

# **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**

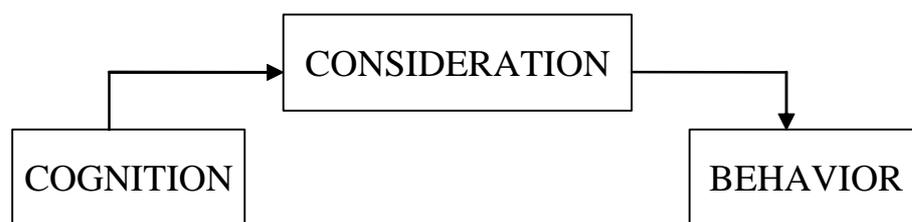
Like the functional structure of educational systems or other social and technical systems, each human's purposeful action is related to the surrounding or external medium in three ways: needs, resources and satisfaction of needs are the three principal characteristics of an action as a whole. With respect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

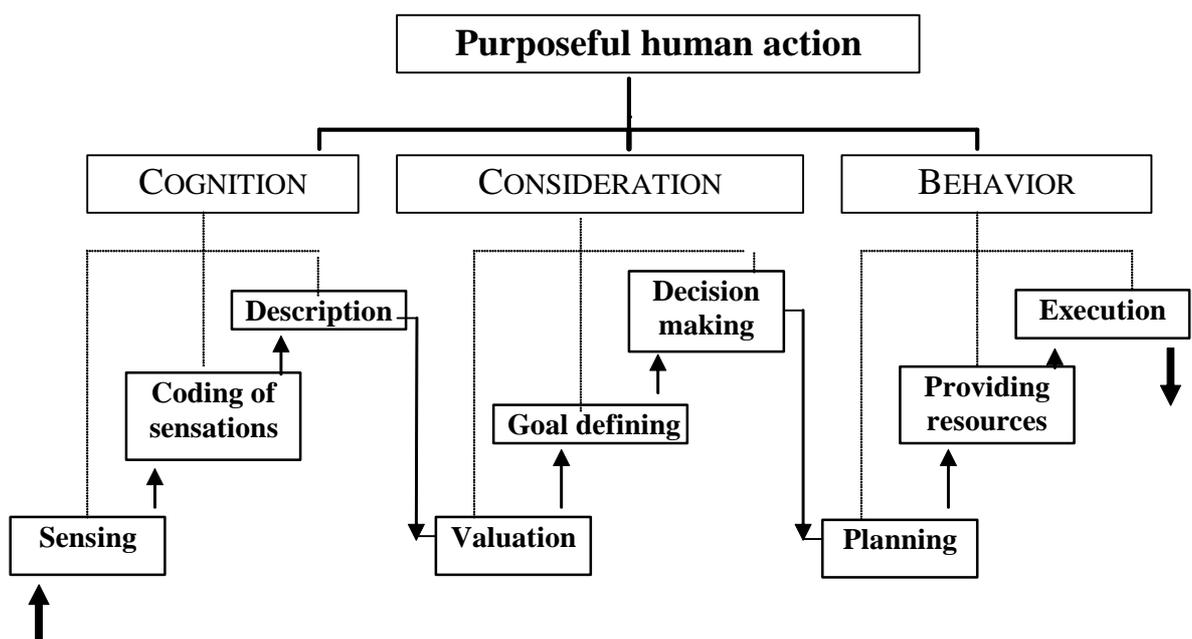
### The first-level microstructure of purposeful human actions - a philosophical and psychological approach



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*)

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