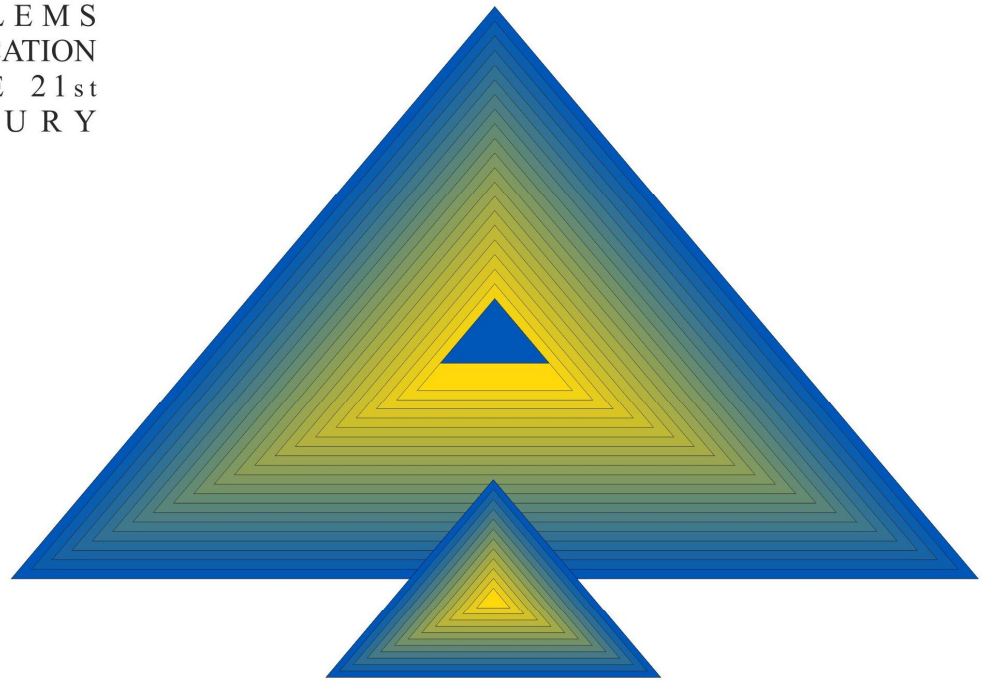


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MAN, AS THE MOST IMPORTANT SUBJECT OF EDUCATIONAL ACTIVITY

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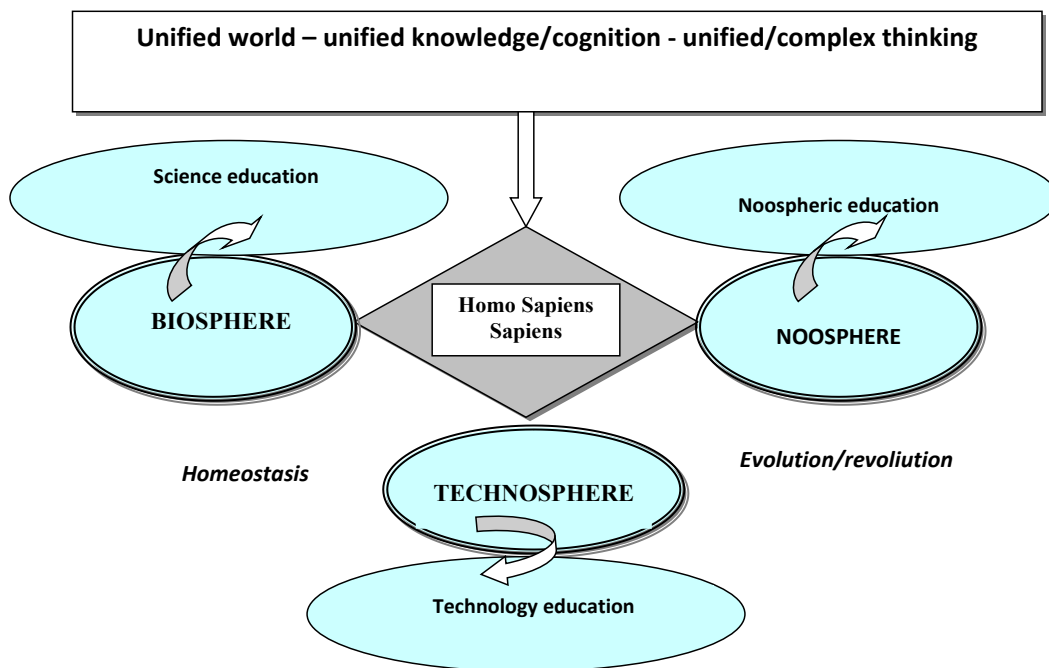
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There is no doubt that education creates a man. On the other hand, man is an extremely complex structure. We usually arrive at two opposite but complementary conclusions. On the one hand, all the people we meet, and as far as we can guess, are generally in some way similar to each other. On the other hand, each person is somehow unique, different from others. Commonality and particularity/uniqueness are the two main cognitive categories of any phenomenon. It is understood that man, as a subject of activity, is “an open” system: his existence and development depend on relations with the world around him, in which he lives and works. So, firstly, man, like any living being, is part of the natural world and is rightly considered a biological organism. Secondly, any human being is a member of one or another society, with which he is connected by ties and relations, defined as a social individual. In addition, a person is, in one way or another, related to the socio-historical, cultural, and moral experience of mankind. How to adopt this experience? How to absorb? It is obvious that assimilation of this experience is necessary for a person’s self-determination, growth, and development as a personality.

It is said that nature created man, and man created techniques and technologies. At present, techniques and technologies often “turn” against man and nature. It becomes important to answer the question: What is the value of technique and technology, and how could you justify the technical aspect of culture (Lamanuskas, 2004)? Technical progress is characterised by certain levels of development: instrumental level (hand tools), mechanization level (various machines), automation level (various automatons), etc. How could you justify the statement that technology development is socially conditioned? Besides, technological development is so rapid that it is difficult to predict its development and, in this case, its impact on education. Future technologies: how will they change human life in the next few years? And yet, a unified world, unified cognition, unified/complex thinking remains the essential core of the education system (Figure 1).

Figure 1
The Core of the Education System



In this editorial, we do not intend to discuss in detail all these essential areas of education – natural science education – technological/technology education – noospheric education. It is important to highlight the integral harmony of these three fundamental areas for holistic/integral education. Much less is said about noospheric training (or noospheric education). This kind of education aims not only to expand the intellectual knowledge and skills of learners but also to promote their spiritual and moral growth and cooperation with the environment and other people. Such harmony promotes students’ creativity, problem-solving abilities, and the applicable teaching/learning aspect of education is revealed very effectively. Let’s not forget that education is an integrated and integral system of teaching and learning at different levels and in different contexts (Lamanauskas, 2024). This is an extremely significant aspect. Research shows that the use of educational technologies ensures the success of natural education, which can significantly improve the process of science education (Isman et al., 2007). On the other hand, combining technological education provides a context for the application of science knowledge (Sidawi, 2009). While learning technology, students get to know the world of modern and future professions, which is important for their professional decision-making. Technology, as the main educational subject of a practical nature, provides an opportunity to practically apply and creatively use the knowledge of basic natural sciences in the design, construction, and production of various products. Technological education, i.e., a mastered system of knowledge, abilities and skills, which helps to effectively form the basic abilities necessary to solve practical problems and the readiness to act in various problem situations. It is understood that intellect broadening/development is extremely important, however, noospheric education emphasizes not only intellectual skills but also emotional, spiritual, and social development. We know that currently a special group of cybernetic systems is distinguished – intelligent systems. We are actively discussing artificial intelligence issues. Technologies have started to advance so much that they are increasing the effectiveness of

humans rather than conventional machines. The fourth industrial revolution is nothing new. Basically, it is an everyday life characterised by the synthesis of technologies such as big data, artificial intelligence, the Internet of Things, robotics, 3D printing and so on. What's more, there is a physical, digital, and biological interaction between them. Thinking analogically, we reasonably ask – how does natural science, technological, and noospheric education interact? It is clear that these three essential areas (you can say layers of education) can and must interact and complement each other, creating a complex and deeper teaching/learning process. On the other hand, we are witnesses of the 5th industrial revolution, when attention is focused on the synergy of human and artificial intelligence. Where will it lead? How will the education system react? How flexible is it and how flexible/adaptive will it be in the future? For example, AI and ChatGPT can help people and make our lives better (or worse) (Aberšek, 2023). This is not a simple question with clear answers. However, regardless of technological progress, man must find his place in the world and society, reveal and realise his potential, his essence. Human mind and creativity are two key engines for the future. Only a smart and creative person will be able to rationally and effectively interact with intelligent systems.

It is probably indisputable that man is a Cosmo-bio-socio-cultural historically specific, spiritually active being, simultaneously belonging to the systems of different nature: the Universe, living nature, social environment, etc. (Kolesnikova, 2001). On the other hand, it requires thorough thinking. The future depends on the decisions we make in education today, in other words, it is important to rethink each component of education rather than consider each element in isolation (McDiarmid & Zhao, 2023). Global variability, rapid technological development, innovations, etc. does not allow to remain in the status quo. When rethinking and “reloading” education for the future, it is important that education systems are properly adapted (adaptive) to the constantly changing conditions and environment.

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