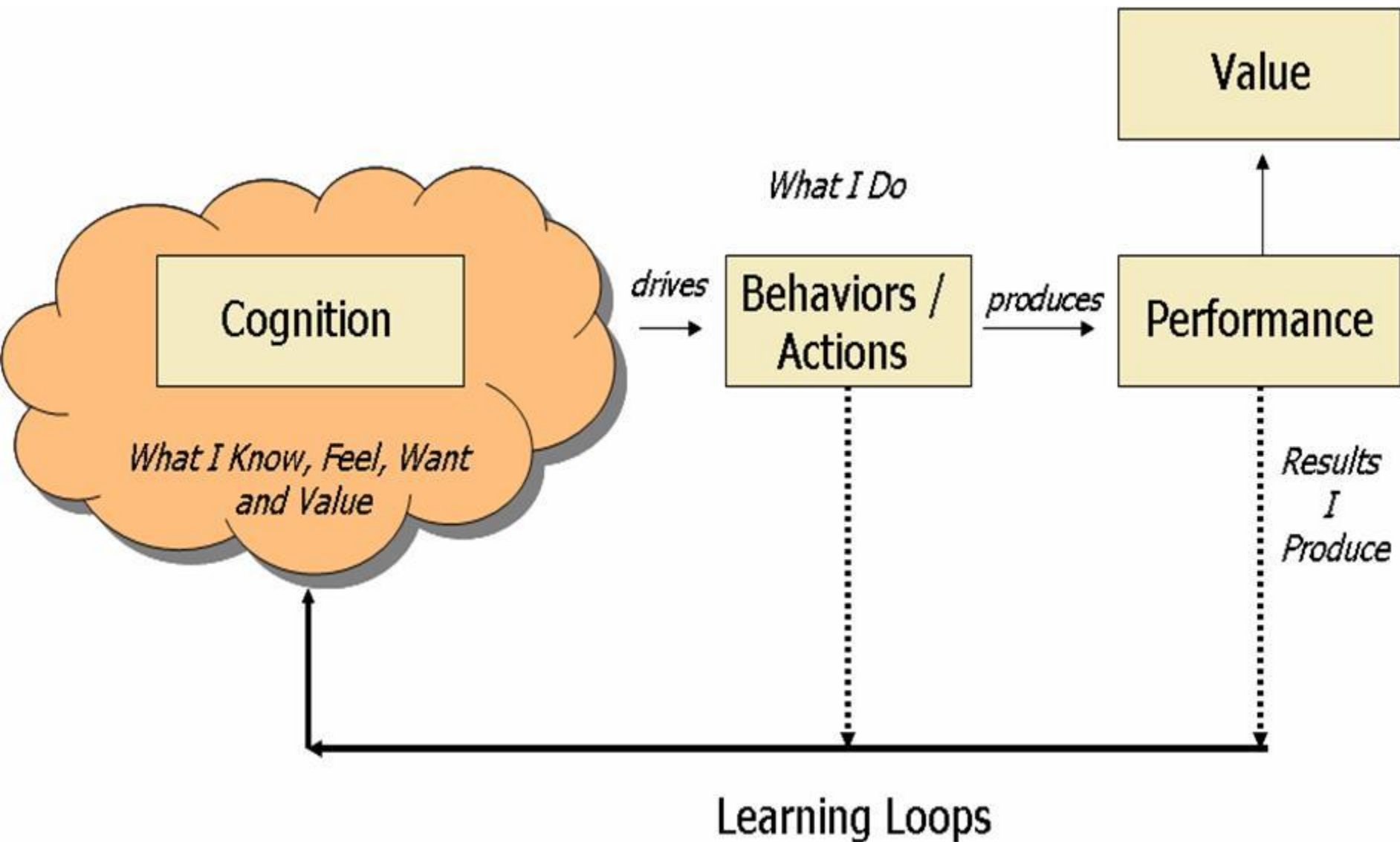
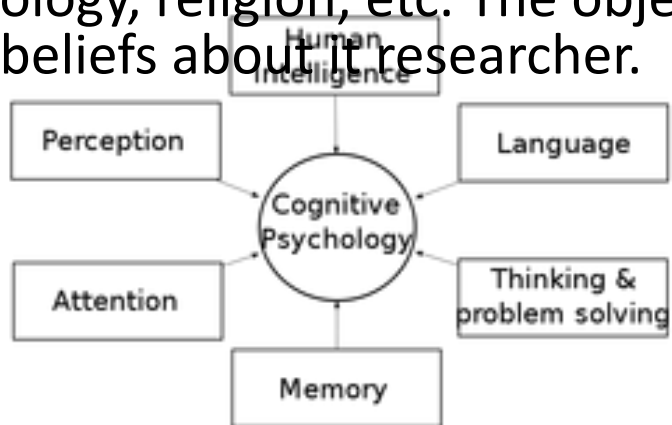


cognition[®] - the highest form of reflection of objective reality. Consciousness does not exist apart from the cognitive activity of individuals, but the latter can learn only so far as possession of collectively generated, objectified system of knowledge transmitted from one generation to another.

Cognition at Work



- We give a definition of the subject and object of knowledge, which is not possible without the knowledge of the process.
- The subject of knowledge - is the one who implements it, that is, creative personality, forming new knowledge. Subjects of knowledge in their totality form the scientific community. It, in turn, has historically developed and organized in various social and professional form (academies, universities, research institutes, laboratories, etc.).
- The object of knowledge - a fragment of reality, became the focus of attention of researchers. Simply put, the object of knowledge is that the scientists investigated: the electron, the cell, the family. They can be both phenomena and processes of the objective world and the subjective world of man: the way of thinking, the mental state of public opinion. It is also an object of scientific analysis can be a kind of "secondary products" of the intellectual activity: art features of a literary work, the laws of development of mythology, religion, etc. The object is objective, in contrast to their own beliefs about it researcher.



- There are different levels of knowledge:
 - · Perceptual knowledge
 - · thinking
 - · Empirical knowledge
 - · Theoretical knowledge.
- There are also different forms of knowledge:
 - · Knowledge aimed at the acquisition of knowledge, inseparable from the individual subject (perception, representation)
 - · Knowledge aimed at getting objectified knowledge exists outside the individual (eg, in the form of scientific texts or in the form of man-made things).

Objectify knowledge made the collective entity under the laws reducible to individual learning process, and acts as a part of cultural production.

- The division of the content of social memory is very conditional, it is difficult to find a common basis of division, crossing inevitably arise.
- In the understanding of the social and historical determination of knowledge in philosophy, there are three major trends that dominate at different times:
 - 1) consideration of epistemological problems mainly on the principle of "individual-space» (XVII-XVIII centuries.);
 - 2) the selection of socio-historical aspect of knowledge as supra-individual entity in the German classical idealism;
 - 3) Taking into account these particular sciences and their one-sided interpretation of the (second half of XIX-XX c.).
- However, in addition to all this, in the XX century. more and more attention is drawn to the socio-cultural communication tools.

- Problems of the theory of knowledge in our time appear in various forms. But there are a number of traditional issues, such as truth and error, knowledge and intuition, sensible and rational, and others. They form the foundation upon which you can understand the development of science and technology, the relationship of knowledge and practices, forms and types of human thinking. Some of these problems will be revealed below.
- Knowledge is very important for a man, because otherwise it would be impossible the development of human science, technology and who knows how far we have gone from the Stone Age if it did not possess the ability to learn. But the "excess" of knowledge can also be harmful. Here's what he said on this score F.Zholio Curie "Scientists know how much good science has brought mankind; they know and what it could achieve today, if throughout the world peace. They do not want to ever have been uttered the words: "Science have led to the death of the atomic and hydrogen bombs." Scientists know that science can be to blame. Blame only those people who are using it badly achievements "

