

Kuka-Krunic Hypothesis about Pre-Determination of Psychophysical Capacities of an Individual with Inability to Influence their Change

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Abstract: *The realization of any social value is determined by our psychophysical capacities. It is believed that these capacities can be increased to a certain extent by way of creating real opportunities for their appearance and development through the environment and scientific knowledge that emerged from the needs of modern society. On the other hand, we are of the opinion that any social target value can be realized only if it is in line with our inherent psychophysical capacities, which cannot be significantly influenced by any form of subsequent professional upgrade. This paper provides a new interpretation, through a comparative analogy, aimed at revising the existing pedagogical - psychological - sociological scientific attitudes. In addition to the analysis presented, we provide an argument for a new line of scientific thought defined within the formulated hypothesis.*

Keywords: scientific knowledge, psychophysical capacities, revision of scientific attitudes, Kuka-Krunic hypothesis

1. Introduction

Nothing in the world is so liable to doubt as the truth is. Namely, what is true and what is untrue, what is axiom and what is dogma, what is a man and what is his shadow, it is not often easy to find out. All questions and answers can be summarized in the following way: there is the truth as a goal and the truth as a means. Where the truth ceases to be the goal and turns into the means that is the point when the truth turns into a lie, axiom into dogma and the man as a subject of the truth becomes an object of manipulation because he goes out from the sphere of anthropology and becomes an object of theology and ideology. The essential issue of what is the right path of the truth gives a conclusion from the up-to-now historical heritage: Although the truth is a real rarity, offer is always higher than demand. Pushing aside the emotions as the main factor of biased selection, we will try to divide reflectively, from all that has been said and written, any complex notion of comprehension (of the truth) into its constituent parts, not by means of our constructions or improvisations but based on the known published matter. The correctness of our conclusion will be supported by a series of individual facts in its favor which increase the likelihood of its being correct. This reasoning of course quite differs from that derived on the basis of evidence, but hopefully it is not a news that a proof is of an individual nature - what is true (a proof) for me may not necessarily be true (a proof) for you and vice versa. Among all possible and applied sentences that are products of human thinking and various forms of communication, one type stands out and is attributed the respective qualities of true (correct) and false (incorrect). These are statements (judgments, opinions). No doubt the statements, i.e. variables that take only two of possible logic values (truth and untruth - lie) are exactly groundwork of thinking and communication. That is why the research of evidence and testimonies, the criteria of particular statements' truthfulness, is one of the most significant

issues of the entire human intellectual activity. We check the truthfulness of the following statements: (1) I am now reading the preface to the book, (2) I am alive, (3) It is an eclipse of the Sun now..... by being fully convinced through getting a direct insight in the state of the matter. We think that in these cases any other evidence is superfluous. We would be certain that we are mocked by who would insist on our explanation of why we believe that we are alive. Things are a bit different with the following statements: (1) In the southern part of the Sinai Peninsula there is the Mount of Sinai (the Mount of Moses), (2) The Earth rotates around the Sun, (3) Jesus existed. We consider these as true or untrue because we trust that, if not exactly we, other people can provide evidence to corroborate them. Here we come across indirect evidence. We certainly would not think that we are mocked by the one who maintains that "people say that Jesus did exist, that there are some indications but it is all uncertain because the number of intercessions is too large." We would probably find the supporter of the thesis on nonexistence of Sinai boring, but you must admit that the only true testimony would be a journey to the Sinai Peninsula. As far as the Earth's rotation around the Sun is concerned, the denial would cost us significantly less than a journey to the Sinai Peninsula. Physical laws of gravity would be invoked and the satellite surveillance data added to all that. And, who will believe it, let him believe! Now, let us consider the following statement: Each of us has an ancestor who lived 3,000 years ago. At first sight this ancestor of ours, and a likely contemporary of Homer's, may be treated by our persistent opponent in the same manner as the great Greek poet. However, it is not so. Namely, everyone among us had a father, the father also had a father, and the father's father had a father... By extending this list of ancestors into the past we are bound to reach the ancestor who lived 3,000 years ago. Consequently, the statement is true. The evidence is once again indirect, but complete. The truthfulness of this statement has been proved. The evidence of this kind which

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are indirect but undeniable, meaning they are complete and final, are called proofs. It is clear that proofs are the most important forms evidence for anyone who thinks right. Proved statements have the greatest importance in everyday life. Any proof, which as we have stated is indirect evidence, looks as follows: some statements are established as starting ones, and then, through application of certain regularities, the concerned statement is derived from them. It is exactly the path from the starting statement - a premise - towards the derived statement - a conclusion - that constitutes elements of logic. We are not going to deal with logic here, but to incite, by means of the stated facts, a common-sense and a logical manner of thinking and conclusion making by.

2. Education in the modern world

From many years of direct experience, certain knowledge has been systematized which defined certain beliefs, given in a three-level gradation: (1) If you resist the change, you will follow the path to extinction, (2) If you follow the change, you will be able to adapt, but not to grow, and (3) If you create the change, you will be the leader everybody else has to follow. The following example is realistic and very useful: Dinosaurs lived millions of years ago and are now extinct, because they could not adjust to the change. Crocodiles have adjusted to the change and they survived. There are some dinosaurs that roam the parks of educational (and not only educational) organizations of the twenty-first century. In order for the educational institution X or the entire educationally institutional system not to experience the fate of dinosaurs it is necessary to "take destiny in their own hands" and plan their own future. Rapid changes in the world have increased the fear of the future and that is why modern societies already worry about future generations and orient themselves to education looking for new solutions. The awareness of the need for the reform of education must be built on this journey. The education must restore values of open society and equal opportunities, human dignity, tolerance, equality before the law, democracy and responsibility towards society, but also the responsibility of society for education. The need for education is certainly not exclusively determined by economic reasons, as it is certain that with the development of society the need for education increases. The shift must be made from the uncontrolled greed for money to moral values and we must return to the orientation towards the common good. There are going to be some obstacles on that journey for sure, but the challenge is so great that it is difficult to imagine that these obstacles could stop the movement forward, because it primarily refers to the education of future generations.

3. Conclusion

⁸Growing up and expressing ourselves in a broader social environment, we "seek" for social values that are aligned with our affinities, while their realization is determined by our inherited and essentially unchanged capacities. We cannot achieve our goals beyond our capacities given by

birth, while we shall justify our failure to realization by the reasons from a wide range of personal and socially determined circumstances of "why we have failed". Possibility of influence of pedagogical, psychological, sociological and the other sciences, in attempts of new formatting of our capacities given by birth, in relation to what can be done by a family or an individual, through the actual circumstances to which it "opens" i.e. reveals the capacities of an individual, we describe by the following example. Namely, in addition to the family, the social community is also interested in preschool education of the child. For this reason, in addition to family education, preschools are opened where professionally trained educators work. These institutions allow the child to experience and gain rich and positive experience in social interaction with the other children through play and a wider social contact. However, a skilled and well trained educator, unlike a parent who is not, cannot initiate capacities or contribute more to the child's development than the parent. By the way, the parent, without professional training, through the processes of family education and upbringing, directed the child to social interactions, instructing him/her to "discover his/her capacities" through: (1) Cultivation – i.e. developing fundamental human abilities such as: learning languages and communication methods, taking an experience from a given culture and training for an independence, (2) Socialization – i.e. the process by which the child is introduced into the rules of social life, but at the same time creating his or her own standards and criteria of behavior, (3) Individualization – i.e. the process by which one develops an internal system of motivation in accordance with one's own personality characteristics. Therefore, for the sake of logical reasoning, it should be noted that a professionally unskilled parent has previously educated a professionally trained educator. Based on the theoretical analyzes presented, the proposed explanation of the above mentioned phenomenon or a reasonable assumption that suggests a possible correlation between several causally consequential phenomena, by the author called the **Kuka-Kronic hypothesis**, concludes as follows: "Any socially accepted value, is possible to attain only if it is harmonized with our inherited psycho-physical capacities, which cannot be substantially affected by any form of the later professional upgrades." Psycho-physical capacities of an individual, similar to the work of the heart, liver, kidney, etc. are autonomous systems, i.e. they work and develop on their own and cannot be influenced by any external "conscious activities". According to this hypothesis, one can conclude that the achievements of any individual are pre-determined, which is only partly true. Namely, from a wide range of social offerings, an individual, at his/her own discretion, most often by the freedom of his choice, chooses a desired socially accepted value. The disharmony of a chosen socially accepted value with a personal psycho-physical capacities results in an "existential failure", which was written by the German social psychologist Erich From (1900 - 1980), saying as follows: „An existential failure is when a one fails to be what he or she was able to achieve, in accordance with his/her capacities and capabilities“. Therefore, the Kuka-Kronic hypothesis from the point of

view of the present-day science is difficult to verify and to accept, but also difficult to refute, because by what measurable indicators of a today's science we can conclude that what happened was not previously determined by the possibilities of realization. In the context of the above mentioned, it can only be recommended that the socially set goals of an individual should be as high as possible, as the English poet Philip Sydney (1554 - 1586) said in the saying: "Whoever shoots in the midday sun, even if he is sure that it will never be hit, yet will throw further than the one who shoots at the first nearby bush".

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