COMMENTARY

Intelligence Games: A Useful Tool in Philosophy and Logic Education

Longjun Zhou

Division of Education and Economy, China Center, International Education Communication Agency, the BASE, USA

"Logic is the beginning of wisdom, not the end." –Leonard Nimoy

INTELLIGENCE games are mainly comprised of intellectual activities and often based on certain intellectual training purposes. They are designed for individuals to increase knowledge and develop thinking skills in a voluntary and relaxed mood through vivid, novel, and engaging activities (Huang, 1985). Intelligence games require thinking skills such as reasoning, logical thinking, imagination, strategical judgement, creative thinking, etc., thus having the potential for positively affecting student cognitive development. They can be organized by adults or initiated by students themselves. The content of intelligence games covers a wide range of domains such as computer, mathematics, literature, and more.

Philosophy is the study of theories about fundamental topics such as the nature of existence, knowledge, and thought. It is also a rational and critical inquiry of its own methodology and assumptions, which differentiates it from other disciplines. This means philosophy education is not only about students' mastery of philosophical knowledge, but more importantly about the development of independent and critical thinking power in them. To achieve the goal of philosophy education, the teacher must introduce students to the processes of philosophical investigation rather than solely emphasizing the study of abstract concepts (Sun, 2000).

Logic is the study of correct reasoning. It plays a pivotal role in many fields and is the foundation of all learning (Zhang, 2003). The renowned mathematician Kurt Godel claimed that logic is the most crucial among all academic disciplines, containing all the basic concepts and principles of science. The German logician, philosopher, and mathematician Gottlob Frege stated that the laws of logic are not confined to the domain of logic itself, but instead, they are the foundation of natural laws. Logic education is to teach students the basic rules and laws of logical thinking and help them attain the skill of reasoning, a cognitive competence critical throughout their lives.

The *Place of Intelligence Games in Philosophy and Logic Education* in this issue is a study of the effectiveness of intelligence games in philosophy and logic education. The research highlights that intelligence games and philosophy and logic education share identical educational objectives, that is, to develop essential cognitive skills in students, such as criticism, questioning, reasoning, problem solving, association, and discrimination. Intellectual games that provide individuals the opportunities to tap their potential and develop strategies to solve problems can serve as a tool in philosophy education to apply philosophical knowledge to seeking solutions to problems. To make prompt and effective decisions in the problem-solving process, it is necessary for student to develop systematic logical thinking competences including skillful reasoning (Duman et al., 2023). It is hoped that this study can spark more research on the roles of intelligent games in school education.

References

Huang, R. (1985). Characteristics of kindergarten games and guiding methods (the 15th lecture). *Early Childhood Education*, 1985(3):10-12.

Sun, Z. (2000). Issues concerning the reform of philosophy education. *Philosophical Research*, 2000(6):65-69.

Zhang, J. (2003). The role of logic education in competence-oriented education. *Journal of Sichuan Normal University (Philosophy and Social Sciences Edition)*, 2003(4):131-134. DOI: https://doi.org/10.16246/j.cnki.51-1674/c.2003.04.034

Duman, E. Z., Arslan A., & Ku ɕukşabanoglu, O. (2023). The place of intelligence games in philosophy and logic education. *Science Insights Education Frontiers*, 17(1):2651-2676. DOI: https://doi.org/10.15354/sief.23.re230

***Correspondence to**:*
Longjun Zhou
PhD
Division of Education and Economy
China Center
International Education Communication Agency
The BASE
USA
E-mail: 294437034@qq.com

***Conflict of Interests**: None*

***Doi**: 10.15354/sief.23.co093*