



THE ROLE OF LOGIC IN THE FORMATION OF INTELLECTUAL CULTURE STUDENT'S IDENTITY

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Abstracts. The problems of modern education and distance learning are considered, the role of logic in the formation of the student's intellectual culture is emphasized.

Modern mass education – and this is a generally recognized fact – is losing its fundamental, socio-cultural and ideological dimension, turning into a narrow-profile training of specialists. On the one hand, this setup is natural. Business, economy, service and management spheres need professionals. On the other hand, the dynamics of the transformation of modern society, total digitalization leads to a rapid reduction of many mass professions. It is essentially impossible to say what the supply and demand in the labor market will be in 15-20 years. This follows from the synergetic nature of society, from the dialectic of uncalculated factors determining its progress. According to experts' forecasts, hundreds of millions of jobs will disappear due to lack of demand in the next few decades. And we are talking not only about representatives of mass professions, but also specialists with higher education – lawyers, accountants, administrators, technicians, engineers and even programmers. Artificial intelligence, automata, robots and BNICS technologies will come wherever the efficiency of their use is higher than the cost of implementation. In this regard, one can hear: they say, this has already happened in history. There will be new jobs, professions, activities, forms of communication, leisure activities, etc. However, today the situation is fundamentally different. The disappearance of jobs cannot be compensated for by new vacancies in the emerging sparsely populated economy. In the conditions of the growing wave of technological innovations, «superfluous» workers will simply have nowhere to move horizontally. And «vertical» involves retraining and retraining. However, this issue is by no means technical. You need to be able to study, like any other serious business in the world. And, in addition, cognitive abilities (like any other) people are different. The digital economy increases the entry barrier to skilled labor. Not everyone can overcome it. The remaining niches of labor, which are not yet amenable to automation and require only basic professional knowledge and skills, cannot be incentives for employees to increase their intellectual culture and desire for professional growth.

Currently, in most countries, funding continues from state budgets for the training of specialists whose skills are no longer in demand or are redundant in the labor market. According to statistics, the share of people working outside their specialty in the OECD countries currently accounts for about a third of all employed; in Russia, 47% of the population worked outside their specialty in 2020 [1, 10; 14]. The situation is similar

in our country. Its paradox is that education, being an expensive pleasure for both the state budget and the purses of consumers of «educational services», is largely out of sync with the needs of the labor market. And this affects the implementation of state development programs, the life plans of graduates, and the credit and debt burden of households.

In a situation of uncertainty and tsvisheism, the ancient pedagogical question – «who, what, and how to teach today» is of particular relevance. If the education system, as they say today, is the territory of «advanced development», then the problem of a person, his cultivation in the «horizon of personality» (V. Bybler) should be as important a task for this "territory" as digital and intellectual technologies, artificial intelligence and intellectualization of education. It is not difficult to «digitize» the brain and psyche of young people for a specialty. They have been prepared for such a prospect for a long time. The process of digital socialization of the individual begins today almost from infancy. The consequences and warnings associated with it are also widely known. «Algorithmization in school and university education threatens the robotization of consciousness, the loss of skills and the acquisition of a long cognitive evolution. There is a risk of losing the relationship between the artificial-instrumental and natural» [2, 71].

A formal alternative to a one-dimensional specialist can be a multidisciplinary amateur. That is, a person who is educated quite versatile, but does not have accentuated professional competencies. This practice is known from history: wealthy offspring of the upper classes were educated at prestigious universities «for the soul», status, prestige, interest in life, and so on. However, it is naturally not suitable for mass replication. It seems that in the context of the problems under consideration, the question of rethinking the role and importance of education in the aspect of the formation of students not only professional competencies (hard skills), but also personal qualities necessary for life in a changing society (soft skills) is of fundamental importance today. In the education system inherited from Soviet times, the main emphasis was placed on the development of intelligence and professional competencies, but not enough attention was paid to initiative and entrepreneurship. The innovative, creative economy is on the agenda today. In other words, the future of any country is determined (and tomorrow will be determined to an even greater extent) by human capital, the creative resource of society, not



only hard skills, but also soft skills, i.e. initiative, business acumen, willingness to take risks, creativity, etc. That is why it is of fundamental importance to focus education also on the students' soft skills, i. e. on their intellectual culture and psychology, the formation of the orientation of consciousness, including attitudes to creative actions. Soft skills are inextricably linked to the general culture of the individual.

Personal culture is a multifaceted concept. It covers the entire spectrum of actualized «essential forces» (Marx) of man. These forces are rooted in the biosociospiritual nature of the individual and are revealed through his feelings, intellect, imagination, intuition, needs, motivation and will to act. They receive (or do not receive) their development in the processes of socialization and individualization of a person, «casting» in his personal culture – physical, psychological, social, communicative, household, moral, aesthetic, religious (atheistic), environmental, professional, etc. The integral denominator of all these dimensions of a person's cultural existence is his intellectual culture. It can be defined as a universal resource of an individual that allows him to adapt to life in society (in a broad sense), self-determine, build his life strategy and purposefully implement it. However, it should be emphasized that intellectual culture (as well as intelligence) does not exist in its «pure» form. Intelligence (mind) in terms of content includes knowledge (accumulated cognitive experience), speech (the ability to express, convey thought), logic (the ability to structure the conceivable content), understanding (the ability to comprehend the significances, meanings and values, states of another person), actions (various forms of individual activity, his interaction with the surrounding world). The inclinations, analytical abilities of a person and his intellectual competencies are also important [3, 167-168]. The cultivation of intellectual culture is the process of fine-tuning a person's mind both to the facts and phenomena of reality, and to their own inner world. By «tuning» (focusing) of the mind, we mean «understanding» training and education of the student, which is implemented primarily through the education system. «Understanding» (intelligent) means accepting taking into account his physiology and psychology, using the arsenal of didactic educational opportunities that are associated with advanced pedagogical practices. Today, such opportunities include Internet resources and online distance learning. Distance learning, as evidenced by the experience of their use (the covid-19 pandemic contributed to its intensification to a large extent), should be considered as a useful addition to classical, traditional forms. Their advantages and disadvantages are quite representatively described in the literature, including in this collection.

Important conditions for the success of distance learning are the motivation of the student and his ability to work independently with various sources of

information. This kind of skill presupposes the presence of certain logical competencies in the student. These include the skills of systematization of information, its analysis, the ability to consistently and not contradictory express their thoughts, give definitions, reasoned discourse, identify and understand the nature of logical errors, including paralogisms and sophisms, critically perceive and analyze all kinds of network trolling, etc. Logic as the science of forms, structures and laws of correct thinking, is precisely designed to form appropriate cognitive competencies. However the use of remote technologies in the study of logic has its own specifics. First of all, this process assumes a high internal mood of the student for the learning process, a willingness to work systematically and purposefully. In those terms, I think, the intensity of his contacts with the teacher is important, the development of his understanding of the meaning of logical education, understanding that logic is the «framework» of the intellectual culture of the individual, the form of its existence and manifestation. This framework can gain real «strength» only in the processes of the most diverse interactions of the subject – disputes, disputes, resume compilations, interviews, preparation of texts, public speeches, etc. An important task of logic education is to promote the development of reasoned critical thinking among students. I would like to emphasize the last point especially in connection with the waves of all kinds of fakes and disinformation flooding the modern information space. Only a knowledgeable person can critically evaluate it. As a moment of a propos, we note that the possibility of increasing the intensification of teacher-student communication provided by online learning requires, as it seems to us, appropriate normative regulation and revision of the load structure. And as a general conclusion: mastering the logic course is not only an integral component of an individual's intellectual culture, but also a tool for forming her soft skills.

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