid era: Abdurahman Jami, Alisher Navoi. The development of natural sciences during the Timurid period (Mirzo Ulugbek, Ali Kushchi). Eastern Sufism in modern times. Progressive philosophical and socio-political ideas of the late 19th and early 20th centuries in Central Asia. Renaissance movements associated with Eastern expansion, Asian centrism, Pan-Turkism, Pan-Islamism, enlightenment and Jadidism. The development of philosophical thought in Uzbekistan. The essence of reforms to restore the heritage of ancestors and popularise it in the world.</i> <i>Module 3. Stages of development of philosophical thought: Western philosophy</i> <i>The formation of philosophy in Ancient Greece. Ideas about the origin of the world, its essence, structure and changes in pre-Socratic philosophy (the Miletus School, Heraclitus, Pythagoras, the Eleatic School, Empedocles, Anaxagoras, etc.). The teachings of Socrates and the Sophists about man. The ideas of Plato and Aristotle about the origin of being, human cognitive abilities, moral virtues, society and the state. The role of philosophy in human life in the Hellenistic era, the relationship between physics, logic and ethics, the importance of freedom and doubt in cognition. Common features of the development of Western philosophy in the early Middle Ages: apologetics, patristics, scholasticism, nominalism and realism. The teachings of Aurelius Augustine and Thomas Aquinas. Features of the development of philosophical thought during the Renaissance in Europe. Main trends in philosophy in modern and contemporary</i>
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times. Issues in Western philosophy of the modern era. Enlightenment features of European philosophy of the 18th century. Trends in Western philosophy of the 20th–21st centuries (positivism, neopositivism, pragmatism, existentialism, phenomenology, postmodernism, personalism). The development of the philosophy of science in the works of Western philosophers of the 20th–21st centuries.

Module 4. The philosophy of being (ontology) and development

The problem of defining being. The study of the category of 'being' in the history of natural sciences and philosophy. Being, existence and reality. The dialectic of being and non-being. Classification of forms of being. Teachings about the biosphere and noosphere, co-evolutionary and ecocentric theories. The essence of the concepts of substance and substrate as the unchanging basis of being. Classification of concepts of qualitative and quantitative explanations of the beginning of being (monism, dualism, pluralism, materialism, idealism) . The interconnection between formation, change, development and progress in existence. The concepts of space, time and movement. Matter as a category of philosophy and natural science. Social space and social time. The concept of law, its types. The basic laws of philosophy. The law of unity and struggle of opposites. The dialectic of quantitative and qualitative changes. The law of negation of negation and continuity. The concept and types of categories. Classification of categories of philosophy and science. Ontological and relational categories. The significance of the national programme 'Yashilmaqon' for environmental protection in Uzbekistan.

Module 5. Philosophy of cognition (epistemology)

The essence and main criteria of the cognitive process. Classification of approaches to the process of cognition: optimism, scepticism, agnosticism. Main types and forms of knowledge. The relationship between the subject and object in cognition. Cognition as a type of activity. The relationship and difference between the levels of sensory, empirical, theoretical, logical, and intuitive cognition. Levels of sensory and rational cognition. Sensualism and rationalism. Truth as the main goal of cognition. Practice as a criterion of truth. The main forms of truth. Relativism and dogmatism. Methodology of cognition. Empirical and theoretical methods of cognition. Methods of social sciences and humanities. Modern methodology. The concepts of system, systemic approach, systemic analysis, their interrelationship and differences.

Module 6. Logic

The concept of logic and various approaches to it: objective and subjective logic. Logic as a science that studies the forms and laws of thinking. The evolution of logical thinking: formal, dialectical, and non-classical logic. Logical forms of thinking and laws. The subject and structure of formal logic. The laws of thinking, their content and significance for correct reasoning. The role of the law of identity in correct thinking. Errors arising from violations of the law of identity. The significance of the law of non-contradiction for establishing the truth of a judgement. The essence and basic requirements of the law of excluded middle. The significance of the law of sufficient reason in

justifying judgements. Application of the law of sufficient reason in socio-political and legal processes.

Module 7. Forms of thinking: concept, judgement and inference

Concept as a logical form reflecting the general and essential characteristics of objects. Content and scope of a concept, their inverse relationship. Types of concepts and the relationship between them. Limitation and generalisation of concepts. Definition of a concept (definition). Rules of definition and logical errors when they are violated. Judgement as a form of thinking. Structure and characteristics of judgement. Simple and complex nature of judgements. Logical connectives forming complex judgements. The meaning of a question and answer in reasoning. General logical characteristics of inference. The structure of reasoning. Types of reasoning. Simple categorical syllogism, its structure, axiomatics and general rules. Figures and modes of syllogism. Syllogistic reasoning based on complex judgements. Inductive reasoning. The connection between induction and the generalisation of experimental results. Types of inductive reasoning. Analogy and its types.

Module 8. Philosophy of society

The essence of the concept of society and the stages of its development. Views on the origin of society. Economic foundations of society's development. Spiritual and social foundations of society's development. Political foundations of society's development. Civil society, public administration and democracy. The content, directions and concepts of history in the development of society. The structure and functions of the philosophy of history, approaches to defining the content of the historical process. The concept of civilisation and its types. The relationship between culture and civilisation. The functions of culture. The significance of cultural communication. Features of Uzbek ethnoculture. Intercultural communication. Common and distinctive features in the cultures of the peoples of the world. The history of the formation of mass culture and its types: counterculture, subculture, popular culture, screen culture. The development strategy of New Uzbekistan and the updated constitution.

Professional ethics and its problems. Professional morality and work ethics. Cyber ethics. Medical ethics. Legal ethics. Ethics of social life. The principle of social justice in ethics. The relationship between politics and morality. Environmental ethics. Business ethics. Professional ethics in government organisations and the civil service system. Moral aspects of bioethics.

Module 9. Philosophy of Man (Philosophical Anthropology)

Classification of views on the essence of man in the history of philosophy. Scientific approach to the essence of man. Interrelation of the concepts of man, individual, personality. Essence, structure and functions of consciousness. Dialectics of the conscious and unconscious. The biosocial and psychological essence of man. The essence of philosophical anthropology as a doctrine about man. The meaning of life and the role of man in it. Stages of departure from life (suicide, parasuicide, euthanasia, eschatology). Consciousness and expediency in activity. Communication as a type of activity. Work, play, and creativity as types of activity. The importance of regulating

	<i>human activity. The philosophical meaning of the principle of man-society-state.</i> <i>Module 10. Philosophy of values (axiology) The meaning of the concept of value and its general characteristics. The history of the development of value theory. The dynamics of needs and values. Types of values (universal, national, personal values). Aspects of values in the family. Value aspects of love and hate, happiness and unhappiness. The impact of divorce on moral improvement. The importance of recognising human labour to ensure gender equality. Mahalla as a national value of the Uzbeks. The role of the state in ensuring peace and stability in the family. The family-education-mahalla system. The social and moral significance of values and their role in the upbringing of young people. Evaluation of values</i> <i>. The transformation of values in the third millennium. The devaluation of society (value and depreciation). The importance of health as a value. The values of a healthy lifestyle.</i> <i>Module 11. Philosophy of morality (ethics)</i> <i>The essence and significance of ethics. The main areas of modern ethics: metaethics, normative ethics, applied ethics. Values and categories in ethics. Free will and moral choice. The tendency towards cosmopolitanism in modern moral education. Professional ethics and its problems. Professional morality and work ethics. Cyber ethics. Medical ethics. Legal ethics. Ethics of social life. The principle of social justice in ethics. The relationship between politics and morality. Environmental ethics. Business ethics. Professional ethics in government organisations and the civil service system. Moral aspects of bioethics.</i> <i>Module 12. Philosophy of Aesthetics</i> <i>The essence of aesthetic perception of the world. The evolution of aesthetic views in the history of philosophy. The influence of aesthetic taste and aesthetic perception of the world on personal development. Contemporary approaches to aesthetics. Aesthetics and art. The functions of art. Aesthetic aspects of applied art. Aesthetics and design. The role of advertising in shaping aesthetic taste. Aesthetic aspects of folk applied art. Differences between virtual and visual aesthetic perception of the world. Levels of aesthetic perception of a work of art. Crisis in art (dehumanisation).</i> <i>Module 13. Philosophy of globalisation and sustainable development</i> <i>The essence of the processes of globalisation, global studies and sustainable development. Positive and negative trends in globalisation in ensuring sustainable development. The history of the formation of global processes. Global problems as a result of globalisation. Existing global problems and ways to solve them: military, peacekeeping, environmental, pollution, economic, demographic, medical, social, the fight against hunger and poverty, criminal, and space problems. The impact of social development on global processes. The importance of understanding global trends. Criteria and levels of global problems. The need for international cooperation in preventing global crime. The globalisation of sport. Pandemics as a global problem of the 21st century and their consequences. The relationship between information technology,</i>
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	<i>artificial intelligence and virtual reality in the global space. The impact of nanotechnology and biometric identification technologies on the development of society. The importance of uniting international forces in solving global problems. The harmony of private and common interests in solving global problems.</i> <i>Module 14. Global experience in combating corruption</i> <i>The concept of corruption and its historical roots. Classification of the state of corruption in the world. Forms and causes of corruption. Fraud as a form of corruption. Manifestations of corruption in social life. Political and ideological corruption – a threat to security. Economic corruption and its forms of manifestation. Corruption among personnel and mechanisms for its elimination. The consequences of corruption in the education and science system. The causes of corruption in law enforcement agencies and public organisations. International corruption as a result of the conflict between economic and political interests. Areas of corruption in social life. Contents and essence of the UN Convention against Corruption (New York, 31 December 2003). Global experience in combating corruption: models from Singapore, Japan, Sweden and Finland.</i> <i>Module 15. Uzbekistan's anti-corruption policy</i> <i>The need for a systematic approach to combating corruption. The importance of implementing international legal norms on combating corruption in Uzbekistan's legislation and its economic, political, and socio-legal mechanisms. Adoption of the Law of the Republic of Uzbekistan 'On Combating Corruption.' Organisational foundations of the fight against corruption in Uzbekistan. Analysis of corruption as an administrative offence and a crime, the importance of strengthening public control in its prevention. Social and psychological aspects of corruption. General characteristics of corrupt behaviour. Historical traditions of the fight against corruption.</i>
Forms of assessment	<i>Oral examination, presentation, written assignments, practical tasks, and final examinations.</i>
Requirements for study and assessment	<i>To successfully complete the module, students must attend classes and achieve the minimum required scores in ongoing, interim, and final assessments as specified.</i>
Bibliography	- Saifnazarov I., Mukhtorov A., Sultonov T., Rahimbabayeva N., Doniyorov Kh., Usmonov F. <i>Philosophy. Textbook.</i> – Tashkent: "Innovatsion nashriyot matbaa uyi", 2021. - Jalilov B. <i>Religious Studies.</i> – Tashkent, 2019. - Chumakov A. N. <i>Philosophy, Textbook. 2nd edition.</i> – Moscow: INFRA-M, 2020. - Masharipova G. K. <i>Religious Studies.</i> – Tashkent: "Navro'z" Publishing House, 2020. - <i>Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan in 2017–2021.</i> – Tashkent: Ma'naviyat, 2017. <i>Information sources:</i> - www.ziyonet.uz - www.ziyouz.uz

Reviewers	<i>Sh. Khonqulov – Senior Lecturer, Department of Social Sciences and Sport, Fergana State Technical University, PhD</i> <i>I. Rustamov – Associate Professor, Department of Social Sciences and Sport, Fergana State Technical University</i>
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