

Third International Scientific Conference

PHILOSOPHY NOWADAYS

TRADITIONS. INNOVATIONS. EDUCATION



09.09.-12.09.2021

VARNA

"QUANTUM SCIMUS, GUTTA EST, IGNORAMUS
MARE"

*"What we know is a drop, what we don't know is a
sea"*

THIRD INTERNATIONAL SCIENTIFIC CONFERENCE

Philosophy Nowadays:

TRADITIONS, INNOVATIONS, EDUCATION

09 - 12 September 2021, Varna, Bulgaria

Organized by:

Institute of Philosophy and Sociology – Bulgarian Academy of Sciences

Azerbaijan National Academy - Institute of Philosophy

Faculty of Philosophy, University of Bucharest, Romania

Institute of Political Science and International Relations “Ion I.C. Brătianu”, Romania

Department of Philosophy, University of Liège, Belgium

Institute of Philosophy, Slovak Academy of Sciences

CESNA-B, Serbia



Bulgarian Academy of Sciences

Institute of Philosophy and Sociology

THIRD INTERNATIONAL SCIENTIFIC
CONFERENCE

Philosophy Nowadays:

TRADITIONS, INNOVATIONS, EDUCATION

Place: Creative House of BAS in Varna, Bulgaria

Opening: 10 September 2021

The conference will bring together participants from several countries to discuss from philosophical point of view a range of problems of cultural,

educational, scientific policies in the European countries, the Balkans and Central Asia. The program of the conference is organized in the following main panels:

Philosophical and Educational Perspectives on Implicit Knowledge

Global Role of Education: What/where does the Digital Transformation of Education Lead to? Digital transformation, social and culture challenges.

Logical Models, Analyses and Explanations of Cognition

Varieties of Fictionalism

The Philosophy of Ludwig Wittgenstein

The official language of the Conference is English.

We are glad you are part of this event!

Organizing committee

CONFERENCE PROGRAMME

SEPTEMBER 09

18.00-19.00 THE LEGACY OF BERON (in Bulgarian)

1. Prof. Martin Tabakov (Bulgaria)

Vasil Beron as a European Scientist!

2. Assoc. Prof. Doroteya Angelova (Bulgaria)

The Logical Ideas of Vasil Beron.

3. Svetlana Nancheva, PhD Student (Bulgaria)

Development and Transformations of the Picture of the World in Didactics. From Jan Amos Komenský and Dr. Petar Beron to the Didactics of the 21st Century.

The panel is part of the current research project of IPhS – BAS ‘Analysis and philosophical understanding of the role of the Berons’ family for the spiritual development of Bulgaria and its integration into world culture’, funded by the National Research Fund of Bulgaria – Competition Session 2017, contract ДН 15/13 of 18.12.2017.

SEPTEMBER 10

09.45-10.00 OPENING CEREMONY

Welcoming speech:

Prof. D.Sc. Vesselin Petrov

Director of IPS-BAS

10.00-12.00 SESSION 1

*Philosophical and Educational Perspectives on
Implicit Knowledge*

Chair: Assoc. Prof. Marina Bakalova

1. Prof. François Beets (Belgium)

Symphonia and Harmonia. Is Synesthesia implicit Knowledge?

2. Prof. Vesselin Petrov (Bulgaria)

Feedback loops in learning processes

3. Assoc. Prof. Marina Bakalova (Bulgaria)

Implicit Conceptual Content

4. Assist. Prof. Petar Iliev (Bulgaria)

On the connection between philosophy of education and real-life schooling

5. Assoc. Prof. Rosen Lutskanov (Bulgaria)

Learning from disagreement: lessons from social epistemology

12.00-14.00 LUNCH

10.00-12.00 SESSION 2

Logical Models, Analyses and Explanations of Cognition

Chair: Assoc. Prof. Doroteya Angelova

1. Assoc. Prof. Doroteya Angelova (Bulgaria)

Fuzzy Logic and Fuzzy Sets in Medicine

2. Assoc. Prof. Kristiyan Enchev (Bulgaria)

Fiction and Figure

3. Assist. Prof. Daniela Ivanova (Bulgaria)

Scientific Hoaxes or Can we talk about knowledge if we give up from standards for epistemic justification?

4. Assoc. Elena Tzvetkova (Bulgaria)

Cases of misunderstanding: reasons why conversational implicatures might fail

5. Prof. Andrew Schuman (Poland)

Logic, Stress, and Satisfaction

12.00-14.00 LUNCH

14.00-16.00 SESSION 3

Varieties of Fictionalism

Chair: Assoc. Prof. Petia Todorova

1. Assoc. Prof. Martin Vacek (Slovakia)

Dispensing with Parsimony

2. Assoc. Prof. Petia Todorova (Bulgaria)

Fictionality and fantasy

3. Assist. Prof. Boris Nikolov (Bulgaria)

Fictionalism and the ontology of mathematical objects

4. Assist. Prof. Radostina Minina (Bulgaria)

Embodied personal narrative - biological vs psychological criteria for personal identity

5. Assist. Prof. Lina Georgieva (Bulgaria)

MMORPG as educational tool in philosophy

6. Zornica Draganova, PhD (Bulgaria)

Cultural micro entrepreneurship: ideas, practices and problems

14.00-16.00 SESSION 4

Digital education and the global COVID crisis

Chair: Assoc. prof. Blagovesta Ilieva

1. Researcher Gabriela Tănăsescu (Romania)

Pre-pandemic educational use of online courses: Michael Sandel's experiment and experience

2. Assist. Prof. Iva Manova (Bulgaria)

Italy's experience in tackling the challenges posed by distance learning during the COVID-19 pandemic

4. Assist. Oana Șerban (Romania)

Resilient Education: Leftist and NeoLiberal Insights of Post-Covid Meanings of Equity in Academic Environments or what happens when your home turns into a classroom?

5. Assist. Prof. Diana Petrova (Bulgaria)

Modern classroom: the benefits of Flipped education in Spain

6. Assist. Sylvia Pencheva (Bulgaria)

Challenges and opportunities in the field of education in the context of the global COVID crisis"

16.00-16.30 COFFEE-BREAK

16.30-18.30 SESSION 5

Where does the Digital Transformation of Education Lead to?

Chair: Assoc. Prof. Mariana Todorova

1. Assoc. Prof. Mariana Todorova (Bulgaria)

What does the Digital Transformation of Education Lead to?

2. Jerome Glenn, Executive director, Millennium project, (Washington DC, USA)

AI augmented learning

3. Prof. Yunsook Park (South Korea)

Future Education after the Link of Neuralink & AGI robots

4. Prof. emerita Sirkka Heinonen (FFRC, Finland)

Continuous learning creates futures resilience

5. Michele Notary (Switzerland)

Future of school education, to be confirmed

6. Assoc. prof. Blagovesta Ilieva (Bulgaria)

The Future of Education: Pushing Against the Conventional Prognostic Horizon.

1. Assoc. Prof. Hristina Ambareva (Bulgaria)

Digital competencies for 21 century (presenting the REFORM project)

2. Prof. Olga Dolska (Ukraine)

Embodied rationality and Constructivist Ethics (Reflections on Modern Education)

3. Prof. Slobodan Nešković (Serbia)

Digital Transformation, information security and logistics in the context of social development

4. Dragan Kolev (BiH)

Satisfaction of students at the University of Belgrade with online teaching

5. Prof. Henrieta Șerban (Romania)

Digitalization: the world of assessment vs. the world of becoming

6. Dr. Khaver Ahmadova (Azerbaijan)

Aesthetics of the digital world

SEPTEMBER 11

SATURDAY

10.00 – 12.00

SESSION 6

Digital competencies, social and cultural challenges

Chair: Assoc. Prof. Hristina Ambareva

12.00-14.00

LUNCH

14.00-16.00

SESSION 7

Digital transformation and religious challenges

Chair: prof. Bogdana Todorova

1. Prof. Ilham Mammadzade (Azerbaijan)

AI and the actuality of some philosophical problems

2. Prof. Cafer Yaran (Turkey)

Experiential Ideas about Online Education: Advantages and Disadvantages from the Philosophical and Theological Perspectives

3. Prof. Kerem Karabulut (Turkey)

Pandemia, Education and Development

4. Bunyamin Seyidov, PhD (Azerbaijan)

Digital transformation-Socio-cultural problem or progress?

5. Muhammad Asif Noor (Pakistan)

Emerging Trends and Challenges to Higher Education in Pakistan in Post COVID-19

16.00-16.30 COFFEE-BREAK

16.30-18.00 SESSION 8

Digital education and moral dilemmas

Chair: Assist. Prof. Iva Manova

1. Prof. Mihaela Pop (Romania)

Artistic postmodern education and the pandemic period

2. Assoc. prof. Sevinc Hesanova (Azerbaijan)

Ethical issues, cultures and artificial intelligence

3. Assoc. Prof. Lorena Stuparo (Romania)

Moral values in school as a possible solution to the challenges of digital education

4. Prof. Constantin Stoenescu (Romania)

Virtual Agora, competence criteria and the problem of expertise

5. Prof. Zohra Aliyeva and Jamila Hashimova (Azerbaijan)

Future of the soul in the digital age

6. Darko Lojaničić, MA, Radojko Lojaničić, PhD, Ivana Tomić, MA (Serbia)

Digitalization of economic diplomacy and media management in modern processes of Globalization

14.00-16.00 SESSION 9

Section 1

The Philosophy of Ludwig Wittgenstein

Chair: Assoc. Prof. Marina Bakalova

1. Prof. Nikolay Milkov (University of Paderborn, Germany)

Making Sense of Wittgenstein's Tractatus

2. Prof. Miroslava Trajkovski (University of Belgrade, Serbia)

Wittgenstein's attack on Frege's judgement-stroke

3. Assist. Prof. Jack Manzi (University of East Anglia, England)

Call the Midwife! Wittgenstein and Socrates as Facilitators of Implicit Knowledge

4. Prof. Morteza Nouraei (University of Isfahan, Iran) **and Mahsa Nouraei (Iran)**

Alternative History and the Phenomena of Possibility; Collingwood and Wittgenstein's concepts of "Time", a comparative study

16.00-16.30 COFFEE-BREAK

16.30-18.30 Section 2

Chair: Assoc. Prof. Christopher Hoyt

1. Prof. Mitchell Green (University of Connecticut, USA)

Searle's Wittgenstein

2. Assoc. Prof. Christopher Hoyt (Western Carolina University, USA)

Wittgenstein and doubts about the young science of evolutionary psychology

3. Prof. Danielle Macbeth (Haverford College Pennsylvania, USA)

Meaning

4. Prof. Danka Radjenović (University Koblenz, Landau, Germany)

How does grammar relate to the world? Conflicting views reconsidered

CLOSING CEREMONY

All participants should pay one-time City tax – 10 Euro (20 leva) at the registration desk for the whole stay.

We are looking forward to see you all,

Organizing committee.

THANK YOU FOR YOUR PARTICIPATION!

ORGANIZING COMMITTEE:

Prof. D.Sc. Bogdana Todorova (IPS – BAS) – Chair of the organizing committee

MEMBERS OF THE ORGANIZING COMMITTEE:

Prof. D.Sc. Vesselin Petrov – IPS – BAS
Assoc. Prof. Marina Bakalova – IPS-BAS
Assoc. Prof. Doroteya Angelova - IPS-BAS
Assoc. Prof. Mariana Todorova – IPS-BAS
Prof. Mihaela Pop – University of Bucharest, Romania
Academician Slobodan Nešković –CESNA-B, Serbia
Assoc. Prof. Henrieta Șerban - Institute of Political Science and International Relations "Ion I. C. Brătianu", Romania
Prof. Ilham Mamedzade – Institute of Philosophy, Azerbaijan
Prof. Kerem Karaboutlu – Ataturk University, Turkey
Prof. François Beets – Department of Philosophy, University of Liège, Belgium
Assoc. Prof. Martin Vacek – Institute of Philosophy, Slovak Academy of Sciences
Sylvia Pencheva, PhD student – IPS-BAS

Online Presentation Rules

Dear participant,
You are receiving the following instructions as you have requested an online participation. We would like to provide you with all the information you need to connect to the online-conference. Please take your time to read the information below.

Schedules & Time Zones

Please keep in mind that entire program scheduling is based upon EEST time zone (+ 2:00 GMT). You are able to check the time changes in accordance to Bulgaria (Sofia) local time zone here <https://www.thetimezoneconverter.com/>

Conference panels access

All program panels will be organized as part of two uninterrupted Zoom session:

Zoom I 10 September, 2021 (Opening ceremony, Sessions:1, 2, 3)

Topic: Varna Conference 1
Time: Sep 10, 2021 09:00 Sofia

Join Zoom Meeting
<https://us02web.zoom.us/j/86545723785?pwd=T0YzMkxYR0lPVGtCUDMyWEhVLE1A4dz09>

Meeting ID: 865 4572 3785
Passcode: 124807
Meeting ID: 865 4572 3785

Zoom II (Sessions: 4, 5)

Topic: Varna Conference 2
Time: Sep 10, 2021 09:00 AM Sofia

Join Zoom Meeting
<https://us02web.zoom.us/j/86076234431?pwd=VXVrbjJieWdZa21NQ3ZRUnRRaW1Edz09>

Meeting ID: 860 7623 4431
Passcode: 8jJADY

Zoom I 11 September, 2021 (Session: 9)

Topic: Varna Conference 1

Time: Sep 11, 2021 09:00 Sofia

Join Zoom Meeting

<https://us02web.zoom.us/j/86456516992?pwd=dS9aeXl3dEV3M05FVDBzcWxaS1VPUT09>

Meeting ID: 864 5651 6992

Passcode: 049413

Zoom II (Sessions: 6, 7, 8)

Topic: Varna Conference 2

Time: Sep 11, 2021 09:00 AM Sofia

Join Zoom Meeting

<https://us02web.zoom.us/j/85684260135?pwd=SWJDaTBUCUpLbFhwZnZENDVvNCs3Zz09>

Meeting ID: 856 8426 0135

Passcode: 701024

As conference participants you will receive access to the following sessions:

- **The session you participate in as a speaker;**
- **All other sessions;**

Please check your name and session time in the programme.

We kindly ask all speakers to enter their panels 10 minutes prior the start of the session.

During the session, please keep your cameras on.

During the session, please keep your cameras on.

Zoom access

Please enter Zoom through Chrome or Mozilla Firefox browser or by downloading the Zoom application on your computer. No account registration is needed, you are able to participate as a guest.

Copy the session link in Chrome or Firefox. It will take you directly to a page with a ‘Launch meeting’ tab. Follow the steps and choose to enter through your browser. Do not forget to enter your personal details and Meeting ID, if required.

Conference program

The conference program is available at: <https://http://ips-bas.org/> Certificates will be sent after conference.

For question and support please contact:

Assoc. Prof. Marina Bakalova: marina.bakalova@gmail.com

Scientific Secretary, IPS-BAS

tel. +359 887543901

ABSTRACTS:

Participant: Prof. Andrew Schuman (Poland)

Title: Logic, Stress, and Satisfaction

In this paper, it is claimed that (at least classical) logic is not a natural process of thinking. It is always biased by two moods: stress and satisfaction. Some biased forms of conjunction (under stress) and disjunction (under satisfaction) are observed from the level of actin filament networks [1] – proteins responsible in perceiving signals by cells. Furthermore, these forms are scale-invariant and they can be observed then on swarm patterns and making decisions by humans. So, cognitive biases are normal mechanisms of thinking not only of humans, but also of animals [2]. Humans as well as animals do not think purely logically. There are the following two main moods of thinking: stress and satisfaction [2]. On the microlevel both moods are expressed by the two mechanisms in perceiving signals: lateral inhibition and lateral activation [1].

Participant: Assoc. prof. Blagovesta Ilieva (Bulgaria)

Title: The Future of Education: Pushing Against the Conventional Prognostic Horizon

The presentation will focus on widely circulating images about the future of education promoted by international entities and organizations like UNESCO, OECD, WB, etc. that shape the policy response in view of the ongoing process of digitalization. It will offer a critical analysis of the assumptions, the selection of factors and drivers of change, and the overall normative underpinnings of such reports. Of particular concern is how the meaning of the education endeavor is being conceived, how the agencies of the learner and the teacher are conceptualized and how the learning environment is envisioned. The aim is to confront what can be considered conventional projections about the future of education in an attempt to open room for expanding the current prognostic horizon on the matter.

Participant: Assist. Prof. Boris Nikolov (Bulgaria)

Title: Fictionalism and the ontology of mathematical objects

This paper aims to present the potential of fictionalism in the ontology of mathematics. According to fictionalism, mathematical objects do not exist, because they are like literary characters. A consequence of the non-existence of mathematical objects is the revision of the truth of mathematical statements in the platonic sense. Like logicism, the truth of mathematical statements is not sought in the very existence of the mathematical objects, but rather in the logical rigor of the theories themselves. Although mathematical objects do not exist, they have semantics, i.e. mathematical statements can refer to a certain type of objects without an ontological assumption. Mathematical statements may be involved in other areas in the function of tools, offering access to certain conditions in the world. Such are the mathematical objects in view of their great application, which is sufficient reason to believe in them, regardless of their existence.

Participant: Bunyamin Seyidov, PhD (Azerbaijan)

Title: Digital transformation-Socio-cultural problem or progress?

The transformation of education is essentially a modern form of knowledge transfer, meaning a process based on high technology. The digital transformation that emerged years ago in the form of distance education and formed as an alternative to traditional education is now not only relevant during the COVID-19 pandemic, but also surpasses traditional education.

It is known that the socialization inherent in traditional education involves the joint activity of different groups (pupils, students, researchers, etc.) and the various sociological features that arise as a result. As a result, the process of formation of people as a social being and the system of relations. The digitalization of education, including distance learning, can be a problem while above-mentioned problems occurring.

As for the cultural problems posed by the digital transformation, more serious problems can be observed. Unlike traditional education, which can be understood as a set of different behaviors and traditional values, distance learning seems to be limited to stereotypes and fails to create cultural values other than knowledge. I think that the impact of digital transformation on the socio-cultural environment will deepen. Researchers need to think deeply about this issue and suggest possible solutions. Otherwise, the socio-cultural erosion will deepen due to the effects of the pandemic, which has paralyzed our entire lives.

Participant: Prof. Cafer Yaran (Turkey)

Title: Experiential Ideas about Online Education: Advantages and Disadvantages from the Philosophical and Theological Perspectives

Education is the process of giving sufficient and systematic knowledge, skills and values to any learners, but especially younger generations at a school or university. Online education is a recent development in the history of education. It is a flexible instructional system that takes place via the internet. Because of some advantages such as flexibility in time and place particularly for learners, online education had regularly increased in many major universities recently. However, together with Covid-19 pandemic process, it has necessarily become widespread in all over the world from primary schools to the whole universities. It seems that it has both advantages and disadvantages. In this paper, I will present

my own ideas based on personal experience of partially online education for roughly ten years and wholly online education for about two years, teaching courses such as Islamic ethics, philosophy of religion, and logic. In my view, it is like an unsalted meal, everything exists except a small but significant piece, a little bit salt or soul.

Participant: Assoc. Prof. Christopher Hoyt (Western Carolina University, USA)

Title: Wittgenstein and doubts about the young science of evolutionary psychology

In the penultimate remark of the Philosophical Investigations, Wittgenstein warns that the “bareness” of experimental psychology can’t be dismissed on the grounds that it is a “young science” only just finding its scientific footing. Such claims date back at least to Hume’s Treatise of Human Nature (1739) and have been repeated by scores of psychologists ever since. Each new generation sheepishly admits the shortcomings of its forebears and proudly announces the advent of a new approach. If Wittgenstein is right, each of these convulsions ends up repeating the conceptual mistakes that undergird so many problems in psychology. The newest kid on the block might be evolutionary psychology, which has captured the imagination of academics and the public alike. Evolutionary psychologists promise explanations of religion, politics, culture, mating, marketing, and much else. The esteemed evolutionary psychologist David Buss recently effused that “Evolutionary psychology truly is a scientific revolution ... [which promises to unify] psychology with the rest of the life sciences” (Buss, 2020). Despite its attraction and its promise, evolutionary psychology seems doomed to repeat the mistakes of the past.

Participant: Prof. Constantin Stoenescu (Romania)

Title: The Virtual Agora, competence criteria and the problem of expertise

The new Technologies of Information and Communication (TIC) have changed the cultural content and the social structures. First of all, I shall argue that different technologies have influenced the ways in which culture is organized, transmitted, or stored. For example, McLuhan wrote about the relation between modern culture and the role of printing technologies. The second thesis is that the new TIC produced a network, a “virtual agora”, in which all the people can share their views. Third, my aim is to talk about the effects of these changes, about the advantages to transform the relation with space and time into a so called “global village”, but also about some problems regarding the use of information and the criteria of competence inside an “electronic culture”. Who takes the decisions in the virtual agora and who is right? Have we some reasons to adopt a sceptical attitude and to talk, in Nichols’s terms, about the end of expertise?

Participant: Assist. Prof. Daniela Ivanova (Bulgaria)

Title: Scientific Hoaxes or Can we talk about knowledge if we give up from standards for epistemic justification?

The debates about the value of science accompanied it from its very institutionalization in the XVIII - XIX century, concerning mainly its cultural value - ethical and aesthetic until the 70s of the XX century, when its epistemological priority was already being seriously questioned. New social research claims to show the lack of epistemic standards for the development of science and presents its development as driven solely

by interests. This tendency, along with the research of science by literary critics and culturologist, according to which science is essentially understood as a text that does not refer to any objective reality, but only the socially constructed one, along with various quasi- and pseudo-scientific disciplines, provokes strong reaction of working scientists against the public image of science in the early 90s. In his book “The Unnatural Nature of Science: Why Science Does Not Make (Common) Sense”, the author - Lewis Wolpert, expresses his dissatisfaction from the public image of science and his astonishment from the misunderstanding of science by non-scientists – “Scientific thinking is not “common sense,” as the new sociologists of scientific knowledge claim, it is predominance of common sense”. Shortly after Wolpert's article, few more books were published, opposing the neo-sociological and deconstructivism-postmodern wave in the critique of science, as well as examples of creationist science such as: “Higher Superstition: The Academic Left and its Quarrels with Science” by Gross and Levitt and “Science and Anti-Science” from Gerald Holton. During the same period, several conferences were held to clarify the legitimacy of new scientific research, such as a conference discussing the social situation of science in GB (1994) and a conference, thematically oriented on “escape from science and reason” in the United States (1995). Inspired by Gross and Levitt's book, the American physicist A. Sokal wrote an article - a parody, which was uncritically accepted for publication in a leading journal in the field of Cultural Studies “Social Text” in the spring of 1996, which came out with a special appendix, entitled “Scientific Wars”, where the parody was published. Shortly after the magazine was published, A. Sokal published an article - a revelation of his “fraud” in “Lingua Franca”. The discussions, challenging the legitimacy of science became quite hot and several other attempts for scientific hoaxes were undertaken - the scandals with SCigen, Grievance Studies affair, Bogdanov Affair ... Are there epistemic standards in the humanities? Which are the main lines of opposition in scientific wars? I will try to answer these questions in my article.

Participant: Prof. Danielle Macbeth (Haverford College Pennsylvania, USA)

Title: Meaning

Meaning articulates what and how we see, what and how we feel, what and how we think. But what is meaning? How does it arise? What are its forms? My aim is to provide preliminary answers. Meaning, I argue, emerges with the emergence of life. But once there is such biological meaning there can evolve also essentially social meaning. As biological evolution realizes forms of biological life so social evolution realizes social forms of life, constellations of practices that constitute the life of this or that sort of social being. And among practices are verbal practices, talk that is responsive to things in the environment, including the talk of others, and that is to be responded to by talkers, either with more talk or with nonverbal action. Language, at once the vehicle of such talk and the totality of such verbal practices, articulates both who we are and the world within which we perceive and act. But language is also something in the world for us, and for reasons that will become clear, there are two ways this can go, two ways we can conceive the meaningfulness of language. After outlining some essential features of these two conceptions, I consider ways they ramify in our self-understanding, in our sense of who we are, both individually and in relation to others and the world within which we live out our lives.

Participant: Prof. Danka Radjenović (University Koblenz, Landau, Germany)

Title: How does grammar relate to the world? Conflicting views reconsidered

There are many intriguing questions surrounding Wittgenstein's notion of grammar. Among these questions one seems to be of special importance - it regards the relation of grammar to the world. There are different interpretations when it comes to understanding this relation and Wittgenstein scholars embrace opposing views. According to Danièle Moyal-Sharrock grammar is conditioned by facts, more precisely by what Wittgenstein calls "very general facts of nature". The relation of grammar to the world is on this account one of conditioning, where grammar is conditioned by facts. However, this view has been disputed (for example by Mota, 2017), drawing on Rush Rhees' reading of Wittgenstein's later work. On Rhees' reading, it is grammar that tells us what "very general facts of nature" are in the first place. Thus, grammar cannot be conditioned by something that is only known as such owing to grammar.

In order to be able to get to the roots of this dispute, I will first take a close look at Wittgenstein's remarks about the autonomy and arbitrariness of grammar in the Big Typescript, as well as his later remarks that directly address the issue of relation of grammar to nature, most notably in the §xii of the so-called Part II of the Philosophical Investigations.

This will include both philological and philosophical observations. After that I will go back to the main claims pertaining to the two lines of interpretation. In conclusion, I will present my own view of the question under dispute.

Ludwig Wittgenstein is undoubtedly one of the greatest and most influential philosophers of the twentieth century, the creator of two different philosophies, which, however, equally shook up the philosophical - and more generally – the world of thinking people in Europe and around the globe. Wittgenstein's philosophies are both broadly cultural, not just narrowly philosophical. Wittgenstein's place in the history of philosophy is a peculiar one. His philosophical education was unconventional (going from engineering to working first-hand with one of the greatest philosophers of his day, Bertrand Russell) and he seems never to have felt the need to go back and make a thorough study

of the history of philosophy. This year we celebrate the 100th Anniversary of Tractatus Logico-Philosophicus, the only philosophy book which Wittgenstein published during his lifetime. For this reason, we welcome talks on the Tractatus. We also welcome talks on his later philosophy work and its influence on contemporary debates.

Participant: Darko Lojaničić, MA, Radojko Lojaničić, PhD, Ivana Tomić, MA (Serbia)

Title: Digitalization of economic diplomacy and media management in modern processes of Globalization

Postmodern currents of globalization have produced radical changes with numerous contradictions in all spheres of public life. The processes that have lasted for a full five decades have completely changed the former image of the world, especially in politics, economics and the sphere of communications. There is a great expansion of information and communication technologies that have incorporated new paradigms of business and entrepreneurial culture. The economy is directly linked to diplomacy, moving from an industrial to a digital context, with online business and the virtual marketplace. The concept of digital economic diplomacy implies the implementation of media content, postmodern technologies and social network platforms in the realization of the projected goals. Media management and public information services are an essential tool in achieving business strategies by applying methods of adequate reduction of the spatial and temporal dimensions of events. Economic diplomacy in the digital global epoch carries out complex activities of promoting one's own national values, conquering the market, increasing the budget and contributing to the overall development of the country.

Participant: Assist. Prof. Diana Petrova (Bulgaria)

Title: Modern classroom: the benefits of Flipped education in Spain

As a result of globalization, modernization, and the need to adapt the educational process in a pandemic, there is a need to adopt new teaching methods in order to achieve better academic results for students. One of the models gaining more and more popularity in recent years is the so-called pedagogical model Flipped Classroom, in which the traditional elements of the lesson taught by the teacher are reversed: the initial teaching materials are studied by students at home and then work in the classroom room. As students today live in a world of the Internet and technology, in which communication takes place through various applications and ways, they must have such access to technology at school as well. In this ever-connected world, the Flipped classroom allows the learning material to be mastered in a "language" that is better known to this new generation of students.

This study explores how this method will facilitate the acquisition of learning material in secondary education and improve motivation in the classroom.

Participant: Assoc. Prof. Doroteya Angelova (Bulgaria)

Title: Fuzzy Logic and Fuzzy Sets in Medicine

The talks in this section will focus on the analyses of human logical competence and logical aspects (understood broadly) of cognitive modelling as well as on the contemporary interpretations of different logical theories, concerning cognition. In this regard, we expect contributions connected with the formalizations of scientific theories and various models of cognition as well as with the analyses and logical

considerations of their epistemological significance. Talks, concerning the development of non-classical logics, such as (but not limited to) substructural logics, paraconsistent logics, fuzzy logic, relevant logics, intensional and non-monotonic systems and their applications: on the one hand - in the field of epistemology, and on the other hand - in different sciences as linguistics, social sciences, computer science, medicine, etc., will also be included in this section. We encourage presentations on new horizons for philosophical analyses of various logical systems as well.

Participant: Dragan Kolev (BiH)

Title: Satisfaction of students at the University of Belgrade with online teaching

The paper presents the results of research that referred to the degree of satisfaction of students at the University of Belgrade with the implementation of online teaching. The Covid-19 virus pandemic has necessitated the introduction of online teaching in a large number of countries around the world. This was especially characteristic of university teaching. Namely, we considered that this format of teaching opens many pedagogical, didactic, psychological and sociological questions to which scientists should offer speeches based on the collected research material.

The main theoretical goal of this research was to collect data on the basis of which it can be concluded to what extent students of the University of Belgrade are satisfied with the ways in which online teaching is organized and what should be changed, improved in the way it is realized.

The social goal of this research is defined as the contribution of identifying the basic obstacles to the effective implementation of online teaching, and based on that, creating recommendations, methods and programs for overcoming them. The research was conducted on a representative sample of 1200 students.

Participant: Assoc. Elena Tzvetkova (Bulgaria)

Title: Cases of misunderstanding: reasons why conversational implicatures might fail

The proposed paper reviews cases of unsuccessful implicatures and possible reasons for misunderstanding the speaker's meaning. The focus will be explaining misunderstanding with the graded salience hypothesis. Examples will be reviewed of cases where the conventional meaning and intended meaning differ thus resulting in a misunderstanding. The graded salience hypothesis offers an explanation of how we understand expressions based on personal preference priority, so the main argument to be made is that in cases of misunderstanding the speaker and the listener prioritize different meaning to the same expression due to differences in knowledge, personal background, familiarity with the expression in particular usage, etc. There are also cases of scalar implicatures where the inference meaning is not always the same. In such cases, the speaker's meaning could be misunderstood, if the listener considers a different meaning of the scalar expression as more salient than the one the speaker wishes to convey.

Participant: Prof. François Beets (Belgium)

Title: Symphonia and Harmonia. Is Synesthesia implicit Knowledge?

According to recent estimations about 2% or 5% from the human population on earth associate colours to sounds, to numbers, to letters or to days of the week. Some people, called « ticker taper », even see the

words they hear as subtitles. Others paint songs because they really see colours when they listen to music. Some others think that music has geometrical forms...

This kind of phenomenon was identified in the XIXth century and called «synesthesia». It is sometimes considered as a super-power: synesthesia is supposed to be some kind of implicit knowledge.

Recent results prove that synesthesia is real. The debatable question is to know whether it is genetically determined or linked with memory or the two. No definite answer has been given up to now.

Synesthesia existed long before it was identified in the XIXth century. We have a number of examples of synesthesia in Ancient musical theories.

For most theorists the high notes are supposed to be light, the graves notes to be heavy. They are associated with fire, air, water and earth. They are linked with the four humours of Hypocratus...

The Pythagorean tradition associated the notes with relations between numbers, Damon with ethos, Aristoxenus to aesthesis... Boethius, in a Pythagorean way, made the distinction between musica mundi (the music produced by the movement of the celestial spheres), the musica humana (the reproduction of the rational proportions of the numbers of musica mundi in man's body and soul) and musica instrumentalis: when the real musician (who has to be defined) hears music, he is directly connected to the cosmological laws.

Of course when in a school some children associate the letters of the alphabet with some colours, there are some significant differences. The way we see the world is in some part an illusion. Nobody shares what I feel when I read a novel or a poetry, or when I listen to music.

As soon as you want to decipher, decode or translate what novels, paintings, sculptures or melodies are supposed to mean, you are going the wrong way. You suppose that you have to find elsewhere a supposed meaning. This seems to be impossible.

Does implicit knowledge have to remain implicit? Martianus Capella and Adelard of Bath suggested that there is an opposition between symphonia and harmonia. I only intend to understand what they meant.

Participant: Researcher Gabriela Tănăsescu (Romania)

Title: Pre-pandemic educational use of online courses: Michael Sandel's experiment and experience

The paper aims to reveal the place of implicit-tacit-practical knowledge in Michael Oakeshott's perspective on the conservative "good thinking," considered the only appropriate one for the political education. It presents the practical knowledge as an essential type of knowledge involved in any other type of knowledge and in any social activity – a knowledge based on skills, abilities and dispositions, refined and stored in habits, fixed in the way a man acts, but impossible to be formulated explicitly in the precepts – as it appears in Oakeshott's attempt to denounce the myth of the technical-explicit knowledge supremacy, of its rationalist certainty, completeness, and self-sufficiency. It also indicates how the practical knowledge – through the paradigmatic examples offered by experience and through particular instructive cases, and not through universal recipes for political action, doctrines, ideologies and rational organization plans – provides the intellectual ground necessary for the politician to acquire the quality of a connoisseur only through the contact with exemplary models of real activity and only through a permanent control of advance into the knowledge "tested by time". Finally it indicates the components of knowledge involved in political activity and appropriate for political education proposed by Oakeshott: the profound knowledge of the own country tradition of political behavior, the knowledge of the politics of other contemporary societies, the philosophical study. The intention of the paper is not only to reveal the originality of Michael Oakeshott's perspective on political education but also to highlight the practical knowledge as invaluable tool for

analyzing the causes of the “sick” manifestations of current politics, including the politics of Southeast European countries, a policy always “new”, without “identity”, far removed from the constituted values, practices, institutions and solidarity, from the “landmarks” of a political philosophy of moderation, consensus, order and decency.

Participant: Prof. Henrieta Șerban (Romania)

Title: Digitalization: the world of assessment vs. the world of becoming

How should we understand digitalization? Why should we *think* digitalization? Isn't this overthinking an instrumental technological development that was only to be expected from man? Indeed, man is homo faber and in this respect the human being is the creator of instruments par excellence. In human history, every historical phase was in a significant manner defined by the renewal invention and renovation of instruments. From this perspective, nothing is really new: the age of digitalization gains shape via the opportunities presented by this new instrument of digitalization and capitalized by the human beings and by their societal structures. However, the greatest enabler of our times is the greatest transformer and the greatest challenge. As always, a challenge is a more or less actualized threat, too. Digitalization means in our interpretation connection via assessment, measurement, a numeral way of intellectual relation. Here lays the root of the threat. Digitalization is at its core assessment and measurement. This is at least problematic, if not dangerous. The number of visualizations, the number of clicks, the number of likes, such numbers are descriptions of goals in a digitalized world. Digitalization is the foundation of the world of great numbers where individuals and their alterity is something to be corrected. The numerous likes, the conformism in all forms and shapes as well as the assessable behaviour represents commercial and educational desirable outcome via digitalized interactions. The alternative to conformism is for

the individual to face indignation, outrage and marginalization – the stern exile among the ranks of „them” who are irreducibly opposed to „us”. The world of becoming based on the human relations with hopes, imagination, personal projects is fading away. Solidarity without empathy for alterity equals conformism, both in educational and in social phenomena.

Participant: Assoc. Prof. Hristina Ambareva (Bulgaria)

Title: Digital competencies for 21 century (presenting the REFORM project)

The presentation will present work-in-progress on the research project “Rethinking Bulgarian education for the 21 century”. It will draw on the newest philosophy of education studies and will discuss the digital competencies and values which philosophers of education propose as essential to teaching at school in the light of the digital transformation of knowledge. The research is situated in the common field of philosophy of education and new media studies. The project is designed to provide recommendations about changes in the model and content of secondary school education.

Participant: Prof. Ilham Mammedzadeh (Azerbaijan)

Title: AI and the actuality of some philosophical problems

Artificial intelligence as a problem has become relevant in many scientific research, including in philosophy. It is clear that philosophers are interested in the question of what artificial intelligence is, how it relates to consciousness and thinking, how intelligence and artificial intelligence differ. In this case, we are interested in how its use changes philosophy, what problems are actualized and how philosophy changes

as a result. In principle, artificial intelligence is everything that relates to computer systems and programs, digital technologies, processing and conclusions based on fuzzy and non-specific data, ideas of using and accumulating knowledge, learning, that is, what is called the replacement of the function of human intelligence. It must be admitted that often philosophers, reflecting on these problems, act as experts-defenders of the younger generation from the "harm caused by computers and the Internet." However, it becomes clear that this function is not enough for all philosophy, for all its importance. An analysis of these issues will allow us to identify and predict in which direction philosophy will develop and which of its functions should be paid attention to.

Participant: Assist. Prof. Iva Manova (Bulgaria)

Title: Italy's experience in tackling the challenges posed by distance learning during the COVID-19 pandemic

The school years 2019-2020 and 2020-2021 were a challenge for school and higher education systems around the world. Distance learning caused many difficulties and inconveniences to pupils and students, but it has also revealed many unsuspected opportunities for continuing education or new ways and forms for the participation of pupils and students in the learning process. This paper will offer an overview of achievements and good practices, as well as of failures and lessons learned from the introduction of distance school learning in Italy since the beginning of the COVID-19 pandemic. It will provide examples of the commitment of various institutions, including such not directly related to education (for example, some national media), as well as of non-governmental organizations and foundations, which help teachers, students and parents to meet the challenges of the transition to distance learning and digital education. Their commitment and innovative ideas not only can help compensate for the shortcomings of distance learning compared to traditional forms of education, but they can also contribute to develop the hitherto unexplored capabilities of digital education.

Participant: Assist. Prof. Jack Manzi (University of East Anglia, England)

Title: Call the Midwife! Wittgenstein and Socrates as Facilitators of Implicit Knowledge

The philosophical methodologies of Wittgenstein and Socrates (of the Platonic dialogues) are often considered to stand somewhat in opposition to one another. On the one hand, you have Wittgenstein, a philosopher that eschews looking for definitional accounts of philosophical phenomena in favour of looking at 'concrete particulars', and on the other you have a philosopher that is occasionally caricaturised as being something of a 'silly old essentialist' in his insistence of definitional accounts. Indeed, Wittgenstein once claimed that his position was 'antithetical' to that of Socrates. Yet despite this, I argue that there exist significant similarities in how both methodologies characterise the work of the philosopher as being a facilitator of implicit knowledge. In particular, I look to key similarities between the practice of Socratic Midwifery (as presented in the dialogue the Theaetetus) and Wittgenstein's philosophical methodologies in his later period of work. In this paper, I propose that both methodologies conceive of philosophical problems as originating in the implicit understanding one has of a concept, and that as such philosophical inquiry should seek to 'cleanly extract' that implicit knowledge for the purposes of examination. Thus, I hope to show that part of the skill of philosophical dialectic for both methodologies can be seen to be identifying when one's interlocutor is 'pregnant', and how to properly play 'midwife' to them. It is hoped that in doing so, this paper will help justify further comparative work between Socratic intellectual midwifery and the later Wittgenstein, with the long-term view of understanding the later Wittgenstein and the Philosophical Investigations as a maieutic philosopher and text respectively.

Participant: Jerome Glenn, Executive director, Millennium project, (Washington DC, USA)

Title: AI augmented learning

10 steps to increase intelligence or improving brain functioning for better learning, need and value of a national collective intelligence system, education/learning recommendations from the three-year Work/Technology 2050: Scenarios and Actions report. How the digital transformation of education leads eventually to the Self-Actualization Economy as shown in the third scenario in the Work/Tech 2050 report. And end with the need to begin understanding now how to govern the transition from artificial narrow intelligence to artificial general intelligence.

Participant: Prof. Kerem Karabulut (Turkey)

Title: Pandemia, Education and Development

The Corona virus, which emerged in Wuhan, China at the end of December 2019 and spread to all countries, had serious effects on the world economic, political and social structure, and this process continues.

The pandemic process has shown that countries with a predominant share of the state in education and health sectors can manage crisis periods more easily. One of the examples of this is Turkey. The state's share in the education and health sector in Turkey is approximately 80%. Due to this weighted share, the pandemic process has been managed better in Turkey than in countries such as the USA, England, France and Italy. The share of states in the economy can generally vary between 25% and 75%. It is possible to predict that the share of many states will increase

after the pandemic process, especially in areas such as education and health sectors.

Providing education on the internet during the pandemic process will encourage the continuation of distance education in certain areas in the following periods. Therefore, models in which the weight of the state increases in the education sector should be expected.

Vaccine studies have revealed the importance of scientific studies in the prevention of all kinds of diseases and epidemics. Therefore, it can be said that confidence in science will increase and resources allocated to R&D will increase at the world level. In this direction, the education sector will be at the forefront both in ensuring development and in combating crises such as epidemics. Because, as Malala Yousafzai said in her speech at the United Nations; "A child, a teacher, a book and a pen can change the world. Education is the only solution".

In order to achieve development, the human element and its education are needed. The biggest problem of human beings is ignorance, the second is illness and the third is poverty. Correct training is the only way to fix all three problems. During the pandemic process, especially the countries that found vaccines and used them for the salvation of humanity were developed countries that allocated more resources to education. With this study, it is aimed to propose an appropriate education model within the framework of the effect of the pandemic on the education sector and education-development relationship.

Participant: Dr. Khaver Ahmadova (Azerbaijan)

Title: Aesthetics of the digital world

The technological digital environment creates its own dimension of ethically, morally and morally acceptable and, on the contrary, unacceptable - including due to the fact that this environment is manipulated by a person. But since the network is not just a metaphor,

but also our relatively new material reality, it must also be described in some aesthetic categories. Be beautiful or ugly, graceful or bulky, solid or dispersed. However, in such terms about the network, online practices, digital spaces and services is not often said: "What happened to aesthetics with the advent of digital technology?"

Participant: Assoc. Prof. Kristiyan Enchev (Bulgaria)

Title: Fiction and Figure

The function of the illustration of limiting the imagination to models and at the same time to blowing up the logics of these models is important to highlight and unfold the transition from socially predetermined possibilities of narrative logics to the dynamology of self-referring repetition and to the trans-model virtual unity of the literary work. Working on a chosen character, philosophy reveals the potential for deviation in the repetition, thus indicating the figurative potentiality of fictional characters. This path of philosophy is non-classical: according to the way of involving re-figuration, the figure models itself and thus opens its potential, even strengthens it.

Participant: Assist. Prof. Lina Georgieva (Bulgaria)

Title: MMORPG as educational tool in philosophy

The constantly changing environment of education and the progress of technology require new methods of teaching - particularly in need of such a change are the humanities - which still rely on conventional methods of accumulating knowledge. These methods however may be insufficient for modern fast paced work and study environments. In this presentation I will outline the benefits of a learning method through specific type of video games that offers a break from the stress of

everyday life, involving the learner in a virtual world imbued with ideas and imagination. These types of games are very popular with people of any age group and demographic. In fact in 2020 the top tier of MMORPGs counted more than 6 million players worldwide. Philosophical ideas and methods are a keystone in these imaginary worlds of story telling – an environment unlike any other. I am going to provide a quick rundown on what place philosophical ideas occupy in these "new worlds" and how on a purely cognitive level they will stimulate the learner to ask questions, look for answers and crave for new knowledge.

Participant: Assoc. Prof. Lorena Stuparo (Romania)

Title: Moral values in school as a possible solution to the challenges of digital education

My paper aims to be a pleading for the necessity of thinking certain school curriculums within which the ethics represent one of the central subjects in school and university education, regardless of specialization or profile of the education institution or study groups.

As we know, childhood and adolescence are the most exposed ages to harmful influences of all kinds, and the digitalization of education by the lack of direct communication implies, can lead to selfishness, individualism, cynicism, but also to self-exclusion and the social exclusion.

Much more, online media promote false models of individuals who defy ethical values, and the resistance to this offensive is difficult in the absence of ethical principles. And the educational institutions should bring a substantial contribution in acquiring these principles.

Thus, a young man educated in the spirit of values such as honesty, diligently, altruism, respect for scientific and cultural creations of humanity will be less exposed to the risks involved in the online media

and will do its best not to be limited to the knowledge gained through digital education.

The European model includes moral values, and if we consider a Europe of citizens who found themselves in the world of European values, education in the spirit of these values becomes a possible part of solving the new problems that have arisen with the generalization of online education.

Participant: Assoc. Prof. Mariana Todorova (Bulgaria)

Title: What does the Digital Transformation of Education Lead to?

Can education and learning make humanity more consciousness, knowledgeable, intelligent and wise enough to cope with the new global challenges? How to create globally a more egalitarian, classless society able to absorb and apply transformative knowledge? What critical factors are missing?

How can digital technologies positively transform education? What will be the role of 3D printing, virtual and mixed reality, gaming and robotics in learning? What are the chances and risks of implementing artificial intelligence in education?

What did we learn from distance education applied around the world during the Covid 19 pandemic?

Participant: Assoc. Prof. Marina Bakalova (Bulgaria)

Title: Implicit Conceptual Content

We are prone to think of concepts as words, but that is not always the case. This claim becomes more salient if we take concepts to be simply brain predictions based on previous experience. We have many concepts without having words for them, and concepts for which words are only shortcuts. I claim that such concepts have implicit content worth investigating. In my talk, I will focus on a subcategory of concepts with implicit content, namely emotion concepts. Emotion concepts have an

abstract part and an embodied part. I will argue that instead of taking the abstract part of these concepts to be fuzzy, we can treat it as implicit content which can be articulated and shared with others in various non-verbal ways.

Participant: Prof. Martin Tabakov (Bulgaria)

Title: Vasil Beron as a European Scientist!

The main objective is to make a comprehensive study of the life and activity of Dr. Vasil Hadjistoyanov-Beron and highlight his contributions to the intellectual development of Bulgaria and the integration of Bulgaria into European science and culture, particularly to the development of Bulgarian science, education, enlightenment and culture. Vasil Hadjistoyanov-Beron was an encyclopedist; he was the compiler of the first Bulgarian textbook on natural history, the first textbook on logic, the first German and French grammar books (in Bulgarian), and the first scholar to make archaeological excavations in Bulgaria. Headmaster of the Bolgrad High School and a member of the Constituent National Assembly that adopted the Tarnovo Constitution (1879), he contributed to the institutional building of the Bulgarian state. We discuss how some of his views were formed, his medical practice in Romania, and with his activities in Turnovo and Bolgrad. Particular attention is devoted to his merits for the establishment

of the Bulgarian national identity, the awakening of Bulgarian national consciousness, his struggle for an independent Bulgarian church and Bulgarian education and his book on logic.

Participant: Assoc. Prof. Martin Vacek (Slovakia)

Title: Dispensing with Parsimony

It is almost a platitude to claim that there are disagreements between metaphysical theories since (analytic) metaphysics is about arguments

and counterexamples. Next, such disagreements occur primarily at the level of their metaphysical commitments and concern the so-called metaphysical parsimony. Finally, metaphysical parsimony as a theoretical virtue values the minimizing of theoretical commitments which come in two kinds: ontological and ideological. I argue that the distinction between ontology and ideology is too coarse-grained and the “counting” is not an exclusive guide to the truth. To motivate a finer-grained analysis I will formulate additional methodological principles against metaphysical parsimony.

Participant: Michele Notary (Switzerland)

Title: Future of school education, to be confirmed

Education methods are resistant to change. The first lectures could be traced back to the 5th century BC. Ever since the educational format of information transmission has not changed, the tools supporting information transmission did.

Education is much more than information transmission. The importance of new literacies like, computer literacy, collaboration, critical literacy and others has been widely recognized and paved the digital transformation of education.

The recent shift from face to face education to blended and distance education boosted information transmission and classical assessment teaching and learning and neglect methods fostering the acquisition of new literacies. In the post covid era, digitally enhanced teaching and learning will remain and hopefully be enhanced with methods and didactical concepts taking in consideration of the importance of new literacies. The short presentation will describe how educational Institutions and policy makers in Switzerland get ready for the post covid era.

Participant: Prof. Mihaela Pop (Romania)

Title: Artistic postmodern education and the pandemic period

The aim of this contribution is to discuss about the specific characteristics of the Art Education in the postmodern world and how or if they have been modified during the pandemic period.

We will try to point out what “a post-historical art” (A. Danto) would mean and how it could be considered: connected either to subjectivity or especially to life itself and to the socio-political dimensions.

The paper should refer to purposes and methods teachers use in order to develop to their students the interest for arts in the postmodern world of digitalisation. Among the fundamental characteristics there could be mentioned: the artist as a collaborator, not a solitary hero and the accent put on the public; the combination of diverse components quite eclectic instead of the unitary vision of the modern art; the accent put on debate and interpretations from various perspectives; the value of inclusion and interconnectivity during the team work instead of individual affirmation, connection between theory and practice, etc. We will also refer to which should be the qualities teachers should encourage in their students (interpersonal tolerance, empathy, playfulness, awareness and sensitivity, creativity), and what should teachers evaluate in students’ works.

Taking then into consideration the pandemic restrictions especially on the education process, we will try to evaluate which would be the positive and the negative consequences of this period. The paper will end by a short analyse of a study case: memes in and about the pandemic times.

Participant: Prof. Miroslava Trajkovski (University of Belgrade, Serbia)

Title: Wittgenstein’s attack on Frege’s judgement-stroke

Wittgenstein says how “Frege's 'judgement-stroke ‘ \vdash ’ is logically quite meaningless” (*Tractatus*, 4.442). Frege introduced the symbol “ \vdash ” in the *Begriffsschrift* (1879). He reads it as “is a fact”, and says that it is the common predicate for all judgements (*Begriffsschrift*, §3). Frege claims:

(1) A distinction between subject and predicate does not occur in the *Begriffsschrift* way of representing judgment. The predicate serves only to present the content as a judgment. It is represented by the symbol “┌” (*Begriffsschrift*, §3).

(2) The symbols are used either to stand for their contents or for themselves. When symbols appear in identity statements, they stand for themselves (*Begriffsschrift*, §8).

It follows that identity is the relation between signs, not between contents (objects).

Wittgenstein’s *Tractatus* (1921) addresses these issues in an illuminating way which results in rejecting (1). Several claims suggest that (2) is not rejected. For example: “‘a = b’ means that the sign ‘b’ can be substituted for the sign ‘a’” (*Tractatus*, 4.241); “Expressions of the form ‘a = b’ are, therefore, mere representational devices. They state nothing about the meaning of the signs ‘a’ and ‘b’” (*Tractatus*, 4.242); “It is self-evident that identity is not a relation between objects” (*Tractatus*, 5.5301).

Frege rejected (2) which led him to his doctrine of proposition (*Gedanke*) as presented in “Über Sinn und Bedeutung” (1892) and “Der Gedanke” (1918). I argue that the *Tractarian* attack on Frege’s judgement-stroke, at the same time, represents a defence of Frege’s early account of proposition. I compare my conclusions about the connection between early Frege and early Wittgenstein with the theses presented by Danielle Macbeth in “Frege and Early Wittgenstein on Logic and Language”, *From Frege to Wittgenstein* (ed. E. H. Reck), Oxford University Press 2002.

Participant: Prof. Mitchell Green (University of Connecticut, USA)

Title: Searle’s Wittgenstein

This talk is based on an essay that has been commissioned to appear as part of a volume of essays having the form, “N’s Wittgenstein”, where ‘N’ refers to an important philosopher who was influenced by

Wittgenstein.¹ Here I explore the implications of the fact that although Searle takes Wittgenstein to be the greatest philosopher of the twentieth century (Searle 2016, p. 527), he also sees the bulk of his own research as aimed at developing a response to Wittgenstein (Lash 2015, p. 138). Searle often cites Wittgenstein’s remark that there are countless (‘unzählige’) uses of language, and takes this claim to entail the impossibility of developing a systematic theory of language. Searle developed his theory of speech acts, as well as his supporting theory of Intentionality, in part to rebut that nihilism. In this talk I will clarify what is at stake between Wittgenstein and Searle, and assess the latter’s attempt to reply to the former. In the course of doing so I will (building on Green 2021, 2020, and 2018) raise doubts about some of the basic parameters of Searle’s theories of speech acts and Intentionality. I will also offer an alternative to Searle’s theory that, while countenancing more heterogeneity of phenomena falling under Searle’s notion of a speech act, still gives little succor to Wittgenstein’s nihilism.

Participant: Prof. Morteza Nouraei (University of Isfahan, Iran) and Mahsa Nouraei (Iran)

Title: Alternative History and the Phenomena of Possibility; Collingwood and Wittgenstein’s concepts of “Time”, a comparative study

Alternative History has a bi-dimensional feature; on the one hand, it fits into the literary-fiction genre, and on the other hand, it has entered the field of historical narrative in the form of scenarios or literary-historical aspirations and fantasies, which enable the turn of a formal historical narration into a counterfactual narrative of the past. The story of historical trauma during/at the historical turning points has opened the way to the creation of “possible worlds”, so that at the same time, in this way, in spite of imaginary situation in the past story, it responds to the discursive mental demands at different times and different places. The

existence of fantasy time in the historichistorical narrative came from reflections, including as a result of the multiplicity of the concepts of time in the context of history. In the realm of historygraphy, G. Collingwood attributed the instability of the historian's mind between the concept of the present and the past to the variability of historical texts, which in turn produced an unstable narrative of historical evidence in the form of “constructioning history” and “total explanation”. Meanwhile, in the genre of L. Wittgenstein’s novel, in the plan of not producing a “final explanation”, his most important discovery in this field was that the “possibility of phenomena”: where philosophizing is not possible, there is no need to pay for theory; a path that can only be viewed as a “landscape”. Such a direction in the structure of the narrative of “Alternate History” with the various titles e.g. almost history, what if, conterfactual history, uncoventional history, and uchronia in the field of the historical fictions also carries several ways in conveying concepts regarding historical fiction in the field of the possible world. This article endeavours to make a comparative analysis of Collingwood and Wittgenstein’s point of view in reflecting the alternative world and evaluate the role of multiplicity and temporal diversity in the text-narrative of historical fiction.

Participant: Muhammad Asif Noor (Pakistan)

Title: Emerging Trends and Challenges to Higher Education in Pakistan in Post COVID-19

This week, Pakistan has announced its annual budget where the central government has allotted a nearly 3.5 percent of the GDP for education which is six percent cut in the budgetary allocation from the previous year. This reflects that the challenges to education in general and higher education in Pakistan especially in terms of sustainability and governance. Over the past several decades, we have observed that the state of higher education is in disarray and became worst after the advent

of the COVID-19 globally. Overall Pakistan’s Higher Education system was in shambles before the COVID-19 but the pandemic hence faced the s blow this further. In this chapter, we will be discussing various questions about what are the challenges that higher education institutions in Pakistan are facing at the advent of COVID-19 and how technological advancement can help developing country like Pakistan to improve its HE related governance systems. The paper will also explore that how do the higher education institutions in Pakistan have the ability to adopt the new change and use at maximum the technological advancement and innovation in their research, education methods and administrative operations. We will also be sharing about the role of Higher Education Commission of Pakistan and how the new policy change is happening in Pakistan amid pandemic. These are few questions that this paper will try to address keeping in view the latest situation in Pakistan. At the end we will conclude with policy recommendation and suggested measures that can be utilized for effective adult learning opportunities for the higher education institutions in Pakistan.

Participant: Prof. Nikolay Milkov (University of Paderborn, Germany)

Title: Making Sense of Wittgenstein’s Tractatus

The propositions of the Tractatus are elucidations of the propositions of science, philosophy and logic. In contrast, ‘all the propositions of our everyday language, just as they stand, are in perfect logical order’ (5.5563). They do not need elucidations. This is the case since the ordinary language and the world are given to us and, therefore, are beyond philosophical discussion.

Our interpretation of Wittgenstein’s Tractarian elucidations follows a wink of the Oxford ordinary language philosophers. Generally, we need

elucidations (not explanations) when trying to understand how an appliance works. In Wittgenstein's case, the appliance is the language/thinking.

To be more explicit, the propositions of science, logic and philosophy are experimental arrangements of objects in possible states of affairs (NB: 13). They have a logical structure that is spontaneously constructed. That is why they can be improperly composed. Fortunately, the meaningful propositions can be clarified (elucidated) with the help of a perfect concept-script that can be seen as 'logical scaffolding' put up around them (3.42, 4.023). The main objective of the Tractatus is to suggest such a perfect concept-script in order to elucidate language and thinking.

The Tractarian concept-script, that is, its 'logical scaffolding', is a 'mirror image' of the world (6.13), that is, of the 'scaffolding of the world' (6.124) and, therefore, has the same (identical) logical form. The 'logical scaffolding', however, as its name betrays, has no constitutive function. When language/thinking is mastered in a perfect way, once we gain command over language and thinking, the logical scaffolding can be 'thrown away' (6.54).

Participant: Assist. Oana Șerban (Romania)

Title: Resilient Education: Leftist and NeoLiberal Insights of Post-Covid Meanings of Equity in Academic Environments or what happens when your home turns into a classroom?

As the COVID-19 pandemic determined a profound reshaping of educational models, developed throughout infospheres and digital environments, the new social contract inspired by our virtual world raised new milestones for our academic communities: are social inequalities conditioning the access to education? Do we have enough

resources and a proper culture of security in order to protect intellectual properties and to ensure the safety of our real and virtual identities - both as educators and educables - without major risks for our integrity? Is COVID-19 rather affecting academic environments by forcing the rise of experiential learning? Will the post-pandemic educational cultures be rather tempted to shift as many activities as possible online in order to use resources more efficiently and to save budgets for academic mobilities and events? Are we cultivating digital panopticons instead of educational communities through online learning? Can we achieve performances if we turn our home into a classroom?

My thesis is that as much as the public spheres promoted a resilient way of life along the pandemic, education itself became resiliently shaped. Therefore, this new experiential learning supported by digital spheres does not imply only a new rhythm and correspondent methods for teaching and evaluation - from now on more oriented towards virtues and abilities to manipulate knowledge - but also a new model of equity that lies at its core the urgent need to solve the disproportionated access to education that disadvantaged educables confront.

I argue that the pandemic imposed a state of exception which is, biopolitically, directed towards the priority to save the biological life as we are tempted to keep the nonbiological life at high standards of performance. Consequently, the model of resilient education has biopolitical trajectories: it advances leftist principles and values meant to support overcoming unequal access to education, social and moral polarization, student activism, new standards of student life's welfare, whereas it promotes neoliberal perspectives on remote education, new values of academic network, scientific cooperation and mobilities. I will explain how leftist and neoliberal insights of resilient education, otherwise incompatible, at a first glimpse, became harmoniously integrated into an educational model that addresses the future of the post-COVID world, in the name of equity. In order to recover after this

pandemic, leftist views are a coherent solution to convert the strategy of reopening to a restart to the educational system; in order to target performance and progress, neoliberal insights will prove more efficient. The major challenge of this research is to frame these ideological components as a coherent, long-lasting, functional educational model, globally spread, followed by a set of proposals for public policies on cultivating resilient education.

Participant: Prof. Olga Dolska (Ukraine)

Title: Embodied rationality and Constructivist Ethics (Reflections on Modern Education)

Constructivist projects are taking on colossal proportions in Modern Education. The question arises about the theoretical basis of Constructivism, in particular about the Ethics of Constructivism. The processes of updating social contexts, norms, conditions for their implementation and rational justification require new tools and new methodologies. The large-scale issue of the new Paradigm of Education and the issue of Constructivism in Education must be considered based on the rationality of Post-Enlightenment. My discussion will revolve around two theses that will fix the fact of a new understanding of rationality in Education. Thesis number 1: «Embodied rationality» and its role in Education (Cogito et Sentio). Thesis number 2: In Modern Education, the Ethics of Constructivism is possible only with the recognition of Embodied rationality as an obligatory component that forms its methodological basis. Constructivism and the Ethics of Constructivism cannot be described theoretically and implemented practically without an appeal to Embodied rationality today.

Participant: Assist. Prof. Petar Iliev (Bulgaria)

Title: On the connection between philosophy of education and real-life schooling

Philosophers have thought about the nature and the role of education for thousands of years and by now there exists a huge number of publications on the topic. Do policymakers take into consideration the things philosophers have to say on the subject? Do parents have any idea what the social role of education is? Do teachers care? Do students care? Does the current process of education shapes our (implicit) disposition to not give too much thought about such questions?

In the present talk we are going to outline some less known ideas and historical facts about the role of mass schooling that have had a huge impact on the way in which people think about schools and on the way in which western educational institutions operate.

Participant: Assoc. Prof. Petia Todorova (Bulgaria)

Title: Fictionality and fantasy

The elements of fiction contained in a fictional text differ in the degree of distance from reality. The high concentration of fictions, that is, the products of “pure fantasy”, testifies to the fantastic nature of the text. Modern linguistics has not developed precise quantitative and qualitative criteria on the border between fictionalism and fantasy as characteristics of a text. Delimitation of life-like and non-life-like fiction, the border between the fictional and the fantasy remains mobile. Consequently, the determination of the typological affiliation of various texts turns out to be difficult. Thus, it seems legitimate to consider fiction as a universal textual characteristic, and fantasy as its particular case. Using the modus “possible – impossible”, we can consider fictionality as a characteristic associated with the description of what could have been or should have been, and fantasy – of what was not and could not be. Fictionality should be considered as a dominant, that is, a leading feature of a literary text, which determines the implementation and linguistic explication of the remaining features. The fictionality of an artistic text is an absolute sign,

since any fragment of the fictional world have a fictional value and it is not evaluated from the position of reality, but from the position of ensuring the integrity of the fictional world. Fantasy, in its turn, should be considered as a characteristic of texts that represent fictions and narrate the unusual and the impossible.

Participant: Assist. Prof. Radostina Minina (Bulgaria)

Title: Embodied personal narrative - biological vs psychological criteria for personal identity

Animalism holds that humans are organisms with purely biological identity conditions. The subjectivity is excluded from the concept of animalism because of the idea that an organism is a substance or thing. I defend the position that personal identity is linked directly to psychology. I will present a processual animalism according to which organisms are interactively self-stabilising processes and exhibit varying degrees of subjectivity by maintaining a self/non-self-distinction through the interactive construction of boundaries. From the point of view of hermeneutic psychology human subjectivity and the self are products of action and representation. Narratives of the self are a major representational and structuring principle. In that way experimental fictions and reflexive narratives are a prime cognitive instrument in the development of complex structures of self-identity and subjectivity which are important for the self/non-self-distinction. I will present the embodied narrative account which claims the self is constituted both by an embodied consciousness whose experiences are available for narration and narratives themselves. My position is that personal narrative is a necessary condition for human identity and the possibility to recall and organize self-defining memories in a coherent story is crucial for the individual's existence. I will base my position on a study indicating that capability to recall and organize self-defining memories leads to fewer achievements and more life-threatening event experiences.

Participant: Assoc. Prof. Rosen Lutskanov (Bulgaria)

Title: Learning from disagreement: lessons from social epistemology

Learning from disagreement: lessons from social epistemology
Classical theories of knowledge and of knowledge-acquisition (i.e. learning) in general focus on the way individual cognitive agents process information and form doxastic states representing the world. The present advances in epistemology and machine learning provide a completely different paradigm that treats knowledge-possession and knowledge-acquisition as communal or distributed enterprise. The present essay shall explore the question whether the recently proposed approaches in the field of the epistemology of disagreement are relevant to learning theory and can shed new light on its most vexing problems. It shall be argued that disagreement as such can be rendered as higher-order evidence which provides opportunities for higher-level learning, or knowledge-management. The fact that an epistemic peer of mine disagrees with me about some proposition P (I believe that P, she believes that not-P) does not necessarily mean that I should revise my belief that P (as the so-called "equal weight view" suggests) but is always relevant to my beliefs regarding the question whether I know that P. As some popular epistemological doctrines suggest, the question whether you know that you know P is not necessarily relevant to the question whether I know that P, hence higher-order evidence is not necessarily relevant to first-order beliefs. This can be seen as a natural elaboration of the so-called total evidence view, which is a moderate, common-sensical position, occupying the middle ground between the equal weight view and the steadfast view, according to which disagreement does not necessitate belief-revision and in general you can be completely rational when you decide to stick to your guns in the face of overt disagreement.

Participant: Assoc. prof. Sevinj Hasanova (Azerbaijan)

Title: Ethical issues, cultures and artificial intelligence

In the modern world the contradictions of globalization, the problems of ethics and intercultural dialogue have become acute. In one context, there is a need to clarify and specify the universal and national, spiritual categories that form the common ethical basis of intercultural communication, which highlighted the logical and socio-cultural context of the problem. The development of artificial intelligence increased the importance of informal logic in the analysis of this process.

The study of ethical and intercultural communication concepts is interdisciplinary, but the philosophical-ethical understanding that addresses the fundamental value dominants allows us to clarify and justify the most effective regulators of intercultural interaction.

It is the process of interaction of subjects (individuals, groups, organizations) belonging to different cultures in order to transmit information or exchange values with the help of sign systems, rules and techniques adopted in these cultures. In the context of globalization, communication is itself a mechanism for the creation of common values and the formation of a single socio-cultural space in which the perfect existence and development of different cultures is possible. Ethics and informal mathematical logic are the main methods and mechanisms for this space.

The dialogue of cultures is anthropological and includes communication between historically formed communities (peoples, races, ethnic groups), as well as between social groups (confessional, professional, historical and cultural) and individuals. At the same time, there is no doubt that modern culture is the wealth of all mankind, the result of long-term historical interaction of different peoples.

From an ethical point of view, the main problem of intercultural relations is mutual understanding and responsibility, as well as care for the preservation of cultural diversity in a dynamically developing world. These problems are caused by the globalization of the world, which has

led to the strengthening of the universalization and standardization of the activities of modern societies and cultures.

Participant: Prof. emerita Sirkka Heinonen (FFRC, Finland)

Title: Continuous learning creates futures resilience

We are moving from information society both to a digital meanings society, and to a peer-to-peer learning society. There is a need for learning to be continuous, accessible to all, relevant for human beings in their relation to technology and nature.

Learning and education will include as a critical component "futures literacy". When we begin to integrate crisis awareness and systematic futures thinking to all education, futures resilience will be achieved.

Participant: Prof. Slobodan Nešković (Serbia)

Title: Digital Transformation, information security and logistics in the context of social development

The digital transformation process which is at the center of the fourth industrial revolution is fundamentally changing the way we produce goods, services and relationships in economy. Relations between people across all business subsectors are being redefined, with the position of cooperatives strengthening internationality. The abovementioned project assumes the leading role of science and the continuing education of human resources at all levels of community organizing. Information security encompasses a broad conglomerate of protecting information systems and companies from various types of threats, especially business espionage. Logistic represents a comprehensive engagement of relevant entities in all phases of the business process, in order to encourage optimal results. Digitalization means an innovative essential postulate of logistical support in the development of all areas of society.

Participant: Svetlana Nancheva, PhD Student (Bulgaria)

Title: Development and Transformations of the Picture of the World in Didactics. From Jan Amos Komenský and Dr. Petar Beron to the Didactics of the 21st Century. (Bulgaria)

The formation of a complete picture of the world in students is one of the basic tasks of education. In the process of forming this picture, the person reaches more and more complete and deep understandings of the world, of the processes and interconnections in it, as well as of his own place in it. The overall picture of the world is a kind of coordinate system that determines the life priorities of the individual, its goals and activities. For the formation of the overall picture of the world a key role is played by the structure of the curriculum and the organization of educational content. Historically, they have undergone significant development and transformations in the period from the "Great Didactics" (XVI century) to the present day, and are on the verge of even more radical transformations related to the challenges of the XXI century. In this paper I will try to trace and show the roots of modern didactic concepts such as Concept-based learning, Problem-based learning, Big ideas and the characteristics and principles of the new curriculum.

Participant: Assist. Sylvia Pencheva (Bulgaria)

Title: Challenges and opportunities in the field of education in the context of the global COVID crisis

The COVID-19 pandemic poses huge challenges for teachers, students and parents that will affect future generations and the educational process. The current situation in which all participants in the educational process are requires creativity, adaptive thinking and increasing motivation to learn through interactive teaching methods, inclusion of common educational resources with great practical applicability. Examining current issues in detail, the discourse seeks answers and effective solutions that will benefit the school community.

Participant: Prof. Vesselin Petrov (Bulgaria)

Title: Feedback loops in learning processes

The aim of this paper is to clarify the Whiteheadian understanding of feedback loops in learning processes. First of all, it is necessary to have a clear understanding of feedback in general. The next step is to clarify what constitutes concretely a feedback in the learning process. And in this regard how feedback works when Artificial Intelligence enters actively in learning processes. Finally, it is necessary to clarify the Whiteheadian approach concerning the feedback in the learning process.

Participant: Prof. Yunsook Park (South Korea)

Title: Future Education after the Link of Neuralink & AGI robots

Elon Musk's brain-implant startup Neuralink could shift to human trials in 2021. Elon Musk is ready to put a chip in your brain. Every day we're building better tools for communicating with the brain. Education will be dramatically changed after the link implanted to students. Also, Hanson Robotics' Little Sophia, a human-like miniature version of Sophia is a new kind of STEM, AI, and coding learning companion for ages 7+ individuals and a great tool for teachers and schools. Future of education in the world will change with new technologies.

Participant: Prof. Zohra Alieva and Jamila Hashimova (Azerbaijan)

Title: Future of the soul in the digital age

Transhumanism is characterized as a movement that advocates the idea of human transformation / superiority with the goal of creating a posthuman or transhuman human with abilities that are superior to those of today's humans. This transformation can be seen both at the individual level and at the collective level, leading to a new humanity.

Participant: Zornica Draganova, PhD (Bulgaria)

Title: Cultural micro entrepreneurship: ideas, practices and problems

Entrepreneurial micro initiative in the cultural field in Bulgaria is developing at a fast pace through the last decades and so is the need for an interdisciplinary research on the emerging problems and debates. This paper presents an aspect of an ongoing research on cultural entrepreneurship, here focusing on the values and ideas. The anthropological study's goal is to deepen and widen the understanding of personal and collective initiatives in the field of the arts, culture and education. Also, to systematize the processes of transformation of human, cultural and social capital into practical decisions that exert their influence on the way local actors from different social groups and cultural background react to and cope with various social challenges and events, such as inclusion, collaboration, dialogue. Knowledge is regarded as a building material in the ongoing processes of transformation of public spaces, identity representations and communication strategies. An important emphasis of the research efforts is set on educational initiatives and the mechanisms of transforming cultural capital, notions about local identity and major intellectual constructs into practices. Some conclusions based on the analysis of qualitative data, as well as revised research questions that will be included in the next stage of the study, will be presented.

ISBN

Online Presentation Rules

Dear participant,

You are receiving the following instructions as you have requested an online participation. We would like to provide you with all the information you need to connect to the online-conference. Please take your time to read the information below.

Schedules & Time Zones

Please keep in mind that entire program scheduling is based upon EEST time zone (+ 2:00 GMT). You are able to check the time changes in accordance to Bulgaria (Sofia) local time zone here <https://www.thetimezoneconverter.com/>

Conference panels access

All program panels will be organized as part of two uninterrupted Zoom session:

Meeting ID:

Password:

As conference participants you will receive access to the following sessions:

- The session you participate in as a speaker;
- All other sessions;

Please check your name and session time in the programme.

We kindly ask all speakers to enter their panels 10 minutes prior the start of the session.

During the session, please keep your cameras on.

During the session, please keep your cameras on.

Zoom access

Please enter Zoom through Chrome or Mozilla Firefox browser or by downloading the Zoom application on your computer. No account registration is needed, you are able to participate as a guest.

Copy the session link in Chrome or Firefox. It will take you directly to a page with a 'Launch meeting' tab. Follow the steps and choose to enter through your browser. Do not forget to enter your personal details and Meeting ID, if required.

Conference program

The conference program is available at: <https://http://ips-bas.org/>

Certificates will be sent after conference.

For question and support please contact:

Assoc. Prof. **Marina Bakalova** marina.bakalova@gmail.com

Scientific Secretary, IPS-BAS
tel. +359 887543901