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КРИТИЧНЕ МИСЛЕННЯ В ЦИФРОВОМУ ДИСКУРСІ.

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CRITICAL THINKING IN DIGITAL DISCOURSE

Анотація: За останні два десятиліття в особистісних сферах людського існування відбулися глобальні зміни, на які перш за все, вплинула віртуалізація – рух від реальної форми існування до цифрової, симуляційної, створеної за допомогою високих технологій. Розглянуто процес віртуалізації та її вплив на розвиток науки та освіти. Досліджено зовнішні та внутрішні чинники, що впливають на даний процес. При цьому увагу акцентовано на базові навички критичного мислення – вміння мислити аналітично та логічно, уміння оцінювати та розмірковувати, аргументувати, приймати самостійні рішення. Стверджується, що саме філософія як константа інтелектуальної культури соціуму може дати об'єктивний аналіз феномену цифрової реальності як фактору зниження ризиків розвитку інформаційного суспільства.

Мета статті – дослідити як працює критичне мислення в цифровому дискурсі, виявити його наукові підстави, окреслити межі та евристичний потенціал. Відповідно, об'єктом дослідження постає цифровий дискурс. Предмет дослідження-евристичний потенціал критичного мислення.

Ключові слова: цифровізація, філософія, критичне мислення, наука, віртуальна реальність, штучний інтелект, логіка.

Abstract: Over the past two decades, global changes have taken place in the personal spheres of human existence, which were primarily influenced by virtualization - the movement from a real form of existence to a digital, simulated one created with the help of high technologies. The virtualization process and its influence on the development of science and education are considered. The external and internal factors influencing this process were studied. At the same time, attention is focused on the basic skills of critical thinking - the ability to think analytically and logically, the ability to evaluate and reflect, to argue, to make independent decisions. It is argued that it is philosophy as a constant of the intellectual culture of society that can provide an objective analysis of the phenomenon of digital reality as a factor in reducing the risks of the development of the information society.

The purpose of the article is to investigate how critical thinking works in digital discourse, to reveal its scientific basis, to outline its limits and heuristic potential. Accordingly, the object of research is digital discourse. The subject of research is the heuristic potential of critical thinking.

Keywords: digitalization, philosophy, critical thinking, science, virtual reality, artificial intelligence, logic.

Characteristic features of the virtualization of modern culture are: freedom of access, openness for members of the information society (those who own electronic resources); remoteness; activity in gaining access to electronic information, the opportunity to participate in the formation of the content of information, the absence of strict rules and regulations, the dominance of visual, entertaining, playful nature

associated with the programming of actions. Human-created information objects instantly become available to the community and are overgrown with new interpretations. More and more spheres of human activity are subject to virtualization. In this way, the border between reality and virtuality is blurred. obeying the principles of both the physical and the informational supernatural world. Let's turn to the terminology of virtual communication, which has become a space for mega-communication "everyone with everyone". The virtualization of culture and the human life world has given rise to the phenomenon of virtual communication, which is defined, in very general terms, as interaction, communication with a remote partner or group using a computer and telecommunication systems.

The desire to use technology in a certain area is connected with the desire for a happy, fulfilling life. However, with the strengthening of the technological factor in the human life world, there are no qualitative changes in the emotional sphere, only the possibilities of overcoming the limitations of space and time, and managing external circumstances are expanding. In the conditions of the information environment, a person finds not only new opportunities and freedoms, but also dependencies, the main of which comes from virtual communication itself. Its essence is the desire for a constant presence on the Internet, fear of reality and interpersonal communication, loss of interest in life. Constant presence on the Internet, the need to interact with virtual partners leads to neglect of one's own health, real social connections, weakening of cognitive and creative activity, dominance of a passive form of perception of reality. Serious risks are also associated with the transfer of values to virtual worlds, social networks, which complicates real communication and the possibility of solving life problems, which increases destructive thinking and self-destructive behavior.

In the humanities, the problems of the development of virtual reality and culture became the object of attention of representatives of postmodernism such as J. Baudrillard, F. Jamison, J. Lyotard, P. Virillo, J. Deleuze, S. Žižek, M. Heim, N. Karpitsky and others. The essence of a person's entry into virtual culture was studied in the most detail by J. Baudrillard, who determined the logical status of simulation in the context of the formation of "hyperreality", which absorbs and cancels reality. He

believed that the development of science and the world of things led to the appearance of this quasi-reality: "The very definition of reality shows: it is something that can be equivalently reproduced. This definition arose simultaneously with science, which postulates that any process can be accurately reproduced under given conditions. As a result of this reproducing process, it turns out that reality is not simply what can be reproduced, but what has already been reproduced. Hyperreality" [1,151]. Speaking about the consequences of the development of virtual hyperreality, J. Baudrillard gives two assessments of it. On the one hand, he predicts the cloning of the universe as an unconscious choice of humanity itself, which abandoned its natural state in favor of an artificial, more viable and efficient one. On the other hand, he claims that the unrestrained development of the virtual will lead to an implosion, i.e. blurring the boundaries between real and alternative worlds. In both cases, subject-object relations are replaced by object-subject relations, when things, man-made products begin to absorb their creator, manipulate him, make him dependent on his functioning.

Thus, virtual communication in the information world becomes not only a means of communication, a communication technology for subjects distant from each other, but also an independent phenomenon that acquires its own value and influence on a person who is experiencing the phase of virtualization of his own personality. Virtualization processes affect the development of science and education.

The influence of science on a person is twofold. Before offering real knowledge to man, science destroys many fictitious ideas that for a long time seemed to be real knowledge. Before implementing new means of practical domination over the world, she mercilessly discredits the tools of fictitious influence on reality, the reliability of which until a certain time did not cause anyone to doubt. Science destroys false and naïve confidence, often unable to immediately propose a new one that is just as strong, broad, and subjectively satisfying.

Born science does not grow in an atmosphere of acutely experienced ignorance. On the contrary, it everywhere invades the sphere of already formed truths, comforting predictions and artificially smoothed contradictions. Science does not bring general knowledge, but logically and empirically confirmed knowledge that covers a rather

narrow range of phenomena at each moment. The number of explanations it provides is simply out of proportion to the number of pseudo-explanations it rejects. And this is the situation not only of the emergence of science, but also of every new significant discovery. Therefore, science brings a person not only new knowledge and opportunities, but also the first born conscious ignorance - the understanding that there are objectively impossible events, practically unsolvable tasks, uncertain life situations. The demand for divination and miracles is now presented to science itself. In principle, what is expected from her is what was previously expected from mysticism, astrology and black magic, that is, comforting omens, recommendations that would eliminate the dangers of personal choice, etc. It is about the need to solve problems with the help of ready-made, prescriptive knowledge, so that a person's decisions and choices are necessarily based on reliable cognitive guarantees that would eliminate the dangers of personal choice. This does not mean that meaningful ignorance immediately becomes a mass gain.

The false unity of science and ordinary consciousness within the limits of the scientific ideology can be destroyed only if science renounces messianism, and ordinary consciousness accepts the cognitive situation with which its scientific research actually confronts it. The latter presupposes a person's willingness to act at his own peril and risk, to act unconditionally in conditions of uncertainty, when the outside world lacks the necessary target orientations. This readiness can be realized based on the development of critical thinking.

Critical thinking is used to solve such problems that require a search process, and in an uncertain field, when it is not known in advance where to look for those ideas, concepts and judgments that can be applied to solve the problem. Philosophy is a way of critical thinking that allows you to question and determine the essence of various phenomena and problems. The result of critical thinking is the understanding of deep problems and the development of new approaches to their solution. Critical thinking in philosophy involves analyzing arguments, identifying their weaknesses, and understanding their meaning.

Philosophy as critical thinking introduces us to an open field of discussion and allows us to identify and compare different approaches to problems. Philosophy helps to develop thinking, analytical and creative skills, which are necessary in many areas of life. Critical thinking in philosophy stimulates our cognitive desire, which in turn contributes to our personal and professional development.

Science presupposes and appeals to human critical thinking. Critical thinking is a necessary skill and a vital resource of a modern person. Such thinking is based on the laws of logic and on the understanding of the psychological processes that occur in our consciousness. It is a tool for solving problems, managing one's own perception, self-improvement, it is not only the ability to criticize, but also the ability to think, to think well, to make well-thought-out successful decisions. This thinking is independent, it has an individual character. Our thinking is associative: from a psychological point of view, the knowledge that we receive in the context of what we already know and learned is stronger and more meaningful. Conversely, information is quickly lost if it is offered without context or without connection to existing knowledge.

A critical thinking person is a person who is able to clearly identify a problem that needs to be solved, knows how to independently find, process, analyze and evaluate certain information and is open to the perception of other opinions. Everyone forms his own ideas and beliefs, but he has the right to accept the opinion of another person, if his argumentation is stronger.

These mental operations can and must be learned and improved. The development of critical thinking is important for both children and adults, because in a world where there is an information war and fake news, it is important to be able to recognize information, analyze sources and motives, and make informed decisions.

The ability to think critically helps us in almost all areas of life: in building relationships with loved ones, finding a partner, developing our hobbies and, of course, in our career. In education, this skill helps to highlight the main points, structure information, find arguments for defending one's point of view, or vice versa - to find weak points in the opponent's reasoning. In future work, it will help to find non-standard solutions to problems, to communicate with the team and clients and to defend

one's point of view. In everyday and personal life, soberly assess the situation. The ability to critically evaluate information, analyze situations, distinguish facts from assumptions and solve problems becomes a determining factor that contributes to efficiency and success in various fields of activity. Critical thinking is used to solve such problems that require a search process, and in an uncertain field, when it is not known in advance where to look for those ideas, concepts and judgments that can be applied to solve the problem.

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**КВАЛІФІКОВАНІ ПОЖЕЖНИ В МІСЬКИХ ПОЖЕЖНИХ КОМАНДАХ
УКРАЇНИ В ПЕРШІЙ ПОЛОВИНІ 1930-Х РОКІВ**

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