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# REVISTA DE FILOSOFÍA

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*Playing Essence of Human Thinking: Philosophical and Cultural Aspects*

**Jugar a la esencia del pensamiento humano: aspectos filosóficos y culturales**

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**Abstract**

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The article is devoted to the gaming essence of human thinking. Gaming activity is the essential quality of a person along with labour, educational, cognitive, communicative activities. It is realised in all listed activities of the personality. After analysing the classification of types of human games, we propose to allocate the fourth type of games – the game of the mind. It is present in modern texts: jokes, advertisements, media, and artistic texts. The ambiguity of the text provokes mental activity. The latter, carrying out the game with meanings, is able to generate ambiguity of discourse. Thinking, as a game, is manifested in solving the tasks of intelligence, in assessing of general competencies and testing creative abilities.

**Keywords:** Game; Play; Performance; Thinking; Culture of thinking.

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**Resumen**

El artículo está dedicado a la esencia del juego del pensamiento humano. La actividad lúdica es la cualidad esencial de una persona junto con las actividades laborales, educativas, cognitivas, comunicativas. Se realiza en todas las actividades enumeradas de la personalidad. Después de analizar la clasificación de los tipos de juegos humanos,

proponemos asignar un cuarto tipo de juegos: el juego de la mente. Está presente en textos modernos: chistes, anuncios, medios y textos artísticos. La ambigüedad del texto provoca actividad mental. Este último, al realizar el juego con los significados, es capaz de generar ambigüedad de discurso. El pensar, como juego, se manifiesta en la resolución de tareas de inteligencia, en la evaluación de competencias generales y en la prueba de habilidades creativas.

## I. Introduction

Activity theory in psychology has traditionally identified three main types of activity: labour, study and play. Subsequently, they began to distinguish another type of activity – communication. Cognitive activity was included in all types of activity, as a fundamental component of human existence. Play, study, communication and labor build up the main types of life activity: play activity prevails in childhood, academic activity dominates in school years, communication activity comes out on top in adolescence, and, finally, the leading activity of an adult is working<sup>1</sup>. The listed activities correspond to the general needs of the individual. Today in psychology, creative activity is distinguished, as well as educational, recreational, reproductive, prognostic, consumer activity and leisure.

Creative activity is divided into scientific creativity, artistic activity, and technical creativity<sup>2</sup>. The first one searches for new knowledge, the second one demonstrates new emotions, the third one creates new tools and technologies. Creativity is viewed as a free activity aimed at invention as the highest form of creating (designing) a new way to achieve a goal.

We define *thinking* as the cognitive activity of a person, characterized by a generalized and indirect reflection of reality; mental process of modelling the laws of the surrounding<sup>3</sup>. At the same time, thinking is both creativity and play. To consider thinking as a play activity is the purpose of this study.

Different types of thinking are distinguished: visual-active, visual-figurative, verbal-logical, theoretical and practical, abstract and concrete, creative, divergent, pre-logical, modern, concrete-objective and abstract-logical, reproductive, analytical, discursive and intuitive, algorithmic, alternative, associative, conceptual, strategic, lateral, positive and depressive, flexible and inert, critical, lateral, systems and linear, heuristic. The enumeration of the types of thinking shows that there are polar types of thinking, such as theoretical and practical, discursive and intuitive, and there are types of thinking that do not have their opposite: critical, creative, analytical. In the latter case, it is easy to assume

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<sup>1</sup> LEONT'EV, A. N. (1974). "The Problem of Activity in Psychology". *Soviet Psychology*, vol. 13, 4-33.

<sup>2</sup> PONOMAREV, Yakov. (1960). *Psychology of Creative Thinking*. Moscow: Nauka.

<sup>3</sup> LIUBASHITS, Valentin; CHERKASOVA, Tatiana; SHESTOPAL, Sergey; FADEEVA, Natalia; NEVELSKAYA-GORDEEVA, Elena. "State Power as a Legal Category: The Concept, Nature, and Characteristics". *Amazonia Investiga*, vol. 8 n° 22, 153-162.

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that if creative thinking exists, then non-creative thinking will stand out in contrast to it, critical thinking develops against the background of non-critical thinking. However, for research, it is attractive to study precisely the merits of thinking, its peculiarities, as isolated from ordinary thinking.

## II. Development

Game is a type of activity in conditional situations where typical actions and forms of human interaction are reproduced. Games always have two plans. On the one hand, the player performs real activities related to the solution of very specific tasks. On the other hand, a number of moments are conditionally symbolic, which allows players to distract from the real situation. The game can be considered as a special process of modelling reality. The goal of the game is the process itself. It does not have the practical final result. The game can serve as a form of realization of a person's activity: it is stimulated by the need for activity, and its source is imitation and experience. Game activity is inherent in a human being. Along with work, educational, cognitive, communicative activities, it is able to be present during the implementation of all types of personality activities<sup>4</sup>. The “playing person“ is considered in cultural<sup>5</sup>, psychological<sup>6</sup>, and social aspects<sup>7</sup>.

G.P. Shchedrovitsky organized a methodological group, that launched a methodological movement and made it possible to introduce into the practice of social design a special type of game – an organizational-activity game<sup>8</sup>. Organizational-activity game is a mass sociocultural phenomenon that involves large groups of people in the game process. “The experience of games convinces us that self-determination largely depends on how successfully the participant of the organizational-activity game manages to share the plans of the necessary, due and possible “, wrote P.G. Shchedrovitsky<sup>9</sup>.

Children's games are divided into objective (playing with objects and mastering their functional values), role-playing (a game in which the child takes on certain roles and reproduces stereotypes of behaviour), games with strict rules (where certain requirements and conditions are established for the child and subordinate one's behavior). All these games act as training for a child in mastering the meanings of things and phenomena fixed

<sup>4</sup> FURMAN, A.; KUTSEPAL, S.; PRYKHODKO, T.; KRYLOVA, S.; GLIZNUTSA, M.; VYKHOVANETS, Z. (2020). “Intelligence, creativity, psychological and personal qualities of employees as factors of real achievements”. *International Journal of Management*, vol. 11 n° 4, 320.

<sup>5</sup> HUIZINGA, Johan. (1955). *Homo Ludens: A Study of the Play-Element in Culture*. Boston: Beacon Press.

<sup>6</sup> BERNE, Eric. (1964). *Games People Play – The Basic Hand Book of Transactional Analysis*. New York: Grove Press, Inc.

<sup>7</sup> CARNEGIE, Dale. (1981). *How to Win Friends and Influence People*. New York: Simon and Schuster.

<sup>8</sup> SHCHEDROVITSKIY, Georgij. (1996). *Filosofiya. Nauka. Metodologiya*. Moskva: Shkola kulturnoy politiki.

<sup>9</sup> SHCHEDROVITSKIY, P. G. (1987). *K analizu topiki organizatsionno-deyatel'nostnykh igr*. Puschino: NTsBI AN SSSR, 10.

in the language, contributes to the development of conscious actions, expands his self-awareness (from perceiving oneself as a subject of object-related actions to a carrier of a social role).

Within the framework of the methodological movement and the conduct of organizational-activity games, an original classification of games was proposed, covering all game processes:

- game has strictly established rules;
- play has rules which are not strictly established, but can be painlessly changed with the general consent of players;
- performance is not a memorized role, but improvisation<sup>10</sup>.

The organizational-activity game introduced into the practice of social design includes all three of these types of game. G.P. Shchedrovitskiy considers game as a social and pedagogical type of activity, in which there is a system of interconnections and relationships that develops around a person, where he is one of the elements of this system<sup>11</sup>.

When an organizational-activity game is held, then to the question of the participants what are the rules of the game the organizer replies that there are no rules here. In fact, of course, there are rules. All participants are immersed in a certain game, because the rules and form of the game are spelled out; become participants in the play to the extent that they can show leadership qualities and change the rules both within the framework of what is permitted by the organizers and in changing the strict rules of the game; and have the ability to perform. Within the framework of the organizational-activity game, mental activity develops as a special type of activity. Cognitive activity, from our point of view, can be viewed not only as an activity, but also as a game<sup>12</sup>.

The three types of games listed above – play, game, performance – overlook another type of games: an intellectual game (a game of meanings), which is the internal activity of thinking in terms of the logical and psychological transformation of discourse. Discourse is viewed as a verbal social interaction. The discourse field defines the topics of communication, values and meanings, keywords and symbols, definitions of terms, emotions, rules of communication interactions. A person in a discursive field, no matter what type it is – the field of postmodernism or Nietzscheanism, Freudianism or Gestalt psychology, Islam or Christianity, the Goth or emo subculture – is forced to follow the corresponding rules and requirements. The cultural field has its own unique language – a

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<sup>10</sup> SHCHEDROVITSKIY, Georgij. *Ibid.*, 12.

<sup>11</sup> SHCHEDROVITSKIY, Georgij. *Ibid.*, 62.

<sup>12</sup> SHCHEDROVITSKIY, P.G. *Ibid.*, 7.

certain system of signs, its own symbolism, which, according to Alexey Losev, is the result of thinking<sup>13</sup>.

Discourse is verbal social interaction. The discursive field determines the topics of communication, values, a set of keywords, symbols and terms used, the rules for expressing emotions. A person who has entered the boundaries of the discursive field (for example, postmodernism or Freudianism, Islam or Christianity, the Goth subculture or the emo subculture) is forced to follow the corresponding rules and requirements<sup>14</sup>. For example, someone asks a boy: “How old is your father?” “The same age as me, “ he replies. “It's impossible! “. “Why is it impossible? My father became my father only when I was born, because before my birth he was not my father, which means that my father is the same age as me. “ Here we have a play of meanings<sup>15</sup>.

Consider the features of the selected types of games, the analysis of which is presented in the table:

Nº	Game type	Need for an audience	Need for a co-player (s)	rules	Motivation	Symbols	Tools (toys)	Goal
1.	Play	undesirable but possible	Desirable but not required	The rules are changed by the players	Necessary	Not necessary	Necessary	Self-realization
2.	Game	Desirable but not required	Not necessary	The rules are clearly established and do not change	Necessary	Not necessary	Acceptable	Amateur performance
3.	Performance	Desirable but not required	Not necessary	There are no rules	Not necessary	Necessary	Not necessary	Self-expression
4.	Mind game	Not necessary	Desirable	There are no rules	Not necessary	Necessary	Not necessary	Self improvement

<sup>13</sup> HARMASH, Liudmyla; KHALANSKA, Natalia; NEVELSKA-HORDIEIEVA, Olena; SIDAK, Liudmyla; YURYEVA, Zhannetta. (2019). “Losev and Russian Symbolists”. *Amazonia Investiga*, vol. 8, n° 24, 499.

<sup>14</sup> HARMASH, Liulmyla; KHALANSKA, Natalia; MELNYK, Svitlana; NEVELSKA-HORDIEIEVA, Olena; RAZUMENKO, Iryna. (2020). “Semantic and Pragmatic Presuppositions in Postmodern Text”. *Journal of History Culture and Art Research*, vol. 9 n° 3.

<sup>15</sup> NEVELSKA-HORDIEIEVA, Olena; PANOVA, Maryna; VOITENKO, Dmytro; MELIKHOVA, Yylia. (2021). “Classification of Violations of the First Basic Logic Principle: Judicial, Manipulative and Comic Effects”. *Revista Inclusiones*, vol. 8, n° 1, 276-291.

(game of meanings)				ry		y	ement
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Human thinking has a playful essence. Postmodern views broaden the playing field. In the history of culture, “mind game” is an existential category that manifests itself in all spheres of the cultural life of society. Sophisms known since antiquity are nothing more than a game of meanings. For instance, Epimenides says that all Cretans are liars. Epimenides is a Cretan, so when he says that all Cretans are liars, is he lying himself?

The Megara school of sophistry is known for formulated sophisms, which are often considered paradoxes a priori. The sophism of the Megarian school “Horned” says: “What you have not lost, you have. You haven't lost your horns. Therefore, you are horned.”

Medieval scholastics actively discussed the paradox they themselves formulated, which was called the “Paradox of omnipotence. “The “paradox of omnipotence” sounds like this: “God is omnipotent, He can do everything; therefore, if God can do everything, then He can create such a stone, that He cannot lift. However, God can do everything, which means that He is able to lift any stone. “For many centuries the paradox had no solution. However, in the nineteenth century, a solution was found: Metropolitan Filaret Drozdov suggested understanding a person as a stone, and the paradox disappeared. Indeed, man is endowed with free will, which cannot be limited – thus, indeed, God created a stone that cannot be lifted<sup>16</sup>.

Of course, these examples are games of meanings. Similar games are present in modern texts: anecdotes, advertisements, journalistic and literary texts. The ambiguity of the text provokes mental activity, which is capable of generating the ambiguity of discourse<sup>17</sup>. “Veronica hid the letter from her husband in her pocket” – did she put the letter that her husband wrote to her in her pocket, or hid the letter in her pocket so that her husband would not see it? Anecdotes from the Internet: “The neighbors said that my dog was chasing a man on a motorcycle, but my dog does not have a motorcycle!”, “Wealth is within you. Just your kidneys are worth a huge sum of money!” “When I told my husband that I had bought new boots: made of leather, brown and with a buckle, he didn't think it was not one pair of boots, but three pairs.”

<sup>16</sup> NEVELSKA-HORDIEIEVA, Olena; KACHUROVA, Svetlana; VOITENKO, Dmitry. (2021). “History of the Regulatory Field in Philosophical and Legal Context”. *Revista Notas Históricas y Geográficas*, nº 26, 70.

<sup>17</sup> NEVELSKA-HORDIEIEVA, Olena; PANOVA, Maryna; VOITENKO, Dmytro; MELIKHOVA, Yylia. *Ibid.*, 280.

A real conversation. A grandmother says to her grandson, “It's winter, it's cold, and you don't have a hat.” “It is not true, I have it!”, exclaims the grandson. “It is always in my pocket.” He takes a hat out of his pocket and shows it to his grandmother.

“Have you ever seen the rumpled 10 thousand dollars?” the wife asked her husband, opening the garage. “I took your car in the morning.”

The name of the hotel is being discussed: If you call the hotel “Development”, then how funny the advertisement will sound: stop in development.

A game of meanings also occurs when words that sound similar but differ in content are used. For example, an advertisement for a watch store used the slogan: “You don't choose the times, you choose the time.” Concepts that are similar in sound but different in content are played out here.

In jurisprudence, the purpose of using the game of meanings is a court decision. The verdict of the court is not a literary play on words, the judgment affects the life of people, their future. The game of meanings in legal practice can lead to serious, and, possibly, irreparable and tragic consequences. As an example, let us cite the well-known case of defense by lawyer V.D. Spasovich of the accused Kroneberg. The newspapers of that time wrote a lot about this trial and F.M. Dostoevsky paid considerable attention to it in his diary: “Let me remind you of the case: the father punished his child, a seven-year-old daughter, too cruelly; on charges – he had treated her cruelly before. One stranger, of a simple rank, could not stand the screams of the tortured girl, who for a quarter of an hour (on charges) shouted under the rods: “Daddy! Daddy!”. The rods, according to one expert, turned out to be not birch-rods, but metal rods, that is an extremely cruel punishment for a seven-year-old child. However, they were in the courtroom as material evidence, and everyone could see them”<sup>18</sup>. Lawyer V.D. Spasovich uses the tactics of a game of meanings: he replaces some terms with others – “metal rods” with “birch-rods”, “cruel torture of a child” with “raising a child”, instead of the concept of “seven-year-old child” the defender uses the phrase “spoiled and vicious child.” All this leads to a substitution of the thesis: the accused Kroneberg does not look like a cruel person, but, on the contrary, in the eyes of those present in the courtroom, he looks like a wise educator of a spoiled daughter. The tactics used by V.D. Spasovich, led to the fact that the jury acquitted the cruel defendant. The play of meanings here is associated with euphemisms: the replacement of one concept with another – softer, calmer, much more “pleasant to hear”.

Another example with the use of euphemism is an anecdote read on the Internet: “No, I will not take a pirated copy. – What do you! This is not a pirated copy, but a replica.

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<sup>18</sup> DOSTOEVSKY, Fedor. (1876). *Dnevnik pisatelya. Yezhemesyachnoye izdaniye*, fevral'.

“Okay, then, I'm buying.” Or: “You got drunk again? – No, I did not drink, I healed my mental wounds”.

### III Thinking as a game is manifested in solving problems for quick wits

Thinking carries out play activity. Thinking as a game is manifested in solving problems for quick wits, for assessing general competencies, for testing creative abilities.

Since 2017, Ukraine has introduced a new admission to the magistracy in the specialty “Jurisprudence” – the Test of Primary Legal Competencies (“TPLC”). The test consists of 30 questions and is divided into 3 blocks: 12 questions in the first section “Critical thinking“, 9 tasks in the second section “Analytical thinking“ and 9 tasks in the third section “Logical thinking“<sup>19</sup>.

Assessment of knowledge by the test method has advantages: rapid verification of results, lack of subjectivity in the assessment, promotes the development of young people's thinking, acceleration and deepening of mental processes. At the same time, the logical analysis of the proposed test tasks reveals a number of points that contradict the psychological theory of testing, and indicate a number of factors that require special preparation of applicants for master's degree.

I. We see the current situation as quite objective, which is associated with the choice of an adequate criterion for scientific analysis in various studies. Let us explain this with the following example. Human thinking is not only non-linear, but also multifaceted. Mathematics constantly convinces us that the problem can be solved in different ways: it is permissible to put a stack of 3 books with another same stack of 3 books, but you can multiply 3 books in a stack by 2, since there are 2 stacks of 3 books on the table. The result will be the same. So, in everyday life, a person is able to solve the task facing it in different ways: you can jump over the hole, you can go around it, or you can put the board down and cross the hole along the board. When solving a scientific problem, the researcher must get one answer to the question posed, and this answer will be true. However, if there are different selection criteria, it is possible to get several true answers. The names of scientists are listed: Wilhelm Roentgen, Pierre Curie, Heinrich Rudolf Hertz, Max Planck, Emil Heinrich Fischer. The question is who is superfluous in this row, who needs to be removed? You can remove Fischer, since he is a chemist, and all other scientists are physicists. But this is only one possible criterion. It is permissible to remove Pierre Curie because he is French, while the other four scientists are German. Heinrich Rudolf Hertz

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<sup>19</sup> VOITENKO, Dmytro; KACHUROVA, Svitlana; NEVELSKA-HORDIEIEVA, Olena. (2019). “Abstract Thinking in Law Education in the Context of Introduction of the TGELC”. *Journal of the National Academy of Legal Sciences of Ukraine*, vol. 26, n° 2, 59–73,

can also be excluded from the above list, since he did not manage to become a Nobel Prize laureate.

Another example. The question is suggested: remove the extra city from the five listed cities: Madrid, Hamburg, Tokyo, London, Tunisia. Hamburg might be the correct answer. This city is the only one of the five which is not the capital. However, you can see other criteria for answering the question: four cities are seaports, and one city – Madrid – has no access to the sea. It is also acceptable to delete Tunisia, because this is a city located in Africa, the rest of the cities are in Eurasia, moreover, this is the only city from the proposed list, the name of which is identical to the name of the country. The use of different selection criteria will lead to a distortion of the test results: one specific result is programmed in the test, which does not take into account the whole variety of choices presented in the test task.

If the question does not show a set, but only 2 selection criteria, in this case the answer options are able to correct the situation that only one answer will be chosen correctly. For example, a number of names are proposed, of which 4 should be left, and one should be removed: George Washington, Sherlock Holmes, William Shakespeare, Ludwig van Beethoven, Napoleon Bonaparte, Nero. The latter is the only one of those listed who actively fought against Christianity, the rest were loyal to the Christian faith, Napoleon, although he was not a believer, did not show aggressiveness like Nero. Arguing differently - it is necessary to delete Sherlock Holmes, since this is the only literary character, the rest are real people. The answer options for this task can be formed in such a way that only one criterion is involved in the selection (Nero is excluded from the proposed answer options):

- A) George Washington;
- B) Sherlock Holmes;
- C) William Shakespeare;
- D) Ludwig van Beethoven;
- E) Napoleon Bonaparte.

Suppose that the respondent sees not one but several selection criteria: in this case, how can he decide on the correct answer? The question itself does not include an indication of what criterion was taken as a basis by the developers of the test. Therefore, the test taker needs to guess which answer will be considered correct by the test writers. The search for the true answer is replaced by thinking activity aimed at reflection (reflection is a term that in philosophy means “thinking about thinking”) by the logic of the test authors and guessing the answer that satisfies this logic.

Thus, question 4 of the main notebook of TPLC 2020: “The attitude of the author of the text to plagiarism is most precisely defined in the line:

- A) biased;
- B) pessimistic;
- C) ironic;
- D) negative;
- E) balanced.

It should be noted that the author of the text on plagiarism presented at the exam treats the latter both negatively and pessimistically, while presenting his thoughts ironically and thoughtfully. Therefore, only the answer variant A is definitely not suitable, but the other 4 options fully meet the question, so it is necessary to guess the decision of the compiler of the test, because the understanding of “the most accurate attitude of the author to plagiarism” must be clarified by the author remained in the text.

II. A number of questions are formulated in a form that is uncharacteristic of the Ukrainian mentality. The school develops students’ thinking according to the algorithm: “how do these texts differ?” or “what do these texts have in common? “. The test offers a form of question that combines two parts: “we find confirmation of all positions except...”. For example, the first question of the main notebook of TZNPk 2020: “The author in the text calls all kinds of intertextuality, EXCEPT: A) allusion; B) reminiscence; C) plagiarism; D) mystification; E) the quotation”. This atypical structure of the question requires more time to clarify and solve the problem.

III. The TPLC introduces questions, the answers to which are not objectively presented in the texts, as evidenced by the words: “most likely “, “can be assumed “. When there is no specific answer in the text, the thinking of the respondents is activated not so much by the search for truth as by the reflection of the thinking of the developers. For example, question 11 of the main notebook of TPLC 2018: “The authors of the texts, most likely, would NOT agree that:

- A) there are many methods of manipulating the behavior of both individuals and large masses of people;
- B) manipulation of the media with public opinion is always a response to the requests of the audience;
- C) the intellectual level of consumers of mass media products is often quite low;
- D) the interpretation of reality in the media is carried out in accordance with the policy of the tool itself or its owner;
- E) the mass media with their content primitivize the consciousness of citizens.

IV. There are some questions with incorrect answers, and if in the main tests such omissions are detected and disqualified, then in additional tests such flaws may not be recorded. For instance, the 27th question of the additional notebook of TPLC 2019: “Investigator: The proceedings cover four episodes of offenses: X, Y, Z, V. During the investigation, a circle of suspects was identified, each of whom was a participant in at least one of these episodes, and the participants of each of of these episodes. The investigation

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also found that each suspect who participated in at least one of the episodes Y, Z, V, was also a participant in episode X. In addition, it was found that no suspect who did not participate in the episode Z, was not a participant in episode V and that none of the participants in episode Y was a participant in episode Z. Which one of the following statements logically follow from the information of the investigator?

- A) The sum of the number of participants in episode Y, episode Z and episode V is greater than the number of participants in episode X.
- B) There are no participants in episode X who would not be participants in at least one of episodes Y, Z, V.
- C) Some suspects were not participants in no episode Y, no episode V.
- D) The number of participants in episode V is not less than the number of participants in episode Y.
- E) None of the participants in episode V was a participant in episode Y<sup>20</sup>.

According to the protocol, the correct answer is D. However, from the point of view of logic, the correct answer is missing. And that's why. We make a categorical syllogism according to the first figure:

1. No suspects who did not participate in episode Z that were not participants in episode V.
2. None of the participants in episode Y were participants in episode Z.

According to the general rules of categorical syllogism, a conclusion is impossible from two negative statements. Indeed, V has nothing to do with Z; Y has nothing to do with Z. But it does not follow at all that “none of the participants in episode V were necessarily participants in episode Y “, because:

- 1) V can be identified with Y;
- 2) V can intersect with Y;
- 3) V can obey Y;
- 4) Y can obey V.

V. There are inaccuracies in the content of texts. In question #8 of the additional notebook of TPLC, among the possible answers is the following: “In the formulated by ancient Greek doctors famous motto *Heal!* there is a deep philosophical meaning that determines the role of medicine in society, and therefore physicians are categorically against the premature termination of life of patients”<sup>21</sup>. This answer is true, but the oldest principle of medical ethics, formulated by Hippocrates, sounds different: “Do no harm”, or *primumnonnocere* (literally: “above all do no harm”). The motto “Heal!” does not exist, since ancient times the motto has sounded like this: “Doctor! Heal yourself!”.

<sup>20</sup> VOITENKO, Dmytro; KACHUROVA, Svitlana; NEVELSKA-HORDIEIEVA, Olena. *Ibid.*, 65.

<sup>21</sup> VOITENKO, Dmytro; KACHUROVA, Svitlana; NEVELSKA-HORDIEIEVA, Olena. *Ibid.*, 69.

#### **IV. Conclusions**

Thus, the traditional classification of human games does not take into account one of the intellectual games – the game of the mind (the game of meanings), which is an internal activity of thinking in the logical and psychological conversion of discourse. Highlighting the game of the mind as a special type of human game allows us to increase the effectiveness of the study of the specifics of thinking when solving the tasks of intelligence, evaluating professional competencies, and testing creative abilities.



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