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## **LOGIC IN THE TEACHING OF PHILOSOPHY**

Correct reasoning increases the effectiveness of intellectual activity of any kind. However, the reduction in the terms of study in Belarusian universities has led to a decrease of the humanitarian disciplines. Unfortunately, the logic was among them. Moreover, in Belarusian secondary schools there is no such discipline as logic. Meanwhile, the need for a developed reasoning culture among students is very high.

In such situation it's justified to introduce logical topics into the teaching of other humanitarian disciplines, in particular, into philosophy. For example, the essence of notion can be explained during the analysis of Plato's theory of ideas or medieval problem of universals. When studying sophists, it's possible to dwell on the topic "Volume and content of notions" and to show on what logical errors sophisms are built. Revealing the essence of Bacon's idols doctrine, it's advisable to turn to rules and mistakes in the definition of notions. Description of notion, proposition and conclusion as forms of rational cognition is given in the epistemology section. While studying the philosophy of science it's also possible to pay attention to logic questions such as methods of cognition and argumentation. And this list can be continued. During seminars it's necessary to develop students logical abilities. Reports, abstracts, discussions, debates improve skills of using many logical operations. Teaching assistant should pay attention not only to the philosophical content, but also to its logical component.

Of course, studying logic elements in other subjects has one significant defect: it does not give the student a complete picture of logical knowledge. However, with a thoughtful and systematic integration of logic into other philosophical disciplines, it's possible to improve the students reasoning culture.

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## **EACHING LOGIC IN BELARUSIAN STATE UNIVERSITY OF INFORMATICS AND RADIOELECTRONICS**

In recent years, the teaching of logic in the Republic of Belarus is carried out in accordance with the educational standard of the Ministry of education "Higher education. The cycle of social and humanitarian disciplines"; at that, logic has the status of discipline, the teaching of which is carried out at the choice of students.

It is well known that logic (in all senses) is important and necessary in the process of learning, mastering new knowledge and professional competencies, understanding the flow of information, in the conditions of formation

and development of democratic processes in the post-Soviet space. However, the fact is the situation of constant sequestration of educational hours of philosophical, social and humanitarian block, and the leaving of logic "beyond the brackets" of compulsory discipline.

Belarus State of Informatics and radioelectronics is one of the few "islands" in the national education system, where logic is studied in the most faculties. In the taught course of logic, the teachers of the chair of philosophy strive to synthesize both the needs for training specialists and their general cultural and civic development. Formal sections of logic are the theoretical basis of cybernetics, computational mathematics and technology, information theory, i. e. those disciplines, that are basic in our university. Without knowledge of the principles and laws of logic, the modern methodology and logic of scientific knowledge is inconceivable. That is why the corresponding section is in the course "Philosophy and Methodology of Science".

Such position of the department finds understanding and support among the leadership of the university and the deans. In the next academic year, the course "Logic" is provided as a mandatory discipline at one of the leading faculties of the university. Thus, in the face of growing competition (including between the departments of universities), it is of fundamental importance to be able to defend and occupy a niche.

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### **З ІСТОРІЇ ВИКЛАДАННЯ ЛОГІКИ В КИЇВСЬКІЙ ДУХОВНІЙ АКАДЕМІЇ ХІХ ст.**

Логічну проблематику в ХІХ – початку ХХ ст. розробляли такі випускники і професори Київської духовної академії (далі – КДА), як Іван Михайлович Скворцов (1795 – 1863), Василь Миколайович Карпов (1798 – 1867), Йосип Григорович Міхневич (1809 – 1885), Орест Маркович Новицький (1806 – 1884), Сильвестр Сильвестрович Гогоцький (1813 – 1889). Памфіл Данилович Юркевич (1826 – 1874), Петро Іванович Ліницький (1839 – 1906).

Кожен з вищеперерахованих представників духовно-академічної філософії розробив авторську концепцію логіки, але при цьому об'єднувало їх те, що кожен з них намагався вирішити проблему реформування логіки як науки.

Загальною підставою актуалізації логіко-гносеологічних проблем у філософії КДА є типова для європейської культури ХІХ ст. тенденція диференціації наукових галузей через розділення їх предметів, пізнавальних засобів (методів), законів. Безпосередньою ж підставою стала спроба І. Канта розмежувати формальну логіку і гносеологію. Перша, на його думку, представляє формальне, аналітично-репродуктивне мислення і не має ніякого відношення до продукування знань про закони