

Systemic Analysis of Purposeful Actions by Humans for Managing the Development of Modern General Education

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1. Introduction: Education and Life

Education and *life* are two fundamentally interconnected phenomena; accordingly, the general definition of *education* follows.

Education is a specially organized gaining of life experience for life. Organization of such an action always entails the unity of goal (expected result), process and result (attained goal) of corresponding activities, and it involves purposeful action by a person and by society as a whole (individual and public activity).

2. The structure of human's life processes as purposeful actions

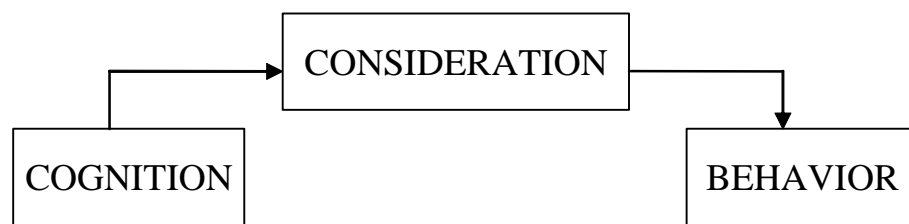
Like the functional structure of educational systems or other social and technical systems, each human's purposeful action is related to the surrounding or external medium in three ways: needs, resources and satisfaction of needs are the three principal characteristics of an action as a whole. With respect to systems approach, this is a macroscopic view on the purposeful actions of humans.

For understanding (system analysis) and targeted construction (system synthesis) of our life's particular conscious actions, we need to develop a microscopic structure of the purposeful actions of humans. Notice that the processes of human life consist of three fundamental components: *cognition, consideration and*

behavior. Humans gain life experience part by part, comparing and connecting the parts: *cognition* is the background for *consideration*, which, in turn, is the basis for purposeful *behavior*. These three components correspond to the first level of the microstructure of human's purposeful actions.

Figure 1

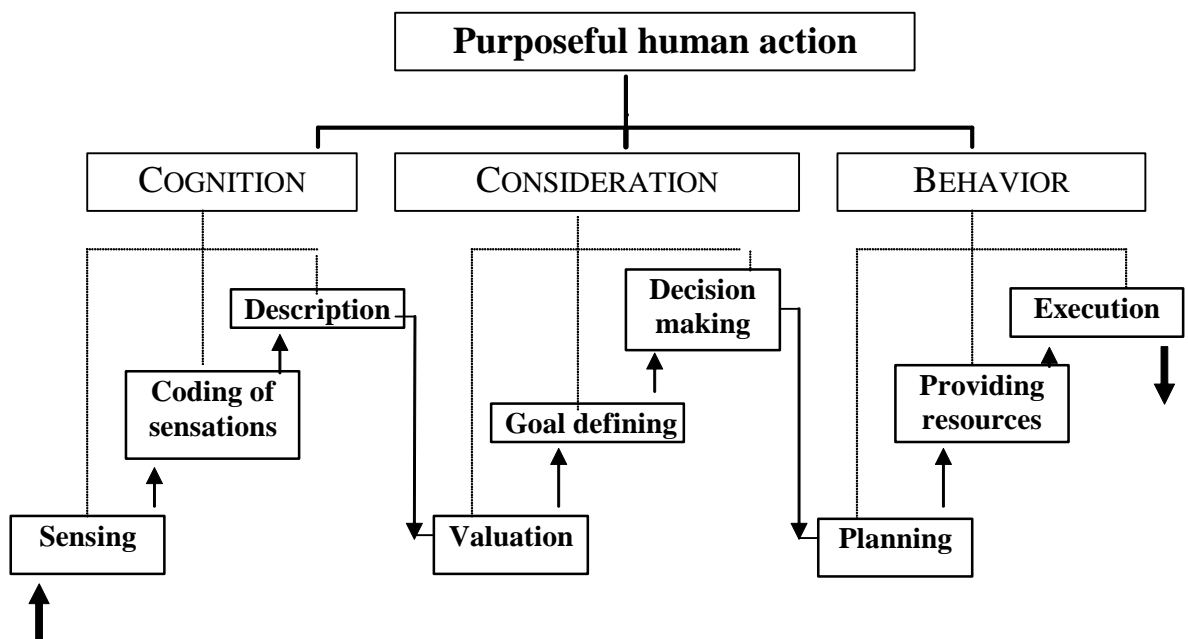
The first-level microstructure of purposeful human actions - a philosophical and psychological approach



Each component of the first-level microstructure can again be presented as a system, and thus we get the second-level microstructure of human purposeful actions.

Figure 2

Detailed structure of purposeful human actions



3. Development of the modern structure of humans' educatedness as life experience for life

The following table demonstrates the principal **systemic** content and structure of our educatedness as life experience for life. Nine corresponding matrix elements demonstrate interconnections between the main components of life experience (*knowledge, skills, attitudes*) and life processes (*cognition, consideration, behavior*). There are three basic – diagonal elements of the matrix that are of special interest in relation to educational problem solving.

Table 1

The principal core structure of humans' modern educatedness -
life experience (*knowledge, attitudes, skills*) for life (*cognition, consideration, behavior*)

	COGNITION (sensations, coding, description)	CONSIDERATION (valuation, goal defining, decision making)	BEHAVIOR (planning, providing resources, execution)
SKILLS - realization of abilities	S k i l l s of gaining information and its' analysis and synthesis	Evaluation, goal defining and decision making s k i l l s	S k i l l s of planning, providing resources and execution
ATTITUDES - value orientation	Cognition of values (creation of sample values - what is good?)	Development of attitudes	Practical realization of attitudes
KNOWLEDGE - facts and causality relations	Obtaining knowledge (what is it and why is it so ?)	Processing of knowledge (critical thinking)	Use of knowledge in practice

During the revolution in science and technology, step by step we have gained a tremendous amount of knowledge. As the result of this increase of information, we have also reached the state of *knowledge cult*, and that is a *fundamental characteristic of the developmental crisis in our life and education today*.

In an attempt to deal with this crisis, **emphasis is clearly being shifted** these days from the need to learn a great deal of knowledge (cognition) **to the need to be able to work with that knowledge** (consideration and behavior). Do we understand the basic structures of our actions which connect not only knowledge, skills and attitudes, but also cognition, consideration and behavior? *We all are managers of our lives, but do we have an appropriate general education for self-management today?*

4. Closing note.

The one who changes in accordance with the development of things and processes in the world today **will survive**. If education is life experience for life, the only remaining question is this: **what education for what life?**

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