

LVIV-WARSAW SCHOOL AND THE VALUE OF LOGICAL AND ETHIC EDUCATION

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The analysis of philosophical and pedagogical reflections on the value of logical and ethic education is carried out in the works the majority of representatives of the Lwow-Warsaw School (LWS). By the mind of author this text, even in spite of the dominance of scientism in culture of this period, pupils and students of K.Tvardovsky (lieder of LWS) defended the value of logic, ethic and esthetic too for man and society, seeing in it the path to criticism, unity and progress.

Key words: *Lwow-Warsaw School, logical education, ethic education, philosophy of education.*

The work outlines the value of logical and ethic education from the perspective of prominent Ukrainian and Polish scientists - representatives of the world-famous intellectual formation «Lwiw-Warsaw School» (LWS) (1895–1939). The choice of the topic of the article is determined on the one hand by the situation of contemporary depreciation of logical education, when the media is able to make any order truly desirable, useful or necessary. On the other hand, estimation by the founder and creator of the LWS, Polish philosopher Kazimierz Twardowski, of general logical education, like general grammar education, has a certain quantum of knowledge and experience of specific skills. The analysis of philosophical and pedagogical reflections on the value of logical education is carried out in the works of such representatives of the LWS as Kazimir Aydukevich, Stepan Balay, Gabriel Kostesnnik, Alexander Kulchytsky, Tadeusz Kotarbinsky and Tadeusz Chezhovsky. It was found that raising the level of logical education to the level of language education was perceived by students Twardovsky fulfilling one of the responsibilities of a professional philosopher, whose task – not only to extend the logical knowledge, but also do everything possible to logical education became a value for man and society. Such an instruction of the representatives of the LWS was based on the conviction that logical values are not metaphysical subjects, for example, «the thing itself», but such subjects that can be known and appreciated by a person in his life. It was found out that Twardovsky's school distinguishes logistic definition of the essence of rational forms of cognition and cultivating their value in everyday and in science. Worthy of note is the model of the logical education of the LWS, the peculiarities of which are to go beyond formal logic in favor of the theory of knowledge, semiotics and methodology, as well as the orientation to life. Even in spite of the dominance of scientism in culture, Twardovsky's pupils and students defended the value of logical culture for man and society, seeing in it the path to criticism, unity and progress.

Lieder of Lviv-Warsaw School Kazimierz Twardowski accents on the ethic problems of education too. He investigates the logic and psychology of act, its character, varieties, and results. There are we meet with the problem of acknowledgement of somebody right on the act, responsibility for it, the problem of guilt and merit. In all his texts from Ethics Kazimierz Twardowski [1; 2; 3] affirms that the act is the result of decision; decision is consequence of character.

By the mind of K.Twardowski, the creation of the ethic motives of behavior is the field of Pedagogic, Religion, and Jurisprudence. The base of such education may be obediently and following in the actions. The principles, which are in the centre of attention, have the empirical character and come from the observations on society life, people's needs, the demands of order and collaboration. K.Twardowski attaches great importance to forming of character of the own example. So he detail describes B.Franklin life as the good case of self work/

K.Twardowski in his lectures liernes his students and pupils many time dedicated the duties to self forming own virtues. Especially he names the duty of intellectual education of Esthetic. On his mind the

honor, generosity, honesty name as compulsory virtues are proper conditions of normal development of society and intellectual and psychological spheres of person's life and its active part in social processes.

References

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