

AL-FARABI KAZAKH NATIONAL UNIVERSITY

**Approved at the sitting of
the Scientific-Methodological Council of
Al-Farabi KazNU
Protocol № 6 from 22.06 2020
Vice Rector for Academic Affairs
_____ A.Khikmetov**

**PROGRAM
OF THE ENTRANCE EXAMINATION TO THE SPECIALITY “PHILOSOPHY”
FOR PhD APPLICANTS OF SPECIALITY
8D02202 – «Philosophy»**

ALMATY, 2020

Program is composed in correspondence with the State general educational standard for specialty 8D020100 – «Philosophy». Program is composed by d. philos. s., prof., Philosophy Department Chair Nurysheva G.Zh., candidates of philosophical sciences docents of the Philosophy Department Amirkulova Zh.A., Lifanova T.Yu.

Program is discussed at the sitting of the Philosophy Department
Protocol № 2020
Chair _____ Nurysheva G.Zh.

Approved at the sitting of the method-bureau of the Department of Philosophy and Politology
Protocol № 2020
Chair of the method-bureau _____ Kabakova M.P.

Approved at the sitting of the Scientific Cousil
Protocol № 2020

Chair of the Scientific Cousil,
dean of the Department _____ Masalimova A.R.

Scientific secretary _____ Omirbekiva A.

CONTENT

1. Purposes and objectives of the entrance examination on the specialty

The purpose of the program: educating doctoral applicants' knowledges of the basic theoretical problems in philosophy, of the scientific genesis and the role of science in humans' and society's life, of actual problems in the contemporary philosophy and philosophy of education, of the scientific and the philosophic heritage by Al-Farabi.

Objectives:

- educating the level of mastering the basic notions and categories of the philosophical thinking and of the professional philosophical approach to actual problems of the present;
- defining a body of the philosophical knowledges providing a holistic scientific worldview, vision of the essence of the philosophy of the scientific cognition, basic methods of science;
- examining knowledge of actual problems of the contemporary philosophy, its major trends and representatives;
- specifying the level of knowledge of the scientific and philosophical heritage by Al-Farabi in the context of the present;
- evaluating knowledge in major topics of philosophy of education.

“The entrance examination form – combined written-oral examination. The examined writes answers for the examination tasks on the answering sheets and then makes an oral answer before the examining commission. In case of appealation the written answers from the answering sheets are to the key consideration.

2. Requirements for the level of competencies for the entering the PhD program

- knowledge of the subject of philosophy, of the specific of its historical development major stages;
- operating facts, principles and methods of the philosophical concepts in the history and the theory of philosophy;
- ability to analyze the questions concerning philosophical problems, the impact of philosophy's history and theory on the cultural and human lives' strategies;
- mastering of terminology of the disciplines “Actual Problems of Contemporary Philosophy”, “Philosophy of Education”, “History and the Philosophy of Science” and “The Al-Farabi's Heritage and the Spiritual Culture of the Kazakh People”;
- operating the paradigms of actual problems of the contemporary and Kazakh philosophy;
- ability of analyzing the nature and the specific of philosophy of education.

3. Prerequisites of the educational program

APSP 5102 Actual Problems of Contemporary Philosophy (3 credits)

IFN 5201 History and the Philosophy of Science (2 credits)

FO 5103 Philosophy of Education (3 credits)

4. List of the examination topics

Discipline «Actual Problems of Contemporary Philosophy»

Topic 1. Actual problematics in philosophy.

Analysis in the social philosophical area: specifics of the questioning. Actual problems of the philosophical analysis in anthropological, epistemological and methodological spheres.

Topic 2. The development of philosophy in the globalisation's conditions.

Globalisation, civilization and modernization processes in the framework of actual problems of the present study. “Civilizational” and “global” aspects of putting of actual problems of the contemporary philosophy. Actual problems of philosophy and values of the technogenic civilization and culture.

Topic 3. Philosophy in the contemporary science and culture.

Specifics of innovative tendencies in philosophy and main prospectives. Innovative realia in the philosophical culture and philosophical knowledge. Typology and variations of innovation processes, changes and models and the necessity of the “philosophical modeling”.

Topic 5. Actual problems of the contemporary philosophy as a basis for transformation of culture and philosophical consciousness.

The problematization of the question of the newest forms of philosophizing and of the contemporary philosophical language. “Interdisciplinary space” of the contemporary philosophy as an actual problem: connection and interaction between philosophy and cognitology, neurology, biology and so on.

Topic 5. The systemic characteristic of the contemporary philosophy.

“Practical” characteristics of the contemporary philosophy. Comparativistic prospectives and models of the contemporary philosophy. Cultural forms’ changes as the changes of forms of philosophizing, changes of forms of philosophizing as cultural forms’ changes. Impact of the contemporary philosophy on the contemporary science’s disciplinary status change.

Topic 6. Actual problems of the contemporary epistemology.

New trends and alternative concepts in the contemporary philosophical theoretical epistemological knowledge. Constructivism and the evolutionary epistemology.

Topic 7. Constructivist problematic in the contemporary philosophy.

Constructivist approach: the history and the present. The status of “constructivism” in the contemporary philosophy. Major trends and approaches in the scientific and philosophic constructivism. Constructing in the processes of the scientific cognition and creation. On the advantages and disadvantages of the philosophical constructivism.

Topic 8. Actual problems of the methodology of social cognition.

Methodological grounds and principles of social philosophy. Methodological guides of the philosophical anthropology. The post-modernism and the problem of language in the contemporary philosophy. Philosophical problems of consciousness.

Topic 9. Actual problems of the Kazakh philosophy.

Methodology of study and the specifics of the Kazakh philosophy development. Traditions and innovations in the Kazakh philosophy. Socio-cultural determinations of the contemporary Kazakh philosophy.

Topic 10. Actual problems of the philosophy and the methodology of the social sphere.

Actual problems of social relations. Social space and time as the social being’s forms. Social philosophy in the light of a structural paradigm change. Tendencies and prospectives for the social philosophic discours.

Topic 11. Actual questions of social philosophy and social theory ratio.

Social reality and “social wholeness” from the angle of the “new” ontology. Contemporary models of social reality. Ontological models of social being description. “Sociality”, “individuality” and “Other” in the post-non-classical philosophizing context.

Topic 12. Social ontology

Actualizing of the notion “society” in the contemporary philosophy. Systematicity of the social reality. Actual problems of the “ontology of the political” and of the spiritual space in the social philosophy.

Topic 13. Actual problems of the contemporary social sphere and communication

Actual problems of studying the contemporary communicational space. Communication and the meaning of sociality: the history and the contemporary approaches to the problem. Problems of communication: ontology, methodology, epistemology, philosophy of language. Social phenomenology and social topology on the meaning and the role of communication.

Topic 14. Problems of communication in the contemporary society.

Communication in the culture and philosophy of the post-modernity. Communication and the destinies of rationality in the contemporary epoch. Specifics of communication in the informational epoch. Communication and new technologies (spheres of culture, social relations, information, consciousness, science and so on). Global space of communication and its features.

Topic 15. Ontology, methodology and culture of the contemporary communicative and informational space.

New informational technologies and the post-modernism. The Internet: actual problems of communication and socializing. The Internet: opportunities, prospectives and threats (necessity for the philosophic analysis). The real and the virtual: a possibility of a conflict. Scientific expertise in contemporary culture (informational aspect).

Topic 16. Socio-cultural prospectives for new informational technologies.

Grounds for new communicative systems formation: philosophical analysis of prospectives for the rational component of knowledges, meanings and values. The problem of the scientific communication mobility's growth in the contemporary world and of the scientific activity's effectiveness. A disintegration of the cultural phenomenon "human" in the contemporary social and information space.

Topic 17. Actual problems of the contemporary philosophical anthropology

The philosophical anthropology's status in the integral system of the anthropological knowledge, consideration of problems and questions connected to objectifying the products of human spiritual world. Study of human as a creator of his social being, social relations, institutions and forms.

Topic 18. The problem of truth in the contemporary contexts of consciousness and thinking

The meaning and value of philosophic thinking and activity. The contemporary evaluation of the problems of conditions and blurring criteria of truth, truthfulness, genuineness and value in the informational flows and culture. The significance of evaluation of the phenomenon of consciousness' decentration in contemporary culture and philosophy.

Topic 19. The problem of becoming of metacultures of the present in the contemporary philosophy

Philosophical evaluation of the informational-communicational environment's level. New semiotic systems and the Internet. Main civilizational contexts of the contemporary information society.

Topic 20. Contemporary philosophy in the context of the synergistic analysis

Synergistic point of view as an approach to global problems resolving. The synergetics as a cognitive process. Interdisciplinarity and principles of the synergetics. The synergetics and the post-non-classical epistemological space. The significance of the philosophical conceptualization of self-organizing. The significance of the synergistic approach and research methodology in the social sphere.

Topic 21. Actual questions in the humanitarian sphere: the methodological, anthropological and socio-philosophical angles.

Central questions of the humanitaristics in the overall philosophical development: hermeneutic, linguistic and other approaches. A significance of the humanitarian factor in epistemology.

Topic 22. Actual problems of researching the sphere of consciousness in the contemporary philosophy.

Naturalism in the philosophy of consciousness and problems concerning this vision. The philosophy of consciousness and science. Rationale of the conscious and unconscious in the human psychics. The philosophy of consciousness and the post-modernism. Artificial intelligence conceptions.

Topic 23. Actual problems of researching the sphere of language in the contemporary philosophy.

Personalia of the socio-humanitarian analysis of the late XX century: the language of the linguistic sphere; the analysis of the sphere of understanding; the analysis of the sphere of interpretation; the analysis of the textual sphere; the analysis of the semiotic sphere (post-structuralism, post-modernism and other trends).

Topic 24. Dynamics and actualization of the subject field of the philosophical researches in knowledge, science and socio-humanitarian cognition

Social philosophical and methodological angles of processes in the area of the socio-humanitarian knowledge and philosophy, transformations of the function of philosophy, methodological rationale between reflexive evaluations of the contemporary culture and the contemporary science.

Topic 1. Philosophy and methodology of science as a branch of the philosophical knowledge.

Variety of the methodological conceptions and problems. Specifics and interrelation between main aspects of researching sciences: logic of science, philosophy of science, history of science, sociology of science, psychology of science and other disciplines.

Topic 2. The status and problems of history of science.

Estimation of the development of history of science as a discipline. Specifics in the interconnection between philosophy of science and history of science. Methodological grounds of philosophy of science.

Topic 3. Science in culture and civilization

Science in the system of culture. The role and functions of science in society. Science and philosophy. Philosophical conceptualization of scientific achievements. An impact of philosophical conceptions on the scientific development. Science and art. Science and religion. Science's impact on the religious world views. Social status of science and the dynamics of changing receptions of religion. Science and education.

Topic 4. World outlook aspects of science.

Science as a productive power. Humanistic horizons of science. Science and morality. Axiological status of science. Personality in science. Social sides of the history of science. The nature of sociality in science as a problem. Philosophy in the history of scientific ideas. Philosophical and methodological problems of science as an independent area of research.

Topic 5. Conceptions of science: major approaches in philosophy and methodology of science.

Classification of contemporary conceptions of science: neo-positivism, the logic of scientific research, ontology of science, post-positivist image of science.

Topic 6. Occurrence of science. Main stages of the historical dynamics of science.

The problem of the occurrence of science. The birth of science as a generalization of practical and cognitive experience and a formation of a special type of knowledge. Rationale between theoretical models of science and the history of science. Science and myth. Science and technology. Specifics of human relation and intuition of the world in ancient cultures and the proto-science.

Topic 7. Socio-cultural premises of the occurrence of science.

Socialization of science, institutionalization of science. Specifics of becoming of natural sciences, the role of naturalist in the modern times. Towards the question of the contemporary science as of a western European civilization's product. Becoming of social and humanitarian sciences. Specifics of the contemporary science and the transformation of the world of science. Science and technological revolutions in the history of the humankind. Typology of the society's social organization from the point of view of technology and industry as a conceptualization of achievements of fundamental sciences.

Topic 8. The structure of the scientific knowledge

Scientific knowledge as a complex developing system. Variety of types of scientific knowledge. The theoretical and the empirical, the fundamental and the applied in science. Main integration and differentiation tendencies in science. Interdisciplinary programs of research. The problem of science grounds typology. Scientific theory as a component of science. Philosophical grounds of science. The structure of scientific discipline. Scientific and philosophical world outlooks. Historical forms of scientific world outlooks. The problem of the classification of sciences.

Topic 9. Scientific revolutions. Scientific rationality

Dynamics of science. Models of the history of science. Conceptions of the development of science and scientific knowledge. The essence of scientific revolutions. The structure of scientific revolutions. Conceptions of scientific revolution. Factors of revolutionary transformations in science. Socio-cultural premises for scientific revolutions. Scientific revolutions and paradigms. Paradigm and the structure of the scientific community. Revolutions and traditions in the dynamics of science. The notion, the specifics and conceptions of scientific rationality.

Topic 10. Specifics of the contemporary stage of science.

Key features of the contemporary post-non-classical science. New strategies of scientific research and mastering of self-developing systems. Interdisciplinarity and principles of synergetics. The role of the non-linear dynamics in the development of contemporary ideas on developing systems.

Topic 11. Values in research activity.

Scientific ethos. Ethical aspects of science in the end of the XX century and the humanitarian control in science. Ecological and socio-humanitarian expertize of scientific projects. The crisis of the ideal of the value-independent research. Ecological ethics and science. Scientism and anti-scientism. New functions of science in culture. Global context for science. The growth of scientific information and the transformation of the world of science.

Topic 12. Science as a social institution.

Scientific activity organization: the structure, the indicators, the criteria. Concepts of science as a social institution: major approaches. The historical development of institutional forms of scientific activity: main tendencies. Historical types of scientific communities. Concept of scientific school and trend. Forms and ways of scientific knowledge translation: the historical dynamics. Professional requirements for scientific agency.

Topic 13. Norms and values of scientific community.

Institutionalization of science in axiological scope. The significance and social consequences of the computarization of science. Science and power. Science and economy. Science and market relations. Science and social responsibility. Science as a higher-priority branch in the agency of the State in the contemporary society.

Topic 14. Natural sciences in the constitution of the contemporary scientific knowledge

Natural sciences and culture. Natural sciences and technical development. Natural sciences and social life. Natural sciences and the scientific world outlook. The problem of the descriptive and explanatory nature of the natural scientific knowledge in the mirror of the neo-Kantian opposition between ideographic and nomothetic sciences.

Topic 15. Classification of natural sciences.

Physics and the synthesis of the natural and humanitarian scientific knowledge. The role of the synergistics in this synthesis. Biology and the formation of the contemporary evolutionary world outlook. From the biological evolutionary theory toward a global evolutionism. Mathematical methods and the scientific knowledge formation. Cosmic space and global problems of the technogenic civilization. Astronomy and prospectives of a cosmic future of the humankind. The specifics of technical sciences, their relation with natural and social sciences and mathematics. First technical sciences as applied natural science.

Topic 16. Informatics as an interdisciplinary science.

A conception of the informational society: from Pitirim Sorokin to Emanuel Castells. The origins of informational societies. Synergistic approach to the problems of social informatics. Network society and the objectives of social informatics. The problem of personality in the informational society.

Topic 17. Epistemological content of the computer revolution

The notion of cyber-space. The Internet and its philosophical meaning. The Internet as an instrument for new social technologies. The Internet as an informational communicative environment of science in the XXI century and as a global environment for the continuous education. The conception of the informational security: humanitarian component. The problem of reality in informatics. The notion of informational communicative reality as an interdisciplinary integrative concept.

Topic 18. The history of becoming of the science of society, culture, history and human

Philosophy as an integral form of scientific knowledges. Socio-cultural conditioning of the disciplinary structure of scientific knowledge: sociology, economics, political science, cultural studies as a reflection of the relative independence of particular social spheres in cognition. Social sciences on the post-soviet space and in the European and world scientific communities. The new paradigm of social methodology and social knowledge in Kazakhstan.

Topic 19. The disciplinary model of science.

Main structural units of scientific knowledge. Empirical and theoretical levels of scientific knowledge. Types of scientific theories: descriptive and explanatory theories. The problem of the empirical

interpretation of notions and the assertion of theories. Basic functions of scientific theory: description, explanation, prediction. Variety and classification of scientific methods. Methods of particular sciences. Logical scheme of scientific theory examination.

Topic 20. Philosophical problems of particular sciences.

Philosophical problems of physics, chemistry, astronomy and cosmology, mathematics, informatics, biology and ecology, medicine, Earth sciences (geography, geology), technique. Philosophical problems of humanitarian sciences, political and economic sciences, psychology, philology, literary studies and linguistics, history, pedagogy, cultural studies and study of arts, sociology.

Discipline “Philosophy of Education”

Topic 1. The notion and the status of philosophy of education.

The notion of philosophy of education. The object, the subject, the structure and functions of philosophy of education. Philosophy of education as a practical philosophy; a non-specialized reflexion; a conceptualization of pedagogical consciousness; a reborn scientific pedagogy; an interdisciplinary integrative science.

Topic 2. Joining the world scientific discussion of the education problematics.

The crisis of traditional education. Social consciousness', philosophical and pedagogical knowledge's transformation. Philosophy of education in the system of socio-humanitarian, natural and technical sciences.

Topic 3. Ideas on education in the history of philosophy.

Confucianism and problems of education. Buddhist, Taoist and Sufi spiritual practices on awakening and perfection of human. Antic ideas on education. Eastern peripatetism on education and nurturing of human.

Topic 4. Ideas on human's enlightenment and education in the philosophy of the modern times.

Ideas on education in the German classical philosophy and in the German romanticism. Neo-Kantian philosophers on the place of education in culture.

Topic 5. Ideas on education in the Kazakh philosophy and culture.

The Kazakh Enlightenment and public political persons, writers and poets of Kazakhstan in the late XIX and the first half of the XX centuries on problems of education and nurturing.

Topic 6. Educational systems in XIX-XX.

Pragmatism and existentialism on the meaning of education. Post-modern strategies for education. Eastern and western educational systems.

Topic 7. The category apparatus of philosophy of education: context, system, environs, model, development, behavior, psychic, personality, experience, culture, socializing, cognition, understanding, creativity.

Ordinary and scientific understandings of education. Philosophy and pedagogy on education and nurturing.

Topic 8. Holistic view of education.

Education as a value, a system, a process, an activity, a result. Personality in culture. Education and individual culture, practical consciousness of an individual. System of education as a cultural mediator.

Topic 9. Ontology of education.

Traditional and alternative systems of education, centralized and de-centralized, mass and elite, institutional and not institutional, common (basic, normative) and specialized (for the gifted, for the disabled) education. Civilized and not civilized (primitive, aboriginal) systems of education.

Topic 10. Axiology of education.

The notions of value, purpose and ideals. Spiritual values specifics. Cultural and educational values. Human as a goal for education. Spirituality as a humanistic ideal of education in the XXI century. Needs, interests and values and forms of their realization.

Topic 11. Axiological aspects of education.

Value, value orientation, evaluation, value relation. Social and personal determinations of value orientations. Spiritual search and spiritual crisis of illness of spirit: neuroses, alcoholism, narcotism and education.

Topic 12. Education and self-education.

Education and existential dilemma. The way of individuation: from self-affirmation towards self-realization and comprehension of sense. Traditional school estimation and contemporary education. Education and gender.

Topic 13. Logic and methodology of education.

The classics, the non-classics and the post-non-classics as stages of the cultural evolution of science: basic notions and principles. Educational processes determinations.

Topic 14. Education and age.

Contradictions in childhood, youth, adolescence and maturity. Crises of personal competence and education. Continuous education and functional illiteracy.

Topic 15. Logic of education.

Scientific education and rationalism, empiricism and criticism. Stages in scientific education. The notion of physical education and health. Deductive and inductive logic of education.

Topic 16. Scientist and humanitarian paradigms of education: methods, limits, prospectives.

Alienation and cooperation (co-creation) in the process of education. Personal-alienated and personal centered education as basic tendencies in contemporary education.

Topic 17. Pedagogue's social role.

Aesthete, moralist, thinker in educational space. Informational, informational-creative and creative models of education.

Topic 18. Politics of education.

Politics and education. Educational policy of State: principles, objectives and programs. Education as a means of control and a filtering tool. Education as a capital investment into the future and as a fight for a status.

Topic 19. Standardization in the sphere of education.

Educational system reforming in the context of the socio-cultural transformation of society. Normative basis for reforming of education in the Republic of Kazakhstan: laws on education in Kazakhstan. Idea of a civil education.

Topic 20. Mentality and education.

National model of education in Kazakhstan: the notion, problems, formation. Integration of domestic education into the Eurasian and world educational space.

Topic 21. Quality management system in education.

Anomy, heteronomy and autonomy as the basic stages of moral education. Mission of nurturing in the informational society. The role of education in forming of culture of peace. Socializing and communication, types, functions and barriers. Explanation and understanding. Individual approach to students, interaction with different personality types.

Topic 22. Ethics of education.

The notion of pedagogic communication. Pedagogic ethics and ethics of learner. Authoritarian-command style of pedagogic communication: notion, form and indications. Democratic productive style of pedagogic communication: notion, form and paths. A traditional teacher and a teacher-facilitator.

Topic 23. Aesthetics of education.

Aesthetic "boom", processes of aesthetization in the West. Autonomy of surface and the everyday world in the focus of philosophy. Discursive and presentative symbolism. Language, ritual, myth, music, art as forms of symbolism. Aesthetic rationality of philosophy and art.

Topic 24. Pedagogic art.

Pedagogue as a regisseur, an actor, a designer, a psychologist of the educational process. Business etiquette, image and fashion in the sphere of education. Educational space and time. Representational systems of personality: visual, audial, kinesthetic.

Topic 25. Virtualization of education.

Human in the virtual world. Computerization and informatization of education: advantages and disadvantages.

5. Suggested literature

Basic literature:

1. Nazarbayev N.A. Message to the People of Kazakhstan. Astana, 11 November 2014. (Назарбаев Н.А. Послание народу Казахстана. Астана, 11 ноября 2014 г.)
2. Nazarbayev N.A. Five Institutional Reforms on the Way of Reinforcing of the Statehood. Astana, 12 March 2015. (Назарбаев Н.А. Пять институциональных реформ на пути укрепления государственности. Астана, 12 марта 2015 г.)
3. Derek Johnston A Brief History of Philosophy: From Socrates to Derrida. - A&C Black, 2006. - 211 p/
4. Anthony Kenny New History of Western Philosophy. Volume 1-4. - Oxford University Press, 2006 - 2010.
5. Paul Humphreys The Oxford Handbook of Philosophy of Science. - Oxford University Press, 2016
6. David Estlund The Oxford Handbook of Political Philosophy. - Oxford University Press, 2017
7. Herman Cappelen, Tamar Gendler, John Hawthorne The Oxford Handbook of Philosophical Methodology. -Oxford University Press, 2016
8. Al-Farabi and the Present. ed. Mutanov G.M., Almaty, 2014. (Аль-Фараби и современность. Под ред. Мутанова Г.М., Алматы, 2014. Әл-Фараби және қазіргі заман. Мұтанов Г.М. ред. Алматы, 2014.)
9. Yedilbayeva S.Zh. Philosophy of Education. Almaty, 2015. (Едилбаева С.Ж. Философия образования. Алматы, 2015.)
10. Myrzaly S.K. History and Philosophy of Science. – Almaty: Bastau, 2014. (Мырзалы С.К. Ғылымның тарихы мен философиясы. – Алматы: Бастау, 2014.)
11. Petrova V.F., Khasanov M.I. History and Philosophy of Science. Philosophy. Almaty, 2011. (Петрова В.Ф., Хасанов М.Ш. История и философия науки. Философия. Алматы, 2011.)

Supplementary:

1. Segizbayev O.A. Kazakh Philosophy of the XV – early XX centuries. – Almaty, 2001. (Сегизбаев О.А. Казахская философия XV - начала XX века. – Алматы, 2001.)
2. Al-Farabi. Philosophical Treatises. – Almaty, 2014. (Аль-Фараби. Философские трактаты. – Алматы, 2014.)
3. Kasymzhanov A.Kh. Al-Farabi. – Almaty, 2000. (Касымжанов А.Х. Аль-Фараби. – Алматы, 2000.)
4. Stiopin V.S. History and Philosophy of Science. – М.: Academic Project, 2011. – 423 p. (Степин В.С. История и философия науки. – М.: Академический Проект, 2011. – 423 с.)
5. Kuhn T. The Structure of Scientific Revolutions. – М.: AST, 2011. Kelle V.Zh. Science as a Component of Social System. – М., 2011. (Кун Т. Структура научных революций. - М.: Изд. АСТ, 2011. В.Ж. Келле. Наука как компонент социальной системы. - М., 2011.)
6. Popper K. Logic of Scientific Discovery. – М.: Progress, 2010. (Поппер К. Логика и рост научного знания. - М.: Прогресс, 2010.)

6. Knowledge grading scale

Letter grade	Numerical equivalent in points	% content	Traditional system grade
A	4,0	95-100	Excellent
A-	3,67	90-94	
B+	3,33	85-89	Good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	Adequate
C	2,0	65-69	
C-	1,67	60-64	
D+	1,33	55-59	
D-	1,0	50-54	
F	0	0-49	Inadequate

Next criteria for knowledge grading are established for the examination:

Grade “Excellent” – profound comprehensive knowledges of entire material in the program, understanding of the essence and the interconnection between processes and phenomena in consideration, firm knowledge of the basics of the disciplines: logically coherent, substantive, complete correct and concrete answers to all questions of the examination task and additional questions from the examination commission members; implementation of material from over the entire recommended literature for answering the questions whenever necessary.

Grade “Good” – firm and complete enough knowledge of entire material in the program, correct understanding of the essence and the interconnection between processes and phenomena in consideration; coherent, correct, concrete answers to the questions along with easy correcting at remarks on particular questions.

Grade “Adequate” – firm knowledge and understanding of major questions in the program, correct and concrete, without serious mistakes, answers to the questions along with correcting inaccuracies and insufficient mistakes in covering particular statements at leading questions by examiners, limited implementing of basic literature for answering.

Grade “Inadequate” – incorrect answer to at least one of major questions, bad mistakes in answering, inapprehension of the essence of the questions; erratic and inaccurate answers to complementary questions.