



## **Pedagogy of the Future (new approach to Pedagogy)**

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### **Abstract**

*Today the evolution of humanity goes on so rapidly that each year's demands of people are to obtain new qualities: constant readiness for change, the ability to adopt quickly to the changing environment, professional experience in the field of information technology.*

*It can be argued that there are two main functions of education: to educate and to train. And if they don't go together with a child's age, the education of a student can deteriorate and it will be difficult to correct it. To clarify each of the issues first we have to study "WHAT IS IT?", then to fulfill the task using intellectual technologies as it allows us to understand the aim of our work: what students get (and sometimes their parents), what teachers and school obtain. And if you look at these concepts of education, then how will the solution of the raised questions affect the students' ability to receive knowledge, the process of learning as it is and self-education?*

*The point of discussion is the liberal pedagogy and in particular the kind of education of a person and society, which will be suitable for any school, university or country. On the whole our pedagogy is to be based on human brain, but not only on the experience of generations of teachers.*

*The development of the educational system causes social changes and is possible only through the understanding of the ways we think.*

*Education is a process by means of which a teacher teaches "What is it?", "How to use it?" and "Why should I know it?". These are the major questions we ask ourselves during our lifetime and which are raised by our thinking.*

*These are the questions that a teacher will consider educating his students. During the learning process a student will find answers to these questions in his own way according to the extent of knowledge, depending on his age and natural development.*

*Today in science and technology there have been significant discoveries which can be made by only highly educated people. So the further modernization of education is the way of development of intellectual potential of the society.*

*The information structure of human thinking allows to determine a specific natural information code of thinking, because each person thinks individually.*

*According to the nature of human mind every man has his natural information code of thinking, which may serve as the basis for the educational process.*

*We are interested in this particular structure of human brain, as it can build a new pedagogical theory for the future which relates not only to the ordinary realities of social life but to any school, any institution and any educational establishment which refers to cooperation among people and, which is most important, to the development of man himself. The individual natural information (triadic) code indicates the structure of personality more accurately than any other off-system characteristic.*



*The definition of the triadic code can be made through a test questionnaire.*

*The interaction between a teacher and a pupil on a content basis for a specific purpose and the use of wide range of methods is an essential feature of the pedagogical process, which takes place in any educational system. A teacher is a model for a learner and thus, the learner is a prototype for the teacher so, the purpose of training for the teacher is to make this prototype a model student.*

#### *Teacher's tips*

*Using the principle of student critical thinking, you can implement a new approach to the patterns of learning. This allows us to develop collective mind in the classroom or in the audience. In the process of self-education and in the collective search for truth which is based on the goals and objectives of the lesson, the students themselves organize collective thinking. The system of "student - teacher" becomes inner-direct, i.e. the collective sphere of thought and all the events that occur during each session will also be in a process of collective thinking. Thinking has its own laws and in the classroom students will work together to seek the truth as it makes everyone think individually. This method allows us to make the pedagogical process natural.*

*Collective thinking process builds a structure of individual thinking. Brain is the place where an idea is born. That is to say "the womb of mind". The community brain is the place where it becomes the mind of the universe in the intellectual development. The procedure of the birth of thought is on the transition of the brain perception, as well as the well-known community of language and the order of combining the words into sentences to use. Thought is the generation of brain, its individual work. The procedure of the birth of thought and the process of thought connection into a coherent whole is a very important mechanism for the birth of a single prototype - the world in general and the inner world which a person is aware of.*

### **The structure of the human brain.**

This is a microstructure (the physical brain) aimed at the mathematical functional maintenance of a second brain (a macrostructure), an intellectual brain. This brain consists of three hypostases:

- Intellect (temporal lobes) with a comprehension and outer world building function.
- Sensus (frontal lobes) with an evaluation function of two other hypostases.
- Will (parietal lobes) with an action function, an experience accumulation, intellectual work and physical brain control function, controlling the outer world via it.

An intellectual brain is 'Geneon'.

We will introduce the concept of triadic code. There is an individual developmental system of Geneon. Although all its hypostases are somehow present on all the stages of individual development of a human, and they are somehow partake in his development, there is nevertheless a consecution in the stages of the process. The first stage is intellect hypostasis preferred development (primary outer world comprehension, language acquirement etc.). The second stage is will hypostasis preferred development (first manifestations of activity). The third stage is sensus hypostasis preferred development, an individual human basis. This is a final period, stage, and phase of individual formation and own Geneon.

Any human's individuality comes through the same stages of development; however, every human comes through it differently. Eventually, we have individuality with different Geneons. Firstly, as a result of this process, every hypostasis takes one of the three places - a dominating, subordinate, or recessive one. Secondly, absolutely all Geneons differ from each other in hypostasis filling levels, in the quality of acquired capabilities and properties of individuality. Thirdly, the triadic code defines the scope of the differences, so that every individual Geneon receives a life-long psychological formula for any given individuality.

The preferential (domination) level of the three hypostases gives six positions: individuality with different intellect, sensus, and will domination placement.



ISW formula: the hypostasis of intellect dominates, sensus is subdominative, and will is recessive. IWS formula: intellect, will, sensus. SIW: sensus, intellect, will. SWI: sensus, will, intellect. WIS: will, intellect, sensus. WSI: will, sensus, intellect.

There is an individual dianon inside of each of the hypostases. A model or prototype competitive domination orientation multiplies the number of formulaic personalization of individuals. That is any hypostasis inside its Geneon can vary in domination or subdomination of one of the two bases. A model and a prototype become a leading basis for another. In that case the set of formulae increases its number and diversity.

ISW formula can be spelled as I(M)S(M)W(M), it means intellect and dianon dominated model and subdominated prototype, dianon dominated sensus, and dianon dominated will. I(P)S(P)W(P) is the same but with all the hypostases being prototypically dominated. And further without decoding: I(M)S(P)W(M), I(M)S(M)W(P), I(P)S(M)W(M), I(M)S(P)W(P). We can draw a pedagogical graph of individual human Geneons, enabling to build the education process on this basis.

This is our human treasure as well as a material for pedagogy: we deal with an in a way psychological construction of the individual and society as a whole. Hence the pedagogical process should be constructed. Firstly, the purpose of the education system is to create a Geneon for every student to qualitatively fill all three hypostases; secondly, to get them cooperating together in a balanced way. This is the main thing to remember, for this is a major task for pedagogy in the school and institute.

Questionnaire test is an instrument to determine the classification of natural thinking of a student, and questionnaires are instruments to determine the thinking of a student. Questionnaire tests aren't directly connected to human psychology as long as psychologists research the motives of human actions whereas well thought-out questionnaires discover the natural patterns of thinking, and they are the tools helping us to determine the natural informational code of human thinking.

Knowing each student's informational code and his thinking development spheres allows a pedagogue to teach them according to their natural capabilities; it will surely improve the quality of education and allow resolving many other tasks in education. Also, it will allow students to find themselves in a professional sphere, and most of all help them understand outward things, work with information, and to become an individuality.

To build Geneon during the education process, it's necessary to take care of a student's all educational vertical line. It is natural not to forget about upbringing, for only together they can be called education. I suggest doing the following work for 10-12 year-old primary school students:

1. Give explanations on the mental performance process to pedagogues
2. Explain how we perceive the world to the children, how they build this world inside their heads (exactly their own world, through which they interpret the surrounding one).
3. Explain how to perceive themselves to them.

At first, the teacher should learn his Geneon and understand himself (questionnaire tests), it will help the teacher to build a curriculum. I suggest the following schedule;

Work with primary school teachers during half a day from 10:00 to 11:30, and in the second half from 12:00 to 13:30.

That includes the following:

1. Student reviewing (Geneons), Geneon harmonization task distribution for parents and teachers. Teach yourself as well as the children to build different models (in forms of creative activities, sometimes in a lesson).
2. Preparing a school-book for the children based primarily on model concept in education.
3. Review the students' Geneon after the end of each academic year, giving tasks for the summer to harmonize Geneon during the summer holidays.

High (secondary) school:

1. Geneon reviewing begins. Give some energization work according to the hurt hypostasis. This task should be given personally to him and his parents. The teacher shouldn't forget about it during the academic process.
2. It is desirable to lead the academic process through a model conception in education (we will explain what we mean).





3. Think through the work to harmonize thinking process through the collective mind of a class or two classes simultaneously.

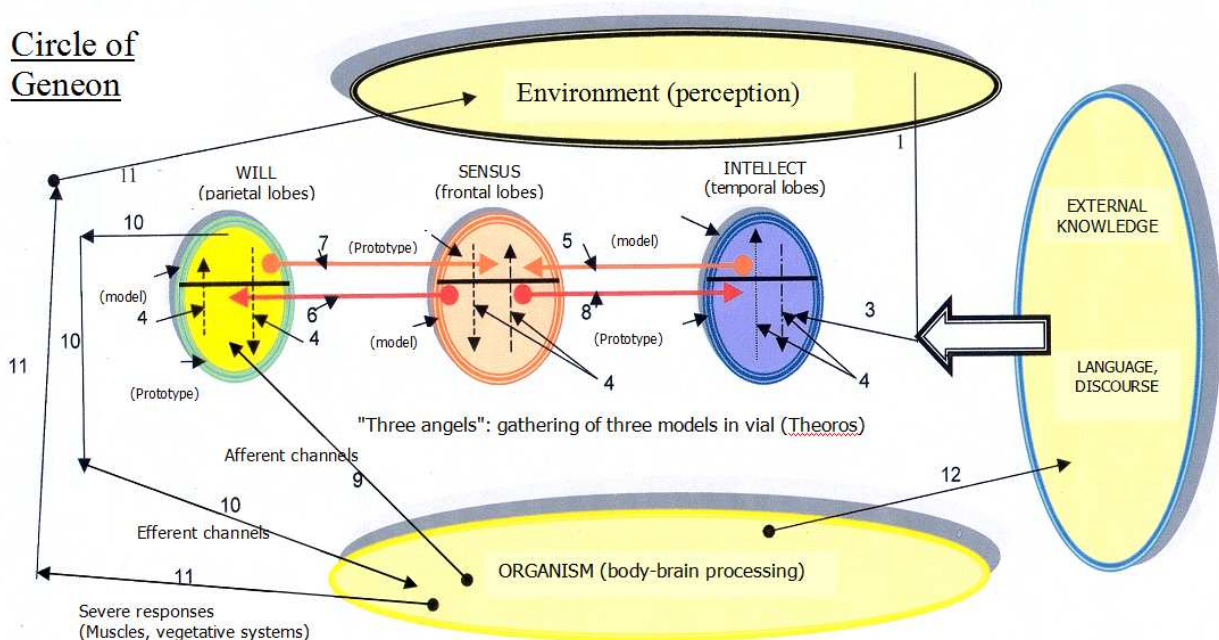
This method can be applied during the classes. On completion this work, Gedeon reviewing must be held.

The final forms (9th-11th)

1. Begin Geneon reviewing of every student and better work through the collective mind, taking only some students individually. When working with the collective mind, you may offer for and analyze fairy tales with secondary students, whereas senior school students should be offered definite problems or reviewing conscious world perception in the concepts like those: What is happiness? What do we live for? What is the school? What is your concept of self education? etc.
2. Try organizing the education process in a game form. (The methods are thought through for all ages and students. All the methods can be consciously presented). You'll need at least one working day for it. It can be divided for secondary and senior school teachers.

All the methods and everything used will be used and presented. On graduation, we offer giving personal Geneon formulae to every student. It is desirable that both higher education establishments and the senior school initially review their students trying to harmonize their thinking process for them to understand, feel, and be able to do everything. The education process in higher education establishments should be held using the collective mind and helping students discover their Geneon as well as in the primary school.

### Circle of Geneon



A SCHEMATIC DIAGRAM OF INTELLECTUAL HUMAN BRAIN  
(The information flow to the brain and the brain connection with the environment and the organism)