

# **Republic of Azerbaijan Ministry of Education**

Approved by Decision No. \_\_\_\_ dated \_\_\_\_\_ 2020  
of the Ministry of Education of the Republic of Azerbaijan

## **Bachelor's Degree Program in the Specialty**

Code and Title of Specialty (Program): 050204 -Philosophy

# BACHELOR'S DEGREE PROGRAM IN THE SPECIALTY 050204 -Philosophy

## 1. General Provisions

1.1. The Bachelor's Degree Program in the specialty "050204 -Philosophy " (hereinafter referred to as the Education Program in the specialty) has been developed in accordance with the Law of the Republic of Azerbaijan "On Education," relevant decisions of the Cabinet of Ministers of the Republic of Azerbaijan, as well as the "Classification of specialties (programs) for the bachelor's level (basic higher medical education) of higher education."

1.2. The objectives of the Education Program are as follows:

-To define the graduate's competencies in the specialty, the framework of the specialty, teaching and learning methods for courses, assessment methods, learning outcomes, and requirements for infrastructure and human resources for training personnel, as well as opportunities for students to undergo internships, gain employment, and continue their education;

-To inform students and employers about the knowledge, skills, and learning outcomes acquired by graduates;

-To provide relevant information to experts involved in the evaluation of the compliance of staff training with this Education Program.

1.3. The Education Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan, regardless of their subordination, form of ownership, or organizational-legal form, that offer bachelor's degree training in the specialty "050204 -Philosophy."

1.4. Under a five-day work week, the total weekly workload of a student, including classroom and out-of-class activities, is 45 hours (excluding special-purpose higher education institutions). The volume of classroom hours per week must not exceed 50% of the total weekly workload. Depending on the specifics of the specialty, the weekly workload may vary.

## 2. Graduate Competencies

2.1. Upon completion of the Education Program, the graduate must acquire the following general competencies:

-Oral and written communication skills in Azerbaijani within the field of specialization;

-Communication skills in at least one foreign language relevant to the specialty;

-Systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of Azerbaijani statehood, as well as its place and role in the modern world, and the ability to forecast the future development of the national state;

-Ability to identify threats and challenges facing the national state;

-Ability to use information technologies in the workplace;

-Ability to work in a team and to reach collaborative solutions to problems;

-Ability to adapt to new circumstances, take initiative, and demonstrate a determination to succeed;

-Ability to identify and select additional information resources for problem-solving;

-Ability to analyze, synthesize, and apply relevant information for professional purposes;

- Ability to plan and organize professional activities, enhance existing skills, manage time effectively, and complete tasks on schedule;
- Commitment to social and environmental responsibility, civic consciousness, ethical conduct, and quality-oriented work;
- Skills of self-assessment and self-criticism aimed at improving one's knowledge and abilities;
- Ability to think systemically, analyze systems, comprehend the interrelations between their elements, comprehend systemic relationships across different fields and levels, and function effectively in uncertain environments;
- Ability to develop a strategic vision, foresee (possible, probable, and desirable) outcomes of actions, comprehend and assess them, form a clear vision of the future, consider risks and potential changes, and demonstrate innovation and creativity in decision-making;
- Ability to listen to others, comprehend their needs and actions, learn their perspectives, resolve emerging conflicts, collaborate in problem-solving, and apply diverse approaches;
- Ability to critically assess accepted norms, approaches, and ideas, to reflect critically on one's own views and activities, and to evaluate one's role in society from a critical perspective.

**2.2. By the end of the Education Program, the graduate must acquire the following professional competencies:**

- To have basic research skills in the field of philosophy; (PC-1)
- To have a clear understanding of the place of philosophy in the history of human culture, its interrelation with other forms of social consciousness, and to know its developmental trends; (PC-2)
- To possess knowledge about the subject, main functions, categories, and developmental principles of philosophy; (PC-3)
- To have knowledge of the fundamental principles, concepts, and laws of philosophical approaches to being and the human; main epistemological programs and strategies; the possibilities and limits of cognition; sources of human knowledge; discursive and intuitive knowledge; types of rational and non-rational knowledge; the nature and functions of science; the logical forms, structure, and foundations of scientific cognition; the structure of scientific knowledge; the structure of empirical and theoretical levels of knowledge; foundations of scientific knowledge; methods of scientific cognition; and non-rational forms of cognition; (PC-4)
- To possess a certain theoretical understanding of the fundamental concepts, general principles, and theses of the theory of relativity, genetics, synergetics, cybernetics, and sociobiology; (PC-5)
- To have knowledge of the historical types of methodology, as well as the schools and directions of contemporary methodology; (PC-6)
- To be capable of evaluating political reality from the perspective of modern scientific concepts; to acquire knowledge about global political processes and political technologies; and to be able to study political institutionalization processes (PC-7)
- To be capable of conducting sociological research and analyzing its results. (PC-8)

- To possess the ability to think independently and critically analyze problems occurring in social reality based on theoretical knowledge about society; (PC-9)
- To be able to choose a certain direction in political practice by relying on political research methods, ideological currents, and political values; (PC-10)
- To possess the skills to carry out correct logical operations on concepts based on logical knowledge, critically evaluate one's own and others' ideas, and construct consistent and well-reasoned judgments; (PC-11)
- To possess the ability to present well-founded and persuasive arguments and to consciously apply the fundamental principles of argumentation theory during debates and discussions, as well as in the process of preparing argumentative texts; (PC-12)
- To possess the skills to express arguments in natural language using symbolic language for logical analysis, and to use the methods of symbolic logic in analyzing complex arguments and proofs; (PC-13)
- To have knowledge about the various developmental stages, patterns, and theoretical-practical achievements of the global philosophical-historical process; (PC-14)
- To be able to explain the characteristics of the development of philosophical thought in the Ancient East, the initial conditions and factors shaping the worldview of people, the historical uniqueness of philosophical doctrines formed in the East, and the interrelations among them; (PC-15)
- To analyze and interpret the characteristic features of Ancient, European, and modern philosophical currents, relate the past and present in the history of European philosophy, skillfully use key ideas from the past, and apply theoretical knowledge in practice; (PC-16)
- To have knowledge about the history of philosophy in Muslim Eastern countries and Azerbaijan; to possess skills in working with primary sources and determining the place of Muslim Eastern philosophy within the system of world philosophy; (PC-17)
- To possess scholarly conclusions about the place and role of Turkish philosophy in the development of global philosophical thought; (PC-18)
- To have knowledge of the methodological foundations, key theoretical propositions, and scientific-categorical apparatus of the philosophical analysis of religion; to be able to identify and analyze current issues of contemporary philosophy of religion; and to have the habit of respecting interfaith tolerance and other religious traditions; (PC-19)
- To possess knowledge of the place of ethics and aesthetics within the philosophical knowledge system, basic concepts of morality, main categories of aesthetic consciousness, history of aesthetic doctrines, types of art, and their role in the aesthetic education of the individual; (PC-20)
- To develop a critical approach and acquire skills in conducting historical-philosophical research using modern analytical methods; (PC-21)
- To comprehend the meaning of concepts and terms related to the specialty, construct and justify arguments, and be able to analyze and synthesize information; (PC-22)
- To be able to apply the knowledge acquired in philosophy to professional and everyday activities; (PC-23)

- To acquire the ability to conduct research aimed at solving contemporary professional problems; (PC-24)
- To be able to prepare presentations in accordance with modern requirements and establish business communication; (PC-25)
- To have knowledge of the basic concepts of career development, career planning activities, preparation procedures and techniques for job interviews; to be able to draft a career roadmap and apply relevant techniques; to possess skills in willpower, motivation, positive thinking, business ethics, job search strategies, as well as in job application procedures and in the preparation of professional CVs, resumes, motivation letters, and recommendation letters; (PC-26)
- To have knowledge of effective time management, stress management, and the forms of creative, critical, and analytical thinking; to possess skills in problem-solving and decision-making techniques, public speaking, teamwork, and to acquire leadership principles; (PC-27)
- To be able to participate in the preparation and management of projects; to use commonly applied software tools; and to communicate effectively both orally and in writing in professional settings; (PC-28)
- To work with media materials, conduct research on specific topics, collect factual information, summarize, and draw conclusions; (PC-29)
- To develop a strategic way of thinking, formulate strategic goals properly, conduct situational analysis in the process of developing strategies; to possess skills in strategic management of information resources and to apply strategic management methods. (PC-30)

### **3. Structure of the Education Program**

3.1. The Education Program for the specialty "050211 Psychology" consists of 240 ECTS credits (4 years). The credits are distributed as follows:

<b>Number of Courses</b>	<b>Course Title</b>	<b>ECTS credits</b>
<b>General Courses</b>		<b>30</b>
1	<p><b>History of Azerbaijan</b></p> <p>This course studies the emergence, development, and stages of the modern Azerbaijani statehood tradition. It analyzes and examines the role of political, ideological, economic, and cultural factors in the strengthening of contemporary Azerbaijani statehood. The political history of various states established throughout different historical periods, as well as examples of heroism demonstrated by prominent historical figures, are interpreted based on factual evidence to foster a sense of patriotism among students. The course also provides a systematic analysis of the position and role of the Republic of Azerbaijan in the modern world. The main objective is to develop in students a broad worldview, a strong sense of national identity and patriotism, analytical thinking skills in evaluating</p>	5

	historical events, and the ability to draw accurate conclusions from political events and processes.	
2	<b>Business and Academic Communication in the Azerbaijani Language</b>  Within the scope of this course, special attention is given to developing students' skills in delivering presentations, oratory, as well as academic and business writing in the Azerbaijani language.	4
3	<b>Business and Academic Communication in a Foreign Language</b>  Within the scope of this course, special emphasis is placed on developing students' skills in delivering presentations, oratory, academic and business writing, as well as oral and written communication in one of the foreign languages relevant to their field of study.	15
4	<b>Elective Courses</b> (Elective courses are determined by the higher education institution. Depending on the specialization of the program, additional elective courses may be included.)	6
4.1	Philosophy	3
	Sociology	
	Constitution of the Republic of Azerbaijan and Fundamentals of Law	
	Logic	
	Ethics	
4.2	Information Technologies (specialization-specific)	3
	Information Management	
	Fundamentals of Entrepreneurship and Introduction to Business	
	Political Science	
<b>Specialized Courses</b>		<b>120</b>
5	<b>Modern Information and Communication Technologies and Information Security</b>  This course provides an introduction to the classification and characteristics of modern information and communication technologies (ICT), including various types of computer devices and network technologies, covering the basics of information technologies (IT). It covers data representation schemes such as binary numeral systems, and introduces the tools and applications necessary to operate in an IT environment. The fundamental principles of computer information processing—such as encoding, storage, and transmission—are taught.  The course also studies the concept and features of the information society, stages of informatization development, and the role of information technologies in various fields (e.g., e-life,	3

	<p>communication, virtual society, electronic signatures). Criteria for evaluating the effectiveness of information technologies, as well as issues of information and cyber security, are examined.</p> <p>Topics include modern operating systems (OS) and their operational principles; file management within operating systems; basics of programming; networking; web systems and technologies; web page development (including HTML coding and WYSIWYG editors); and artificial intelligence systems. The course covers information security and methods to achieve it, including encryption methods, cryptosystems, steganography, information hiding techniques, network security, digital signature technologies, and the use of security measures such as antivirus programs to protect computers and data from cyber-attacks and unauthorized use. Applications of MS Office 365 package are studied, including capabilities of MS Word word processor; creating and performing complex calculations in MS Excel spreadsheets (specialized tables); preparation of presentations; creation and editing of PDF files; usage of communication platforms like MS Teams and other application software. Additionally, database concepts and database management systems (DBMS) and their capabilities are taught.</p>	
6	<p><b>Modern Concepts of Natural Sciences</b></p> <p>The course Modern Concepts of Natural Sciences covers the historical emergence of natural science, its main directions of development, and its paradigms. It presents contemporary concepts of natural sciences related to the micro-, macro-, and mega-worlds. Topics include classical physics, the theory of relativity, and the space-time problem as introduced by the theory of elementary particles. It also examines the organization of matter at the level of living systems, the idea of evolution in biology, the laws governing genetics and heredity mechanisms, as well as fundamental concepts from chemistry, geography, geology, synergetics, and geometry. The course further addresses the complex nature of anthropogenesis, the balance between social and biological factors in human ontogenesis, and the proportion of conscious and unconscious components in human cognition.</p>	4
7	<p><b>The Theory of Politics</b></p> <p>Within the scope of this course, students study the key categories and paradigms of political theory, the primary methods of political science, and contemporary political concepts and theories. The course examines both institutional and non-institutional spheres of</p>	3

	<p>politics, the nature of political power, political elites and leadership, the state as a political institution, political parties and social movements, political systems and regimes, as well as political ideology, political psychology, political culture, and political processes.</p>	
8	<p><b>Sociology</b>  This course investigates the social laws governing the functioning and development of historically established social systems, as well as the mechanisms and forms in which these laws manifest in the activities of individuals, social groups, communities, and nations. Social events and processes are examined within the context of society as a whole social system. The course analyzes the structure, subject, methodology, and methods of general sociology, the theoretical levels of contemporary sociological knowledge, and the diversity of specific sociological concepts. Through sociology, students engage in the analysis of society and the social aspects of human life activity. The course covers techniques and methods for studying the activities of individuals, social groups, and communities, along with the application of social measurement methods. As a science of society and its phenomena and processes, sociology serves as a theoretical foundation for other humanities and social sciences.</p>	4
9	<p><b>Ontology and Theory of Knowledge</b>  The course “Ontology and Theory of Knowledge” consists of three main sections:  <b>I. Ontology</b> This section studies the most general laws governing the relationship between humans and the world. It covers the nature and logical interrelation of philosophical categories that express the laws of the development of being; the essence, structural levels, and dynamically evolving interrelations of being; the philosophical meaning of matter; the inseparability of matter and motion; types and forms of motion; space and time, and their interrelation from a critical and interdisciplinary perspective. It also addresses culturally diverse conceptions of space and time, the philosophical problem of the human being, the origin and essence of human life, the meaning of life, death, and immortality  <b>II. Gnoseology</b> As an essential branch of metaphysics, philosophical gnoseology investigates the most general aspects of the relationship between the knowing subject and the object of cognition. The course emphasizes the principle of the cognizability of the world and the</p>	18

adequacy of our knowledge of being. Gnoseology is closely interconnected with ontology and cognitive sciences. Its conceptual system includes key categories such as the subject, object, and content of knowledge; the essence of human cognitive relation to the world; major epistemological programs and strategies; the limits and possibilities of cognition; sources and justification of knowledge; levels of cognition; discursive and intuitive knowledge; rational and non-rational knowledge; the specificity, norms, and criteria of scientific cognition; and the interrelation between knowledge, creativity, and practice. Additionally, the course addresses the nature of consciousness, its social character and origins, the structure of consciousness, the nature of thinking, and its relation to language. The section concludes with a study of theories of truth, the understanding of truth as a process, and an analysis of the current epistemological situation.

**III. Epistemology** This part of the course focuses on science and knowledge as its core subject matter. Students acquire knowledge about the content, nature, and complex character of science; its emergence as a social institution in the Modern Age; its key functions and principal goals; specific features of scientific knowledge; major stages in the historical development of science; the problem of scientific rationality; logical forms and methods of scientific inquiry; methodologies of science; modern concepts of scientific development; scientific ethics; academic freedom; and non-rational forms of cognition. The epistemology section equips students with a deep understanding of the growing role of science in modern social development, its special status within the system of general culture, its interaction with other forms of social consciousness, and its major influence on all spheres of human activity.

10	<p><b>Social Philosophy</b></p> <p>Social philosophy is an integral part of general philosophy. While interacting closely with specific social sciences, it also serves as their methodological foundation. It examines the existence of society, the laws governing its development, the organization of the social system, and the interrelations among its various subsystems and components. Social philosophy investigates key societal issues, including individuals' social status, their place in the division of labor, working conditions, representation in social groups, living standards, education, healthcare, and social security. Social philosophy views society as a coherent and orderly structured system. It pays particular attention to the structural elements of the economic, social, political, and moral spheres of society; core issues of philosophical anthropology; the philosophical interpretation of historical processes; the interrelation between the concepts of culture and civilization; and the global challenges affecting social development in the contemporary world.</p>	12
11	<p><b>Logic</b></p> <p>The main objective of the “Logic” course is to enable students to acquire logical knowledge, develop the ability to think and reason correctly, and foster their intellectual growth. Studying logic equips students with the skills to construct consistent, non-contradictory, and well-substantiated arguments, as well as to critically evaluate both their own reasoning and that of others. The course is structured into two main parts: Traditional (General) Logic and Symbolic Logic. Within the scope of Traditional Logic, the course covers the subject of logic, the relationship between logic and language, concepts, judgments, and types of reasoning (deductive, inductive, analogical), the question-and-answer system, the fundamental laws of formal logic, logical foundations of proof and refutation, hypothesis and its logical structure. The Symbolic Logic section includes topics such as the emergence and development of symbolic logic, construction of propositional logic using the truth table method, normal forms of formulas: conjunctive normal form (CNF), disjunctive normal form (DNF), the laws and formulas of propositional logic and their interrelations, construction of propositional calculus, the concepts of terms and formulas in predicate logic, the laws and formulas of predicate logic, construction of predicate calculus.</p>	10

12	<p><b>Social Pedagogy</b></p> <p>This course explains the socio-pedagogical aspects of education and upbringing, including the analysis of the socialization process and the intensification of personality development, the socio-pedagogical issues within collectives, the characteristics of educational work at different developmental stages, as well as topics such as communication, leisure time, and the socio-pedagogical dimensions of family upbringing. The course also examines the theory and methodology of social education, focusing on current and significant challenges in the field. The course aims to study the following key aspects: the role of socio-pedagogical factors in shaping students' attitudes toward learning; socio-pedagogical issues in general and vocational education; socio-pedagogical characteristics of groups and the specifics of pedagogical correction during the learning process; socio-pedagogical challenges in higher education; the importance of students' independent work; the sociology of education and issues of upbringing in social pedagogy; directions of social education: problems and tasks, typology of children; issues related to social education and its management; optimization of the social education process through indirect influence methods.</p>	3
13	<p><b>Ancient Eastern Philosophy</b></p> <p>This course, as an integral part of the history of philosophy, studies the emergence and development of philosophical ideas, schools, movements, and teachings in India, China, and Japan, the subject matter of the history of philosophy and examines the theoretical levels of philosophical knowledge. Through the study of Ancient Eastern philosophy, the course plays a vital role in shaping students' worldview by offering insights into the unique features of Eastern thought, the views of prominent philosophers, and the key philosophical doctrines and traditions of the region. The primary aim of the course is to affirm the idea of the unity of the global philosophical and historical process and to provide an understanding of the transregional nature of philosophical ideas. To achieve this aim, the course sets out the following key objectives: to develop a general understanding of the subject area among students; to ensure that students acquire knowledge of Far Eastern philosophy; to create a comprehensive understanding of the philosophical traditions of the Far East; to develop skills in working with primary philosophical sources; to foster the ability to identify the place of Eastern</p>	5

	philosophy within the global philosophical system; to familiarize students with contemporary theoretical interpretations of Eastern philosophy.	
14	<p><b>Philosophy of Religion</b></p> <p>The Philosophy of Religion is a significant branch of philosophical knowledge that fulfills both methodological and heuristic functions in the study of religion. The course aims to equip students with the ability to approach the axiological, phenomenological, psychological, and other aspects of religion from a rational and critical perspective. It also facilitates a deeper understanding of the interaction between religion and society. The main goal of the course is to train specialists who are well-versed in the methodological foundations, essential theoretical principles, and scientific-categorical framework of the philosophical analysis of religion, and who are capable of identifying and analyzing contemporary issues in the philosophy of religion. To achieve this goal, the course sets out the following objectives: to provide students with foundational knowledge of the subject matter and methods of the philosophy of religion; to ensure that students acquire theoretical and thematic knowledge in the philosophical interpretation of religion; to develop a comprehensive understanding of the historical development of the philosophical analysis of religion; to foster students' skills in working with primary sources in the philosophy of religion; to familiarize students with the categorical and conceptual framework of the discipline; to familiarize students with modern concepts and contemporary approaches within the philosophy of religion.</p>	4
15	<p><b>Ethics and Aesthetics</b></p> <p>It is one of the essential courses taught at the undergraduate level in the Philosophy major. Both ethics and aesthetics have a long historical background. Aesthetics was part of philosophy for a long time, and as these sciences developed, not only the ethical and aesthetic views but also the scope of the subjects they study and their very nature have evolved. Ethics, being the philosophy of morality, studies the regularities of a person's moral relations to reality, the moral consciousness of individuals and society, the essence of moral norms, the role of self-control and self-discipline in interpersonal relationships, and all issues related to morality and moral values in general. Aesthetics has been closely connected with ethics and is concerned with the relationship between nature and art, as well as</p>	4

	the characteristics of the sensory perception of the world in works of art.	
16	<p><b>Psychology</b></p> <p>Psychology is a fundamental science based on theoretical and experimental research that studies the facts, laws, and mechanisms of the human psyche, as well as key psychological categories. Proper and timely application of psychological knowledge leads to consistently high results across all fields of activity. It is no coincidence that, according to global standards, psychological training is considered an essential part of the professional preparation of modern specialists and is given special importance. The primary goal of this course is to develop in students a comprehensive understanding of the psyche and consciousness, the structure, content, formation, and development of the psyche, the characteristics of psychology as a science, research methods in psychology, laws of cognition and communication, peculiarities of personality development and formation, interpersonal relationships, mental processes and emotional states, individual psychological traits of personality, as well as key issues in management, law, social and ethnic psychology, and contemporary applied psychology. The course aims, on one hand, to familiarize students from various fields of study with the fundamental knowledge of human psychology, and on the other hand, to direct future professionals toward the psychological aspects relevant to their specific professions.</p>	3
17	<p><b>Theory of Argumentation</b></p> <p>The primary goal of the Theory of Argumentation course is to develop and enhance students' skills in constructing well-founded and persuasive reasoning, and to foster the conscious application of the fundamental principles of argumentation theory during debates, discussions, and the preparation of argumentative texts. Within the framework of the course, students study the subject and historical formation of argumentation theory; its interdisciplinary connections with other sciences such as logic, rhetoric, and speech act theory; contemporary concepts of argumentation; the components and logical structure of arguments; universal and contextual argumentation methods; the logical foundations of argumentation; simple and complex argumentation forms; dialogue as the main form of argumentation; debate as a special case of argumentative practice; types of debates and the requirements for effective debating; the question-and-answer complex in the argumentation process; rules of</p>	4

	argumentation; as well as strategies and tactics used in argumentation, and thematic areas within the field.	
18	<p><b>Ancient Philosophy</b></p> <p>“Ancient Philosophy” course provides students with an understanding of the culture of the ancient period, the worldview of the ancient Greek and Roman peoples, and their philosophical modes of thinking within the context of historical development. It enables students to trace and analyze the emergence and evolution of philosophical ideas in the West, and to identify the place of this regional philosophy within the global system of philosophy. Throughout this course, students must acquire comprehensive knowledge about Ancient Philosophy, foster a new worldview and enhance their intellectual capacities.</p>	3
19	<p><b>Islamic Philosophy</b></p> <p>“Islamic Philosophy” course constitutes a fundamental part of the History of Philosophy curriculum. It studies the emergence and development of Islam as a religion, as well as the evolution of religious-philosophical movements and doctrines that arose within the Islamic tradition. The course provides students with the opportunity to understand the place and value of the Islamic cultural region’s philosophy in the development of global philosophical thought. It equips students with the ability to trace and analyze the formation and development of philosophy in Muslim Eastern countries within their historical contexts. The primary aim of the course is to offer comprehensive knowledge about the formation, historical stages, and distinctive features of philosophy in the Muslim East as an integral part of world philosophical thought. To achieve this goal, the course sets the following objectives: to develop students’ broad understanding of Kalam (Islamic theological science) and its various forms, as well as religious-philosophical and non-religious doctrines that emerged within the Islamic context; to ensure students acquire knowledge of philosophy in the Islamic cultural region; to provide students with a comprehensive understanding of the philosophy of Muslim Eastern countries; to foster skills in working with primary sources related to the course and to develop the ability to position the region’s philosophy within the global philosophical system; to familiarize students with contemporary theoretical approaches in Islamic philosophy.</p>	4

20	<p><b>European Philosophy</b></p> <p>“European Philosophy” course is one of the essential academic courses taught at the undergraduate level in the Philosophy major. It is closely connected with the courses included in the professional training block and relies on the knowledge and skills gained from studying those courses. The course provides an opportunity to understand the medieval and modern European culture, the worldview of European peoples, and the uniqueness of their philosophical thinking style within the process of historical development. It enables students to study medieval Christian philosophy and the particularities of the European Renaissance, to follow and analyze the emergence and development of philosophical ideas in Europe during the modern period within a historical context, and to study and interpret the characteristic features of new philosophical ideas, directions, movements, doctrines, and schools that appeared during that era. The course also fosters the ability to determine the place of European philosophy within the global philosophical system. In this course, students must acquire information about a major stage of development in the history of European philosophy and develop a new worldview and intellectual level.</p>	6
21	<p><b>Modern Philosophy</b></p> <p>“Modern Philosophy” course provides an opportunity to understand the unity, interrelation, and principle of succession in the global philosophical-historical process; to refute Western radicalism present in Eastern philosophical thought; and to comprehend the cyclical nature of the development of philosophical ideas. The course fosters students’ skills in analyzing various philosophical theories and concepts from a historical perspective, studying the characteristic features of new philosophical ideas, directions, movements, doctrines, and schools that emerged in the 20th century, and identifying the future paths of philosophy’s development. The primary goal of the course is to offer theoretical knowledge about the formation, historical stages, and succession relationships of modern Eastern and Western philosophy, which constitute the foundation of world philosophical thought. It also aims to teach students how some philosophical doctrines originated in Europe spread to the East, developed within traditional frameworks and national values, and to analyze the similarities and differences between East and West.</p>	5

22	<p><b>History of Philosophical Thought of Turkic Peoples</b></p> <p>“History of Philosophical Thought of Turkic Peoples” course fosters the development of scholarly conclusions among students regarding the place and role of Turkic philosophy in the development of global philosophical thought. Within the scope of the course, a number of priority issues are addressed:</p> <ul style="list-style-type: none"> <li>-A new conceptual approach is introduced to the philosophical thought system of Turkic peoples, evaluating Turkic philosophy as an integral component of world philosophical thought. The reactionary nature of Eurocentric tendencies, which deny the inclusion of Turkic civilization in the global civilizational classification and distort this historical heritage, is critically examined.</li> <li>-The historical-philosophical legacy of great Turkic thinkers who have made significant contributions to world culture is conveyed to students, fostering a sense of national ownership, interest in historical heritage, opportunities for self-affirmation, and laying the groundwork for their development as professional philosophers.</li> <li>-The theoretical sources of the modern idea of Turkic unity and the rich philosophical-political heritage of prominent representatives of the national awakening movement at the turn of the 19th and 20th centuries are presented to students, serving the restoration of historical justice and emphasizing the role of Turkic philosophical worldview in the formation of Turkic identity.</li> <li>-Familiarization with the research of prominent philosophers of the modern Turkic world in the 21st century cultivates independent worldviews among students and enables them to conduct comparative analyses.</li> </ul>	4
23	<p><b>Philosophy of Politics</b></p> <p>This course studies political ideas, political values, political reality as a whole, and its intellectual foundations. It examines the evolution of ideas, concepts, doctrines, and theories concerning politics, the nature of power, the state, justice, and property through comparative analysis. Within the framework of the course, political ideologies are studied as systems of concepts, focusing on the role of ideologies in political systems, the phenomenon of power in philosophical doctrines, various approaches to legitimacy, the evolution of the idea of the state in philosophical thought, and the dialectics of sovereignty. Special attention is given to the study of ideologies such as liberalism, anarchism, Marxism, conservatism, fascism,</p>	4

	<p>ecologism, religious fundamentalism, and others. The course provides knowledge on the philosophical aspects of justice, freedom, equality, and democracy as fundamental concepts in political philosophy. It also addresses ancient and modern concepts of democracy, the role of morality in political philosophy, political ethics, the information society and freedom of information, social conflicts and their theoretical implications, and issues related to geopolitics. Issues such as modernization, postmodernism, globalization, the expert-analytical potential and future of political philosophy, as well as political analysis and political expertise are also examined throughout the course.</p>	
24	<p><b>Strategic Management</b>  This course covers strategic management and planning, its history, fundamental principles, and objectives, the strategic management of information resources, information warfare, psychological warfare and propaganda, strategic management in politics, social sphere, and economic sector, the process of strategy formulation, including situation analysis, proper formulation of strategic goals, consideration and analysis of internal and external environments, decision-making processes, minimizing risks during decision-making, quantitative and qualitative criteria for strategy evaluation, strategy implementation, control, and assessment of strategic management effectiveness, decision-making methods, models of strategic management, and tools of strategic management. Special emphasis is placed on learning methods of strategic analysis.</p>	4
25	<p><b>Philosophy of Law</b>  "Philosophy of Law" course is logically and methodologically connected with many historical-legal disciplines and provides a comprehensive understanding of the emergence, development, and transformation of law. It offers knowledge about the subject matter, functions, and methodology of legal philosophy, as well as legal culture and legal consciousness. The curriculum includes philosophical analysis of the origin of law, the content and structure of the methodology for understanding the essence of law, the relationship between law and legal consciousness, the problems of law and religion, law and morality, as well as the main stages in the history of legal philosophy. It covers ancient legal concepts, philosophical-legal ideas of the Middle Ages, the Renaissance, the Enlightenment, and the Modern Era, along with the legal philosophy of classical German philosophers, Marxist philosophers, and</p>	3

	contemporary approaches to the problems of legal philosophy. This course helps to develop the theoretical knowledge, practical skills, and competencies necessary for analyzing socio-legal phenomena, understanding the interrelation of social and legal events, the socio-cultural conditioning of theoretical legal knowledge, and their influence on the development of society.	
26	<p><b>History of Azerbaijani Philosophy</b></p> <p>“History of Azerbaijani Philosophy” course provides an opportunity to determine the place and value of Azerbaijani philosophical thought within the development of global philosophical ideas. It fosters the ability to trace and analyze the formation and evolution of philosophy in Azerbaijan within its historical context. Through this course, students must gain knowledge about the stages of development of Azerbaijani philosophical history, the ancient beliefs, religious-mythological views, and philosophical worldviews that emerged in the territory of Azerbaijan, as well as their significant role and distinctive features in the formation and historical self-affirmation of the Azerbaijani people. Students must develop new ideas and perspectives based on this understanding. Moreover, students must acquire the ability to apply the knowledge gained from this subject in their professional practice.</p>	4
27	<p><b>Fundamentals of Economics</b></p> <p>Within the framework of this course, students will acquire knowledge of the fundamental laws and categories of economic theory, the main concepts of economic science, and the key directions of modern economic thought, economic processes, economic laws, economic instruments and mechanisms, economic resources, the market economy, the role and functions of the state in a market economy, economic activity, economic growth, the national economy and the world economy, macroeconomics, microeconomics, and models of market economy. The course provides a general overview of the market economy and identifies the role of the market mechanism in the efficient use of limited economic resources. It also enables students to comprehend and internalize the principles that guide the decision-making processes of economic agents.</p>	3

28	<p><b>Civil Defense</b></p> <p>Within the scope of this course, the unified state system for the prevention and elimination of emergencies is studied. The rights and duties of citizens in ensuring safety during natural disasters are examined, along with principles of individual and collective protection. The course covers emergency rescue and other urgent operations, provision of first medical aid, urgent evacuation and recovery measures, as well as the organization of civil defense activities in the educational sector.</p> <p>Courses Determined by the Higher Education Institution<sup>1</sup> The courses listed here are individually determined by each higher education institution and are reflected in the curriculum of the respective specialty.</p>	3
	<p><b>Courses Determined by the Higher Education Institution<sup>1</sup></b></p> <p>The courses listed here are individually determined by each higher education institution and are reflected in the curriculum of the respective specialty.</p>	60
	<b>Practical training</b>	30
	<b>TOTAL</b>	240

#### 4. Teaching and Learning

4.1. The teaching and learning environment must be organized in such a way that students can achieve the intended learning outcomes specified in the educational program.

4.2. Teaching and learning methods must be described in relevant documents (for example, in the instructor's syllabus, etc.) and made publicly accessible (for example, on the university's website, in the program brochures, etc.).

4.3. Teaching and learning methods must be continuously reviewed and improved by taking innovative educational practices into account. The regular enhancement of teaching and learning methods must be an integral part of the university's quality assurance system.

<sup>1</sup> These courses are proposed by the higher education institution, taking into account the experience of the academic staff, research infrastructure, and local and international employment opportunities. The courses determined by the higher education institution must be elective for students and also facilitate students' participation in international exchange programs.

4.4. Different teaching methods must be used in the learning process. These methods must encourage a student-centered approach and promote active student participation in the learning process. Examples of possible teaching and learning methods include:

- lectures, seminars, practical assignments;
- presentations and discussions, debates;
- individual work/research (e.g., working with practical examples);

- projects;
- problem-based learning;
- fieldwork;
- role-playing games;
- reports;
- group assessments;
- expert method;
- video and audio conferencing technologies;
- video and audio lectures;
- distance learning;
- simulations;
- etc.

Note: The listed methods may be selected and/or modified depending on the specifics of the specialization.

4.5. A balance between theoretical education and practical training must be maintained. The main focus must be on strengthening practical skills in accordance with the changing needs of the labor market.

4.6. The educational program must support students' independence and foster the concept of lifelong learning. By the end of the educational process, students must be able to work independently in any direction and have the ability to continue their education throughout their lives.

## **5. Assessment**

5.1. Assessment must be organized so that the achievement of students' expected learning outcomes can be effectively measured. This must enable monitoring of progress, evaluating the extent to which educational program outcomes are achieved, facilitate feedback exchange with students, and help form the initial conditions for improving educational programs.

5.2. Assessment methods must be described in relevant documents (e.g., course syllabus, program descriptions, etc.) and be accessible to everyone (e.g., on the university website, program brochures, etc.).

5.3. Assessment methods must be continuously reviewed and improved, taking into account innovative teaching practices. Regular updating of assessment methods must be part of the higher education institution's quality assurance system.

5.4. Different assessment methods must be used during the teaching process. These methods must promote a student-centered approach and encourage students' active role in the learning process. Examples of possible assessment methods include:

- written assignments;
- knowledge and skills tests, computer-based tests;
- oral presentations;
- surveys;

- open discussions;
- internship reports, fieldwork reports;
- evaluation of skills based on practical and laboratory observations;
- project reports;
- portfolio assessment;
- frontal questioning;
- group and self-assessment;
- etc.

Note: The listed methods can be selected and/or modified depending on the specifics of the course.

5.5. Methods used for assessing learning achievements must be based on clearly defined criteria and allow for accurate and reliable determination of the student's knowledge, skills, and competency levels throughout the educational process. During assessment, instructors must adhere to the principles of transparency, impartiality, mutual respect, and humanism.

5.6. Students must be given the opportunity to discuss all aspects of their education, including the assessment process, with instructors and evaluators. The higher education institution must establish assessment and appeal procedures related to grades in accordance with relevant regulations.

5.7. Academic ethics holds an important place in the educational process. Students are taught to observe academic honesty and to comprehend the issue of plagiarism. They must be informed about intellectual property rights concerning intellectual work.

## **6. Learning Outcomes of the Program and Each Course**

6.1. The determination of the learning outcomes of the educational program, as well as the learning outcomes of each course and the preparation of each course syllabus, fall under the authority of the higher education institution/academic staff.

6.2. Learning outcomes are determined by each higher education institution according to the form specified in Annex 1. The matrix of learning outcomes (Annex 2) must reflect the relationship between courses and learning outcomes.

6.3. To ensure that the educational program provides theoretical and practical content that meets the changing needs of society and the labor market, course syllabi must be regularly updated.

## **7. Infrastructure and Human Resources**

7.1. The material and technical base must include classrooms, laboratories, computer rooms, workshops, etc., equipped with relevant ICT tools, to conduct lectures, practical sessions, and scientific research activities for the courses specified in the curriculum prepared for the "050204 - Philosophy " program. Students must be provided with access to the higher education institution's local network, the internet, databases, electronic libraries, and search systems.

7.2. The academic staff of higher education institutions generally hold scientific degrees. Highly qualified specialists from other state or private institutions and/or other relevant organizations, as

well as individuals with at least a master's degree in the relevant field, may also be involved in teaching.

## **8. Practical Training**

8.1. Practical training is important for the practical application of a student's theoretical knowledge as well as for strengthening professional skills. Depending on the specifics of the specialty, the organization rules for the practical training may be determined by the higher education institution.

8.2. The practical training can be organized in private companies, government institutions, research laboratories (as well as universities, the Azerbaijan National Academy of Sciences, local or international private organizations and companies, etc.).

8.3. To maximize the benefit from the practical training process, students must be involved in preliminary preparation (career planning) and their relevant skills (both soft and hard skills) must be developed.

8.4. Organizing the practical training is the responsibility of the higher education institution. Before the practical training begins, an agreement must be signed between the higher education institution and the organization where the practical training will take place. The agreement outlines the conditions of the practical training, the rights and responsibilities of the students, and other necessary details. Practical training organization will be offered in two forms. According to the signed agreement, students will study practical training opportunities in relevant companies and organizations, and those positively evaluated will submit the approval documents from the counterpart to the university. At the same time, based on the student's individual request, permission can be granted for practical training in other organizations, including abroad, relevant to their specialty.

8.5. The second form of practical training organization involves the execution of commissioned projects from the business world. That is, research, improvement opportunities, and problem-solving required by various private and public institutions will be analyzed and studied jointly by students and mentor teachers and presented to the clients in the form of a project.

8.6. The evaluation of the practical training will be carried out by representatives of the business world after the submitted project is assessed.

## **9. Employment and Lifelong Learning**

9.1. Graduates of the "050204 -Philosophy " specialty can primarily work as an analyst in government institutions, local self-government bodies, and various enterprises regardless of ownership form. Additionally, graduates may work as specialists or advisors in any field, organization, institution, agency, union, or body that corresponds to their profession and qualification level, including ministries and committees within the social and humanitarian sphere, as well as in agencies and research/thought centers regardless of subordination.

9.2. The higher education institution must regularly conduct surveys regarding the employment of graduates of the Education Program and must publish information about job vacancies on its website.

9.3. Graduates of the “050204 – Philosophy” undergraduate program may pursue their education in the following Master’s degree programs within the "Humanities and Social Sciences" field of study: “060202 – Philosophy,” “060208 – Political Science” (in certain specializations), “060214 – Religious Studies” (in certain specializations), “060216 – Public and Social Relations,” “060206 – History” (in certain specializations), and “060204 – Journalism” (in certain specializations); within the "Health, Welfare and Service" field: “060805 – Social Work” (in certain specializations); and within the "Culture and Arts" field: “060302 – Art Studies” (in certain specializations).

9.4. The knowledge, skills, and approaches acquired during the education period constitute the basic prerequisites for graduates to independently pursue lifelong learning.

## **Agreed**

Deputy Chief of Staff of the Ministry of  
Education of the Republic of Azerbaijan  
Head of the Department of Science, Higher  
and Secondary Specialized Education

Chairman of the Working Group on State  
Education Programs  
for the Humanities and Social Sciences  
Group

\_\_\_\_\_  
Date: “\_\_\_\_” \_\_\_\_\_, 2020  
Yaqub Piriyev

\_\_\_\_\_  
Date: “\_\_\_\_” \_\_\_\_\_,  
Fariz Ismayilzada

## Learning Outcomes for the Educational Program and Courses

The higher education institution must determine the expected learning outcomes for the Educational Program and for each course. At least six learning outcomes must be listed in the tables below (separately for the Educational Program and for each course)

<b>Program Learning Outcomes (PLO)</b>
<p>PLO 1. Acquires high-level creative and critical thinking skills, patriotism, broad erudition, social-political responsibility, proficiency in written and oral communication, leadership abilities; to acquire systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of Azerbaijani statehood, as well as its place and role in the modern world; be capable of conducting professional and academic communication in Azerbaijani and foreign languages within the field of specialization; be able to use primary sources in these languages; possess the fundamental knowledge of information technologies to process research findings related to the field.</p>
<p>PLO 2. To have a clear understanding of the place of philosophy in the history of human culture and its interrelation with other forms of social consciousness; possess knowledge of the laws and principles governing its development; develop the ability to independently compare philosophical issues of the past with those of modern philosophy; evaluate the scientific and practical value of philosophical ideas and research topics; approach and justify the concepts derived from the history of philosophy with a critical and creative mindset in the context of contemporary thought; comprehend the philosophical essence of the socio-economic and legal policies and relevant reforms implemented in the country; and be able to determine the impact of economic, political, scientific-technical, social, and other factors on the future of organizations, choose strategies accordingly, and solve tasks aimed at identifying the social essence of legal phenomena.</p>
<p>PLO 3. To acquire modern knowledge about the categorical apparatus of ontology, the content of categories expressing the most general laws of development of being, their connection with specific sciences; the origin of consciousness; the nature, structure, and main levels of knowledge; types of cognition; the rational, non-rational, and irrational forms of cognition; and scientific research methods; analyze the main epistemological programs and strategies that occupy a central place in philosophical thought.</p>
<p>PLO 4. As a researcher, to properly comprehend the goals and objectives set before oneself, the methods and techniques for their realization, and attain theoretical results and genuine generalizations; demonstrate up-to-date knowledge about the methodologies of natural sciences and social-humanitarian cognition, the historical types of methodology, contemporary schools and directions of methodology, the history and paradigms of natural science development, an overview of modern natural sciences, as well as the scientific method and the system and characteristics of natural-scientific cognition.</p>

PLO 5. By accepting the idea of the unity of the world's philosophical-historical process, to comprehend the trans-regional nature of philosophical ideas; identify the existing problems in the history of world philosophy and independently analyze its current state; connect the past and the present; and be able to interpret the place, role, and significance of each philosophical school in the history of world philosophy.

PLO 6. To put forward reflections on the main developmental stages and current state of the history of Azerbaijani philosophy; to connect the past and present; to analyze modern concepts regarding the formation process of Turkic-Islamic culture, factors influencing the historical advancement of Turkic peoples and the enrichment of their philosophical worldview, its emergence as a result of the mutual influence of various cultures; be able to work with primary sources.

PLO 7. To acquire the skills to generalize and systematize information about political processes, put forward conclusions regarding optimal solutions based on critical analysis; to gain deeper knowledge of the problem areas of classical and contemporary social-philosophical theories; utilize the fundamental methods and principles of humanitarian and socio-economic sciences in solving professional issues; achieve the formation of economic consciousness through the moral and practical assimilation of economic realities.

PLO 8. To develop the habit of inter-confessional tolerance and respect for other religious traditions; possess knowledge of the fundamental concepts of ethics, the main categories of aesthetic consciousness, the role of art in the aesthetic education of the individual.

PLO 9. To objectively evaluate events using the principles and laws of logic; draw correct conclusions from them; distinguish logical and rational arguments from others; critically assess an opponent's position; develop the skills to identify errors, contradictions, and incorrect reasoning techniques in their arguments.

PLO 10. To be able to correctly formulate strategic goals and conduct situational analysis during the strategy development process; execute defined strategic management tasks in conditions of information and psychological warfare; implement strategic management in political, social, and economic spheres.

PLO 11. To have knowledge of economic theory, the fundamentals of microeconomics and macroeconomics, and concepts in international economic relations; to be able to analyze the economies of various countries comparatively; possess in-depth understanding of international business, international trade, balance of payments, and international finance; have knowledge of the interactions among different national economies, their roles, evolution, and consequences in the international economy, the processes and methods of optimal decision-making in international economic relations carried out by the state and private sectors; be able to develop proposals aimed at increasing market share and reducing risks through economic diplomacy.

<b>Course Learning Outcomes – (CLOs)</b>
<b>Course Learning Outcomes for the subject “History of Azerbaijan” (CLOs)</b>
CLO 1 Demonstrates the ability to identify Azerbaijan as one of the world's oldest human settlements and centers of early civilization.
CLO 2 Demonstrates the ability to analyze the conditions, political and international factors that influenced the formation of Azerbaijani statehood throughout various historical periods.
CLO 3 Demonstrates the ability to analyze the ideological, economic, and cultural factors in the formation and development of the national state in Azerbaijan; comprehends the ideology of Azerbaijanism.
CLO 4 Demonstrates the ability to analyze and generalize the internal and external factors that weakened Azerbaijani statehood in different historical periods.
CLO 5 Demonstrates a systematic comprehension of the role and position of the Azerbaijani state in the modern world.
CLO 6 Demonstrates the ability to draw accurate conclusions from the historical experience of Azerbaijan’s development.
CLO 7 Demonstrates the ability to analyze and identify the factors and the role of individuals that contribute to the strengthening of Azerbaijani statehood in the contemporary period.

<b>Course Learning Outcomes for the subject “Business and Academic Communication in the Azerbaijani Language” (CLOs)</b>
CLO 1 To acquire Information on the Azerbaijani Language and State Support in the Context of Globalization. To study decrees and orders related to the state language. To learn to prepare presentations on the topic "National Leader Heydar Aliyev and the Azerbaijani Language." To comprehend the objectives and tasks of the course "Business and Academic Communication in Azerbaijani." To gain knowledge about communication forms and functions, as well as communication levels.
CLO 2 To comprehend the role of auxiliary parts of speech in the process of academic communication; study the requirements of oral and written communication, as well as the qualities of speech such as correctness, accuracy, clarity, fluency, purity, conciseness, simplicity, richness, coherence, and other essential aspects in accordance with modern standards.
CLO 3. To comprehend the essence of communication rhetoric, the stylistic features of the literary language, and the active and passive vocabulary of the Azerbaijani literary language. To comprehend the concept of literary language and communicativeness, the types of communicativeness, the role of coherence and communicative strategy in communication, as well as to master creative technologies in communicative contexts.
CLO 4 To study the concept of listening culture and its essence as a type of communication; to comprehend the essence of listening and attention, the different forms of listening, and the

importance of improving listening skills; to acquire knowledge about communication culture, speech etiquette, and forms of address; to recognize the characteristics of structured speech (such as lectures, reports, presentations, and spontaneous speech); and to develop the ability to engage in oral business communication.

CLO 5 To learn the rules and features of the business style of modern Azerbaijani language; to deepen knowledge about the role of letters in business communication, as well as electronic and online communications; and to develop the ability to create written business communication.

CLO 6 To acquire knowledge about the language of official and business documents; the types and forms of business communication, as well as its language and style. To comprehend the importance of maintaining the purity of the Azerbaijani language, adherence to orthographic rules, and proper sentence structure in business communication. To gain both theoretical knowledge and practical experience in business rhetoric.

CLO 7 To be able to prepare written and oral presentations in the Azerbaijani language related to one's field of study.

**Course Learning Outcomes for the subject “Business and Academic Communication in a Foreign Language” (CLOs)**

CLO 1 To demonstrate skills such as summarizing, paraphrasing, and synthesizing in written and oral speech processes.

CLO 2 To read and analyze relatively complex texts; be able to present summaries of listened-to or read texts (scientific, socio-political, etc. related to one's field of study).

CLO 3 To select writing strategies appropriate to a specified purpose; demonstrate writing samples in various genres; be able to create written business communication.

CLO 4 To master techniques for effective communication, including question intervention, empathetic listening, clarifying information, and enriching information with additional details.

CLO 5 To participate in discussions within the professional field; be able to create oral business communication.

CLO 6 To be able to prepare written presentations in the learned language.

CLO 7 To form coherent, logical, and appropriate oral and written texts on a specific topic or question.

**Course Learning Outcomes for the subject “Modern Information and Communication Technologies and Information Security” (CLOs)**

CLO 1 Acquires knowledge about new information technologies and their roles.

CLO 2 Gains comprehension of the types and classification of modern information and communication technologies.

CLO 3 Acquires knowledge about the concept and characteristics of the information society, as well as the main stages of the informatization process of society.

CLO 4. Develops practical skills in using modern technologies in the relevant professional field.

CLO 5. Evaluates the role and effectiveness criteria of information technologies in the relevant professional field.
CLO 6. Masters the operating principles of modern operating systems.
CLO 7. Acquires programming skills.
CLO 8. Acquires knowledge e and practical experience in web systems and technologies.
CLO 9. Acquires knowledge about artificial intelligence, expert systems, and related topics.
CLO 10. Develops skills related to information security and methods to achieve it.
CLO 11. Masters the MS Office 365 suite and applies it within the relevant professional field.
CLO 12. Acquires knowledge about databases and applies it within the relevant professional field.

<b>Course Learning Outcomes for the subject “ The Concepts of Modern Natural Science” (CLOs)</b>
CLO 1 To possess knowledge about the history and paradigms of natural sciences, the panorama of modern natural sciences, scientific methods, and the system and characteristics of natural-scientific cognition..
CLO 2 To acquire knowledge of the main concepts of modern natural sciences, including the problems of space and time, structural levels of matter organization, concepts of micro-, macro-, and mega-worlds, and the self-organization of living and non-living nature.
CLO 3 To acquire knowledge of the fundamental principles of modern natural sciences: the principle of symmetry and conservation laws, principles of uncertainty and complementarity, dynamic and statistical regularities in nature, the law of increasing entropy, and the principles of global evolutionism.
CLO 4 To gain knowledge about the characteristics of the biological level of matter organization, chemical systems and energetics of chemical processes, geological processes and movements, and the fundamental concepts of modern geography.
CLO 5 To acquire knowledge regarding the problem of humans in natural-scientific cognition, the relationship between humans and the cosmos, contradictions within the biosphere-noosphere-human system, and the new dialogue between nature and synergetics.
CLO 6 To master the methodological principles of modern natural sciences and the conceptual framework of the contemporary scientific worldview.

<b>Course Learning Outcomes for the subject “The Theory of Politics” (CLOs)</b>
CLO 1 The competence to analyze the electoral process and the formation of political power and to assess their level of democracy.
CLO 2 To be able to participate in political processes and demonstrate leadership and governance skills.
CLO 3 To demonstrate the ability to resist ideological and psychological attacks and to defend the political interests of the country.

CLO 4 To analyze and evaluate political processes based on a solid understanding of contemporary political science concepts and theories.
CLO 5 To be able to guide political processes.
CLO 6 To be able to conduct research in the political sphere based on knowledge of political systems, political regimes, political parties, social movements, political ideologies, political psychology, and political culture.

<b>Course Learning Outcomes for the subject “Sociology” (CLOs)</b>
CLO 1 To be able to use the fundamental principles and methods of social, humanitarian, and economic sciences in solving social and professional problems.
CLO 2 To take into account global, national, and regional characteristics, as well as current conditions, in the development of the social sphere and governance.
CLO 3 To develop independent thinking and critical analysis skills in addressing social issues.
CLO 4 To acquire the competence to identify problems arising in any sphere of society and to seek more adequate solutions.
CLO 5 To gain proficiency in conducting sociological research and analyzing its results.
CLO 6 To have knowledge of the social life, well-being, and behavioral characteristics of various social groups.
CLO 7 To be able to apply the specific features of the national-cultural context and the activities of different national, gender, age groups, and social institutions as subjects of social projects.
CLO 8 To creatively apply basic sociological knowledge in professional activities and in the analysis of various social phenomena.

<b>Course Learning Outcomes for the subject “Ontology and Theory of Knowledge” (CLOs)</b>
CLO 1 To acquire knowledge of the content and logical interrelations of categories expressing the most general laws and regularities of the development of being, as well as critical interpretation of fundamental concepts such as matter, motion, space, and time, and their connection with specific sciences.
CLO 2 To gain an understanding of the main principles and propositions for examining thinking and language from an epistemological perspective.
CLO 3 To reveal the philosophical meaning of the problem of truth, analyze its main concepts, and acquire adequate knowledge of the criteria of truth and its relation to error, falsehood, and disinformation.
CLO 4 To acquire information about knowledge and its types by integrating epistemology into systems of theoretical thinking.
CLO 5 To master scientific research methods derived from epistemological knowledge that regulate human theoretical and practical activities, guide the cognitive process properly, and enable correct evaluation of its outcomes.
CLO 6 To think logically and develop the ability to perceive processes and phenomena through the lens of intellect and reason by acquiring epistemological knowledge.

<b>Course Learning Outcomes for the subject “Social Philosophy” (CLOs)</b>
CLO 1 To acquire knowledge about the historical emergence of social philosophy as a socio-cultural phenomenon and a theoretical-rational worldview, including its problem domain, key philosophical categories, and functions.
CLO 2 To gain understanding of the existence, structure, and functions of society; the mechanisms and forms of social change; and the principles of the historical typology of society.
CLO 3 To have a deep understanding of the problem areas of classical and contemporary socio-philosophical theories and to use the basic methods and laws of the humanities and socio-economic sciences in solving professional issues.
CLO 4 To reveal the specific features of socio-philosophical analysis of society and determine the main determinants of social development.
CLO 5 To analyze and evaluate the mechanisms of historical change and the factors influencing them; to reveal the interconnection of ontological, epistemological, anthropological, and axiological problems.
CLO 6 To develop independent thinking and critical analysis skills regarding problems in social reality; to analyze different types of reasoning using methods of logical analysis; to acquire public speaking skills, engage in discussions and debates, defend one’s position, understand opposing views, and approach them with tolerance.

<b>Course Learning Outcomes for the subject “Logic” (CLOs)</b>
CLO 1 To acquire knowledge about the subject and significance of logic, its origin and stages of development, the basic forms and laws of thinking, the question-answer complex, the logical foundations of proof and refutation, and the hypothesis as a form of the development of knowledge.
CLO 2 To gain knowledge of the main branches of symbolic logic, which represents the modern stage of the development of logic, including the fundamental elements of propositional logic and predicate logic.
CLO 3 To acquire the skills to perform correct logical operations on concepts (such as definition, classification, generalization, etc.) and to construct well-reasoned arguments based on logical knowledge.
CLO 4 To develop the ability to express reasoning in natural language through symbolic logic, perform logical analysis, and use methods of symbolic logic in analyzing complex arguments and proofs.
CLO 5 To develop the ability to think correctly and precisely, to defend one’s position in a reasoned and evidence-based manner, to analyze others' arguments, and to identify logical errors.
CLO 6 To acquire the skills to objectively evaluate events and draw correct conclusions using the principles and laws of logic.

<b>Course Learning Outcomes for the subject “Social Pedagogy” (CLOs)</b>
CLO 1 To analyze the role of socio-pedagogical factors in the formation of educational relationships.
CLO 2 To identify the pedagogical issues of general and vocational education.
CLO 3 To investigate the pedagogical aspects of higher education.
CLO 4 To analyze the directions, problems, and objectives of social education.
CLO 5 To acquire knowledge related to the issues and management of social education.
CLO 6 To gain knowledge about the optimization of the social education process.

<b>Course Learning Outcomes for the subject “Ancient Eastern Philosophy” (CLOs)</b>
CLO 1 To acquire knowledge about the development features and research subjects of philosophical thought in the Far East, the initial conditions and factors shaping worldviews, the historical uniqueness of Eastern philosophical doctrines, and the interrelations among them.
CLO 2 To relate the past and the present in the history of Eastern philosophy, skillfully utilize key historical ideas, and apply theoretical knowledge in practice.
CLO 3 To identify the characteristics of the teachings and works of Far Eastern philosophers and be able to express the meaning of philosophical texts in contemporary terminology.
CLO 4: To demonstrate the ability to independently compare historical philosophical problems of the Far East with those of contemporary philosophy.
CLO 5 To identify and analyze current issues in the history of Eastern philosophy.
CLO 6 To determine the place, role, and significance of Eastern philosophy within the history of world philosophy.

<b>Course Learning Outcomes for the subject “Philosophy of Religion” (CLOs)</b>
CLO 1 To broaden one’s worldview based on the knowledge acquired in the field of philosophy of religion.
CLO 2 To apply the acquired knowledge in both professional and everyday activities.
CLO 3 To independently identify and analyze current issues related to religion.
CLO 4 To be able to work with the categorical-conceptual apparatus of the philosophy of religion.
CLO 5 To be capable of presenting convincing arguments at both the ordinary and theoretical levels of knowledge within the context of dialogue between religious and non-religious worldviews.
CLO 6 To acquire the habit of interconfessional tolerance and a respectful attitude towards other religious traditions.

<b>Course Learning Outcomes for the subject “Ethics and Aesthetics” (CLOs)</b>
CLO 1 To determine the place of ethics and aesthetics among the humanities and philosophical disciplines.
CLO 2 To acquire knowledge about ethical and aesthetic doctrines in the history of philosophical thought.
CLO 3 To develop the ability to critically evaluate theoretical ideas and independently study them.
CLO 4 To instill tolerant and pluralistic qualities in approaching the customs, traditions, and worldviews of various peoples.
CLO 5 To be able to analyze the relationship and mutual influence between morality and art.
CLO 6 To gain theoretical knowledge about the history of art and the characteristics of its branches.

<b>Course Learning Outcomes for the subject “Psychology” (CLOs)</b>
CLO 1 To acquire knowledge about the subject and methods of psychology, its place within the system of sciences, main branches, and primary directions of psychological thought development.
CLO 2 To have an understanding of the structure of the human psyche, the role of consciousness and unconsciousness in behavior regulation, as well as motivation and psychological regulation of behavior and activity.
CLO 3 To possess knowledge of the main categories and concepts of psychology, cognitive, emotional-volitional, and motivational spheres of the psyche, personality, characteristics of personality development and formation, thinking, communication and activity, temperament, character and abilities, and issues of education and self-development.
CLO 4 To be able to analyze professional and problem-based learning situations, organize professional communication and interaction, individual and collective decision-making, and reflection.
CLO 5 To be capable of diagnosing individuals' personal and psycho-psychological characteristics, as well as their cognitive and professional activity styles.
CLO 6 To apply the acquired knowledge in solving various practical psychological problems and decision-making processes across different fields, including pedagogy in education, industry and commerce, as well as combating unlawful behavior.

<b>Course Learning Outcomes for the subject “Theory of Argumentation” (CLOs)</b>
CLO 1 To acquire knowledge about the subject of argumentation theory, its main concepts and categories, and contemporary argumentation models.

CLO 2 To identify the key features of argumentative discourse and its logical, psychological, and rhetorical components.
CLO 3 To be able to distinguish between well-founded and unfounded argumentation, as well as various argumentation methods and forms.
CLO 4 To develop the skills to present sound and convincing reasoning, and to adopt a conscious and responsible attitude toward others' speech.
CLO 5 To differentiate between various types of dialogue and to possess knowledge of the rules and methods for conducting debates and discussions.
CLO 6 To distinguish logically rational arguments from other types of arguments, to critically evaluate the opponent's position, and to identify errors, contradictions, and incorrect techniques in their reasoning.

<b>Course Learning Outcomes for the subject "Ancient Philosophy" (CLOs)</b>
CLO 1 To acquire fundamental knowledge of ancient philosophy.
CLO 2 To comprehend the development features and research focus of philosophical thought in the West, the initial conditions and factors shaping human worldview, the historical uniqueness of Western philosophical doctrines, and the interrelations among them.
CLO 3 To relate the past and the present in the history of European philosophy, to skillfully utilize key historical ideas, and to apply theoretical knowledge in practice.
CLO 4 To study the teachings and works of ancient philosophers and to learn how to express the meaning of philosophical texts in contemporary terminology.
CLO 5 To develop the ability to independently compare past philosophical problems with contemporary philosophy.
CLO 6 To learn how to apply modern analytical methods in historical-philosophical research.

<b>Course Learning Outcomes for the subject "Islamic Philosophy" (CLOs)</b>
CLO 1 To acquire an understanding of the formation and development characteristics of philosophical thought in the Islamic region; to study the various philosophical schools and doctrines that emerged in the Islamic East; and to analyze the philosophical heritage of regional philosophers as well as their contributions to universal philosophy.
CLO 2 To recognize the historical uniqueness of Islamic philosophical doctrines, to compare them with Ancient Greek philosophy, to skillfully utilize ideas of Islamic philosophy, and to apply the acquired knowledge in practice.
CLO 3 To comprehend the significance of the Muslim Eastern philosophers' contribution to global philosophy and to be able to apply the content of philosophical texts in the context of contemporary philosophy.
CLO 4 To independently analyze the main stages of development and the current state of Muslim Eastern philosophy, and to master the methods of relating past ideas to the present.

CLO 5 To acquire the ability to identify and analyze current issues in the history of Islamic world philosophy.

CLO 6 To be able to determine the place, role, and significance of Muslim Eastern philosophy in the history of world philosophy based on the acquired knowledge.

**Course Learning Outcomes for the subject “European Philosophy” (CLOs)**

CLO 1 To acquire knowledge about the historical development of European philosophy, the evolution of philosophical ideas, and the theories proposed by various schools.

CLO 2 To investigate, identify, and interpret the characteristic features of philosophical ideas, new directions, movements, doctrines, and schools that emerged in Europe during the Middle Ages and the Modern Period.

FIN 3 To develop the skill of working with primary sources in the history of philosophy.

CLO 4 To develop the skill in independently comparing historical philosophical issues with contemporary philosophy.

CLO 5 To evaluate the scientific and practical value of research questions in philosophy, and to approach the concepts obtained from the history of philosophy critically and creatively within a new intellectual framework, providing justification.

CLO 6 To possess extensive knowledge of the history of European philosophy and the ability to apply it in professional practice.

**Course Learning Outcomes for the subject “Modern Philosophy” (CLOs)**

CLO 1 To acquire scientific and theoretical knowledge about the system of new perspectives, contemporary schools, movements, and doctrines that emerged in the historical development of Eastern and Western philosophy, along with their main characteristics.

CLO 2 To gain knowledge about the influence and essential nature of Eastern and Western spirituality in shaping the course of historical development in the modern world.

CLO 3 To be able to explain the significance of the contributions of contemporary Eastern and Western philosophers to global philosophy.

CLO 4 To analyze the key factors that have influenced the development of worldviews among different nations and the emergence of new philosophical ideas within the intercultural development process between East and West.

CLO 5 To identify current issues in the history of world philosophy, independently analyze its present state, and develop the ability to connect past and present.

CLO 6 To evaluate the scientific and practical value of philosophical problems, and to approach concepts from the history of philosophy with a critical and creative mindset based on new intellectual perspectives, and to acquire the ability to justify them accordingly.

<b>Course Learning Outcomes for the subject “History of Philosophical Thought of Turkic Peoples” (CLOs)</b>
CLO 1 To acquire comprehensive knowledge about the philosophical and historical heritage of Turkic peoples.
CLO 2 To develop the ability to analyze texts and scientific-theoretical sources reflecting the historical development stages of Turkic philosophy.
CLO 3 To apply a systematic scientific approach in the study of contemporary Turkic philosophy.
CLO 4 To acquire the ability to analyze the unity of national and universal aspects in the development of philosophical thought.
CLO 5 To express critical views on theoretical knowledge and put forward independent judgments.
CLO 6 To apply the acquired knowledge in professional practice.

<b>Course Learning Outcomes for the subject “Philosophy of Politics” (CLOs)</b>
CLO 1 To approach political processes with a reformist and innovative mindset based on the analysis of the emergence and development of contemporary political categories such as democracy, human rights and freedoms, separation of powers, justice, order, etc., as well as their evolution in the history of political thought and interpretations in Western and Eastern political traditions.
CLO 2 To compare the evolution of socio-political thought across different historical periods, analyze key concepts, and evaluate their influence in the context of modern political processes.
CLO 3 To analyze the impact of political ideologies on national interests and their role in shaping them.
CLO 4 To read and analyze key scientific and theoretical doctrines that have influenced the formation of modern political systems using original sources.
CLO 5 To analyze and evaluate the ideological aspects of political parties and political leaders’ activities.
CLO 6 To identify and manage ideological components in the actions of the political elite and in the behavior of political masses.
CLO 7 To apply acquired methodological knowledge to conduct research and analysis in the field of political science.
CLO 8 To possess the competence to make effective professional decisions based on knowledge of the formation and development of socio-political institutions and processes.
CLO 9 To generalize and systematize information about political processes and, through critical analysis, propose optimal solutions.

<b>Course Learning Outcomes for the subject “Strategic Management” (CLOs)</b>
CLO 1 To be able to manage information resources strategically.
CLO 2 To formulate strategic goals accurately and conduct situational analysis during the strategy development process.
CLO 3 To perform assigned strategic management tasks in the context of information and psychological warfare.
CLO 4 To implement strategic management in political, social, and economic domains.
CLO 5 To possess the competence to make decisions, minimize risks in the decision-making process, implement strategies, and monitor their execution.
CLO 6 To apply strategic management methods in practice and evaluate their effectiveness.

<b>Course Learning Outcomes for the subject “Philosophy of Law” (CLOs)</b>
CLO 1 To acquire knowledge of the concepts of law and legislation, as well as the fundamental issues of jurisprudence.
CLO 2 To be able to solve tasks aimed at identifying the social essence of legal phenomena.
CLO 3 To be able to solve current issues in the philosophy of law.
CLO 4 To gain knowledge about the main philosophical and legal perspectives.
CLO 5 To develop a high level of legal awareness and legal culture.
CLO 6 To be able to apply the obtained scientific results and methods to the solution of theoretical and practical problems.

<b>Course Learning Outcomes for the subject “History of Azerbaijani Philosophy” (CLOs)</b>
CLO 1 To possess sufficient knowledge about the formation and development of philosophical thought in Azerbaijan, including various philosophical schools and teachings established in the country; to analyze the legacy of Azerbaijani philosophers and study their contributions to global philosophy.
CLO 2 To identify the historical uniqueness of philosophical doctrines in Azerbaijan and determine their interrelation with Ancient Greek philosophy.
CLO 3 To acquire knowledge about the emergence of philosophical ideas in Azerbaijan, the formation of comprehensive philosophical doctrines, the interaction between religious-philosophical teachings and movements that emerged locally, and the significance and regularities of Azerbaijani philosophy within the history of world culture.
CLO 4 To analyze the main stages of the historical development of Azerbaijani philosophy and its current state; to develop the ability to connect the past with the present.
CLO 5 To study the doctrines and works of Azerbaijani philosophers and apply the meaning and content of philosophical texts in the context of the modern world.
CLO 6 To apply the acquired knowledge in professional practice.

<b>Course Learning Outcomes for the subject “Fundamentals of Economics” (CLOs)</b>
CLO 1 To acquire knowledge of the main categories and concepts of economic theory; to study the behavioral principles of economic agents.
CLO 2 To become familiar with the concepts and directions of economics and analysis about economic models ; to gain an understanding of the role of the market mechanism in the economy and to develop initial skills in the content-based and formal analysis of economic events and processes.
CLO 3 To acquire knowledge of economic processes, economic mechanisms, economic resources, and economic laws.
CLO 4 To develop knowledge of the fundamentals of macroeconomics and microeconomics.
CLO 5 To evaluate the functioning principles of the market economy and the role and functions of the state within a market economy.
CLO 6 To analyze the decision-making mechanisms of economic agents and general economic indicators.

<b>Course Learning Outcomes for the subject “Civil Defense” (CLOs)</b>
CLO 1. To learn the classification and full characteristics of emergency situations, the history of civil defense, and its roles and responsibilities in emergencies. To comprehend the normative and legal documents related to civil defense.
CLO 2. To comprehend the role and duties of civil defense during peacetime and wartime in the modern era. To have knowledge of methods for preventing incidents in technogenic emergencies, and the behavior rules of the population under bacteriological, chemical, and radiation conditions. To comprehend quarantine and observation procedures, sanitation, area disinfection, decontamination in chemical poisoning sites, and deactivation methods under radiation conditions.
CLO 3. To have knowledge of the role and responsibilities of the state system in eliminating the consequences of emergencies. To learn about the formation of unarmed civil defense units.
CLO 4. To organize population protection during emergencies. To have knowledge of collective protection facilities and their usage rules, individual protective equipment, and how to use them. To be capable of evacuating the population during emergencies and efficiently organizing their protection.
CLO 5. To have knowledge of the procedures for organizing and conducting civil defense reconnaissance. To be able to operate radiation and chemical reconnaissance devices. To comprehend civil defense management, civil defense headquarters, and their main duties.
CLO 6. To have knowledge of methods for eliminating the consequences of emergencies. Organize and conduct rescue and other urgent operations at disaster sites. To learn the principles of preparing the population in the field of civil defense. To be able to provide first aid in disaster zones during emergencies.



