

UDC 159.955.1

CONTRIBUTION OF Y.S. LADENKO INTO SOCIALIZATION OF GENETIC LOGIC IDEAS

A.Y. Kuznetsova

Federal state budget institution of higher education "Novosibirsk state pedagogic university", Novosibirsk, Russia (630123 Novosibirsk, 28 Vilyuiskaya st), e-mail:phileducation@yandex.ru

A high evaluation of part, played by one of the greatest domestic scientists of the XX century, Yosaf Semenovich Ladenko in comprehension and practical realization of social intellectualization is given. It is underlined that in its history, step by step along with the process of scientific development, the society gradually makes progress in socialization of intellectual achievements. The latest step in intellectualization of society is mastering computer technics in the XX century. We can outline fundamental contribution of works by Y.S. Ladenko into developing methodology of intellectual systems (IS). A special place in theory of intellectual systems is left for computerization and idea of collective thinking. It was shown that in process of developing methodology of IS Y.S. Ladenko used concepts of genetic logic. Socializing ideas of genetic logic as logic of collective thinking have become contribution of the outstanding scientist into modern process of social intellectualization. It is claimed that works of Y.S. Ladenko on intellectual systems in education formed a foundation to fundamental development of modern philosophy of education.

Key words: Y.S. Ladenko, logic, genetic logic, intellectualization, intellectual systems, collective thinking, socialization.

One of the greatest scientific activists of the XX century in the area of social intellectualization and education Yosaf Semenovich Ladenko developed a methodology of intellectual systems at the foundation of studying principles of genetic logic of thinking, problems of modelling thinking, and other problems of intellectualization in 1970-ies. Y.S. Ladenko shared his scientific achievements actively throughout his society. Significance of activity, aimed to socialize scientific ideas is defined by the fact that fundamental scientific research find their practical significance in case they are mastered and accepted not only by scientific society and specialists of narrow scientific expertise, but also introduced into everyday life of society [1]. Realizing dialectic role of thinking activity of scientists in developing the society, Ladenko writes in his "Methodologic concept of developing area of intellectual systems" on need for a developing society, its practical and economic life in consumption of new theoretic knowledge [2]. Thinking of each epoch as a historical phenomenon differ in its form. The history shows us that enlightenment activity of Thales of Miletus was required to master Egyptian mathematics in ancient Greece. This new knowledge led the Greek to a fundamentally new way of thinking. The new way of seeing the world was defined by intellectual work in painting. Perspective painting of Leonardo da Vinci, Michelangelo, and Rafael resulted in spread of new form of thinking on human and the world.

Through time mechanisms of connecting new thinking with social life, channels of broadcast, socialization of knowledge become more complex. In the XX century another demand for emergence of new form of thinking was placed by digital-calculative science and technics. Y.S. Ladenko proves that it is necessary and possible to broaden the process of socializing a new knowledge through organization of IS. Within IS certain intellectual functions of human is transferred to more or less

developed means of calculative technics. “Combination of such means with natural organs of specialists and management of their work by a general programme creates a special type of education, called intellectual system” [2, p.12].

Mass practice of connecting a specialist with computer and software, provided that intellectual functions are distributed between them, will lead to confirmation of a new thinking form that will answer to demands of society in the XXI century. His vision of the phenomenon of intellectual systems Y.S. Ladenko formed according to the results of studying principles of genetic logic: “Gnoseologic concept of developing intellect (1975); “On modelling logical structure of scientific research” (1976); “Automatization of intellectual processes and humanist science” (1977). Deepening of understanding logic processes was enabled by studying processes of reflection and their relation to self-organization of intellectual activity: “On role of reflection in self-organization of intellectual systems” (1989) [7]. Developing ideas of genetic logic became the foundation of science “intelelctics”, developed by Y.S. Ladenko, - a science on intellectual systems and intellectual creativity (1990): “Reflection and self-organization of intellectual system” (1991).

Substantial-genetic logic was developed in the middle of the XX century as an opposition to formal logic. Unlike the dialectic logic, aimed to construct double contradictive claims that refer to thinking of one individual, substantial-genetic logic also studies similar double contradictive, opposite claims, but referring to thinking of many that are defined by many different positions [1]. A special feature of concepts in genetic logic consists in transition from thinking of a single subject to collective thinking, defined by collective nature of thinking. Such reflection of substantial-genetic logic allowed us to study processes of collective nature of thinking, from the point of emergence of a new idea [3]. In 1991 Y.S. Ladenko wrote: “Generally speaking, formal logic has found its appropriate place. It was studied as a toolset of broadcasting a prepared knowledge, in the contrary to dialectic logic that represents a toolset of apprehending thinking, means of receiving new theoretic knowledge” [1, p.17]. “... Substantial logic, unlike formal, studies methods, means, and ways of scientific thinking” [1, p.18]. Affirming and developing genetic logic and methodology of intellectual systems, Y.S. Ladenko consistently undertook socialization of his scientific ideas. His scientific-theoretic work was attended by continuously active system of seminars and scientific conferences. Socializing ideas of genetic logic and methodology of intellectual systems was supported by regular seminar “Intellectual systems in science and education”, held in Novosibirsk university from 1980 to 1996 under his supervision. In Novosibirsk Y.S. Ladenko organized and held tens of scientific and scientific-practical conferences. Participation of the most competent scientists in areas of thinking psychology, reflection, philosophy, methodology, logic, pedagogy of creativity in these conferences was combined with introducing a wide range of specialists, involved with scientific knowledge, ad it established a direct contact between theory and practice, required for socialization of ideas. As a

result, all scientific-enlightenment activity of Y.S. Ladenko on developing theory and models of intellectual systems, holding the corresponding seminars, conferences, and symposiums was directed towards mastering ideas of substantial-genetic logic by his society. In wide, mass mastering of methods, means, and ways of modern scientific thinking the scientist saw preparation of society for its necessary step in the way of intellectual development.

Bibliographic list

1. Y.S. Ladenko Formation and modern development of genetic logic ideas: Methodical material // Novosibirsk state university, Novosibirsk, 1991, 36 p.
2. Y.S. Ladenko Methodological concept of developing area of intellectual systems // Methodological concepts and schools in USSR (1951 – 1991): History, origin, and perspective: Materials of international scientific conference of Sep. 22-44 1992, Novosibirsk. Novosibirsk, 1992, ed. 1. P. 7-15.
3. Y.S. Ladenko Problem of reflection in genetic logic // Reflective processes and creativity: Thesis of report and message for all-Union conference of Apr. 3-5 1990. Novosibirsk, 1990, p.1, p.84-86.
4. A.Y. Kuznetsova Philosophy of education in works of researchers of the XX century // Siberian pedagogic magazine. 2012, №4, p. 21-26.
5. A.Y. Kuznetsova Humanization of education and intellect. Novosibirsk state pedagogic university. Novosibirsk, 2006. (Ed. 2).
6. A.Y. Kuznetsova Self-knowledge of a person and harmonizing education // Intellect, culture, education. Novosibirsk state university, Novosibirsk state conservatory, Institute of philosophy and right of Siberian department of Russian science academy, Institute of intellectual innovation and problems of consulting. Scientific council of Russian authors society on philosophic and pedagogic problems of education. Novosibirsk, 1994, p. 67-68.
7. Y.S. Ladenko Reflection and self-organization of intellectual systems // Messenger of high School, 1991, №6, p. 41-46.
- 8.