

## THE SYNTHESIS PEDAGOGIC FUNDAMENTALS

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**ABSTRACT:** The hypothesis of introduction of such a new pedagogical conception as the “synthesis pedagogic” which in its turn is based on the evolution, energy informational and metapedagogic has been examined in the paper. The latter is an unachievable peak which is to be understood further on. The global criteria of the pedagogic targeted function as to the electrical engineering specialities were worked out.

Keywords: metapedagogic, synthesis, changes, science, density, methodology, energy.

### INTRODUCTION

The synthetic conception of pedagogic which is based on a number of sciences cannot ignore recent discoveries made in other fundamental sciences (the discovery of God’s particle -Bose particle- in physics, for example). The common breakthrough of the world science requires certain corrections and the vector of the development of pedagogic of our country.

The basics for transformation of modern pedagogic and the prospects of merging of its main trends.

Sooner or later the pedagogic leading trends flow together like rivers do. As far as it is impossible to repeat the experience of the world and native pedagogic coryphaei for certain and we can only follow the directions the mightiest of the science have shown, let us analyze the pedagogic present state. The general world crisis could not help influencing pedagogic too as the science is to find the way out first and foremost, as it is to give the knowledge which will be in demand and will be able to take the mankind, country, branch out of the crisis, which is systemic according to many assessments. Pedagogic itself also requires the system analysis. According to S.U. Goncharenko /1/ the analysis is to be done with the inter-disciplinary approach which leads to synthetic pedagogic being discussed below.

### ANALYSIS OF THE PROBLEM.

The analysis was done in the paper “Philosophic Approach to the Analysis of Modern Pedagogic (Relative to Ukraine) /2/. It reads as follows: The modern state of education is reflected in pedagogic – both in theory and practice –and is implemented according to its laws, principles, methods, and ways. It is a problem polyhedron. Its analysis allows beginning with the main problem (pedagogic goal), the ideals of which in our opinion are not in demand at present” /2/. It is shown and proved that modern pedagogic fulfills only a utilitarian function of service of the society which gives it its social order. That is, it is a guided one by its matter though its main function is to search the truth and be the leading one (but not the guided!) and lead this civil society to the Truth. That is, riders have exchanged their places and now the lower is trying to rule the supreme. This can’t last much longer. This is an outlook problem which is a source of the outlook crisis. The society is moving on the wrong direction and the following statements illustrating the situation are

topical and prove this thesis: “The world policy and economics have never been and will not be the crucial moments of the evolution. The goal of the evolution is to create a person able to think in Space categories but not the one who thinks politically correctly. Politics, economics and all social formations created by them teach the person to know the matter only small and temporary examples. It would be awkward to think of the “justice” or “injustice” of these short-lived forms of the social life of any person as the criteria which are inherent to the Space Intellect” /3/. Its importance is in the following: the more the country implements its evolutionary sense, the closer to the evolutionary development of the mankind it comes (the evolutionary pedagogic partially originates from this). The countries which do not implement their evolutionary sense disappear from the face of the earth. Here is the indirect, and for the majority the main, proof of the above mentioned: “The Space Evolution takes its normal course. The attempts made by the darks to stop it are unsound. The Earth is a special case meaning nothing for the Limitness. Every earthman joined the Evolution is included into the world life course. The one, who is against the Evolution, dooms himself to regress and destruction. The Evolution wastes go through the agonizing stage of decomposition. You cannot go against the Evolution for a long time and be unpunished. It is better to join it. The fate of some people, whole nations, and even races that do not meet the requirements of the Evolution is awful. They are just swept from the life arena. The degeneration and decomposition can last for centuries. We know the leaving races and formerly great nations that now are nobody. The Bushmen and Australians are the remains of the formerly great races. It is better to join the Evolution firmly. It is not limited by the Earth only. The road along the stars is wide and endless. The travelers going along the endless road often are not aware of their destination. The destiny of the person is great, but it is to be realized. Otherwise we can miss the most important” /4/.

The problem of the science to lose its main goal was emphasized by the Candidate of Psychology L. M. Gindilis /5/ who retraced the stages of science formation and paid his special attention to the values research should have had when experimental natural science was being formed. These are universalism, collectivism, disinterestedness, organized skepticism. From the second half of the XX century science became an appendage to high technologies, and the values of research faded. Unfortunately, profit, business, a social order but not the truth cognition is in the foreground.

Thus, the majority of pedagogic research (especially in distance learning) is aimed at meeting the social requirements of the society. Pedagogic, as well as other branches of science, is not looking for the truth (that is, is not fulfilling its main goal), but is satisfied with its minor role of the servant of business and democracy which are leading the country to abyss. Here we would like to put forward the following hypothesis: **the goal and idea of pedagogic in Ukraine are unclaimed** /2/.

#### CHANGES IN THE SCIENCE STATE.

The modern science changes its states, which is a natural phenomenon described in Kuhn’s theory of scientific revolutions /6/. The discovery of “God’s particle” or Bose particle which is the cornerstone of the Standard model that describes the Universe structure better than any other physical theory is the year’s scientific sensation /7/. However, the majority of the researchers consider the Standard model as a stage on the way to another, more complicated theory which will be able to explain such phenomena as the dark substance and the dark energy. There is the reason for this. The share of different types of the substance in the Universe (according to “The Earth and the Universe” №5, 2006) is shown in the fig. 1.

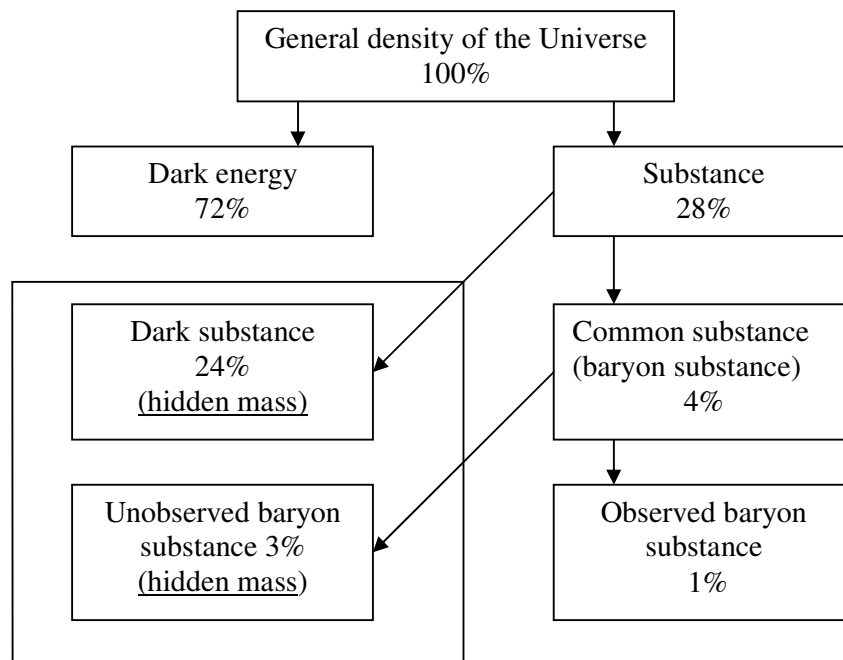


Fig.1. The share of different types of the substance in the Universe (“The Earth and the Universe” №5, 2006).

The so called “visible” (or visual) substance which consists of the common substance and is observed by physical devices appears to make up approximately 1 % of all physical substance of the Universe. It completely covers the famous periodic table. Other 3 % is the common substance which consists of atoms or known elementary particles which are not registered by any device. This invisible substance (or “hidden mass”) can be found only by the gravitation influence it makes on the “visible”, registered substance. Thus, the common substance or baryon substance makes up only 4 % of the substance of the Universe. The so called dark substance (24-25%) and dark energy or cosmological vacuum (71-72%) cover the rest 96%, see fig.1. The nature of this invisible substance is not quite clear. The dark substance is thought to consist of very massive and weakly interacting particles. But as far as the particles are not discovered, the question of the substance nature is open. Bose particle was discovered in summer 2012. Dr. Tara Shears from the University of Liverpool says: “We will watch how often it dissociates into photons, Z- bosons and W-bosons. It can fit into the Standard model. If there are deviations, it means that some new physics is working. And for the first we will be able to spy upon what is beyond our current understanding time” /7/.

Bose particle is the final missing element of the modern theory of the elementary particles, the so called Standard model, that unites all types of impacts (except for the gravitation one) – strong (which cause quarks in protons and neutrons), weak (the interaction between electrons and neutrino), and electromagnetic /8/. If it is true, the scientist says it will be the revolution in physics. The theory of existence of additional space dimensions will be proved, for example. She adds that it is the most significant discovery for the last 30-40 years /8/.

The multidimensional model of consciousness, which is very important for awareness of the material in pedagogic activity, for building, prognostication, and control of the process, was reported by the author of the paper at the international conference in Moscow /9/. The model was accepted and caused no serious objections. The paper anticipates the introduction of the multidimensional model of consciousness into the pedagogic theory and further on into practice. However, there are some orthodox HAC journals which oppose the publication. A number of pedagogic magazines able to discuss modern models and problems of pedagogic gained from it. They “just” added the following statement to the cover: “The publication authors are responsible for the trustworthiness of the publications, and the opinion of the editorial board may not coincide with the published material.” This is the unbelievable breakthrough for the HAC journals, it is a

revolution. Pedagogic itself (at least in Ukraine) might start coming out of the crisis since this moment. The paper is the feasible contribution of the author into the matter.

The major share of the substance in the Universe belongs to invisible components- the dark substance (the term is quite relative as far as the adequate name has not been accepted yet) and the dark matter, so the interest to the unknown substance which is invisible for an eye and any physical device is appropriate. M. Kaku, the author of the “Physics of the Impossible” and “Physics of the Future” has interviewed 300 Nobel Prize winners to write his book. He says: “As far as the dark energy is concerned, it is still one of the greatest unfinished chapters of the modern science” /10/. Can it be the invisible substance the most ancient cosmologists revived by Theosophy, Living Ethics and Teachings of The were speaking about? Does the substance form the invisible world (or at least its part) the recognition of which is still the stumbling block in the modern science? Physics has come close to the invisible world and stopped in front of it not daring to make the last step /11/. But the step had been already made by the traditional science (Bose particle), so it is time we did the second one, that is to recognize the metascientific knowledge (and metapedagogic resulting from it) and introduce it into the scientific operation. It is not an easy thing. L.M. Gindilis, the researcher of the process, says /12/: “Mounting up the stony science slope a researcher can reach the crest of the mountain range and come into the zone of the metascientific knowledge. Going along the narrow mountain range he can deviate right and again find himself at the slope of the science. He can deviate left and fall into the abyss of pseudoscience. He has to move on the razor’s edge between Scylla of the orthodox science and Charybdis of the pseudoscience.”

## NEW METHODOLOGY

On the issue of the consciousness which is so important for pedagogic as new material is to be understood or realized. Classical physics says that the features of the measured object visible during the measurements exist up to the measurement. The measurement itself only eliminates our ignorance in the field. Quantum physics says that features discovered during the measurement may not exist before the measurement...The reality is created, but not only realized to a certain extent /13/. M Kaku supports the idea /11/: “The idea of the space consciousness which pierces through the Universe is, no doubt, a metascientific one. Physics comes close to the idea, and that is the most important thing.” The author of the paper built a bridge between the metascience and the classical one /9/. There remains only to discover these new types of substance which correspond to each of the 11 dimensions and find the formulae (mathematical dependencies among them and the classical substance, notably, the small part known to the modern science). When the science about the living being tests itself by the exact science, there are a lot of mishaps. Thus, Prof. Oleg Ananyn, the Head of the Centre of Methodological, Historic and Economic Research of the Institute of Economics of the Russian Academy of Science made a presentation “Economic Modeling: between the Object and the Customer” in which he mentioned the following fact: the method of evaluation of the possibility of life existence on Mars was applied to launch American satellites to Mars. The results obtained were negative. The scientists apply the method to evaluate the possibility of life existence on the Earth. It appeared there was no life on the earth, according to the methodology. No comments. So there is the reason to perfect ourselves and to have a certain attitude to the results of the official science. It requires the restrained and controllable development. It is to be done, as the knowledge your war rival has (the information war has never stopped) is always used in any case. New thoughts (the traditional science has been always fed by them in science fiction, for example) should be taken as hypothesis even in this situation. All modern inventions did it.

## THE CRITERIA OF THE ULTRA-SCIENTIFIC KNOWLEDGE.

The requirements to the Source of the Ultra-scientific knowledge are given in /12/:

1. Its trustworthiness (authenticity) is to be unquestionable.
2. As far as it is an original document which refers to a certain epoch, it is to be reflected in the language of the Source: the terms are to correspond to the “scientific” language of the epoch it refers to. It is absurd to expect the application of modern differential equations in the source which refers to the epoch of Ancient Egypt.

3. The next question is as follows: How far can the Source outstrip its epoch? If it looks into the very far future it may pass by the consciousness of its contemporaries. For this not to happen the authors of the document are to keep to the knowledge understandable for that period of time.
4. Finally, for us to use the criterion of the ultra-scientific knowledge we are to know the epoch of the Source and the state of the science of the time very well, to be aware of what is understandable for it and what is beyond its knowledge. //

The idea of existence and value of the least linear measure in the ancient Indian science can be an example of the knowledge which is beyond its epoch. There are some examples concerning Stonehenge in /15/. The detailed analysis of modern sources of metaknowledge (Theosophy, Agni Yoga, Teaching of The) made by Gindilis /12/ is an important addition to it. It is a collection of more than 50 papers of one author on the topic. We can find more information in the proceedings of the conference “Ethics and the Science of the Future.” Thus, L.M. Gindilis, the astrophysicist, full member of the K.E. Ciolkowski’s Russian Academy of Cosmonautics, Honoured worker of M.V. Lomonosov’s MSU examines the concept of the Sun in the sources and in modern physics. They completely correspond to the above mentioned criteria. The Source says that 1/3 of the energy is obtained by the Earth from the Sun, and the rest 2/3 – from meteorites. The calculations made by L.M. Gindilis prove this odd at first glance assumption. Thus, the criteria can be used in the ultra-scientific knowledge- in metapedagogic. The mankind has got the Knowledge with its help during all known (and unknown) centuries. This fact is also discussed in energy and information pedagogic /16/. The evolution pedagogic also speaks about it.

The author of the paper /17/, which is interesting even due to its title (The Materiality of the Consciousness), says: “The energy of the consciousness makes modern statesmen, politicians and businessmen drive to the inevitable conclusion on the social significance of work aimed at raising the level of consciousness and culture of all workers without any exception. The raise of the level of consciousness and culture is the most powerful stimulant of energy for millions of people. Nowadays, when global information is becoming the productive power, its energy is the force which only the person able to use its might in full capacity can resist”. The author of /18/ says: “The book helped to focus our attention and pushed forward the deeper and more creative thinking. The Internet, on the contrary, encourages us to use quick unrelated pieces of information from many sources. It is the ethics of the industrial epoch, the ethics of speed and efficiency, the optimized productivity and consuming. The Network is reforming us according to its image and likeness. We are the followers of the quick and superficial scanning and are losing the ability to concentrate ourselves, think and reflex”. The paper itself is written in this very manner because of the requirement of the epoch which is to have time to say something very important as according to /19/ the mankind has been falling into the abyss and passed the turn when there had been a chance to slow down and follow the road bend. But it has no time to break, either ...

## CONCLUSIONS

So, we are coming close to the concept of **synthetic pedagogic** which consists of:

- **Evolution pedagogic.**
- **Energy and information pedagogic.**
- **Metapedagogic.**

The hypothesis of generalization of pedagogic (it is called synthetic pedagogic) which consists of evolution pedagogic, energy and information pedagogic and metapedagogic is given in the paper. Metapedagogic is waiting for the researchers and is unattainable so far (only pedagogic geniuses could attain it). Energy and information pedagogic is described quite well and it is to be further developed which is shown in a number of papers. The character of the evolution pedagogic is also discussed as the purpose function of the mankind (country, organization, and family) is yet to be found out. Ukraine, for example is looking for its national idea. The author said about it in /20/. Though only the Institute of Strategic Research is able to solve this task. To conclude we would like to cite the quotation obtained by the metapedagogic method (all papers of the famous on the Earth geniuses used it). It belongs to the Teacher Koot Hoomi: “Exact science is based on the experience and has nothing in common with the moral, virtue, and philanthropy. Thus, it cannot claim to our help until it is in harmony with metaphysics. It is only a cold classification of facts which are external to

a person...The exact science does not care about the results obtained by its methods and the consequences for the mankind. Therefore, if our sphere is as far beyond the sphere of the exact science as the orbit of Uranus from the Earth is, we refuse to be broken on the wheel of your science..."

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