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Teaching thinking

Abstract:

Ilyenkov's reconstruction of Marx's analysis of the concept of value is the classic example used to explain the ideas of theoretical knowledge and the rise from abstract to concrete. At the same time, Ilyenkov's discussions seem to imply an expectation that all knowledge, including about non-human physical phenomena can be analysed in this way. This conception seems to be linked with Ilyenkov's position that schooling (education) should be aimed at teaching thinking (i.e., to know objects). The first part of the presentation is to introduce (or remind) about these points from Ilyenkov (i.e., about the aim of schooling to know objects theoretically, where knowing is based in understanding universal relations in particulars). The second part of the presentation is to discuss the concrete problems involved in working with these ideas in actual, concrete educational situations. Even if you are not interested in school teaching, the conceptual problems involved in this particular case will be relevant for any kind of research work that seeks to operate within this epistemological tradition. It is possible that audience discussion will raise questions about implications and consequences for knowledge production in other practice fields.

Relevant background readings:

1. Ilyenkov, E. V. (2007). [Knowledge and Thinking](#). Journal of Russian & East European Psychology, 45(4), 75-80. (original work published 2002)
2. Ilyenkov, E. V. (1982). The dialectics of the abstract and the concrete in Marx's Capital. Moscow: Progress. (Original work published 1960) (ONLY PAGES: 224-233)
These pages correspond (largely) to the section entitled: "Concrete fulness of abstraction and analysis as a condition of theoretical synthesis" in Chapter 5, "The Method of Ascent from the Abstract to Concrete in Marx's Capital" (minus the first page)
Also found at: [The Marxists Internet Archive](#) (but you can skip the first 6 paragraphs), and start with the sentence beginning: "The conception of a universal concept underlying the entire system of the categories of science..."