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PERIODIC SYSTEM OF LAWS OF EDUCATION

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PREFACE
SCARLET BOOK ABOUT THE MAIN THINGS

An idea is never given to you without you being given the
power to make it reality.

Richard Bach

This is not some kind of Red Book of endangered plants and animals. In fact, the scarlet color of its cover has many meanings. Remember the scarlet glow of an early morning? It fills us with beauty and joy and reverence for Nature. It gives us strength for the coming day. The scarlet color of the cover calls to fill the educational system with the new power of the long-awaited new laws. Education has been choking without those laws for the last 100 years — as if the blood and oxygen do not feed its body any more, as if it doesn't have any sense or purpose. This educational agony is experienced, again and again, by every new generation — and by its children, too.

A keen reader has long ago been fed up with the calls for changes in education. In this book, he or she will find a plan of movement and dynamic steps towards changing himself or herself, his or her relatives and friends; see that children and school do need him; realize why the current state of things in education is not as simple as it seems. If you are a profound reader as well, you will realize your unique role of an *actualizer* of the educational evolution.

This book is for administrators, teachers of all the tiers of education system, educators, psychologists, and parents. It will not seem difficult for those who seriously thought about why children do not want to study, and students prefer pay to get their credits. From this book you will learn about how the “biosurvival code” is ignored at a typical school lesson or university lecture; how ethics and esthetics, as well as ecology of thinking, psyche and consciousness are violated; how the golden proportion crushes imperceptibly in people's thoughts, dreams, behavior, and relations — and, as a result, in human resource management.

Once, Cicero said: *Vivere est cogitare* (“To live is to think”). Since then, ages passed. And today it is not enough. Great men of past and their sayings should be reconsidered over time. Today, we would rather say: “To live is to think holistically and behave in compliance with Nature and the Laws of the World.” What does it mean? It simply means to live and think the way Nature made us to, but we chose to keep away from it — through ignorance, not knowing what we were doing. In ancient times, when esthetic and moral ideals of educated people focused on beauty, golden proportions of Nature and virtue, there was no need to remind them that the man is a part of Nature. Their submission to the Gods of Nature was immanent. Since the times of the Ancient Greece, the myth about Hercules was the cruel reminder for those who dared to equal the gods: performing his labors, the hero “worked off” his daring attempt to compete with the gods in strength and skills. It is a shame that **we have to explain and prove** to many of our educated contemporaries **the**

appropriateness of thinking conformable to the human nature – that is, the holistic thinking given to Man by his Creator. The so called “Aristotle’s blocking”, that is, basing science exclusively on the discursive-logical functions of the left cerebral hemisphere with absolute disregard of the right hemisphere (which is responsible for the intuitive-creative thinking) has brought the humanity to the crisis of thinking. Physiologically speaking, the structural-functional integrity of the organ – that is, the human brain – has been broken. Neurophysiologically speaking, the genetic code responsible for the passing of information through the brain structure has been damaged. What kind of Hercules’ labors does the humanity have to perform to win the Creator’s absolution in the 21st century and the very right to exist?

Since our birth, we are able think holistically, so far as we are endowed with this ability by Nature. We believe that the World is in need of our dreams, aspirations, purity of intentions, skills, goodness, and sincerity. Our school childhood is the cradle of our life plans. All that we dream about in our childhood years attracts like a lighthouse, calls, waits, clears and gives the strength during all our life. And if we do not betray our dream, we, as a rule, get on **the right way to fulfill our predestination** in this earthly life. If we turn off our road, be that under the influence of circumstances or people, we become unhappy and lose faith in ourselves, in the necessity of sincerity, purity of intentions, and dreams. Many choose the way of pretence, pragmatism, insincerity, hypocrisy, spiritual impoverishment. How many of those people have turned to me for help! As a rule, these people recalled their childhood dreams with a joyful smile. Gradually, it always turned out that they had betrayed their dreams and ideals dear to their heart against their own will. Most often these people had experienced serious psychic traumatic events in their school years, when their teachers and parents exerted informational, psychological, physical, administrative and other kinds of influence upon them so as to scare the child away from his or her “unrealistic” dream. The present education system and family beat dreams out of the child imposing on him or her instead some alien and unnatural ideals, aims, and actions.

The 20th century gave rise to many attributes for *dream*, such as “silly”, “useless”, “frivolous”, “rosy”, “idealistic”, and “pernicious.” Come to think of it: *dream* is called “pernicious”! That deep is the jungle of ignorance the humanity has wandered to. Indeed, the miserable state of education is concealed by the computer splendor! The first decade of the 21st century is coming to its end, but we still have to perceive **the essence and purpose of dream as a model of future**. We have to do it by all means: dreams and ideals as the instruments of life planning are given to us by Nature itself. Therefore the moral duty of education is cognition and comprehension of these **great and mysterious instruments**.

Most people are still on the way to their first date with the Law of Purity of the creative ideal: **“Stability and speed of the evolutionary development of the individual and society are determined by the purity of their creative ideals, and that is congruent with Universal Laws of the World.”**

This law is the one about dream. And only under conditions of purity and sincerity, the dream may comply with the Laws of the World, human society and Man himself.

As follows from the law, only **pure ideals correspond with the Laws of the World**. The world is waiting for Man's creativity, pure ideals, and dreams, and this is the rule of their structural and functional organization! The world is arranged so that through his dream Man is able to build up his faith in life, his indispensability, and his creative self-realization. There is no other instrument conformable to Nature given to us for adjustment and orientation. The instrument of logic and calculation does not work, as it does not synchronize the "clever" model with the genetic requirements of Man. Your mind is not smarter than your dreams!

This book is **a hymn to the dream of Man named Child. At the same time, it is an instruction for organization, construction, implementation and control of processes and systems, educational supplies and activities of all kinds in the field of human education and upbringing.**

We understand that all education is upbringing. Therefore, the special laws of education are at the same time **the laws of human upbringing**. Upbringing is, literally, "feeding the person's pivot" (Russian "в — ось — питание"), character, and will; it is achieved by efforts of learning, physical labor, work of the soul and spirit, and moral labor as well. All these takes place in the system of education and during the upbringing of a person in his or her family.

Thus, dear reader, we have led you to understanding that there are, in fact, two systems of laws represented in this book — i.e., those of education and upbringing.

Since our childhood, we remember the one romantic (now we can say scientific-romantic!) miracle — *Scarlet Sails* by Alexander Grin. What is the use of knowing how to make toy ships? What is the use of knowing how to sell them? That Grin's book is not about those kinds of things. It is about the power of dreaming — in spite of the circumstances, gossips, backbiting, and disbelief of others. Or, more specifically, about the strength of feeling and faith in the dream, its worldly truth, its survival in human life.

Grin's heroine, the young girl named Assol, gives an unprecedented lesson of faith to all people! That is why we have chosen **scarlet sails** as a symbol of our book: **the symbol of belief in law-conformity of the greatest branch of human activity, that is, education, whose mission is to teach to understand the purpose of the child's dream as a model of his or her future.**

We speak of a law-conformable, nature-conformable, moral dream, adequate to the Laws of the World — the one which turns the person to the true happiness. If education does not teach the child to dream morally, that is to form **ideals adequate to the child's nature**, it won't be able to foster and develop the designing function of his or her moral thinking, and he (or she) will forever remain a mere executor of somebody else's plans. He (or she) will fail to build a life of his own; all perspectives in life will be beyond his (or her) power. Such a person lives just for the day, on very short programs.

At the outside, he or she keeps in the inmost recesses of his or her heart a dream which is never to come true, because that person has not been taught to actualize his or her dream. He thinks about it sort of ironically: “Just a child’s play!” As Horace wrote in his *Odes*, “Quid leges sine moribus?”— “What is the use of laws where there is no morality?”

Let the scarlet color of the book be the symbol of the great sufferings, labor, and sacrifice of the education’s transition to the evolutionally different space of education where **law-conformity of the dream, the moral ideal for each and all is an indisputable law of the World!** It is an inspired branch that brought up hundreds of generations — geniuses of science, artists and writers, engineers and musicians, actors and clerks, managers and workers, presidents and astronauts — has not yet been the subject of adoration, glorifying, deep and all-absorbing examination by the society élite. By the end of the 20th century, the attitude to education was commonly measured according to the leftover principle. The poverty of the educational system began to be associated with unsuccessful people who had nowhere to go in their lives. The attitude to Teacher’s Duties appeared to be inverted, turned inside out, inadequate to their true purpose.

We believe deeply that neither teachers nor education are doomed to be the prisoners of chaos and confusion. Education is “the one fundamental form of comprehending the reality” (Yu. A. Urmantsev). We consider bringing it to the platform of the special laws of education the work of our life. The author has given about 40 years of her pedagogical and scientific work to approach step-by-step to understanding of how the laws of education really work. Looking back, I can see rationality and reasonability of my key professional and creative steps towards realization of my dream — that is, to give people a system of education laws which would become the solid fundament for structuring, organizing, and securing education of children, youth, and adults — without violation of their nature, and teaching them not to violate the Nature of the Earth and Universe in the future.

Unusual is the task of the modern Teacher: to bring to his pupils’ minds the newest information about the genetic unity of the World and its Laws. How great is this task of the 21st century Teacher! Try to see his mission cosmically — in the following aspect.

For thousands of years of living on the Earth, the humanity has learnt the 13 *Universal Laws of the World*. Some of them were discovered by religions and philosophers. These are the Laws of the triple unity; harmony (golden section); cosmic hierarchy; phase cyclicity of evolutionary development; unity, interaction and struggle of opposites; transition from quantitative to qualitative changes; negation of negation; natural cosmic selection; infinity of evolution. Some of the laws were discovered by scientists. These are the laws of gravity; conservation of energy; interaction of bodies and energies identically and oppositely charged.

In the religious doctrines of the World, *the laws of human personality* (resulting from the Universal Laws of the World) have been taught. These are the laws of: morality, cosmic help (welfare); spiritual elevation.

The humanity discovered *the special laws of science* divided into separate fields: physics, chemistry, biology, etc.

More than 170 Universal Laws of the World, about 170 Universal Laws of the human society, about 200 laws of cognition, not less than 180 laws of human psyche, and as many special laws of education were discovered in the beginning of the 21st century.

How compressed in time and how important is the modern Teacher's task: he has not ages, but only years at his disposal! How unique is his *evolutionary mission!* Only the Teacher can bring up and teach systemically, take care and develop the sprouts of knowledge, watch the growth and wait for the harvest of the intellect, consciousness, morality, soul, spirit, character and, finally, established happy lives of his pupils. In fact, ***the present day cosmic responsibility to impart new, complex, and previously unknown knowledge about the genetic unity of the World and its Laws is imposed on today's Teacher.***

I see the Teacher as some kind of a cosmic disseminator. Neither the seeds of scientific knowledge without spiritual and intellectual soil of the pupil nor the soil without seeds inspire him. That is the specificity of a scientist or a psychologist. The Teacher's mission is to combine the work of the many: cultivating and nurturing the intellectual seeds, then growing them in the pupil's spiritual soil, then reaping the spiritual and moral harvest on the teacher's personal allotment given to him by God! That is why I address **the code of special laws of education**, first and foremost, to Teachers. If Teachers themselves do not realize the evolutionary **mission** which has fallen to their lot in the 21st century, it will be impossible to introduce new goals, perspectives, sincerity and morality, high spirituality, love and happiness to school.

Let this book help us all sort out what we have not sorted out yet, remember what we forgot, think about what we have not thought so far. Let us not criticize education and turn our backs on it. *Let us dream about it as necessary, well-organized, professional, state-of-the-art, humane, happy, nature-conformable.* If not, it simply has no sense at all — deforming the people's genetic programs, leading them anywhere but not to realization of their destination. Like a mother bent over her child, we must apotheosize education. We must find inspired for understanding of the unprecedented role, purpose, power, designing function of education and upbringing in man's life, its strategic role in the society, and, finally, its state-forming function.

May our *School* carvel set its scarlet sails, the sails of the special laws of education, proudly and confidently! May the scarlet sails of the special laws of education enter each peaceful family harbor and help bring up every child happy! And to achieve this, we must all bend over the cradle of education, that of the nation, people, humanity, and think about what we, you, and me will leave for posterity.

Chapter I

THE NEED TO SYSTEMATIZE THE SPECIAL LAWS OF EDUCATION

Sapere aude.¹

Horace

Have you ever thought about the underwater reefs in the way of the ship *Education*? Typically, they are not visible under the sea waters. The ship is moving forward, unaware of the invisible danger. But often it is the unseen reefs that are the main cause of shipwreck. We are using this metaphor to vividly and clearly show **the fundamental need to systematize the special laws of education.**

The inner world of the majority of our contemporaries is a ridge of problems they do not know how to get out of. Loss (deprivation) of personal values leads to the fact that people lose their moral compass in their inner world. On the physical plan of the person's life, the ideal of health is absent or controversial, because the person wants to have a beautiful body and at the same time stick to his or her usual unhealthy way of life, that is, smoking, taking alcohol and drugs, etc. On the creativity level, all self-expressions are scant at best. Interpersonal relationships are reduced to mere consumerism ("you scratch my back and I'll scratch yours"). The ideals of love, friendship and partnership are either blurred or non-existent. A person does not have a clear idea of his (or her) social indispensability. A person does not have a clear idea of his social value. The idea of "fairness" has disappeared from the system of human principles. The standards of honesty, decency, caring, kindness and other moral principles are utterly low. The outlook is restricted to the level of personal or corporate or group interests. In their search for the worldview foundation, people rush to extremes. As a result, the cumulative strength of the personality, its potential is barely enough to ensure physical survival. The inner life of such a person is not unlike orienteering on false signals. To some extent, a generalized view of this situation is represented in *Diagram 1*.



Diagram 1. Intrapersonal "reefs"

¹ Dare to be wise (*L.*)

When considering the state of the society, we discover a very similar situation. Let us call it “the social reefs” (see *Diagram 2*). Deprivation of social values on all levels of individual life has led to distinct lack of the ideal of health — as well as the true ideals of health and workmanship, friendship, partnership, and love — in the modern society. In the social aspect, mere executors — like the so called “underlings” — are in demand. That, quite naturally, does not require from individuals follow the high and humane principles in their lives.

The strong link between the principles and the worldview forces an individual to form a pragmatic, narrow view of life. There is no way to call combination of the above in the form of social norms anything but deprivation — that is, bereaving the society of its right to have worthy social values. There is a very pessimistic perspective behind all that: in case the particular person realizes the harmful effects of absence of his or her own ideals of life, he or she cannot find any optimistic substitute for those personal ideals among the social ones. People have nothing to compare their choices with: there is no pattern, no beacon for correction and adjustment. They have no one to follow suit. As a result, a tragic situation ensues.



Diagram 2. Social “reefs”

What does deprivation of intrapersonal and social values lead to? *Diagram 3* shows the same “reef ridge” as in the previous two diagrams — this time, though, the “reefs” are even more threatening, more dark and dangerous. These are really mighty obstacles, for it is *very* difficult (or even impossible) to correct the long-established worldview. Some people would rather betray themselves, or their friends and colleagues, or their native land than change their world outlook.

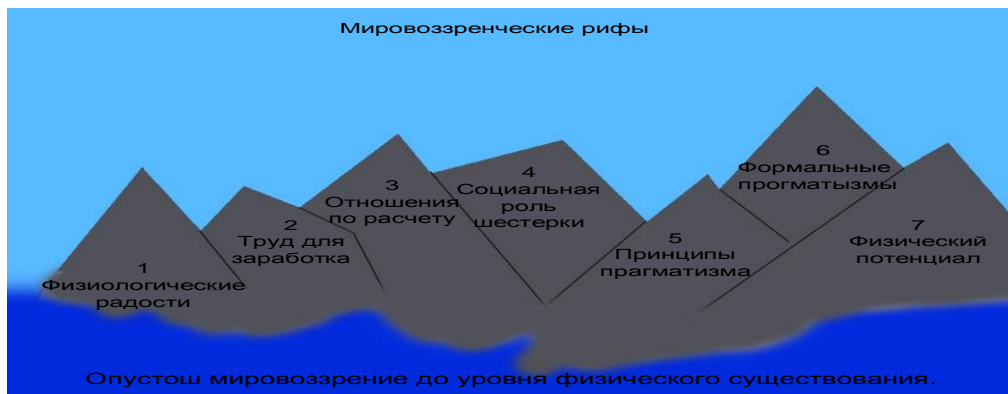


Diagram 3. Worldview “reefs”

The worldview of the people who have no possibility to harmonize their devastated inner lives with optimistic social values and ideals inevitably mutates into their tragic ideology.

Diagram 4 shows the seven “reefs” being the seven facets of the human worldview. The legend indicates the grades of deprivation (loss) of the individual’s optimistic outlook. In this situation, the maintenance of physical existence becomes the only meaning of life. Let us call it the “*biosurvival*” worldview. In terms of neurophysiology, it means man’s existence on the first animal (“*biosurvival*”) brain contour. Animals have this contour, too. In the course of evolution, man has reached the capability to control the 3rd, 4th, 5th, 6th, 7th, and 8th contours (brain cell ensembles). These are the vertex human capabilities. ***But this is possible only when people have lofty creative ideals in their inner and outer (social, natural, cosmic) world.***

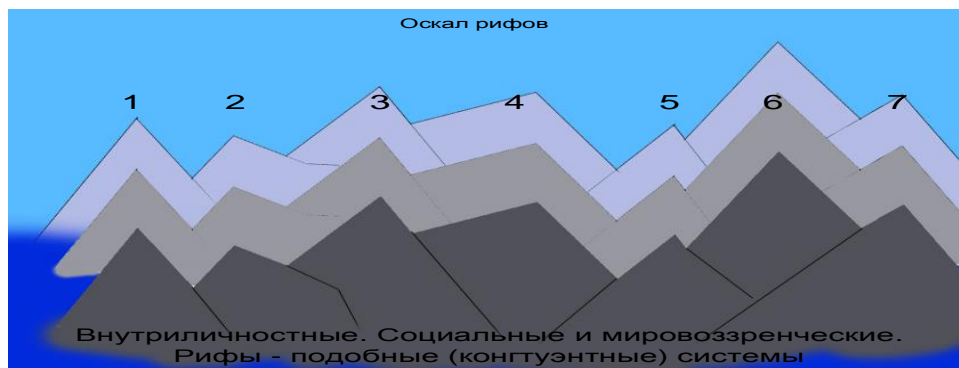


Diagram 4. The “grin” of the reef complex

Betrayal of the natural *ideals*, moral *purposes* and adequate *choices* has led to “coalescence” of the abovementioned pictures. Let us call it “the reefs’ grin.” The resemblance is pretty obvious, isn’t it? One reef ridge fits into another like a hand into a well-matched glove. The intrapersonal and social “reefs”, as well as the worldview ones, look very much alike because they are fractal (self-similar) by nature — that is, one system creates another, similar to the initial one, but on a larger scale and in some other sphere.

We have tried to show schematically the situation of ***the social and psychological crisis*** of the present day. It may seem that it is a result of the global systemic crisis and accompanies all

spheres of activity in all countries of the world. However, this is not quite *true*. *The initial failure occurred in psychological value-semantic orientation of people*. Substitution of the *true values and purposes* of life activity for the false ones has easily led to integration of *false ideals*. And it is the ideals that are the beacon which indicates the right way in human life.

The ideal is an informational “convolution” of human desires and aspirations. Simply speaking, the crash of the vital activity programs occurred after years of continuous feeding of distorted data into human heads — the bits and pieces of wrong information which, in the course of time, had coalesced into the “reefs” fatal for the ship *Education*. Why did this happen? To put it figuratively, *Education* failed to traverse the reefs because it had lost the skill of managing the sails of ideals. The evil wind of false ideals had blown into the sails — and appeared to be *very* strong. The sails could not resist and launched the ship on the devastating course. When there is no goal, any wind will be favorable. Neither words nor programs nor “educational activities” will help the educational system to overcome the systemic crisis in case *Education* does not replace its torn sails completely. This, however, is a very difficult thing to do; mainly, because the sails are intrapersonal. How can one see what exactly motivates the individual? Only *personal awareness* of the situation leads to salvation. Normal functioning of the educational system is hindered by distorted programs stuck inside the individuality — on all the seven facets. How can one get to each of those programs? How can one reach (and give aid to) every human being?

As we can see, ***the systemic crash of the programs in the value-sense foundation of education engenders the need to systematize the laws of education. The systemic crash requires a systemic approach.*** This can be achieved only if there is **a system of special laws of education** — the laws that are congruous to the Universal Laws of the World.

Chapter II

PREREQUISITES FOR SYSTEMATIZATION OF THE SPECIAL LAWS OF EDUCATION

Per leges licet.

(Latin “The law is no obstacle.”)

Nine prerequisites are classified by us as necessary and sufficient to systematize the special laws of education. Six of them are consistent with those of the system philosophy formulated by Acad. Urmantsev in his doctrine of system philosophy² as well as with the abovementioned ones [139]. These necessary prerequisites are “existence”, “purpose”, “object set”, “one”, “unity”, and

² Y. A. Urmantsev [244, pp. 1–17]. Our understanding of the “objective” prerequisite is based on Acad. Anokhin’s theory of functional systems.

“sufficiency.” Three assumptions are consistent with the basic concepts of systemonomy (from Greek *nomos* “law”). This new research area emerged on the basis of the Law of Creation and several dozens of the Universal Laws of the World [18, 19, 21–25] discovered by Prof. B. A. Astafiev and has been developed by us since 2003. It presents the basic foundation for the development of periodic systems of general and special laws. Our discovery of the basic matrix of the Universal Laws of the World, the system of the General laws of human society and cognition/comprehension [136, 139, 140, 146], as well as our previous publications on education and training [131–155] allowed us to create a periodic system of the special laws of education.

Let us examine these prerequisites in the same sequence as we did considering the Universal Laws of the World, the General laws of human society, the General laws of cognition/comprehension.

1. Existence

“Existence” is an integral-general category and an attribute of any system³ representing the necessary conditions and subject area for creation of a system. In this aspect, we preceded the presence and existence of special laws of education as well as other laws studied by various scientific areas. Many of them are verifiable experimentally, whereas many have been identified empirically or epistemologically. They are a scientific reflection of the universal rules of structural and functional organization of education as reflected in its general laws of cognition/comprehension. Their existence is a prerequisite for systematizing the special laws of education.

2. Purpose

The most important prerequisite for systematizing the special education laws is the purpose: educating people according to the Laws of the World, nature and human life that is necessary for the further evolution of the biosphere of the Earth and humanity itself, for evolutionary improvement of all realms of being: personal, social, planetary, and universal.

In his work *Philosophy of Zoology* (1809), the great biologist and founder of the evolutionary theory Jean-Baptiste Lamarck put forward the principle of expediency and the internal purpose of a living system: the desire for improvement and progress (the principle of graduation). Now we know that the movement of the world and all its entities to progress is inherent in the Core Genome of the World (Astafiev, 2002) and its evolutionary forms, which for humans and human civilization is manifested in cognition and comprehension of the world and life through education.

In 1916, the great physiologist and Nobel Prize winner Ivan Pavlov suggested the presence of the “purpose reflex” in living systems [180]. In 1935, his disciple, outstanding physiologist Academician Anokhin, formulated the theory of functional systems. In his view, the key role in the formation of a truly functional systems is played by “the laws of the result and dynamic mobilizability of the

³ Ibid., p. 12.

structures” that ensure rapid formation of a functional system and its ability to receive definite results [2, p. 80]. The philosophical, neurological, and systemogenetical research conducted by the scientist led him to the conclusion that a particular encoding of “the purpose” in living systems. These ideas and findings of Lamarck, Pavlov, and Anokhin have been subsequently confirmed by several authors. Many scientists took part in developing the idea, and continue to do that now. Purpose defines the structure and function of any system, as well as its development prospects and viability.

To a large extent, the principle and the form of a “rolled-up” purpose was explained by the scientists who, since 1947, had applied to the study of holographic nature of the World (D. Bohm, R. Sheldrake, M. Talbot [46, 285, 286, 221]), the brain (K. Pribram, R. Penrose [192, 185, 186]) and the body of living organisms, including man and his genome (M. L. Shaduri, G. K. Chichinadze, P. Garyaev , V. P. Kaznacheev [259, 58, 87]).

Further studies of energy-genetic unity of the World and its fractal-holographic structures showed that the purpose reflex inherent in the phylogenetic genome of the system is a special case of the targeted evolutionary development of the World. It is inherent in the Core Genome of the World and is reflected in the Universal Laws of the World. This idea of “purpose” pervades all the world system and is the basis for understanding genetically similar, fractal-holographic and hierarchically organized systems.

In cases where the goal-oriented cosmic aims do not become the basis of life or are impossible due to various circumstances, the system dies [19, 20, 23, 29]).

These findings allow us to express the ideas of: 1) the projective function of the World System, 2) the projective hierarchy of systems of the World, 3) the genetic projective-objective function of each self-organizing (i.e. social) system of the World.

We are the first to reveal and raise the question of existence of the projective function of the system of education as a social system. The function is nature-conformable education in accordance with the Universal Laws of the World.

The task of each of these projective functions is the formation of purposes of the appropriate level with prior approval of their adequacy to the purposes of the whole hierarchy of systems, cognition and comprehension⁴ being the only method to fulfill that task. Any cognition must be analyzed through the Laws of the World. This is the first stage of comprehension. Any destructive knowledge should be rejected as conceived unsuitable for implementation.

Thus, **the systematization developed in this book is to cognize and implement the special laws of education based on the Universal Laws of the World.** Previously, this purpose was not intended. Previously, it could not be intended due to lack of knowledge about a number of important Laws of the World. However, the formulation of this purpose has been compiled over many centuries, through cognition of the general and special laws in the various fields of science.

⁴ Comprehension is cognition and application of what is cognized in life.

Now, on the eve of the quantum transition to a qualitatively new stage of development of the biosphere of the Earth, such a purpose acquires paramount importance. It is necessary for the harmonization of human life, its accession to new, emergent (previously unheard of) qualities and knowledge, tools and technologies that will ensure that his thinking, activity and life are adequate with new environmental conditions.

3. Object Set

The term “object” in our study refers to such an object of thought as the law. “The law is a rule of structural and functional organization of the World, human society and their subsystems, standardized by the World Genome and necessary for the sustenance and success of evolutionary development”.⁵ (Under the system we understand the nature, society, human thought, cognition, comprehension, implementation, education, upbringing, etc. We consider education a unified system of cognition and education, as nature-conformable cognition generates environment-saving education and vice versa. They are like twin brothers. Destructive cognition becomes destructive education. We consider both cognition and education as the two subsystems within the unified system of education.)

The term “object set” is not an overall category. In our study, “set” means “totality” or “group.” Thus, the laws of education both known and unknown to mankind are essential building blocks for the system of the special laws of education.

4. One

“One” is an overall philosophical category, the initial and final cause of all the world’s elements and phenomena. “Ontologically, it is one and the same ‘something’, always repeating itself in everything, constituting ‘everything’, building all primary things.”⁶ This is the crucial prerequisite for unification of various laws into the system based on *one*, i.e., the basic and common to all, the self-repeating same. It is impossible to merge objects into a system without *one*. In the case of a special system of the laws of education, **such a unifying principle is the common genetic source of the entire evolving world, including the laws of humanity, cognition and comprehension.**

Let us point out the presence of *one* in the education system:

- 1) The common elements of education are people;
- 2) Common relations between people (energy-information, wave, rhythmodynamic);
- 3) The common (by its genetic algorithm) energy-information program of discovering every individual’s highest potential through education, by the use of a genetically determined way of cognition;

⁵ B. A. Astafiev [23, pp. 65].

⁶ Y. A. Urmantsev [244, p. 7].

4) The common purpose of education, i.e. the establishment of an individual and his/her preparation for improvement of the four plans of being: individual, social, planetary, and universal.

5. Unity

The philosophical category of “unity” means, on the one hand, the connectivity relations of elements within a single system. On the other hand, it is a result of structural and functional relationships of overall connectivity of the new single object — i.e., the system.

The system of the special laws of education is preceded by the genetic unity of the General laws of cognition and comprehension (third-order system), the General laws of human society (second-order system), and the Universal Laws of the World (first-order system). Thus, the unity of the system of the laws of education with hierarchically higher systems is observed.

6. Sufficiency

For systematization of the special laws of education, “sufficiency” coincides with the principle of sufficiency. According to this principle, “no phenomenon can be true or valid, no statement can be correct without a sufficient reason...”⁷ The mathematized functional and genetic aspect of the category of “sufficiency” has been revealed by Acad. B. A. Astafiev’s discovery of the World Genome.⁸ The Formula of the World Genome is universal, regardless of the form or level of evolutionary development of the World’s systems, entities, or phenomena (see Chap. I).

$$\begin{array}{c} \mathbf{C_e^3 \cdot e} \\ \uparrow \\ (\mathbf{E_{St\infty}})^{-1} \leftrightarrow \mathbf{E_{Cr\infty}} \end{array} \quad (4)$$

The left part of the formula (1) was presented by B. A. Astafiev as $(\mathbf{E_{St\infty}})^{-1}$: **the promotional (negative) energy** of the infinite World. The right part is $\mathbf{E_{Cr\infty}}$, or **the creative energy** of the infinite World. $\mathbf{C_e^3} = \mathbf{0,0729807\dots}$, the energy constant of the quantum transition; \mathbf{e} is quantum energy [23, 25].

The energy formula of the infinite World is represented as follows:

$$(\mathbf{E_{St\infty}})^{-1} \leftrightarrow \mathbf{E_{Cr\infty}}$$

The principle of sufficiency for the beginning of evolution is determined by Prof. B. A. Astafiev as superiority of $\mathbf{E_{Cr\infty}}$ over $(\mathbf{E_{St\infty}})^{-1}$ by $\mathbf{0.015227}$ part of the energy.

⁷ G. W. Leibnitz, *Monadology*.

⁸ B. A. Astafiev [23, pp. 37–39].

Thus, the in-system preponderance of the energy of creation over the energy of stimulation and destruction by **0.015227** is predefined genetically⁹, which is *sufficient* for the functioning of the Universal Laws of the World and all other laws subordinate to them. A sufficient reason for systematization of the special laws of education is their hierarchical collateral subordination to the systems of Laws of the first, second, and third order.

The principle of sufficiency as a philosophical category is understood as the law of composition, under which the relationship of unity and connection are implemented, and the laws of education are arranged precisely and exclusively in that particular system. “Sufficiency” defines the limits of consistency, interaction, interdependence of the special laws of education. Both sufficiency and the law of composition of the particular system possess an epistemological and ontological status.

7. The basic matrix of the periodic system of the Universal Laws of the World (PSULW)¹⁰

The seventh prerequisite for systematization of the special laws of education is the existence of a matrix of the periodic system of the Universal Laws of the World. It was fully described, analyzed, and presented in our 2005 book [164]. It is important to emphasize that the basic matrix is able to provide exhaustivity, a strictly specified sequence and discursive-logical interdependence of the laws of education. It is for this reason that the system includes the previously known laws of education. It let us discover new laws, too. This became possible due to a strict internal code, algorithm, and numerical relations of information in the formulation of laws. This is what we called the periodic systems cipher.

8. Periodic system of the General Laws of Human Society (PSGLHS)

The eighth premise is the “Periodic Table of the General Laws of Human Society” which was published in 2006. This work contains a direct indication of the existence of a system of the special laws of education.

9. Periodic system of the General Laws of Cognition/Comprehension (PSGLCC)

By the ninth prerequisite we denote the periodic system of general laws of cognition/comprehension introduced into science in 2007. Like a mother, it bears from its bosom the whole system of the special laws of education.

⁹ B. A. Astafiev [23, p. 39].

¹⁰ Under “self-organization” in this and other tables and in the text, we understand the ability of systems to organize their life activity built into them by the Creator.

Table I. PERIODIC SYSTEM OF UNIVERSAL LAWS OF THE WORLD

Evolu-tionary principles	Levels of being	GROUPS OF LAWS OF THE WORLD							
		A Precosmic World—Protos	B Elements	C Energy	D Informa-tion	E Self-organi-zation	F Evolution	G Hierarchy of systems	H Systems of the Laws of the World
Unity and infinity	Full potential self 7	Full potential self of Protos	Full potential self of the elements of the World	Full potential self of the energies of the World	Full potential self of the information of the World	Full potential self of self-organization of the World	Full potential self of evolution of the systems of the World	Full potential self of systemic organization of the World	Full potential self of the Laws of the World
Structural and functional systemacy	Hierarchy 6	Hierarchy of Protos structure	Hierarchy of the elements of the World	Hierarchy of the energies of the World	Hierarchy of information of the World	Hierarchy of self-organization of the systems of the World	Hierarchy of evolution of the systems of the World	Hierarchy of management of the systems of the World	Hierarchy of systems of the Laws of the World
Variability	Evolution 5	Evolution of Protos	Evolution of the elements of the World	Evolution of the energies of the World	Evolution of information of the systems of the World	Evolution of self-organization of the systems of the World	Evolution of management of the systems of the World	Evolution of hierarchical systems of the World	Evolution of systems of the Laws of the World
Self-organization	Composition of system 4	Self-organization of Protos	Self-organization of the elements of the World—Genome of the World Creation	Self-organization of the energies of the systems of the World	Self-organization of the information of the systems of the World	Self-organization of management of the systems of the World	Self-organization of evolution of the systems of the World	Self-organization of hierarchy of the systems of the World	Self-organization of systems of the Laws of the World
Controllability	Information (energy-information) 3	Controlling energy-information of Protos	Controlling energy-information in the elements of the World	Energy-information control of the energies of the systems of the World	Energy-information control of information of the systems of the World	Energy-information control of self-organization of the systems of the World	Energy-information control of evolution of the systems of the World	Energy-information hierarchy of control of the systems of the World	Energy-information control of systems of the Laws of the World
Sufficiency	Energy 2	Sufficiency of Protos energy	Sufficiency of energy of the elements of the World	Sufficiency of interaction of energies of the World	Sufficiency of energy-information in the elements of the World	Sufficiency of genetic energy of the World systems for their self-organization	Sufficiency of genetic energy of systems for the evolution of the World	Sufficiency of hierarchy of energies of the systems of the World	Sufficiency of energy of the systems of the Laws of the World
Necessity	Elements 1	Necessity of Protos elements	Necessity of components in the elements of the World	Necessity of energy components in the elements of the World	Necessity of information elements of the World	Necessity of self-organization elements of the systems of the World	Necessity of evolution elements of the systems of the World	Necessity of hierarchy elements of the systems of the World	Necessity of system elements of the Laws of the World
Evolu-tionary cyclic initiation	Precedence 0	Precedence of Protos elements	Precedence of the World elements	Precedence of the energy elements of the World	Precedence of information elements of the World	Precedence of self-organization elements of the World and its systems	Precedence of the evolution of the World and its systems	Precedence of hierarchy of the systems of the World	Precedence of the Laws of the World

Table II. PERIODIC SYSTEM OF GENERAL LAWS OF HUMAN SOCIETY

Evolu-tionary principles	Levels of being	GROUPS OF LAWS OF HUMAN SOCIETY							
		A Proto-human communities	B System "The Man"	C Interactions in human society (HS)	D Manage-ment in HS	E Creative work (self-organization) of HS	F Evolutionary development of HS	G Systemic hierarchy of HS	H World-views in HS
Unity and infinity	Full potential self 7	Full potential self of proto-human communities	Full potential self of the system "The Man"	Full potential self of interactions in HS	Full potential self of management of HS	Full potential self of self-organization of creative work	Full potential self of evolution of HS	Full potential self of hierarchy of subsystems of HS	Full potential self of the world-views in HS
Hierarchical systemacy	Hierarchy 6	Hierarchy of proto-human communities	Hierarchy of qualities of the system "The Man"	Hierarchy of systems of human interactions	Hierarchy of possibilities of management of HS	Hierarchy of ideals and possibilities of self-organization of creative work	Hierarchy of evolutionary processes in the systems of HS	Hierarchy of parallel-opposition subsystems of HS	Hierarchy of the world-views in HS
Variability	Evolution 5	Evolutionary changes of proto-human communities	Evolutionary cosmic complication of the system "The Man"	Evolutionary cosmic variability of interactions in HS	Evolutionary variability of management in HS	Evolutionary variability of ideals and processes of creative work in HS	Evolutionary cosmic growth of systems of HS	Evolution of hierarchical subsystems in HS	Evolutionary cosmic complication of the world-views in HS
Self-organization	Composition of system 4	Self-organization of proto-human communities	Self-organization of the system "The Man"	Self-organization of human interactions	Self-organization of control in HS	Self-organization of creative work in HS	Self-organization of evolutionary processes in HS	Self-organization of hierarchy of subsystems of HS	Self-organization of the world-views of HS
Controllability	Information (energy-information) 3	Energy-information control of proto-human communities	Energy-information control of the system "The Man"	Energy-information control of interactions of individuals in HS	Energy-information control of HS	Energy-information control of self-organization of creative work in HS	Energy-information control of evolution of HS	Energy-information control of hierarchy of the systems of HS	Energy-information control of the world-views of HS
Sufficiency	Energy 2	Sufficiency of interaction of components of proto-human communities	Sufficiency of individual energy of the system "The Man"	Sufficiency of energy-information interaction of individuals in HS	Sufficiency of energy for management of HS	Sufficiency of individual energy for self-organization of creative work in HS	Sufficiency of the state of element energies for the evolution of HS	Sufficiency of energies of hierarchical interactions of subsystems of HS	Sufficiency of energy of the personal world-views in HS
Necessity	Elements 1	Necessity of elements of proto-human communities	Necessity of elements of the system "The Man"	Necessity of elements of people interaction	Necessity of elements of the system of management	Necessity of self-organization of elements of creative work in HS	Necessity of evolution elements in HS	Necessity of hierarchy of elements of HS	Necessity of elements of world-views in HS
Evolu-tionary initiation	Precedence 0	Precedence of elements of proto-human communities	Precedence of elements of the system "The Man"	Precedence of elements of interaction in HS	Precedence of elements of management in HS	Precedence of self-organization of elements of creative work in HS	Precedence of elements of evolutionary development of HS	Precedence of hierarchy of elements of HS	Precedence of elements of world-views in HS

Table III. PERIODIC SYSTEM OF GENERAL LAWS OF COGNITION/COMPREHENSION

Evolutionary principles	Levels of being	GROUPS OF LAWS OF COGNITION/COMPREHENSION							
		A Proto-human communities	B Elements of cognition/comprehension	C Energy of cognition/comprehension	D Energy-information of cognition/comprehension	E Self-organization of cognition/comprehension	F Evolution of systems of cognition/comprehension	G Hierarchy of systems of cognition/comprehension	H Methodology of cognition/comprehension
Unity and infinity	Full potential self 7	Full potential self of cognition/comprehension of proto-human communities	Full potential self of elements of cognition/comprehension	Full potential self of energies of cognition/comprehension	Full potential self of energy-information of cognition/comprehension	Full potential self of self-organization of systems of cognition/comprehension	Full potential self of evolution of systems of cognition/comprehension	Full potential self of hierarchy of systems of cognition/comprehension	Full potential self of methodology of cognition/comprehension
Hierarchical systemacy	Hierarchy 6	Hierarchy of cognition/comprehension of proto-human communities	Hierarchy of qualities of elements of cognition/comprehension	Hierarchy of energy of cognition/comprehension	Hierarchy of energy-information of cognition/comprehension	Hierarchy of self-organization of systems of cognition/comprehension	Hierarchy of evolutionary processes in the systems of cognition/comprehension	Hierarchy of systems and subsystems of cognition/comprehension	Hierarchy of methodologies of cognition/comprehension
Variability	Evolution 5	Evolution of cognition/comprehension in proto-human communities	Evolutionary complication of elements of cognition/comprehension	Evolutionary cosmic complication of energy of elements of cognition/comprehension	Evolutionary cosmic variability of energy-information of cognition/comprehension	Evolutionary variability of self-organization of system of cognition/comprehension	Evolutionary cosmic growth of the systems of cognition/comprehension	Evolution of hierarchical subsystems of cognition/comprehension	Evolutionary cosmic complication of methodology of cognition/comprehension
Self-organization	Composition 4	Self-organization of cognition/comprehension in proto-human communities	Self-organization of elements of cognition/comprehension	Self-organization of energy of elements of cognition/comprehension	Self-organization of energy-information system of cognition/comprehension	Self-organization of system of cognition/comprehension	Self-organization of evolution of systems of cognition/comprehension	Self-organization of hierarchy of systems of cognition/comprehension	Self-organization of methodology of cognition/comprehension
Controllability	Energy-information 3	Energy-information control of cognition/comprehension in proto-human communities	Energy-information control of elements of cognition/comprehension	Energy-information control of interactions between the elements of cognition/comprehension	Energy-information control of cognition/comprehension	Energy-information control of self-organization of cognition/comprehension	Energy-information control of evolution of systems of cognition/comprehension	Management energy-information of hierarchy of systems of cognition/comprehension	Energy-information in methodology management of cognition/comprehension
Sufficiency	Energy 2	Sufficiency of energy of cognition/comprehension in proto-human communities	Sufficiency of energy of the elements of cognition/comprehension	Sufficiency of energies of cognition/comprehension	Sufficiency of energy-information for the formation of system of cognition/comprehension	Sufficiency of energy for self-organization of system of cognition/comprehension	Sufficiency of evolutionary dynamics of energies for cognition/comprehension	Sufficiency of energy hierarchy of systems of cognition/comprehension	Sufficiency of energies for the formation of methodology of cognition/comprehension
Necessity	Elements 1	Necessity of elements of cognition/comprehension in proto-human communities	Necessity of elements of cognition/comprehension	Necessity of energies of elements of cognition/comprehension	Necessity of elements of energy-information of cognition/comprehension	Necessity of self-organization of elements of systems of cognition/comprehension	Necessity of evolution elements of cognition/comprehension	Necessity of elements of hierarchy of cognition/comprehension	Necessity of elements of methodology of cognition/comprehension
Evolutionary initiation	Precedence 0	Necessity of precedence of elements of cognition/comprehension in proto-human communities	Necessity of precedence of elements of cognition/comprehension	Necessity of precedence of elements of cognition/comprehension	Necessity of precedence of elements of energy-information of cognition/comprehension	Necessity of precedence of self-organization of systems of cognition/comprehension	Necessity of precedence of evolution elements of cognition/comprehension	Necessity of precedence of hierarchy of elements of cognition/comprehension	Necessity of precedence of elements of methodology of cognition/comprehension

This is the first time we consider these systems of laws as prerequisites for establishing a system of the special laws of education. Without these mutually congruent systems created after a single matrix of the Universal Laws of the World, the periodic system of the laws of education could not be created. On the one hand, it would not have had such a powerful and mandatory scientific base; on the other hand, it would have “hung” in uncertainty in the absence of systems of the first, second, and third order. Speaking the language of popular images, the periodic system of the special laws of education (PSSLE) does not “run ahead of the locomotive” and takes its rightful place of the 3rd car in the train (assuming that the locomotive is the periodic system of the Universal Laws of the World, or PSULW).




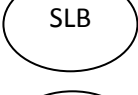
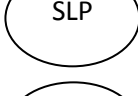
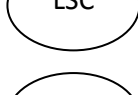


These are the nine prerequisites (visible to us today) needed to create the PSSLE.

The nine prerequisites derive from the fundamental concept of “Genetic energy-information unity of the World.”

Thus, consideration of the prerequisites for systematization allows us to introduce the philological concept of “**syntagm**” (from Greek *syntagma* “built together” or “connected”) to determine the semantic unity, which in the context of the systematization of the laws stands for a unified concept — that is, the laws of education structurized into a periodic system.

The previously considered periodic systems ULW, GLHE, GLCC may also be considered as syntagms.

Let us mark each individual syntagm as a circle.

-  GLW Universal Laws of the World
-  GLHS General laws of human society
-  GLC General laws of cognition/comprehension
-  SLB Special laws of biology
-  SLP Special laws of physics
-  LSC Special laws of chemistry
-  SLM Special laws of mathematics
-  SLE Special laws of education

etc.

Diagram 5 schematically shows the relationship of the special laws with the Universal Laws of the World, as well as with the General Laws of Human Society and General Laws of Cognition/Comprehension.

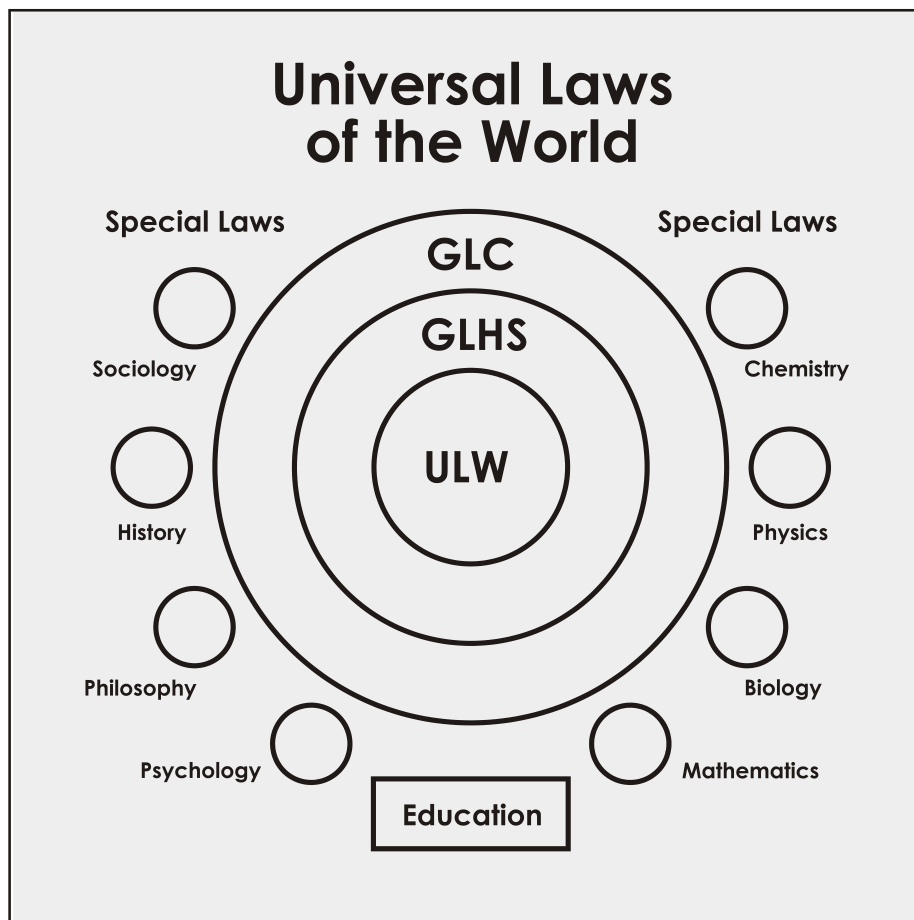


Diagram 5

The fundamental characteristics of the laws of education are: 1) hierarchy, 2) conformity to nature, 3) omnipresence, 4) infinite heuristicity, 5) eternity.

Thus, the examined existing prerequisites for systematization of the special laws of education laws are obvious. Their presence in itself evokes the process of understanding the necessity, possibility, time-frame of systematization of the laws of such an important sector of human activity, on which the future always depends regardless of the particular historical era. Being a huge “factory” of manpower development for all branches of the cultural and economic activities of the state, the education system, in essence, represents an unprecedented large-scale strategic branch. This determines the utmost importance of systematization of the special laws of education. In the performed systematic organization, there is an underlying revolutionary, i.e. **emergent possibility of development of society: the knowledge-based and systematically meaningful increase of exploitation**

efficiency of the power of the available public resources based on the Universal Laws of the World. For this purpose, from the side of laws there are no obstacles.

Chapter III

GENERAL CHARACTERISTICS OF THE SYSTEM OF SPECIAL LAWS OF EDUCATION

“Non rex est lex, sed lex est rex”.

(Lat. — Not the king is the law, but the law is the king”)

At first, a little history.

In 1861 D. I. Mendeleev formulated the periodic law of chemical elements. It says:

The properties of simple matters as well as their forms and the properties of their compounds are in periodic dependence on nucleus charge of elements.

The level of modern science makes it possible to identify two concepts: “nuclei charge” and energy-information properties of nuclei of chemical elements, i. e. the difference of their energy-information potential enabled D. I. Mendeleev to arrange the periodic system of chemical elements. At that the qualities of structure and functions of elements were defined as their energy-information properties. D. I. Mendeleev meant the unity of world systems saying: “Once the world will be embraced by one science, one truth, one industry, one brotherhood, one friendship with nature. It is my belief, it motivates, it strengthens, it is worth living and waiting for its realization”.

It was natural to assume that according to “matryoshka” similarity principle an analogous law is present in all the world systems. Our reasoning was as follows.

According to the definition of Professor B. A. Astafiev [231], **the law is “a universal rule of structural-functional organization of the World, standardized by the Genome of the World and compulsory for life support and evolutionary development of systems of all levels”**.¹¹ We supposed that energy change which is multiple of evolutionary constant of B. A. Astafiev (C_e), is reflected, like in a mirror, in periodic systems of the Laws of the World, human society, cognition/comprehension, and others. At first our attention was attracted to the system of the Universal Laws of the World. They include cosmic, natural, social, human, intellectual, educational phenomena and processes. Later we realized that we could build a sort of “matryoshka”, reproduced by the system of the Universal Laws of the World. This chapter describes the fundamental elements of this scientific approach to building a system of laws — **systemonomy**. Systemonomic category includes Universal Laws of the World, general, special, and particular laws. It is explained by genetic

¹¹ A system is an emergent self-organizing structural-functional composition of “basic” components united by common relations, potentially aimed at the development of its purpose in the World.

structural-functional congruency of naturally structured laws and systems because they reflect genetic structural-functional qualities of the World. The latter are in periodic energy-information dependence on evolutionary constant C_e . Correlation of law systems is hierarchical, in collateral subordination of subsystems to the higher systems “ad infinitum” (*Lat.* – to infinity).

Let us consider correlation of Universal, General, and special laws in the following conceptual Diagram 6. The laws are arranged in 4 groups:

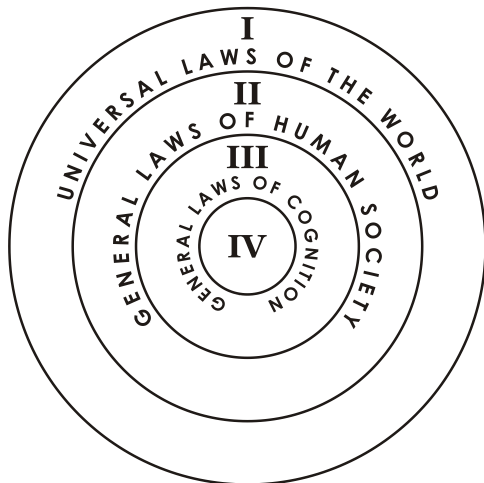


Diagram 6. Correlation of Universal Laws of the World (I), General laws of human society (II), General laws of cognition/comprehension (III), special laws of education (IV)

- 1) Universal Laws of the World;
- 2) General laws of human society;
- 3) General laws of cognition/comprehension;
- 4) Special laws of education.

According to this collateral subordination the tables are created and numerated:

- I. “Periodic system of Universal Laws of the World” [139].
- II. “Periodic system of General laws of human society” [140].
- III. “Periodic system of General laws of cognition/comprehension” [146].
- IV. “Periodic system of special laws of education”.

3.1. The periodic law of systemonomy and special laws of education.

“Haec lex valet in omnes”

(Lat. – This law is valid for everyone.)

The system of Laws of the World is subordinate to the Periodic law which is called by us the periodic law of systemonomy (nomos –*Lat.* law). It was first described by us in 2005 [140]. This law is absolutely necessary to rely on when talking about the laws of education which are a subsystem of Universal Laws of the World.

Genetic structural-functional properties of the World reflected in Universal, General, special, and particular laws are mutually congruous and are in periodic energy-information dependence on the value of the evolutionary constant C_e .

Later the meaning of the evolutionary constant C_e from the Theory of genetic energy-information unity of the World will be explained. Basic laws of different periodic systems are formulated in compliance with this Law.

Genetic structural-functional mutual congruency of Universal Laws of the World is specified by periodic correlations of quantized energy-information of the World in compliance with the evolutionary constant C_e .

In our monograph [139] this Law is represented visually in table I “Periodic system of Universal Laws of the World”. The structure and principles of this system require brief explanation as the other systems are arranged in much the same way (see pp.16-18).

The periodic system of Universal Laws of the World is arranged as a chessboard ruled in 8 horizontal and 8 vertical lines. Universal Laws of the World are placed in 64 cells of the table, each containing such and such groups of the Laws. Each group reflects different properties of systems: elements, energies, information, self-organization, evolution, systemic hierarchy, and their high potentialities.

All 64 groups of Laws are in periodic dependence on the **evolutionary constant $C_e = 0,417897328...$** ¹² It is a universal operator and measuring instrument of evolutionary complexity of every from 64 groups of Laws. It indicates that all the elements of Periodic system of Universal Laws of the World are a living evolving system of higher order, regulating life in the World of Cosmos.

In the evolutionary process of the World the evolutionary constant C_e integrates fundamental constants: circle (sphere) constant $\pi = 3,141592653...$, golden section constant $F = 0,618033989...$, Astafiev’s¹³ quantum constant $P_q = 1,05458846...$, which is expressed by the formula:

$$C_e = P_q : (\pi - F) = 0,417897328...$$

It can be explained this way.

F – golden section constant – a constructive value complying with which the system has dynamically adequate evolving in energy proportion. At the same time it is a matter of maintaining (achieving) **F^3 in the space $\pi^3 = 3,14159^3$** . The both values are observed in three-dimensional space, so they were raised to the third (spherical space). It means that harmonious proportion can be found in all the examined space of every 64 cells of the table. But as there are 64 of them, it means that every of them have their own ratio of quantized energy P_q . The higher position the cells in the table have, the higher level of quantized energy is required for the space to vibrate, and sound in compliance with the harmonic law of golden section. Thus, the constant of quantized energy C_e^3 is an indicator of quantized energy in this or that zone of space-time. C_e is a guarantor of energy unity of space-time and energy filling it.

¹² [23, 25].

¹³ [281, 23, 25]

The evolutionary constant C_e expresses genetic mutual structural-functional congruency of Universal Laws of the World. The constant C_e determines the quantity of quantized energy-information in this or that group of Laws.

Examining the table in colors, it is easy to receive the evidence about it by observing a cascade of color ranges consecutively rising at higher energy levels (see diagram 7). These levels are periods (0, 1, 2, 3, 4, 5, 6, 7). Each of them is consecutively higher in hierarchy, more powerful in energy, and applies to all the groups of Laws (A, B, C, D, E, F, G, H). The higher position the Universal Law takes in the table as compared to the previous ones, the more intensive energy-information it possesses. According to the law of quantum transitions, it includes all the preceding energy and information potential evolutionally worked.

In real life it finds its reflection this way: the more the system observes the Universal Laws of the World and General laws of human society in its life, especially the Highest Laws, the more perfect and productive its functioning is. The General laws of human society, General laws of cognition/comprehension, special laws of education are subordinate to the Universal Laws of the World.

If you examine thoroughly the periodic systems in tables I, II, III (see chapter 2), you can see that table IV “Periodic system of special laws of education” is arranged similarly.

The fundamental law of building a system of special laws of education says:

Genetic structural-functional congruency of special laws of education is specified and determined by the evolutionary constant C_e of periodic correlations of quantized energy-information of the World, human society and processes of education.

In this monograph **the law of systemonomy** is represented in the table “Periodic system of special laws of education”, the laws are described explicitly and their practical application is also shown. Further the abbreviation SLE — special laws of education, and PSSLE — periodic system of special laws of education will be used for short.

3.2. Fundamental concepts of the system of special laws of education.

Before considering the system of special laws of education, it is necessary to give basic concepts and definitions.

Law is a rule of structural-functional organization of the World and its systems, standardized by the Genome of the World and compulsory for life support and successful evolutionary development.¹⁴

World is all existing evolving and non-evolving energy.¹⁵

¹⁴ B. A. Astafiev [23, p. 65].

Universal law is a universal rule of structural-functional organization of the World, standardized by the Genome of the World and compulsory for life support and successful evolutionary development of systems of all levels.¹⁶

General law is a fundamental rule of structural-functional organization of large subsystems of the single World, subordinate to Universal Laws of the World. A system of human society, a system of cognition/comprehension, and others can act as subsystems. A system of cognition includes comprehension and realization of the things cognized in life.

Special law is a rule of structural-functional organization of specialized systems (directions, sectors, fields of science and practice), found out in the conditions accessible for man. For example, the laws of philosophy¹⁷, mathematics, physics, chemistry, biology, genetics, psychology, education, technology, methodology, building, architecture, finance, trade, etc.

Particular law is a rule of structural-functional organization of types (subtypes) of systems within specialized systems, found out in the conditions accessible for man. For example, special laws of psychology include not less than 20 particular laws of development of certain psycho-types of man¹⁸, special laws of parasitology — particular laws of development of parasitic species.

System is a cosmically organizing structural-functional composition of **primary elements** united by the *relations of unity* on the basis of the **rule of composition** inherent in it, and **aimed at achieving its purpose in the Universe**.

The elements of a system do not possess the qualities inherent in the system, i. e. the system is emergent in relation to the elements it is composed of.

Levels of existence (periods) — the whole set of becoming more and more complicated levels of existence of energy-material World and Laws corresponding to them. There are 8 basic levels of existence (periods) in the system of laws of education:

- 0 — of precedence,
- I — of elements,
- II — of energies,
- III — of information,
- IV — of system composition,
- V — of evolutionary system dynamics,
- VI — of system hierarchy,
- VII — of full potential self.

¹⁵ Ibid., p. 65.

¹⁶ Ibid., p. 65.

¹⁷ Earlier the laws of philosophy were formulated on the basis of intuitive knowledge. Some of the Universal Laws of the World fell into the philosophical category. However, their reasoning as Universal Laws of the World became possible only after the Law of Creation [23, 25] was discovered. They all were included into the periodic system of Universal Laws of the World. Achievements in the fields of physics, chemistry, biology, astronomy, and others became the basis for formulation of Universal Laws of the World [23, 139].

¹⁸ Systematization of 4 groups of laws (Universal, General, special, particular) suggested by us, differs from the generally accepted one of 3 groups because of introducing into scientific use periodic system of Universal Laws of the World [164].

The term “group of laws” requires specification to apprehend clearly this new and truly complicated material.

Group of laws is the whole set of laws united topically (epistemologically). The table “Periodic system of special laws of education” consists of 8 vertically arranged groups of laws. The names of the groups of laws are in the upper cells of table columns. They are:

- A — the laws of education in prehistoric societies;
- B — elements of education in human societies;
- C — energies of education in human societies;
- D — information of education in human societies;
- E — self-organization of education in human societies;
- F — evolutionary dynamics of educational systems in human societies;
- G — hierarchy of educational systems in human societies;
- H — methodology of education in human societies.

Hierarchy of systems (*Gr. hieros* —sacred, *arche* —power, rule) is an arrangement of subsystems in the order of their evolutionary integration, i. e. from inferior to superior. For example, the hierarchy of levels of existence is considered in the following sequence: preceding state — elements — energy — information — self-organization — evolution — hierarchy of systems — high potential of systems (integrated amount of all system’s capabilities).

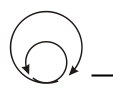
3. 3. Symbols and keys used in table IV “Periodic system of special laws of education”

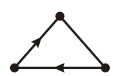
Table IV “Periodic system of special laws of education” has symbols for representing levels (periods) of existence. Similar signs were used when describing the periodic system of Universal Laws of the World, periodic system of general laws of human society, periodic system of cognition/comprehension.


 — level of precedence (level of education development in prehistoric societies);

 — level of elements (level of elements of education in human society);

 — level of energy (level of energy of education in human society);

 — level of information (level of energy-information of education in human society);

 — level of self-organization of subsystems (level of self-organization of education in human society);

 — level of evolutionary dynamics of subsystems in human societies (level of evolutionary dynamics of systems of education in human societies);



— level of hierarchy of systems (level of hierarchy of systems of education in human societies);



— level of high potential of system (level of methodology of education in human society);



— vectors of evolutionary dynamics. In the table they show the direction of sequence of considering the laws — from the simple to the complex;



— the cell symbolizes the position of the law in relation to the other laws. There may be several laws in one cell of the table (it is necessary to pay attention to their interpretation in the tables of explications). All the laws are made explicit in the monograph.



— the diagonal in every cell divides two possible dynamics of the development of a law: ascending — it is marked by color arrow in the direction of creating dynamics (upper part of a cell) and descending dynamics (lower part of a cell); in order not to overburden the table the diagonal is implied;



— a line of the laws of life (a meander of life, a pattern of life). It means the whole set of cells of the laws at level 4 — self-organization of systems. It is a central horizontal axis of self-organization of the laws of education in table IV.



— a circle in the center of the table unites the most important laws of education and is the kernel of the table;



— the core (centre of the kernel) of the table is the law of self-organization of education. It is ontological and systemonomic energy-information compression of the system of laws.

Color background vectors, directed counterclockwise, mean the direction of evolutionary development of creating laws.

Color gamma means the corresponding levels in all directions of the table of laws:

o — white — level of precedence (education development in prehistoric societies);

I — red — level of elements of education in human society;

II — orange — level of energy of education;

III — yellow — level of energy-information of education;

IV — green — level of self-organization of education;

V — light blue — level of evolutionary dynamics of systems of education;

VI — dark blue — level of hierarchy of structures of systems of education;

VII — violet — level of methodology of education in human society.

3. 4. Topographical numeration in table IV “Periodic system of special laws of education”

In the description of table IV “Periodic system of special laws of education”

it is easy to use conventional topographical letter-number numeration based on the principle of chessboard. Arabic numerals 0, 1, 2, 3, 4, 5, 6, 7 are used to indicate levels (periods) of laws in the table. Letters A, B, C, D, E, F, G, H are used to indicate the columns where the groups of systems of laws, as they become evolutionally complicated, are arranged. For example, topographical sign IV.E5a refers to “The Law of changeability of self-organization of education”, IV.F5a — “The Law of evolutionary-cosmic complication of systems of education”. Roman numeral IV points to the table “Periodic system of special laws of education” as opposed to table I “Periodic system of Universal Laws of the World” [139], or table II “Periodic system of General laws of human society” [140], or table III “Periodic system of General laws of cognition/comprehension” [146].

3. 5. Genetic coding of “Periodic system of special laws of education”

A system of special laws of education is defined by the Genome of the World. As its coding includes three components — code, algorithm, and purpose program — then all of them are reflected in the table in symbols and vectors.

The **algorithm** of the Genome of the World is defined by the vector (\rightarrow) of dynamics of development of laws of education counterclockwise. It means that complication of the laws is in the direction of reading of the table, i. e. from left to right. Groups of laws become complicated in this direction in the table. It means that column A contains the laws of education in prehistoric communities, column B — the laws of a system of elements of education, C — the laws of energies of education in human society, D — the laws of energy-information of education, E — the laws of self-organization of education, F — the laws of evolutionary development of education, G — the laws of systemic hierarchy of education, H — the laws of methodologies of education.

The **Program** of the Genome of the World is revealed in the contents of the laws.

The **Coding** of the Genome of the World is represented in the proportion of the cells of the table, the interval between which is standardized by the evolutionary constant C_e . It also standardizes energy, moving a living system “law” to a new energy level. It is nothing else but vertical ascending of the cells of the table from 0 to 7. All the energy potential gained in the previous column is used in quantum transition to a new vertical line. At the same time energies of processes passing at a new quantum level increase emergently. Emergency of each of 8 levels (periods) of laws as qualitative unlikeliness is determined by the following evolutionary principles: (0) — evolutionary-cyclic initiation, (1) — necessity, (2) — sufficiency, (3) — manageability, (4) — self-organization, (5) — evolutionary variability, (6) structural hierarchy, (7) —unity and infinity.

The code of the Genome of the World is reflected in the golden section of construction of octave of existence levels and presence of new laws at the higher levels. At that the golden section reflects the proportion of interaction of two energies: creating and stimulating.

The laws of education interact with the nearby laws in the table and are determined by them. Being encoded by the Genome of the World, they all are interconnected, interdependent. The same laws manifest themselves absolutely the same way in different systems (levels) of life. For example, the laws of elements, energies, energy-information, system composition, evolution, hierarchy, and full potential self are present 8 times each in the table.

Every cell of the table is encoded vertically and horizontally (crossed coding), for example, A – 0, B – 1, C – 2, D – 3, E – 4, F – 5, G – 6, H – 7. Such a correlation of every cell of the table of laws via the value of evolutionary constant C_e allows to fold the entire table or unfold it again.

The uniformity of the coding allows to keep the common features in view many times during the transition from one level to another.

5. 6. Genetic specificity of special laws of education

Evolution of all systems of the World is determined by the Genome of the World and conforms to it via the Law of Creation. **Any law is considered here as an independent system which creates evolving life.**¹⁹ The system of laws consists of 64 subsystems (groups) in compliance with 64 cells of the table. Let us consider an analog — a graphic table of light waves visible to the naked eye — to understand genetic specificity of the system of laws of education. We did the same when we considered the periodic system of Universal Laws of the World. It is a visible radiation of electromagnetic waves with the range of waves called submicron waves. On the scale of frequencies they are terahigh²⁰ — from 4×10^{14} to $7,7 \times 10^{14}$ Hz. The range of wavelength is from 380 to 760 nm (nanometers)²¹. The quantity of energy of these frequencies is measured in 10^{-19} J (joule) [35].

Why is it right to draw an analogy of periodic system of special laws of education with the color spectrum of sunlight? It is because **the evolution of all systems of the World is determined by the Genome of the World and is subjected to it.** It is also possible to draw an analogy with the sounds of musical scale, with distances or sounding of planets of the solar system, with earlier periodic systems of Universal laws of the World, General laws of human society, general laws of cognition/comprehension. But at present it is more obvious and convincing to show genetic specificity and systemity of laws of education using colors visible to the naked eye.

So, evolutionary coding is the presence of C_e in every qualitatively new evolutionary step.²² It is specified by the Basic Genome of the World and therefore it is invariably present in all laws of education. To be more precise, these laws are so various and interdependent due

¹⁹ It is also concluded from the Law of quantum transmissions [33].

²⁰ Tera (*Gr.* teras — monster). Here: extremely, “monstrously” high frequency waves.

²¹ Nanometer is equal to 10^{-9} meters.

²² It is notable that every evolutionally new step possesses all the features of the previous stages of evolutionary development of a system, i. e. our Periodic system of laws confirms cosmic biogenetic law discovered as Earth biogenetic law by F. Muller (1864) and E. Haeckel (1866) independently, and raised to the World level by B. A. Astafiev [23].

to their genetic specificity by the Basic Genome of the World.²³ Relying on the graphic diagram 7 of seven color waves **let us go over to building a table “Periodic system of special laws of education”**.

Considering genetic specificity of laws we shall use the principle of evolutionary constant C_e from cell to cell.

Red wave indicates the frequencies of laws of **elements of education** (this term can be changed to “components of education”).

Orange wave indicates the laws of **energy** of interaction of components of education.

Yellow wave indicates the laws of **energy-information** of education.



Green wave indicates inner **self-organization** of education.

Light blue wave indicates the laws of **evolution** of education.

Dark blue wave indicates the laws of **hierarchy of systems of education**.

Violet wave indicates the laws of the 7th level of high potential of systems of education as a whole of all its information-genetic energy-matter capabilities to self-organization, evolving, inclusion into world processes and joining to the World of absolute harmony. They are the laws of methodology of education. The uniformity of coding of laws enables to use the common features many times, to keep them in view when going from system to system, and from one level to another.

Explanatory notes to the diagram.

<p>All the colors are observable, they can be decomposed from I to VII. At that $\infty = \gamma^n$ merges into violet turning into white. All colors at level 0 merge at period n into white color.</p>	<p>In the center of the table the circle  outlines the Main Law of self-organization of education. Its color scale is analogous to of cell I_7 and VII_1. It is the maximum for level I and minimum for level VII. Vector  after IV_4 indicates acceleration of evolutionary development.</p>
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Let us consider every rainbow color of visible spectrum as a separate **system of wavelengths** (in nanometers and micrometers) and the range occupied by them (in micrometers). With the reduction of wavelength every color in the cells of “Periodic system of wave complication of color spectrum” (diagram 7) merges sequentially into another color: red, orange, yellow, green, light blue, dark blue, violet.

²³ All world systems are built in the analogy with the periodic system of Universal Laws of the World [139] in principle, but systems function in different conditions. For that very reason at this stage of their development the freedom of choice of evolutionary development appears.

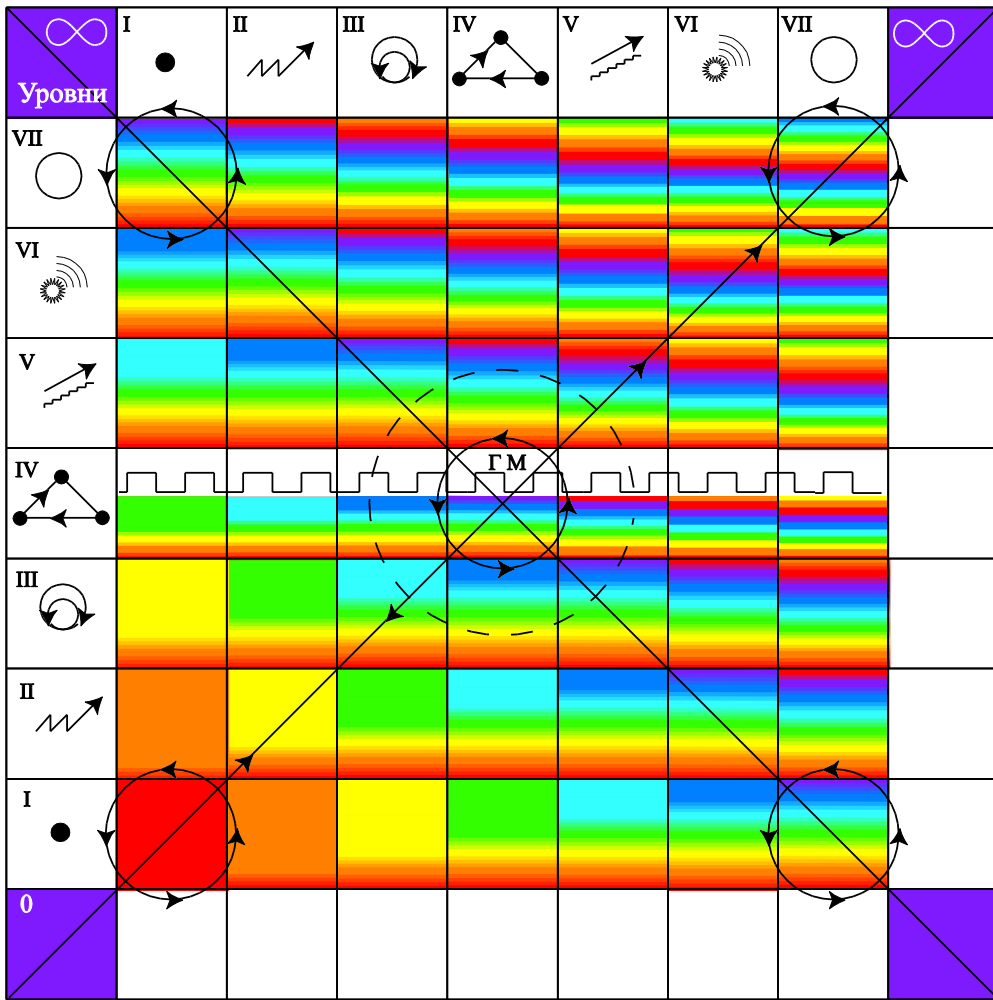


Diagram 7

Periodic system of wave complication of color spectrum

The calculations show that from cell to cell (vertically) the range of wavelengths changes sequentially into the values which are encoded by the evolutionary constant C_e , i. e. every step in the table is encoded by the evolutionary constant (table 1).

Table 1

Wavelengths of color spectrum²⁴

Color	Wavelengths in nanometers (nm)	Wavelengths in micrometers (μm)	The range occupied in micrometers (μm)	The center of color wave

²⁴ "Physical encyclopedic dictionary", Moscow, 1984. –p.528 and 841.

Violet	380 – 440	0,38 – 0,44	6	410
Dark blue	440 – 470	0,44 – 0,47	3	455
Light blue	470 – 500	0,47 – 0, 50	3	485
Green	500 – 550	0,50 – 0, 55	5	525
Yellow	550 – 640	0,55 – 0, 64	9	595
Orange	640 – 690	0,64 – 0, 69	5	665
Red	690 – 760	0,69 – 0, 76	7	725

For example, green color results from overlaying yellow and blue waves. The range of yellow is 90 nm, the range of blue is 30 nm. If we sum up both of them ($90+30=120\text{nm}$) and multiply the sum by the evolutionary constant ($120\text{nm} \times 0, 418 = 50, 15\text{nm}$) we get the value corresponding to the range of green. Thus, all three colors are in mathematical dependence on the evolutionary constant C_e . Their evolution is subjected to the Law of Creation. The range of dark blue is equal to the range of light blue, and the range of violet is twofold greater than dark blue or light blue color, so blue and violet (levels 6 and 7) are also subjected to the Law of Creation. The value of the range of orange corresponds to the range of green, which means that the Laws on the second level of the table are also subjected to the Law of Creation. The value of the range of red (70nm) multiplied by the evolutionary constant C_e is 29, 2528, i. e. the value of the ranges of dark blue and light blue colors (≈ 30 nm). Therefore, Universal Laws of the World of the first level are in genetic dependence on the evolutionary constant and are subjected to the Law of Creation.

Thus, all rainbow colors are living systems per se, which are in genetic dependence on the Genome of the World and each other. Every color spectrum symbolizing these or those Laws depend on all the previous system including those in the adjacent cells of the table 1.²⁵

It should be emphasized that beginning from the cell IV_4 (in the center of diagram 7) a constant process of doubling of wavelengths and energies of color spectrum takes place. Even if we visually divide the table in diagonal, we will find out “double filling of the cells” with the colors of rainbow in the upper right part of the table.

Brief survey of color wavelengths in table 1 shows invariable coding of every evolutionally important change, every **qualitative change** of color, length, frequency, and wave energy by the number of evolutionary constant $C_e = 0, 4178973$. Thus, qualitative determination of dynamics of evolution has a numerical characteristic expressed via **$C_e = 0, 4178973$** .

The transition to a new color wave is equal to the value multiple of the evolutionary constant C_e , which is at the same time the constant of acceleration of evolutionary development of education. In fact, C_e regulates the differences of one law of education from another. It reifies minimally necessary energy overbalance of state “a” which is to be reached in order to transit to state “b”, otherwise state “a” will not change.

²⁵ [33].

In education, for example, at school a pupil has to do energy jerks at the expense of making energy stores to raise the level of his knowledge. As to the laws of education, C_e means minimally necessary and sufficient difference of one law of education from another. The laws of education fix these qualitatively different (multiple of C_e) states of norms of structural-functional states of the system of laws.

The mathematical “face” of the table “Periodic system of special laws of education” expressed via the evolutionary constant C_e you can see in Table 2.

Table 2

Periodic system of special laws of education and its mathematical expression via C_e – evolutionary constant of B. A. Astafiev

Evolutionary principles	Levels of existence	GROUPS OF THE LAWS OF EDUCATION							
		A Precedence	B Elements	C Energy	D Information	E Self-organization	F Evolution	G Systemic hierarchy	H Full potential Self
Unity and infinity	Full Potential Self 7	C_e^4	$2C_e^4$	$3C_e^4$	$4C_e^4$	$5C_e^4$	$6C_e^4$	$7C_e^4$	$8C_e^4$
Structural-functional systemity	Hierarchy 6	C_e^3	$2C_e^3$	$3C_e^3$	$4C_e^3$	$5C_e^3$	$6C_e^3$	$7C_e^3$	$8C_e^3$
Changeability	Evolution 5	C_e^2	$2C_e^2$	$3C_e^2$	$4C_e^2$	$5C_e^2$	$6C_e^2$	$7C_e^2$	$8C_e^2$
Self-organization	System composition 4	C_e	$2C_e$	$3C_e$	$4C_e$	$5C_e$	$6C_e$	$7C_e$	$8C_e$
Manageability	Information 3	C_e^{-1}	$2C_e^{-1}$	$3C_e^{-1}$	$4C_e^{-1}$	$5C_e^{-1}$	$6C_e^{-1}$	$7C_e^{-1}$	$8C_e^{-1}$
Sufficiency	Energy 2	C_e^{-2}	$2C_e^{-2}$	$3C_e^{-2}$	$4C_e^{-2}$	$5C_e^{-2}$	$6C_e^{-2}$	$7C_e^{-2}$	$8C_e^{-2}$
Necessity	Elements 1	C_e^{-3}	$2C_e^{-3}$	$3C_e^{-3}$	$4C_e^{-3}$	$5C_e^{-3}$	$6C_e^{-3}$	$7C_e^{-3}$	$8C_e^{-3}$

Evolut i- onary -cyclic initiat ion	Prece dence o	C_e^{-4}	$2C_e^{-4}$	$3C_e^{-4}$	$4C_e^{-4}$	$5C_e^{-4}$	$6C_e^{-4}$	$7C_e^{-4}$	$8C_e^{-4}$
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The uniformity of coding of laws allows to preserve the uniform features many times, not to lose them during transition from one level to another.

Diagram 7 fixes the most important evolutionary positions of the laws. They are the places of location of the most important laws of education. They are enclosed in the circles. **The law of self-organization of components of education** takes the central position of column B (cell B4) in the scheme. The upward-right movement from this law will mean complication of the laws of evolutionary development of education. The horizontal line of level 4 indicates the line where the **laws of self-organization** of all the systems of vertical groups of laws A, B, C, D, E, F, G, H are located. The term “life line” will be used to indicate the groups of laws of self-organization. The prevalent color for the group of laws of self-organization is green, the color of life (see scheme #7 “Periodic system of wave complication of color spectrum” which is analogous to “Periodic system of special laws of education”).

Now let us consider scheme #8. It shows a sort of a cell of uniform system of dynamics of the laws. The circle B7 indicates the highest level of development of primary elements. The circle H1 indicates the initial step for evolution of the most powerful group of laws of education; it clearly demonstrates the differences of evolutionary, energy and information-genetic capabilities of systems: evolving system of laws H passes the way of development 8 times faster for a unit of time than the system of laws B.

A greater circle in the center is the kernel of the table.

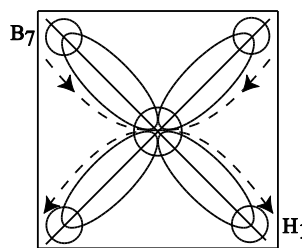


Diagram 8. Schematic representation of basic dynamics of evolutionary development of the system of special laws of education

3.7. Frame-vector dynamics of the table “Periodic system of special laws of education”

The logic of location of the laws in the table “Periodic system of special laws of education” is determined by the Genome of the World. Each law differs from the one next to it in any direction by the value specified by the evolutionary constant $C_e = 0,4178973$ and can be calculated by means of the law of quantum transition.²⁶

Diagram 9 shows the vectors of dynamics in which special laws of education exist, exhibit and are cognized.

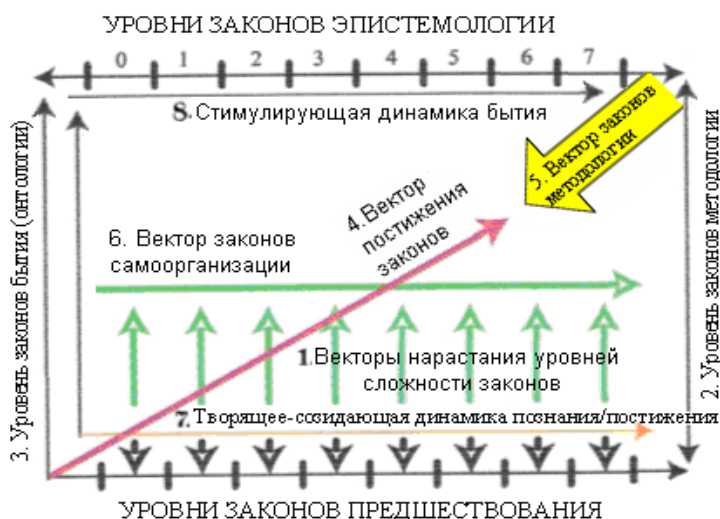


Diagram 9. Frame-vector scheme of dynamics of the table “Periodic system of special laws of education”

LEVELS OF LAWS OF EDUCATION

1. Vectors of increasing of the levels of law complication.
2. Level of laws of methodology.
3. Level of laws of existence (ontology).
4. Vector of law cognition.
5. Vector of laws of methodology.
6. Vector of laws of self-organization.
7. Creating dynamics of laws of education.
8. Stimulating dynamics of existence.

1. Vectors of increasing (decreasing) of levels of complexity of groups of the laws of education.
2. Vector of cognition/comprehension of general laws of methodology of education.
3. Vector of ontology is stimulating dynamics of evolution of education.

²⁶ [33, 139, 140].

4. Vector of cognition (gnoseology) is a vector of cognition and adoption of laws of education. It is the most complicated vector of evolutionary acceleration. It is determined by four evolutionary-basic dynamics and four opposite involutional dynamics. They are as follows (see table 3).

Table 3

**Evolutional and involutional dynamics of frame-vector scheme of the table
“Periodic system of special laws of education” (PS SLE)**

N	Positive dynamics of SLE	Negative dynamics of SLE	Philosophical concepts of dynamics of SLE
1	Evolutional education	Involutional education	Ontologic education
2	Epistemological education (i. e. in this or that thematic group)	Education without thematic groups	Epistemological dynamics
3	Ontologic education	Involution of education, degradation	Cognitive dynamics
4	Existence of education	Lack of education	Phenomenological dynamics

Thus, the fourth vector of the laws of education is the vector of eightfold (octave) determination of the laws it includes.

5. Vector of the laws of methodology of education originates from the point of the Absolute.

Approaching to point A means approaching of methodology of education to the level of adequacy to general laws of cognition/comprehension, and therefore to Universal Laws of the World.

6. Vector of laws of self-organization of education. It is the fourth horizontal line of the table. It contains the laws of self-organization of education crossing all the vertical columns. It is these laws that are the beginning of the new, emergent level of development of systems and their self-organization.

7. Vector of creating dynamics — increasing complication of the laws of education.

8. Vector of stimulating dynamics of existence —decreasing complication of the laws.

Let us consider the vertical columns of the table “Periodic system of special laws of education”.

Let us turn to the Latin symbols of the columns of the table.

Systemic cognitology includes the following theories represented in the columns A, B, C, D, E, F, G, H.

Column A includes the laws of education in prehistoric communities (they are not explicit in this work).

Column B includes the laws of elements of education.

Column C includes generalization of the laws of energies of education in human society. As a whole these laws are the components of **energology (eniology)**.

Column D includes the laws of information of education, which are the basis of the theory of **informaciology**. It is the study of information of education folded in 8 cells.

Column E includes generalization and explication of the laws of self-organization of education. It is the study of **management of self-organization of systems of education** folded in 8 cells.

Column F includes generalization and explication of the laws of evolution of education. It is the **study of evolution of education** worked out by philosophy of education folded in 8 cells.

Column G includes generalization of basic laws of systems of education — **systemonomy of education**. As a whole these laws represent the study about the structure and evolution of education.²⁷

Column H includes highly generalized information about special laws of methodology of education. It is the study about **systemonomy of methodology of education** folded in 8 cells. It is described in a special monograph “Special laws of methodology of education”.

The Level of complexity increases vertically — from bottom to top, from 0 to 7th level.

Information becomes more complicated from left to right (from the simple to the complex).

Any trajectory of cells in the table from 0 goes up from the simple to the complex — to the full potential of the system of laws of education, i. e. to the integrated sum of potential of the laws of education.

The diagonal of the table is marked out by bright color cells of rainbow spectrum. These are the cells of determination where crossed genetic coding of the laws of education occurs.

Each cell of the table is under the direct influence of vectors.

I. Direct positive vector influence, which takes place in evolutionary development of the system, is determined by:

- 1) level of existence of the system of laws (vertically);
- 2) level of complexity of a group of laws (horizontally).

II. Direct negative vector influence is determined by:

- 1) presence of evident negative influence on the development of the system;
- 2) insufficient adoption of positive vector influence by the system (it occurs when creative potential is weak).

Thus, any law can always be determined by the laws located nearby in the system of laws of education. Another important constructive feature of periodic system of special laws of education is that the laws of self-organization located vertically and horizontally make a specific crossing. V. D.

²⁷ Cognition of Universal Laws of the World, their systematization in periodic system transformed systemic philosophy (systemology) into science — systemonomy [146].

Atazhanova, Academician, Psychology Doctor, in her work “Apodictic reasons of making the management of education psychological” called this feature “a cross of laws of self-organization”. A specific feature of this concept is that the cross of laws of self-organization refers to all periodic systems: Universal Laws of the World, General laws of human society, General laws of cognition/comprehension. This list can be continued by the presence of the cross of laws of self-organization in the periodic system of special laws of education. Similar to the scheme #10 you can find the laws of self-organization of education in the center of the table of laws of education. Their crossing is in charge of all the other laws of education.

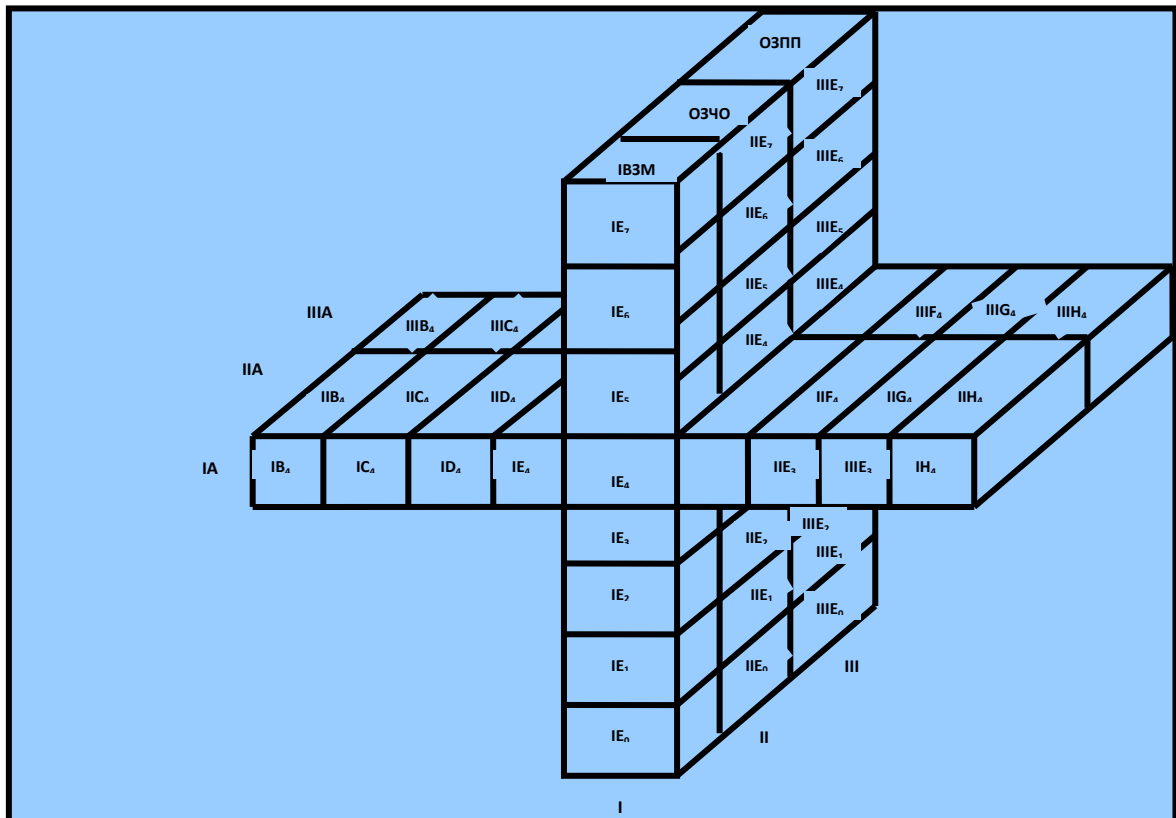


Diagram 10. The cross of laws of self-organization of periodic systems (by V. D. Atazhanova)

The aspect described in this section concerns constructive features of the table “Periodic system of special laws of education”. Its structural-functional capabilities, scientific, worldview, and methodological aspects are considered in the other sections of the book (chapters V, VI).

Decoding of each 64 cells of this table, i. e. the laws it includes, is given in chapter IV in vertical columns. The order of considering the laws is the same as in monograph “Periodic System of Universal Laws of the World” [139], “Periodic System of General Laws of Human Society” [140], “Periodic System of General Laws of Cognition/Comprehension” [146].

3. 8. Spherical model of periodic system of special laws of education.

The table “Periodic system of special laws of education” is easily folded on the basis of Chinese balls cut one into another. Let us imagine this model like a map of the world put on the globe, and mentally place our 2D table on the spherical balloon. The upper and lower ends of the table will meet on the poles like the meridians on the globe. The vertical lines of the table will meet in the point “The Absolute-system” (on the top of the sphere) and “initial point of system” (on the bottom of the sphere). The ordinate axis of the table turns into the axis of the sphere connecting two of its extreme points. It becomes the axis of system “rotation” round the laws initial point of system” to “The Absolute-system”. All the steps of consecutive energy rise of the laws are projected on the axis. The model of periodic system of special laws of education built in such a way can be called spherical. It includes:

- a set of vertical complexity levels of systems of the laws;
- a set of horizontal types of laws.

Let us improve this spherical model by means of mental experiment (diagram 11).

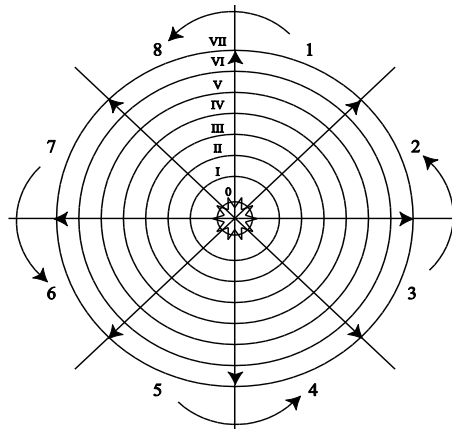


Diagram 11. Spherical model of the system of special laws of education (2D picture should be imagined as spherical, like spheres packed one into another)

Let us deepen level “0” — the level of precedence— into the center of the sphere; then place spheres I, II, III, IV, V, VI over it, and level VII over them. As a result this sphere will appear as the top “covering” of the spheres (systems of laws) located under them. At that all the spheres (I, II, III, ..., VII) will have a single set of laws concerning their level of complexity of systems. Any law can have its own axis of “outlet” to an analogous law of another level.

Thus, we have two models of periodic system of special laws of education: two dimensional and spherical (volumetric). The both of them have the following features:

- the cells of the table and sphere become complicated counterclockwise. Counterclockwise vector is the symbol of creating dynamics of the laws of education;

—the cells of the table from 0 to the top right corner (counterclockwise) are in the ascending dynamics.

3. 9. The advantages of the spherical model of the system of laws of education

1. The spherical model represents generality of the laws more clearly than the 2D model.
2. The spherical model enables to see interrelationship and interdependence of the levels, vectors, groups, and law dynamics more clearly.
3. The spherical model demonstrates more clearly the reducibility to the “initial point” of special laws of education, i. e. the central point of information folding of all the table.

If you imagine an analogous sphere of Universal Laws of the World and General laws of human society put into a larger sphere, and put the sphere of laws of cognition/comprehension and education into it, then this model will demonstrate the appearance of all the Laws of the World from the basic Genome of the World.

4. The spherical model shows that the fourth level of self-organization (creative work) of inner dynamics of the system is the bridge between the lower and upper blocks of the laws of education. It is a specific equator parallel if we compare it with the Globe (*Lat. aequae* — make equal) —the central line in the table and the largest circle of the sphere of laws, all points of which are 90° away from the poles.

5. The spherical model is visually clear for understanding the rates of cognition of laws of education. The comprehension of laws from the lower energy levels takes longer time than the comprehension from the point close to the point of the Absolute. This is due to the fact that it provides adequate methodology of cognition and realization of Laws of education. At the point of the Absolute cognition assumes the highest rate, lucidity and purity. The personality of an individual cognizing at the 7th level of ontological dynamics of existence is reaching this point, in case he has high morals, spirituality, evolutionary development, inner harmony, self-organization and self-consciousness (these are the qualitative characteristics of the levels of existence according to the model considered). At the 7th, ontological level a person gets the help of cosmos, and is in the state of reverence for the World and its Laws; absolute perception of the World and love to the World become his instrument of life, which means that he does not disturb the biorhythms of the systems of the World by his actions, words, and thoughts, as well as keeps the standards of nature-conformity. Such a person is moral in his life activities and follows his purpose in the World.

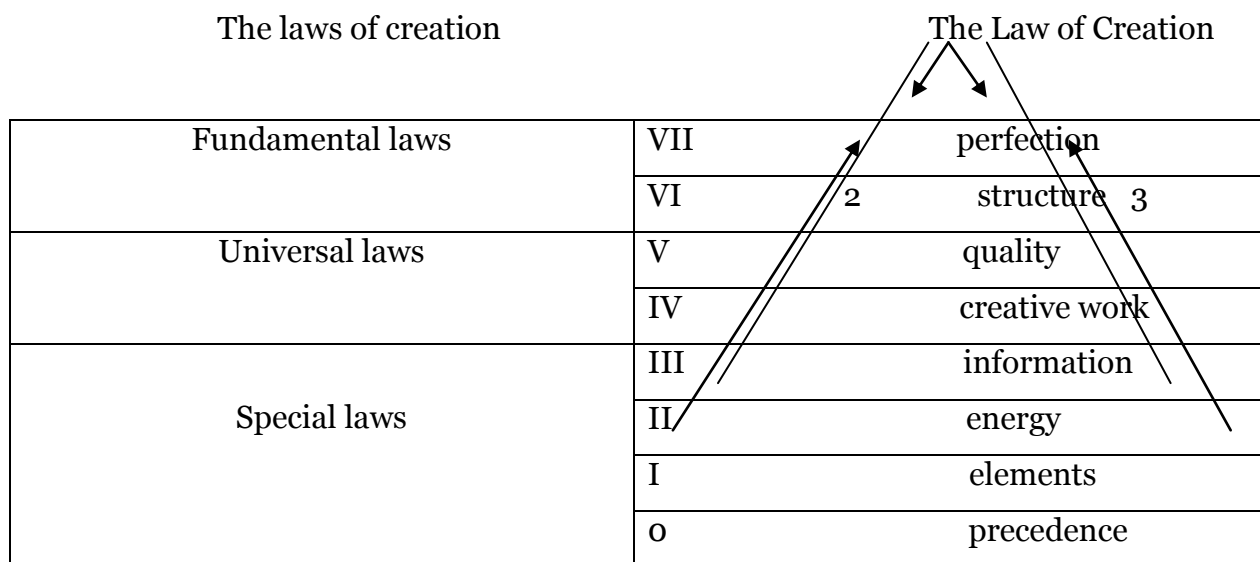
6. Periodic system of special laws of education clearly shows the conditions in which an individual and society can fulfill themselves successfully.

7. The spherical model makes evident why an individual staying at the lower levels of evolutionary development cannot move forward along the vector of cognition, or does it with great efforts taking lots of time and energy.

8. The spherical model enables to clearly imagine evolutionary vector of mankind movement in the direction of cognition of Universal Laws of the World (the vector of cognition spiral is counterclockwise), General laws of human society, General laws of cognition/comprehension, special laws of education. This complex way of cognition only starts with the introduction of systematized special laws of education into scientific operation. It should be emphasized that it would have been impossible to create periodic system of laws of education without Periodic system of Universal Laws of the World, periodic system of General laws of human society, periodic system of General laws of cognition/comprehension.

9. The spherical model clearly shows that it is the **law of realization of the ideal of self-organization of education** that supports all the system of laws of education. But not only this! Let us take a broader view! This model demonstrates that the other systems of laws cannot be opened to a man without this “granule”!

Diagram 12. A segment of the spherical model in the form of table.



↗ 2 – vector of cognition ascending.

↗ 3 – vector of hierarchy (from the lower to the higher).

As the spherical model of laws of education is difficult to make, its computer (PC) version is being created at present.

3. 10. The algorithm of law formulation

The algorithm of law formulation in periodic systems of Universal Laws of the World, General laws of human society, General laws of cognition/comprehension, special laws of education and others, created on the basis of a universal 64-celled matrix, was discovered by us in 2003. We called it

symbolically “knight's move to the right” by analogy with configuration of this chess piece move in the game. This is an “L” shaped move, the vector of movement of which in the structure of law formulation corresponds to the movement of creating force in the table: from the left to the right. Therefore the configuration of move will change depending on the position of the law in the table.

“Knight's move” always starts in the left part of the table in the column “Evolutionary principles”. Here is the **principal beginning of formulation of any law**. For example, the principal beginning of formulation for all the laws of the first period is the word “Necessity”. Then the vector passes to the column “Levels of existence”. The key words of this or that level (elements, energies, energy-information, self-organization, evolution, etc) are included in the wording. For example, “The necessity of elements...”, “The necessity of energies...”, etc. We have considered two phases of “knight's move”. At the intersection with the vertical column “A” the vector goes upwards abruptly —towards the name of the table. It takes the key word of the table “education” (the subject matter in PSSLE), which gives “The necessity of elements of education...” Then it goes to the name of column “A” and as a result the formulation of the law is “**Necessity of elements of education in prehistoric societies**”.

If we use only key words in the cells of intersections, we can see it is a hard programmed system (you can see the examples in the table). It could not have appeared just in the course of its random development, a spontaneous stimulus, an outbreak, or a coincidence. The matrix's hard logic shows that we deal with a **world system**.

The algorithm of linguistic representation of the laws that we considered is the expression of genetic algorithm of World creation. It is a bright confirmation of the **Law of Creation**. Let me remind that the Genome of the World includes the following components: 1) creating and stimulating forces (these are the elements of the system); 2) energy prevalence of creating force over the stimulating one by 0, 007 erg (it is the code of creation); 3) the vector of dynamics of graviton is counterclockwise (it is a system launch algorithm); 4) the purpose of the system is “the law”. The algorithm of formulation of laws of education represents all the four components of The Law of Creation. The Law of Creation is distinctly expressed in the laws, and algorithms of the laws of education.

The explication of any law points to the interacting components. For example: “**The law of interaction of creating and stimulating energies of the components of education**” (IV B2b). The rule of order points to the result which provides interaction. For example: “The rule of *quality of energy of education*”. At first (chiefly) the obtained order (the quality of energy of education) is denoted in the text of the law itself. Then the *main action* is specified: “The quality of energy of education is *determined...*”). After that the factor of interaction is given: “**The quality of energy of education is determined by the quality of predominant genetic energy: creating or stimulating**”. For more precise understanding and for making the sense clearer, complementary words are used in the necessary places of the phrases. Thus, the algorithm of law

formulation is subjected to the questions: 1) what? 2) what does it do? (how?, where? by means of what? 3) what for? When answering these compulsory questions the following logic chain is formed: components — their interaction — purpose and result of their interaction. So it is quite clear that the law is a system.

3. 11. Basic systemonomic principles underlying the periodic system of special laws of education

Here is a list of eight basic (systemonomic) principles underlying the periodic system of special laws of education.

1. The principle of systemic (evolutionary) precedence. It is realized by means of involvement of lower levels into the higher ones. Wave characteristics and integrated potentials of laws increase and become stronger as they are located in the higher periods and following columns of the table (from left to right).

2. The principle of necessity of systemic completeness. The table reflects all the components of the system: 1) laws (in the cells of the table) — elements of the system; 2) relationships between the laws are expressed in a single wave rhythmodynamic character of connections and interactions between the laws; 3) composition of systems is determined by “evolutionary pace” of energy increase — every cell of the table is multiple to the value of the constant C_e ; 4) the purpose of system of the special laws of education — organization of systemic knowledge about the laws of education — is congruous to ULW.

3. The principle of sufficiency (economy) of system of laws. 1) Any of the laws and their groups differ from the others by the value multiple of C_e ; 2) 64 cells of the table is enough for including all the groups of the laws. This principle is closely connected with the principle of necessity of systemic completeness (#2) and manageability (#4).

4. The principle of manageability. 1) According to two oppositely directed dynamics in the structure of the Genome of the World, any law can “unfold” either in the ascending (creating) dynamics or descending (stimulating) dynamics. All the cells of the table are divided into two parts according to ascending and descending dynamics. The vector of dynamics of law ascending in the whole table is denoted by the diagonal of octave laws. 2) The single information-management center of the table is in its kernel (midpoint of the table). The laws of self-organization of a system are always located here. Next to the basic law there are 8 groups of laws forming a core.

5. The principle of self-organization. Self-organization means innate ability of systems to organize their life activity. According to the code of the Genome of the World (i. e. interaction of creating and stimulating energy with 1.5 % energy overbalance of the former) dynamics of unfolding the laws in the periodic system of special laws of education is specified. It determines the dynamics of self-organization of laws. Basic structure of the table of laws is composed by the laws of self-

organization both horizontally and vertically. These crossing parts of the table of laws are system-forming cross of the laws of self-organization. This core covers all the laws at the point of self-organization. Each of the four zones of the table is as if “under the wing” of basic laws of self-organization. If you examine the projection of any cell of the table at the angle of 90° to the core of the laws of self-organization (the cross of laws) in any direction, you will see the wisdom, hierarchy and fractal everywhere (because it is everywhere!) of the laws of self-organization of education. This fractality allows to restore them in case of partial loss of knowledge about them.

6. The principle of evolutionary changeability. The sets of subjacent periods of laws of education change in the course of system evolution. Gaining energy-information potential, they grow into a new period represented in the table. It creates principle #7.

7. The principle of hierarchic systemity. The differences of energy power of laws are reflected in eight periods (from bottom to top) of the table: the laws of the highest (8th) period are more powerful as to genetics and energy-information as compared to the 1st and 2nd periods. Like the range location of light wave spectrum, periods are colored from red (the 1st) to violet (the 8th). The hierarchy of laws is also shown as a diagonal of basic laws in the periods.

8. The principle of unity and infinity (universality). 64-celled table (8 periods and 8 groups) of ascending of energy intensity of Universal Laws of the World is a universal matrix for creation of periodic systems of Laws of Spirit, General laws of human society, General laws of cognition/comprehension, and also special laws of management, health economy, morality, education and others. In this work we consider the principle of universality (#8) concerning system of laws of education.

Having considered the general characteristics of periodic system of the special laws of education, we have come to the conclusion of its structural-functional integrity, information completeness, genetic unity and congruency to periodic systems of Universal laws of the World, General laws of human society, General laws of cognition/comprehension.

Chapter IV

PERIODIC SYSTEM OF SPECIAL LAWS OF EDUCATION

EXPLICATION OF THE LAWS OF TABLE IV

“PERIODIC SYSTEM OF SPECIAL LAWS OF EDUCATION”

Table A. The laws of education in proto-human communities.²⁸

Table B. The laws of elements of education.

Table C. The laws of energies of education.

Table D. The laws of energy-information of education.

Table E. The laws of self-organization of education.

Table F. The laws of evolution of education.









Table G. The laws of hierarchy of systems of education.

Table H. The laws of methodology of education.





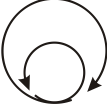
All the tables have two parts. The first part includes the code of laws of a given table, and the second part – the content of the laws, rules and codes.




²⁸ The laws of education in proto-human communities are not the subject of investigations in this monograph. It is the reason why the explication of Laws starts with column B.

Table IV. PERIODIC SYSTEM OF SPECIAL LAWS OF EDUCATION

Evolutionary principles	Levels of being	GROUPS OF LAWS OF EDUCATION							
		A Proto-human communities	B Elements of education in human society	C Energy of education in human society	D Energy-information of education in human society	E Self-organization of education in human society	F Evolutionary dynamics of systems of education in human society	G Hierarchy of systems of education in human society	H Methodology of education in human society
Unity and infinity	 Full potential self 7	Full potential self of education of proto-human communities	Full potential self of elements of education	Full potential self of energies of education	Full potential self of energy-information of education	Full potential self of self-organization of systems of education	Full potential self of evolution of systems of education	Full potential self of hierarchy of systems of education	Full potential self of methodology of education
Hierarchical systemacy	 Hierarchy 6	Hierarchy of education in proto-human communities	Hierarchy of elements of education	Hierarchy of energy of education	Hierarchy of energy-information of education	Hierarchy of self-organization of systems of education	Hierarchy of evolutionary processes in the systems of education	Hierarchy of systems and subsystems of education	Hierarchy of methodologies of education
Variability	 Evolution 5	Evolution of education in proto-human communities	Evolutionary complication of elements of education	Evolutionary cosmic complication of energies of education	Evolution of energy-information of education	Evolutionary variability of self-organization of system of education	Evolutionary cosmic growth of the systems of education	Evolution of hierarchical subsystems of education	Evolution of methodology of education
Self-organization	 Composition 4	Self-organization of education in proto-human communities	Self-organization of elements of education	Self-organization of energies of education	Self-organization of energy-information in the system of education	Self-organization of system of education	Self-organization of evolution of systems of education	Self-organization of hierarchy of systems of education	Self-organization of methodology of education
Controlability	 Energy-information 3	Energy-information control of education in proto-human communities	Energy-information control of elements of education	Energy-information control of interactions of energies of education	Energy-information control of education	Energy-information control of self-organization of education	Energy-information control of evolution of systems of education	Energy-information control of hierarchy of systems of education	Energy-information control of methodology of education
Sufficiency	 Energy 2	Sufficiency of interaction of elements of education in proto-human communities	Sufficiency of individual energy of the elements of education	Sufficiency of energies of education	Sufficiency of energy-information for the formation of system of education	Sufficiency of energy-information for self-organization of system of education	Sufficiency of evolutionary dynamics of energies of education	Sufficiency of energy hierarchy of systems of education	Sufficiency of energies for the formation of methodology of education
Necessity	 Elements 1	Necessity of elements of education in proto-human communities	Necessity of elements of education	Necessity of energies of elements of education	Necessity of elements of energy-information of education	Necessity of self-organization of elements of systems of education	Necessity of evolution elements of education	Necessity of elements of hierarchy of education	Necessity of elements of methodology of education
Evolutionary initiation	 Precedence 0	Precedence of elements of education in proto-human communities	Precedence of elements of education	Precedence of energies of elements of education	Precedence of elements of energy-information of education	Precedence of self-organization of systems of education	Precedence of evolution elements of education	Precedence of hierarchy of elements of education	Precedence of elements of methodology of education

THE LAWS OF ELEMENTS OF EDUCATION

Evolutionary principles	Levels of existence	B. THE LAWS OF COMPONENTS OF EDUCATION
Unity and infinity	 7	a. The Law of full potential of components of education b. The Law of the purpose of full potential of components of education c. The Law of realization of full potential of components of education
Structural functional hierarchy	 6	a. The Law of hierarchy of components of education b. The Law of hierarchy of potentials of components of education c. The Law of hierarchy of purposes of components of education
Evolutionary variability	 5	a. The Law of evolutionary cosmic systemic complication of components of education b. The Law of necessity of emergent qualities of components of education c. The Law of conservation of evolutionary mature structural functional components of education
Self-organization	 4	a. The Law of self-organization of components of education b. The Law of genetic conditionality of the potential of components of education c. The Law of individual choice of components of education d. The law of choice of components of education by biosocial systems e. The Law of correspondence of components of education with evolutionary level of system life organization
Manageability	 3	a. The Law of energy-information management of components of education b. The Law of asymmetry of components of education c. The Law of choice of components of energy-information of education d. The Law of genetic activity of personal potential of education e. The Law of wave resonances in education
Sufficiency		a. The Law of sufficiency of interaction of components of education

	 2	b. The Law of interaction of creating and stimulating energies of components of education
Necessity	 1	a. The Law of necessity of components of education
Evolutionary cyclic initiation	 0	a. The Law of necessity of precedence of components of education

Code	The Law and its content		The rule of order
IV.B0	Name	The Law of necessity of precedence of components of education	The rule of structural functional phase cyclicality
	Content	Any education is preceded by eight-phase evolution of four components: –elements of education; –relations of unity of elements of education –the law of composition of education –purpose and programs of education	
IV.B1	Name	The Law of necessity of components of education	The rule of composition of education
	Content	The necessary elements of education are: –objects, subjects, processes, and their relationships; –relations of adequacy of processes of the World and education; –structural composition of systems of education which allows to achieve the relations of unity of systems of subject and object of cognition; –purposes and programs of education.	
IV.B2	Name	The Law of sufficiency of interaction of	The rule of basic energy of




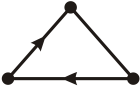

a		components of education	components of education
	Content	The interaction of components of education is a sufficient condition for getting basic energy of biosocial education.	
IV.B2 b	Name	The Law of interaction of creating and stimulating energies of components of education	The rule of quality of energy of education
	Content	The quality of energy of education is determined by the quality of prevailing genetic energy—creating and stimulating—in components of education.	
IV.B3 a	Name	The Law of energy-information management of components of education	The rule of management of components of education
	Content	The management of dynamics of education is exercised by means of reception-transmission of energy- information, synchronized with its purposes, components, relationships, and structure.	
IV.B3 b	Name	The Law of asymmetry of components of education	The rule of replenishing the energy of education
	Content	Creating and stimulating components of education are asymmetrical which allows replenishing its energy constantly.	
IV.B3 c	Name	The Law of choice of direction of development of energy-information of education	The rule of vector direction of education
	Content	The concentration of creating energy-information of components of education is accompanied with concentration of alien, harmful, and destructive energy-information stimulating a system to continuous and dynamic choice of directions of development.	




IV.B3 d	Name	The Law of rise of potential of education	The rule of energy-information activity of components of education
	Content	As energy-information concentrates in the components of education, activity of its potential increases more and more.	
IV.B3 e	Name	The Law of wave resonances in education	The rule of access of information in education
	Content	The process of education is possible and takes place in the systems which are open for wave rhythmodynamic oscillations by means of resonances and synchronization.	
IV.B4 a	Name	The Law of self-organization of components of education	The rule of self-organization of components of education
	Content	Components of education become self-organized by means of synchronization with genetic and acquired energy-information.	
IV.B4 b	Name	The Law of genetic conditionality of the potential of components of education	The rule of genetic possibilities of self-organization of components of education
	Content	Genetic energy-information of components determines the potential of education and is an indicator of synchronization of energy-information in the processes of its self-organization.	
IV.B4 c	Name	The Law of individual choice of components of education	The rule of choice of components of education
	Content	The choice of adequate components of education takes place in compliance with genetic potential of an individual.	
IV.B4 d	Name	The law of choice of components of education by biosocial systems	The rule of integrated responsibility of biosocial systems for the choice of components of education
	Content	Biosocial systems make a choice of components of education, taking an integrated responsibility for evolutionary development and its synchronization	

		with the Laws of the World, society, cognition/comprehension at 4 levels of being: individual, social, planetary, universal.	
IV.B4 e	Name	The Law of correspondence of components of education with evolutionary level of its development	The rule of evolutionary adequacy of components of education
	Content	The level of self-organization of components of education determines evolutionary level of its development	
IV.B5 a	Name	The Law of evolutionary cosmic complication of components of education	The rule of structural functional growth of components of education
	Content	Evolutionary cosmic complication of components of education is determined by structural functional needs of biosystems of the Universe in their dynamics to the greatest synchronization with the Universal Laws of the World.	
IV.B5 b	Name	The Law of necessity of emergent qualities of components of education	The rule of evolutionary cosmic changeability of components of education
	Content	In the course of evolutionary cosmic dynamics occur emergent qualities, forms, tendencies, possibilities of components of education, raising it to the higher levels of evolutionary development.	
IV.B5 c	Name	The Law of conservation of evolutionary mature structural functional components of education	The rule of natural selection of qualities, forms, and components of education
	Content	In the course of evolutionary cosmic dynamics useful, mature structural functional components of education are selected.	
IV.B6 a	Name	The Law of hierarchy of components of education	The rule of degrees of development of components of education
		The hierarchy of components of education is	

	Content	determined by the degree of development of their structural functional possibilities.	
IV.B6 b	Name	The Law of hierarchy of full potentials of components of education	The rule of degrees of possibilities of components of education
	Content	Structural functional possibilities of full potentials of components of education develop in the range of degrees from “o” to the Absolute.	
IV.B6 c	Name	The Law of hierarchy of purposes of full potentials of components of education	The rule of differences of purposes of components of education
	Content	Hierarchy of purposes of full potentials of components of education is determined by hierarchy of their goals.	
IV.B7 a	Name	The Law of full potential of components of education	The rule of unity of components of education with the Laws of the World.
	Content	The highest integration of evolutionary cosmic possibilities of components of education presents their full potential.	
IV.B7 b	Name	The Law of the purpose of full potential of components of education	The rule of purpose of full potential of components of education
	Content	The purpose of full potential of all components of education is improvement of all levels of education: individual, social, planetary, global.	
IV.B7 c	Name	The Law of realization of full potential of components of education	The rule of function of full potential of components of education
	Content	The realization of full potential of components of education results in fulfilling the purpose—improvement of all the levels of education congruous to Universal Laws of the World, General Laws of Human Society, General Laws of Cognition/Comprehension	

THE LAWS OF ENERGIES OF EDUCATION

Evolutionary principles	Levels of being	C. THE LAWS OF ENERGIES OF EDUCATION
Unity and infinity	 7	a. The Law of genetic unity (bioadequacy) and infinity of energies of education b. The Law of the purpose of energies of education c. The Law of Full potential of energies of education d. The Law of realization of Full potential of energies of education
Structural functional hierarchy	 6	a. The Law of hierarchy of energies of education b. The Law of hierarchy of purposes of Full potentials of energies of education c. The Law of hierarchy of Full potentials of energies of education
Evolutionary variability	 5	a. The Law of evolutionary cosmic systemic complication of energies of education b. The law of genetic conditionality of potential of energies of education c. The Law of necessity of emergent qualities of energies of education d. The Law of conservation of evolutionary mature structural functional components of energies of education
Self-organization	 4	a. The Law of self-organization of energies of education b. The Law of genetic conditionality of energies of education
Manageability		a. The Law of energies of management of education b. The Law of activity of energies of education c. The Law of dynamic asymmetry of choice of energies of education

	3	
Sufficiency	 2	a. The Law of sufficiency of interaction of energies of education b. The Law of asymmetrical balanced interaction of creating and stimulating energies of education
Necessity	 1	a. The Law of necessity of components of energies of education
Evolutionary cyclic initiation	 0	a. The Law of necessity of precedence of components of energies of education

Code	General law and its content		Rule of order
IV. Co	Name	The Law of necessity of precedence of components of energies of education	The rule of structural functional phase cyclicity of energies of education
	Content	The energies of education are preceded by eight-phase evolution of four components: –purposes and programs of education; –elements of energy of education; –relations of their unity; –composition of elements of energies of education.	
IV. C1	Name	The Law of necessity of components of energies of education	The rule of composition of energies of education
	Content	The necessary elements of energies of education are: –purposes of their functioning; –objects and subjects of education as carriers of energies; –genetically common wave relationships;	

		–compositions of bioadequate interaction of creating and stimulating elements of education.	
IV. C2a	Name	The Law of sufficiency of interaction of energies of education	The rule of basic energies of education
	Content	The interaction of creating and stimulating energies is a sufficient condition for getting basic energy of education which is adequate to the Laws of the World and society.	
IV. C2b	Name	The Law of asymmetrical balanced interaction of creating and stimulating energies of education	The rule of choice of quality of energies of education
	Content	The quality of energy of education is determined by the quality of prevailing genetic energy, creating and stimulating, which are in asymmetrical balanced state.	
IV. C3a	Name	The Law of energy-information synchronization in education	The rule of management of energies of education
	Content	The management of dynamics of education is exercised by means of reception-transmission of energy- information, synchronized at individual, social, planetary, and universal level.	
IV. C3b	Name	The Law of activity of energy-information of education	The rule of quality of management of energies of education
	Content	In the course of bioadequate education the increase of creating energy-information activates the influence on the other systems .	
IV. C3c	Name	The Law of dynamic asymmetry of choice of energy-information of education	The rule of choice of

	Content	The concentration of creating energy-information of education is accompanied with the intensification of extraneous, harmful, and destructive energy-information which stimulates a system to make continuous and dynamic choice of the direction of education	direction of energy-information of education
IV. C4a	Name	The Law of self-organization of energies of education	The rule of integrated responsibility of biosocial systems for the choice of quality of energies of education
	Content	Biosocial system makes a choice of quality of energy of education, at the same time taking integral responsibility for this choice and its synchronization with the Laws of the World, society, cognition/comprehension at four levels of existence: individual, social, planetary, universal.	
IV. C4b	Name	The Law of genetic conditionality of energies of education	The rule of self-organization of energies of education
	Content	In the process of education the systems receive, process, archive, transmit energy-information by means of synchronization with its own genetic energy-information components.	
IV. C5a	Name	The Law of evolutionary cosmic systemic complication of energies of education	The rule of structural functional growth of energies of education
	Content	Evolutionary cosmic systemic complication of energies of education is determined by structural functional needs of systems of the World, people, society, cognition/comprehension in their dynamics to the greatest synchronization with the Laws of the World.	




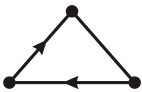
IV. C5b	Name	The Law of genetic conditionality of the potential of energies of education	The rule of bioadequacy of the potential of energies of education
	Content	Genetic energy-information determines the potential of energies of education of a system, and is an indicator of synchronization of energy-information in the processes of its self-organization.	
IV. C5c	Name	The Law of necessity of emergent qualities of energies of education	The rule of evolutionary cosmic changeability of energies of education
	Content	In the course of evolutionary cosmic dynamics occur emergent qualities, forms, tendencies, possibilities of energies of education, improving them and raising to the higher level.	
IV. C5d	Name	The Law of conservation of evolutionary mature structural functional components of energies of education	The rule of natural selection of qualities, forms, and dynamics of energies of education
	Content	In the course of evolutionary cosmic dynamics useful, mature, structural functional components of energies of education are selected and preserved.	
IV. C6a	Name	The Law of hierarchy of energies of education	The rule of degrees of possibilities of energies of education
	Content	The hierarchy of energies of education in society is determined by the level of development of their structural-functional possibilities.	
IV. C6b	Name	The Law of hierarchy of purposes of the Full potentials of energies of education	The rule of degrees of development of energies of education
	Content	Structural functional possibilities of the full potentials of energies of education evolve in	

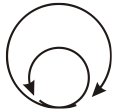



		the range of degrees from “o” to the Absolute.	
IV. C6c	Name	The Law of hierarchy of the Full potentials of energies of education	The rule of differences of purposes of energies of education
	Content	The hierarchy of purposes of the full potentials of energies is determined by the hierarchy of their purposes.	
IV. C7a	Name	The Law of genetic unity (bioadequacy) and infinity of energies of education	The rule of infinity of energies of education
	Content	The energies of education, biologically adequate to the Universal Laws of the World, do not disturb the biorhythms of human body and provide integrated constant process of education, cognition and health economy.	
IV. C7b	Name	The Law of the purpose of energies of education	The rule of purpose of energies of education
	Content	The highest purpose of energies of education is integration of potential abilities of systems for improvement of four levels of education: individual, social, planetary, universal.	
IV. C7c	Name	The Law of the Full potential of energies of education	The rule of unity of energies of education
	Content	The highest integration of evolutionary cosmic energies of education, which are synchronized with the Laws of the World, is the Full potential of their energies.	
IV. C7d	Name	The Law of realization of the Full potential of energies of education	The rule of congruence of energies of education to the Universal Laws of the World
	Content	The realization of Full potential of energies of systems of education leads to improvement of	

	education in congruency to the Universal Laws of the World	
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Table IV D.C30

THE LAWS OF ENERGY-INFORMATION OF EDUCATION

Evolutionary principles	Levels of being	D. THE LAWS OF ENERGY-INFORMATION OF EDUCATION
Unity and infinity	 7	a. The Law of the Full potential of energy-information of education. b. The Law of realization of the Full potential of energy-information of education. c. The Law of the high purpose of energy-information of education.
Structural functional hierarchy	 6	a. The Law of hierarchy of purposes of energy-information of education. b. The Law of hierarchy of the Full potentials of energy-information of education. c. The Law of personal responsibility for the evolutionary dynamics of education.
Evolutionary variability	 5	a. The Law of evolutionary cosmic changeability of energy-information of education. b. The Law of evolutionary cosmic emergency of energy-information of education. c. The Law of systemic dynamics of energy-information of education
Self-organization	 4	a. The Law of self-organization of energy-information of education. b. The Law of biofeedback in education. c. The Law of perception of evolutionary reasonable energy-information in the process of self-organization of education. d. The Law of social feedback in education. e. The Law of genetically conditioned personal choice of energy-information of education
		a. The Law of energy-information management of

Manageability	 3	<p>education</p> <p>b. The Law of energy-information bioresonances in the processes of education</p> <p>c. The Law of synchronization of energy-information in education.</p> <p>d. The Law of genetic determination of choice of energy-information in education.</p>
Sufficiency	 2	<p>a. The Law of sufficiency of genetic energy-information in the processes of education.</p> <p>b. The Law of sufficiency of asymmetrical balanced energy-information of education.</p>
Necessity	 1	<p>a. The Law of necessity of components of information of education</p>
Evolutionary cyclic initiation	 0	<p>a. The Law of necessity of precedence of components of energy-information of education</p>

Code	General law and its content		Rule of order
IV. Do	Name	The Law of necessity of precedence of components of energy-information of education	The rule of structural functional phase-cycle dynamics of energy-information of education
	Content	<p>The energy-information of education is preceded by eight-phase evolution of each of its components:</p> <ul style="list-style-type: none"> —purposes and programs; —elements; —relations of their unity (wave, rhythmodynamic bioresonance processes of reception, procession, archiving, and transmission of information); —composition of synchronization of information of education. 	

IV. D1	Name	The Law of necessity of components of energy-information of education	The rule of structural composition of energy-information of education
	Content	The necessary elements of energy-information of education are: —special-purpose programs of education; — subjects and objects of education; —relations of their unity (understanding, perceiving) expressed by synchronization of wave energy-information resonances; —composition of education, relations of unity and synchronization of energy-information are achieved by means of following it. ²⁹	
IV. D2a	Name	The Law of sufficiency of genetic energy-information of education, congruous to the Universal Laws of the World	The rule of bioadequate energy of education
	Content	Genetic energy-information is a sufficient condition for getting energy-information of education which is adequate to man, nature and the World.	
IV. D2b	Name	The Law of sufficiency of asymmetrical balanced energy-information of education	The rule of prevalence of creating energy-information over stimulating one in the process of education
	Content	Interaction of genetic creating and stimulating asymmetrical balanced energy-information is sufficient for appearance and development of education.	
IV. D3a	Name	The Law of energy-information management of education	The rule of essence of education
	Content	Energy- information—its presence, absence, deficiency, quality and quantity —manages	

²⁹ If at least one of the components of information lacks, the system of education cannot exist.

		the process of development of education	
IV. D3b	Name	The Law of energy-information bioresonances in the processes of education	The rule of energy-information mechanisms of education
	Content	Education is implemented by means of energy-information bioresonance processes of receiving—processing—archiving—transmitting information signals. (It does not depend on forms: spoken, written, virtual, mediated with technical, artistic, or religious means. ³⁰)	
IV. D3c	Name	The Law of energy-information synchronization in education	The rule of indication of bioadequate correlation in education
	Content	System of education appears and develops dynamically due to the process of wave synchronization of open systems, which is the method of indication of bioadequacy of energy-information correlation of all the elements into uniform system of education.	
IV. D3d	Name	The Law of genetic determination of choice of energy-information of education	The rule of structural functional self-organization of education
	Content	System of education chooses, receives and transmits energy-information genetically determined and synchronized with the Laws of the World.	
IV. D4a	Name	The Law of energy-information self-organization of education	The rule of information self-management of education
	Content	System of education appears and develops dynamically by means of self-organization of information-energy self-organization: its	

³⁰ Information signal by itself is not cognition, comprehension, education.




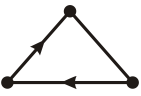
		languages, forms, dynamics, purposes.	
IV. D4b	Name	The Law of biofeedback in education	The rule of indication of self-organization in education
	Content	Indication and management of the processes of education by any of its participants is provided by means of biofeedback—creation of individual image of education compatible with the purposes, tasks, directions, dynamics, languages, and forms of initial and perfect information.	
IV. D4c	Name	The law of genetic conditionality of potential of energies of education	The rule of essence of energy-information of education
	Content	Perception of evolutionary reasonable energy-information is the essence of self-organization of education.	
IV. D4d	Name	The Law of social feedback in education	The rule of social indication of energy-information of education
	Content	Indication and management of education by any of its participants is provided by means of integration of biofeedback methods and normative legal documents compatible with the purposes, tasks, directions, dynamics, languages, forms, initial and perfect energy-information for the process of education.	
IV. D4e	Name	The Law of genetically conditioned personal choice of energy-information of education	The rule of genetic determination of choice of energy-information.
	Content	Personal choice of energy-information of education is determined ³¹ by genetic characteristics of man.	
IV. D5a	Name	The Law of evolutionary cosmic	The rule of evolutionary

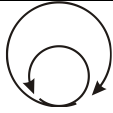



³¹ To determine means to direct, identify mainly.

		dynamics of energy-information of education	changeability of energy-information of education
	Content	Evolutionary cosmic dynamics of education results in energy-information changes.	
IV. D5b	Name	The Law of evolutionary cosmic emergency of energy-information of education	The rule of emergent changeability of energy-information of education
	Content	In the course of evolutionary cosmic process of education inevitably occurs new energy-information raising the system of education to more perfect levels of development.	
IV. D5c	Name	The Law of systemic dynamics of energy-information of education	The rule of systemic changeability of energy-information of education
	Content	Systemic changes of energy-information of education occur by means of integration of three processes: functional growth of qualities and needs of the systems of the World, memorizing of useful possibilities of energy-information and emergent possibilities of energy-information of education.	
IV. D6a	Name	The Law of hierarchy of purposes of energy-information of education	The rule of structural functional and purpose changes of energy-information of education
	Content	The hierarchy of purpose and structural functional changes of energy-information(forms, qualities, possibilities) of education develops in the range from “o” to the Absolute.	
IV. D6b	Name	The Law of hierarchy of Full potentials of energy-information of education	The rule of degrees of differences of qualities and possibilities of energy-information of education
	Content	The hierarchy of full potential possibilities of energy-information of education is	

		determined by differences of purposes and levels of their development.	
IV. D6c	Name	The Law of personal choice of energy-information of education	The rule of personal responsibility for the evolutionary dynamics of energy-information of education
	Content	Personal choice of energy-information by participants of education determines the further evolutionary cosmic dynamics of education.	
IV. D7a	Name	The Law of Full potential of energy-information of education	The rule of harmonious tuning of education to the consonance with the Laws of energy-information of the World
	Content	The highest integration of energy-information of education and its harmonious tuning to the consonance with the Laws and information of the World represent the full potential energy-information of education.	
IV. D7b	Name	The Law of high purpose of energy-information of education	The rule of special purpose of energy-information of education
	Content	The highest purpose of energy-information of education is realization of its highest potential possibilities of improvement at four levels of existence: individual, social, planetary, universal.	
IV. D7c	Name	The Law of realization of Full potential of energy-information of education	The rule of unity of education with the Universal Laws of the World
	Content	The realization of full potential of energy-information of education allows to reach congruency with the Universal Laws of the World.	

THE LAWS OF SELF-ORGANIZATION OF EDUCATION

Evolutionary principles	Levels of being	E. THE LAWS OF SELF-ORGANIZATION OF EDUCATION
Unity and infinity	 7	a. The Law of Full potential of self-organization of systems of education. b. The Law of purpose of Full potential of self-organization of systems of education. c. The Law of realization of Full potential of self-organization of education.
Structural functional hierarchy	 6	a. The Law of hierarchy of structural functional possibilities of self-organization of education. b. The Law of hierarchy of Full potential possibilities of self-organization of education. c. The Law of hierarchy of purposes of education.
Evolutionary variability	 5	a. The Law of changeability of self-organization of education. b. The Law of necessary emergent possibilities of self-organization of education. c. The Law of systemic evolutionary dynamics of self-organization of education.
Self-organization	 4	a. The Law of self-organization of education. b. The Law of synchronization of biorhythms in the process of self-organization of education. c. The law of creativity (the law of realization of the ideal of self-organization of education. d. The Law of harmony of self-organization of education. e. The Law of biofeedback of self-organization of education. f. The Law of social feedback of self-organization of education.
		a. The Law of management structure of self-organization of education. b. The Law of genetic determination of self-organization of

Manageability	 3	education. c. The Law of stimulating activity of self-organization of education.
Sufficiency	 2	a. The Law of sufficiency of asymmetrical balanced energy-information for self-organization of education.
Necessity	 1	a. The Law of necessity of elements of self-organization of education.
Evolutionary cyclic initiation	 0	a. The Law of precedence of elements of self-organization of education.

Code	General law and its content		Rule of order
IV. Eo	Name	The Law of precedence of elements of self-organization of education.	The rule of structural functional phase cyclicity of self-organization of education
	Content	Self-organization of education is preceded by eight-phase evolution of each of its four components: –purposes of education; –elements of self-organization of education; –relations of unity of elements of self-organization of education; –composition of self-organization of education	
IV. E1a	Name	The Law of necessity of elements of self-organization of education.	The rule of systemic predetermination of self-organization of education
	Content	The necessary elements of self-organization of processes of education are: –purposes of education; – self-organizing system “man”;	

		<p>—open bioresonance communication channels of people;</p> <p>—compositions of free energy-information communication of systems.</p>	
IV. E2a	Name	The Law of sufficiency of asymmetrical balanced energy-information for self-organization of education.	The rule of choice of quality of self-organization of education
	Content	Interaction of genetic asymmetrical balanced or acquired energy-information is sufficient to start self-organization of system of education.	
IV. E3a	Name	The Law of management structure of self-organization of education.	The rule of optimality of self-organization of education
	Content	<p>The process of self-organization of education has four aspects:</p> <p>—purposes, programs of education;</p> <p>—elements of education;</p> <p>—unity of relationships between the elements of education;</p> <p>—composition of system of education.</p>	
IV. E3b	Name	The Law of genetic determination of self-organization of education.	The rule of bioadequacy of self-organization of education.
	Content	Self-organization of education is genetically determined as to the structure-function and evolution.	
IV. E3c	Name	The Law of stimulating activity of self-organization of education.	The rule of fractality of self-organization of education.
	Content	Self-organization of education stimulates its own and other systems to the subsequent development.	
IV. E4a	Name	The Law of maintenance of self-	The rule of self-

		organization of education.	organization of forms, means, and methods of education
	Content	Self-organization of education is maintained with self-organization of forms, means, methods of cognition, upbringing, and teaching.	
IV. E4b	Name	The Law of synchronization of biorhythms in the process of self-organization of education.	The rule of mechanism of management of self-organization of education
	Content	Education is provided by means of synchronization of biorhythms of cognizing, cognized, and teaching systems in the acts of co-authorship.	
IV. E4c	Name	The law of creativity (realization of the ideal of self-organization in education).	The rule of information self-management of education
	Content	Creativity appears and develops dynamically by means of individual self-organization and realization of creative ideal of education.	
IV. E4d	Name	The Law of harmony of self-organization of education.	The rule of golden section of self-organization in education
	Content	Harmony in the process of self-organization appears after setting up resonances in the proportion of golden section between the participants of education.	
IV. E4e	Name	The Law of biofeedback of self-organization of education.	The rule of individual indication of qualities of self-organization of systems of education
	Content	Individual indication of quality of process of self-organization of education occurs by means of biofeedback.	
IV. E4f	Name	The Law of social feedback of self-organization of education.	The rule of social indication of self-
		Social indication of self-organization of	




	Content	education is provided by method of social feedback: creation of a model of self-organization of education congruous to the Universal Laws of the World, and its further systemologic and systemonomic analyses, and its comparison with existing results and normative legal and program documents.	organization of education
IV. E5a	Name	The Law of changeability of self-organization of education.	The rule of dynamic possibilities of self-organization of education
	Content	Evolution of cosmic control systems is accompanied by changes in self-organization of education (expanding of spheres, forms, technologies, qualities, instruments).	
IV. E5b	Name	The Law of necessary emergent possibilities of self-organization of education.	The rule of evolutionary changeability of self-organization of education
	Content	In the course of evolutionary cosmic development of education occur new, emergent possibilities of self-organization raising education to more perfect levels of development.	
IV. E5c	Name	The Law of systemic evolutionary dynamics of self-organization of education.	The rule of systemic changeability of self-organization of education
	Content	Evolutionary changes of self-organization of education occur by means of integration of three processes: functional changes, memorizing of useful possibilities and mastering emergent possibilities of self-organization of education.	
IV. E6a	Name	The Law of hierarchy of structural functional possibilities of self-	The rule of admissibility of


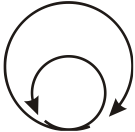



		organization of education.	self-organization of education
	Content	The hierarchy of structural functional possibilities of self-organization of systems of education develops infinitely in the range from “o” to the Absolute.	
IV. E6b	Name	The Law of hierarchy of Full potential possibilities of self-organization of education.	The rule of differences of self-organization of education
	Content	Self-organization of systems of education differs in purposes and structural functional possibilities, which determines the hierarchy of their Full potentials.	
IV. E6c	Name	The Law of hierarchy of purposes of education.	The rule of the purpose of self-organization of education
	Content	The hierarchy of function-purpose differences of self-organization of systems of education is determined in compliance with their purposes.	
IV. E7a	Name	The Law of the Full potential of self-organization of systems of education.	The rule of the purpose of self-organization of education
	Content	The purpose of the Full potential of self-organization of systems of education is improvement of four levels of education: individual, social, planetary, universal.	
IV. E7b	Name	The Law of purpose of Full potential of self-organization of systems of education.	The rule of harmonious synchronization of self-organization of education with the Laws of the World
	Content	The highest integration of self-organization of systems of education and their harmonious synchronization to the consonance with the Laws of the World represent the full potential of self-organization of education.	

IV. D7c	Name	The Law of realization of Full potential of self-organization of systems of education	The rule of unity of education with the Universal Laws of the World
	Content	The realization of full potential of self-organization of education allows the systems to develop in the unity with the Universal Laws of the World.	

Table IV F. C3o

THE LAWS OF EVOLUTIONARY DYNAMICS OF SYSTEMS OF EDUCATION

Evolutionary principles	Levels of being	F. THE LAWS OF EVOLUTIONARY DYNAMICS OF SYSTEMS OF EDUCATION
Unity and infinity	 7	a. The Law of the single infinite evolution of systems of education. b. The Law of the full potential of evolution of systems of education. c. The Law of realization of the full potential of evolution of systems of education.
Structural functional hierarchy	 6	a. The Law of hierarchy of the full potentials of evolutionary dynamics of systems of education. b. The Law of hierarchy of purposes of the full potentials in evolution of systems of education. c. The Law of hierarchy of evolutionary dynamics of systems of education.
Evolutionary variability	 5	a. The Law of evolutionary-cosmic complication of systems of education. b. The Law of evolutionary emergency of qualities and possibilities of systems of education. c. The Law of evolutionary growth and complication of systems of education. d. The Law of conservation of useful and mature

		structural functional components of systems of education.
Self-organization	 4	<p>a. The Law of self-organization of evolution of systems of education.</p> <p>b. The Law of biofeedback in evolution of systems of education.</p> <p>c. The Law of social feedback in evolution of systems of education.</p>
Manageability	 3	<p>a. The Law of energy-information determination of evolution of dynamics of systems of education.</p> <p>b. The Law of asymmetry of evolution of energy-information of systems of education.</p> <p>c. The Law of choice of evolutionary appropriate energy-information by a system of education.</p> <p>d. The Law of stimulating activity of energy of evolutionary dynamics of systems of education.</p>
Sufficiency	 2	<p>a. The Law of sufficiency of asymmetrically balanced energies of systems of education.</p> <p>b. The Law of energetic indication of evolution of systems of education.</p>
Necessity	 1	<p>a. The Law of necessity of evolutionary-cosmic dynamics of elements of systems of education.</p> <p>b. The Law of necessity of synchronization of elements of evolving systems of education.</p> <p>c. The Law of compliance of evolutionary dynamics in the elements of systems of education with qualitative and quantitative characteristics of a system.</p>
Evolutionary cyclic initiation	 0	<p>a. The Law of precedence of evolutionary-cosmic dynamics of elements of systems of education.</p>
Code	General law and its content	
Name	The Law of precedence of elements of systems of education to evolutionary-cosmic dynamics.	The rule of order
	Evolutionary dynamics of systems of education is	

IV. Fo	Content	preceded by eight-phase evolution of its components: —purposes and programs of education; —elements of education; —relations of their unity; —composition of systems of education.	
IV. F1a	Name	The Law of necessity of evolutionary-cosmic dynamics of elements of systems of education.	The rule of composition of evolution of systems of education.
	Content	The necessary elements of evolutionary-cosmic dynamics of systems of education are: —purposes and programs of education; — systems of education and their subsystems; — relations of their unity in nature-conformable, functional, normative legal, and special-purpose aspect; —structural composition of systems of education.	
IV. F1b	Name	The Law of necessity of synchronization of elements of evolving systems of education.	The rule of evolving of mechanisms of systems of education.
	Content	Synchronization of components of education, conformable with their genetic and acquired possibilities, forms composition of systems of education.	
IV. F1c	Name	The Law of compliance of evolutionary dynamics in the elements of systems of education with qualitative and quantitative characteristics of a system.	The rule of compliance of qualities of system of education with its elements.
	Content	The level of evolutionary development of elements of systems of education determines dynamics of their qualitative and quantitative characteristics.	
IV.	Name	The Law of sufficiency of asymmetrically balanced energies of systems of education.	The rule of bioadequacy of evolution of systems of education.
	Content	Evolutionary dynamics of systems of education appears as a result of asymmetrical balanced	

F2a		condition of their genetic energy-information.	
IV. F2b	Name	The Law of energetic indication of evolution of systems of education.	The rule of indication of evolution of systems of education.
	Content	Dynamics of stimulating energy of systems of education is an indicator of quality of their evolution, conformable with their position in evolutionary cone.	
IV. F3a	Name	The Law of energy-information determination of evolution of dynamics of systems of education.	The rule of the core of management of evolution of education.
	Content	Evolution of systems of education is determined by energy-information of its components, conformable with their position in evolutionary cone.	
IV. F3b	Name	The Law of asymmetry of evolution of energy-information of systems of education.	The rule of choice of vector of evolutionary dynamics of systems of education.
	Content	Evolution of systems of education goes unevenly, creating asymmetry of their dynamics, which promotes, prevents or suspends the processes, choosing a vector of evolutionary dynamics of systems of education.	
IV. F3c	Name	The Law of choice of evolutionary appropriate energy-information by a system of education.	The rule of mechanisms of evolution of systems of education.
	Content	A system of education chooses energy-information for its evolution by means of method of synchronization of outer energy-information with genetically predetermined program and earlier acquired information.	
IV. F3d	Name	The Law of stimulating activity of energy of evolutionary dynamics of systems of education.	The rule of activity of evolutionary dynamics of systems of education.
	Content	As the systems of education evolve, creating energy-information accumulates and activates	


		evolution of other systems.	
IV. F4a	Name	The Law of self-organization of evolution of systems of education.	The rule of self-management of evolution of systems of education.
	Content	Self-management of evolutionary processes is implemented by means of energy-information self-organization.	
IV. F4b	Name	The Law of biofeedback in evolution of systems of education.	The rule of individual indication of evolutionary dynamics of systems of education.
	Content	Indication of processes of evolution in systems of education is implemented by means of biofeedback: creating individual image of evolution consistent with purposes, tasks, directions, forms of actual evolution and comparing it with ideal energy-information of evolutionary-cosmic dynamics of systems and processes of education.	
IV. F4c	Name	The Law of social feedback in evolution of systems of education.	The rule of social indication of evolutionary dynamics of systems and processes of education.
	Content	Social indication of evolutionary dynamics of systems of education is implemented by means of social feedback: integration of methods of biofeedback and normative legal documents consistent with purposes, tasks, directions, forms of initial and ideal energy-information of evolutionary-cosmic dynamics of systems and processes of education for evolutionary process.	
IV. F5a	Name	The Law of evolutionary-cosmic complication of systems of education.	The rule of structural functional complication of systems of education.
	Content	Evolutionary-cosmic complication of systems of education is determined by the needs of systems of the World and society in their dynamics to the higher synchronization with the Laws of the World.	
	Name	The Law of evolutionary emergency of qualities and possibilities of systems of	The rule of dynamic



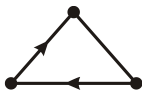
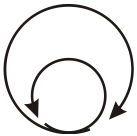



IV. F5b		education.	changeability of evolving systems of education.
	Content	In the course of evolutionary-cosmic dynamics of systems of education occur changes resulting in their complication.	
IV. F5c	Name	The Law of evolutionary growth and complication of systems of education.	The rule of evolution of systems of education.
	Content	In the course of evolutionary-cosmic dynamics of systems of education occur emergent qualities and possibilities of systems of education which improve evolutionary process.	
IV. F5d	Name	The Law of conservation of useful and mature structural functional components of systems of education.	The rule of natural selection of structural functional possibilities of systems of education.
	Content	In the course of evolutionary dynamics of systems of education their useful, mature, and structural functional possibilities are selected and preserved.	
IV. F6a	Name	The Law of hierarchy of the full potentials of evolutionary dynamics of systems of education.	The rule of degrees of possibilities of evolutionary dynamics of systems of education.
	Content	Structural functional possibilities of full potentials of evolutionary dynamics of systems of education develop in the range from “o” to the Absolute.	
IV. F6b	Name	The Law of hierarchy of purposes of the full potentials in evolution of systems of education.	The rule of difference of special-purposes of full potentials in evolution of systems of education.
	Content	Hierarchy of purposes of full potentials in evolution of systems of education is determined by hierarchy of their goals.	
IV. F6c	Name	The Law of hierarchy of evolutionary dynamics of systems of education.	The rule of degrees of development of evolutionary dynamics of systems of education.
	Content	Hierarchy of evolutionary dynamics of systems of education is determined by the degree of development of their structural functional	

		possibilities.	
IV. F7a	Name	The Law of the single infinite evolution of systems of education.	The rule of unity of systems of education in the course of evolutionary-cosmic dynamics.
	Content	The highest integration of dynamics of systems of education, synchronized with the Laws of the World, is the full potential of evolution of systems of education.	
IV. F7b	Name	The Law of full potential of evolution of systems of education.	The rule of directivity of evolution of systems of education.
	Content	The purpose of full potential of evolutionary-cosmic dynamics of systems of education is improvement of all levels of education: individual, social, planetary, and universal.	
IV. F7c	Name	The Law of realization of full potential of evolution of systems of education.	The rule of unity of systems of education with the Universal Laws of the World.
	Content	The realization of purpose of full potential of evolution of systems of education is harmonization of education, congruous to the Universal Laws of the World.	

Table IV G. C30

THE LAWS OF HIERARCHY OF SYSTEMS OF EDUCATION

Evolutionary principles	Levels of being	G. THE LAWS OF HIERARCHY OF SYSTEMS OF EDUCATION
Unity and infinity		a. The Law of the full potential of hierarchy of systems of laws of education. b. The Law of purpose of the full potential of hierarchy of systems of education. c. The Law of realization of the full potential of hierarchy of systems of education.
		a. The Law of hierarchy of systems of education. b. The Law of hierarchy of the full potentials of systems of

Structural functional hierarchy	 6	education. c. The Law of hierarchy of purposes of systems of education.
Evolutionary variability	 5	a. The Law of hierarchy of evolutionary-cosmic changeability of systems of education. b. The Law of necessity of hierarchy of emergent qualities and possibilities of systems of education. c. The Law of hierarchy of evolutionary-cosmic selection of qualities and possibilities of system of education. d. The Law of hierarchy of evolutionary-cosmic dynamics of system of education.
Self-organization	 4	a. The Law of hierarchical self-organization of system of education. b. The Law of hierarchy of social feedback in systems of education.
Manageability	 3	a. The Law of energy-information management in hierarchical system of education. b. The Law of energy-information activity of hierarchical system of education.
Sufficiency	 2	a. The Law of sufficiency of energy-information interaction in a hierarchy of systems of education.
Necessity	 1	a. The Law of necessity of hierarchy of elements of systems of education.
Evolutionary cyclic initiation	 0	a. The Law of necessity of precedence of elements of hierarchy of systems of education.

Code	General law and its content	The rule of order
	The Law of necessity of precedence of	

IV. G0	Name	elements of hierarchy of systems of education.	The rule of initiation of evolutionary hierarchy of systems of education.
	Content	Hierarchical system of education is preceded by eight-phase dynamics of its four components: —purposes and programs; —elements of education; —relations of their unity in nature-conformable, normative legal, and special-purpose aspects; —structural composition of systems of education.	
IV. G1a	Name	The Law of necessity of hierarchy of elements of systems of education.	The rule of composition of hierarchy of systems of education.
	Content	The necessary elements of hierarchy of systems of education are: —purposes of a system; — elements of education; — relations of their unity; —structural composition of a system of education.	
IV. G2a	Name	The Law of sufficiency of energy-information interaction in a hierarchy of systems of education.	The rule of choice of vector of evolution of hierarchy of systems of education.
	Content	Interaction energy-information is sufficient in hierarchical system of education for its evolution in the direction of congruence with the Laws of the World.	
IV. G3a	Name	The Law of energy-information management in hierarchical system of education.	The rule of the core of management of hierarchical system of education.
	Content	Evolutionary-cosmic development of hierarchical system of education proceeds by means of energy-information management.	
IV. G3b	Name	The Law of energy-information activity of hierarchical system of education.	The rule of harmonization of hierarchical system of education with the Laws of the World.
	Content	Accumulation and concentration of energy-information in a hierarchical system of education inevitably results in its activation, and determines its influence on the other systems.	




IV. G4a	Name	The Law of hierarchical self-organization of system of education.	The rule of structural functional organization of hierarchy of systems of education.
	Content	Dynamics of structural functional possibilities in a hierarchical system of education results in its self- organization.	
IV. G4b	Name	The Law of hierarchy of social feedback in systems of education.	The rule of social indication of hierarchical system of education.
	Content	Social indication of hierarchical system of education is implemented by method of social feedback: creation of a model of system of education congruous with the Laws of the World, and further systemologic and systemonomic analyses of this model or certain hierarchical modules, achieved results and normative legal and program documents existing in a society.	
IV. G5a	Name	The Law of hierarchy of evolutionary-cosmic changeability of systems of education.	The rule of evolutionary changeability of hierarchy of systems of education.
	Content	In the course of evolutionary dynamics in hierarchy of systems of education occur structural functional, special-purpose, methodological, and other changes.	
IV. G5b	Name	The Law of necessity of hierarchy of emergent qualities and possibilities of systems oof education.	The rule of emergent changeability of hierarchy of systems of education.
	Content	In the course of evolutionary- cosmic dynamics emergent qualities and possibilities in hierarchy of systems of education occur.	
IV. G5c	Name	The Law of hierarchy of evolutionary-cosmic selection of qualities and possibilities of system of education.	The rule of evolutionary-cosmic selection in a hierarchy of systems of education.
	Content	In the course of evolutionary- cosmic dynamics in hierarchy of systems of education useful and indispensable structural functional qualities and possibilities are selected.	
		The Law of hierarchy of evolutionary-	

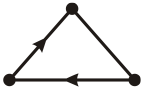
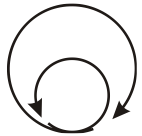



IV. G5d	Name	cosmic dynamics of system of education.	The rule of systemic changeability of hierarchy of systems of education.
	Content	Evolutionary- cosmic dynamics of hierarchy of systems of education is formed by the processes of changeability, selection and appearance of emergent qualities and possibilities.	
IV. G6a	Name	The Law of hierarchy of systems of education.	The rule of hierarchy of systems of education.
	Content	Hierarchy of systems of education reflects hierarchy of structural functional possibilities of human society and systems of cognition/comprehension.	
IV. G6b	Name	The Law of hierarchy of full potentials of systems of education.	The rule of degrees of possibilities of systems of education.
	Content	Hierarchy of full potentials of systems of education is determined by hierarchy of their structural functional and special-purpose possibilities.	
IV. G6c	Name	The Law of hierarchy of purposes of systems of education.	The rule of structural functional and special-purpose differences of systems of education.
	Content	Hierarchy of structural functional differences of systems of education is determined by their purposes in achieving different aims.	
IV. G7a	Name	The Law of full potential of hierarchy of systems of laws of education.	The rule of compliance of hierarchy of systems of education with the Laws of the World (the rule of bioadequacy).
	Content	The highest integration of hierarchy of systems of education and their harmonious compliance with the Laws of the World present their full potential.	
IV. G7b	Name	The Law of purpose of full potential of hierarchy of systems of education.	The rule of special-purpose of hierarchy of systems of education.
	Content	The purpose of full potential of hierarchy of systems of education is improvement of quality of education at individual, social, planetary, and universal levels of education, congruous with the Universal Laws of the World.	

IV. G7c	Name	The Law of realization of full potential of hierarchy of systems of education.	The rule of congruence of hierarchy of systems of education with the Universal Laws of the World.
	Content	Realization of full potential of hierarchy of systems of education improves individual, social, planetary, and universal levels of education in congruence with the Universal Laws of the World.	

Table IV H. C30

THE LAWS OF METHODOLOGY OF EDUCATION

Evolutionary principles	Levels of being	H. THE LAWS OF METHODOLOGY OF EDUCATION
Unity and infinity	 7	a. The Law of the full potential of methodologies of education. b. The Law of purpose of the full potential of methodologies of education. c. The Law of realization of the full potential of methodology of education.
Structural functional hierarchy	 6	a. The Law of hierarchy of methodologies of education. b. The Law of hierarchy of the full potentials of methodologies of education. c. The Law of hierarchy of purposes of the full potentials of methodologies of education.
Evolutionary variability	 5	a. The Law of evolutionary-cosmic systemic complication of methodology of education. b. The Law of necessity of emergent qualities of methodology of education. c. The Law of dynamic changeability of methodology of education. d. The Law of preservation of evolutionary mature structural functional components of methodology of education.
		a. The Law of self-organization of methodology of education.

Self-organization	 4	<p>b. The Law of genetic predetermination of potential of methodology of education.</p> <p>c. The Laws of personal choice of methodology of education.</p> <p>d. The Law of integrated responsibility for the choice of methodology of education.</p>
Manageability	 3	<p>a. The Law of energy-information management of methodology of education.</p> <p>b. The Law of stimulating activity of methodology of education.</p> <p>c. The Law of dynamic asymmetry of choice of methodology of education.</p>
Sufficiency	 2	<p>a. The Law of sufficiency of bioadequate energy of methodology of education.</p> <p>b. The Law of interaction of creating and stimulating energies of methodology of education.</p>
Necessity	 1	<p>a. The Law of necessity of elements of methodology of education.</p>
Evolutionary cyclic initiation	 0	<p>a. The Law of precedence of elements of methodology of education.</p>

IV. Ho	Name	The Law of precedence of elements of methodology of education.	The rule of evolutionary cyclic initiation of methodology of education.
	Content	<p>The system of methodology of education is preceded by eight-phase evolution of its four components:</p> <ul style="list-style-type: none"> —purposes of methodology of education; —elements of methodology of education; —relations of unity of elements of methodology of education; —composition of system of methodology of education. 	
		The Law of necessity of elements of	

IV. H1a	Name	methodology of education.	The rule of composition of system of methodology of education.
	Content	The necessary elements of system of methodology of education are: — purposes of methodology; — objects and subjects of methodology; — relations of their unity determined by the Universal Laws of the World; — biologically adequate to the Universal laws of the World composition of methodology of education.	
IV. H2a	Name	The Law of sufficiency of bioadequate energy of methodology of education.	The rule of basic energy of bioadequate methodology of education.
	Content	Bioadequate energy of education is sufficient for obtaining basic energy of methodology of education.	
IV. H2b	Name	The Law of interaction of creating and stimulating energies of methodology of education.	The rule of choice of quality of energy of methodology of education.
	Content	The quality of methodology of education is determined by the quality of prevailing in the system energy: creating or stimulating.	
IV. H3a	Name	The Law of energy-information management of methodology of education.	The rule of synchronization in methodology of education.
	Content	Management of dynamics of methodology of education is implemented by reception-transmission of energy-information synchronized with system “man” at individual, social, planetary, and universal levels.	
IV. H3b	Name	The Law of stimulating activity of methodology of education.	The rule of influence of methodologies of education
	Content	As energy-information of methodology of education becomes concentrated, its activity and creative influence on other systems increases.	
IV. H3c	Name	The Law of dynamic asymmetry of choice of methodology of education.	The rule of mechanism of choice of direction of
		Concentration of creating energy-information of	

	Content	methodology of education accompanies concentration of alien, harmful and destructive energy-information stimulating a system to the choice of direction of development of methodology.	development of methodology of education.
IV. H4a	Name	The Law of self-organization of methodology of education.	The rule of self-organization of methodology of education.
	Content	Biosocial system receives, processes, archives, and transmits energy-information, choosing methodology of education according to its ideology by means of synchronization with genetic and acquired energy-information components of all the system.	
IV. H4b	Name	The Law of genetic predetermination of potential of methodology of education.	The rule of mechanisms of development of methodology of education.
	Content	Genetic energy-information of a system determines potential of methodology of education and is an indicator of energy-information synchronization in the processes of its self-organization.	
IV. H4c	Name	The Laws of personal choice of methodology of education.	The rule of personal responsibility for the choice of methodology of education.
	Content	A person makes a personal choice of methodology of education taking integrated responsibility for his choice to his full potential self and mission in compliance with the Laws of the World.	
IV. H4d	Name	The Law of integrated responsibility for the choice of methodology of education.	The rule of consequences of choice of methodology of education.
	Content	Biosocial system makes a choice of methodology of education taking integrated responsibility for this choice and its synchronization with the Laws of the World, and society at four levels of education: individual, social, planetary, and universal.	
	Name	The Law of evolutionary-cosmic systemic complication of methodology of education.	The rule of structural

IV. H5a	Content	Evolutionary-cosmic systemic complication of methodology of education is determined by structural functional needs of cognizing systems, society in their dynamics to a higher synchronization with the Universal Laws of the World.	functional development of methodology of education.
IV. H5b	Name	The Law of necessity of emergent qualities of methodology of education.	The rule of updating methodology of education.
	Content	In the course of evolutionary-cosmic dynamics of the World, society, education occur emergent qualities, forms, directions, possibilities of methodology of education, improving and raising to the higher levels of development.	
IV. H5c	Name	The Law of dynamic changeability of methodology of education.	The rule of dynamic changeability of methodology of education.
	Content	In the course of evolutionary-cosmic dynamics of methodology of education changes in these or those of its components or dynamics inevitably occur.	
IV. H5d	Name	The Law of preservation of evolutionary mature structural functional components of methodology of education.	The rule of natural selection of methodology of education.
	Content	In the course of evolutionary-cosmic dynamics useful, mature structural functional components of methodology of education are selected and preserved.	
IV. H6a	Name	The Law of hierarchy of methodologies of education.	The rule of degrees of development of methodology of education.
	Content	Hierarchy of methodologies of education in society is determined by the degree of development of their structural functional possibilities.	
IV.H6b	Name	The Law of hierarchy of full potentials of methodologies of education.	The rule of differences of special purposes of methodologies of
	Content	Hierarchy of purposes of full potentials of methodologies of education is determined by	

		hierarchy of its aims.	education.
IV. H6c	Name	The Law of hierarchy of purposes of full potentials of methodologies of education.	The rule of degrees of possibilities of methodologies of education.
	Content	Structural functional possibilities of purposes of methodologies of education in human society develop in dynamics from “o” to the Absolute.	
IV. H7a	Name	The Law of full potential of methodologies of education.	The rule of unity of methodologies of education.
	Content	The highest integration of evolutionary-cosmic dynamics of methodologies of education synchronized with the Universal Laws of the World presents the full potential of methodology of education.	
IV. H7b	Name	The Law of purpose of full potential of methodologies of education.	The rule of special purpose of methodologies of education.
	Content	The purpose of full potentials of methodologies of education is integration of potential possibilities of biosocial systems for improvement of four levels of education: individual, social, planetary, and universal.	
IV. H7c	Name	The Law of realization of full potential of methodology of education.	The rule of tendency of methodologies of education to the Universal Laws of the World.
	Content	The realization of full potential of methodology of education results in achieving its aim: improvement of all the levels of education congruous with the Universal Laws of the World.	

Chapter V

ANALYSIS OF PERIODIC SYSTEM OF SPECIAL LAWS OF EDUCATION

“Intelligo ut credam” (I know in order to believe).

T. Müntzer

White sails had to overcome the preliminary challenge before the destiny of the carvel was entrusted with them, didn't they? Like the sails, the laws of education have to be tested: are they strong enough to send the carvel to the sea of life?

Let us subject the periodic system of laws of education (PSLE) to comparative analysis with the other systems worked out before. One of them is General theory of systems (GTS) by Academician Yu. A. Urmantsev (GTSU) [241-245]. This system is elaborated best of all in the network of GTS [42, 240, 246] and allows to analyze PSLE by system integrity parameters. According to GTSU all the systems of the World are divided into 4 types: integral, non-integral, integral-non-integral, non-apparent.

Systemologic analysis implies analysis of the presence of all the components of the system. They are:

- 1) purposes;
- 2) elements;
- 3) unity of bonds between the elements;
- 4) composition.

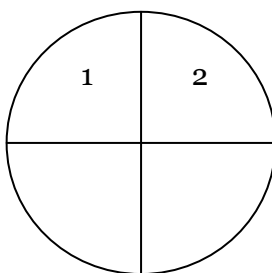


Diagram 13

This approach is highly productive when analyzing the periodic system of special laws of education. It answers all the basic positions (principles) of GTSU. Let us study it in more details. The laws of education are considered by us as the **elements** of PSLE (see chapter IV). **The unity of their bonds**, as it was mentioned above, is determined by the ratios of their energy fullness through the single operator C_e (evolutionary advance constant). It shows the amount of energy necessary for the formation of a new law, i. e. optimum difference of one law from another. **Composition** of periodic system is formed due to this necessary and sufficient step of energy differences, and therefore information differences, of the laws from each other. It is periodic because multiplicity of C_e increases in the periods of the system. The **purpose** of the whole system is integral presentation of the laws of education and their scientific high capacity cognition, comprehension, and adoption. However, the systemologic approach does not reflect congruous or non-congruous connection with the Universal Laws of the World (ULW), General laws of human society (GLHS), General laws of cognition/comprehension (GLCC). In this respect the systemologic approach shows up insufficiency.

Therefore, we cannot estimate the quality of evolutionary vector of the system in nature and society, and in worldview orientation of education. It is the reason that does not allow the modern system of education to bring up harmonious, happy people. **Purpose vector** is not directed to the creative comprehension of the Universal Laws of the World, human society, and cognition/comprehension. So, generally in this situation young people are oriented to disunity of knowledge about the World and man. A patchwork quilt of knowledge, overloaded with endless facts and lacking methodological pivot, makes a person's head a graveyard of facts. So, imperceptibly, day after day, the society is losing most of its law-abiding creative citizens. For more active young people

who do not want to tolerate the absence of any prospect of “purpose vector” offered to them in the form of school-leaving certificate, a period of non-obedience, protest, and anarchy comes. It is a sort of struggle for one’s own peace and rights. This protest is against the established standards and principles of upbringing and education.

This essential shortcoming of education is substantially transformed by focusing on the cognition of **ULW**, **GLHS**, and **GLCC**. It is a fundamental difference of new evolutionary stage of noospheric education from the previous ones. Challenges of the time demand a systemic and at the same time integral view on the Laws of the World, society, and man. This essential component completes the **systemonomic approach** (nomos— *Lat.* law), i. e. consideration of the system from the positions of its relationship with the systems of the Laws of the World, society, and cognition/comprehension. This approach originates systemonomic analysis. The following diagram presents its components.

This diagram not only allows to determine the presence of necessary structural components of system by GTS, but also to reveal a qualitative orientation of the system: in the direction of the congruency with the Universal Laws of the World, General laws of human society, General Laws of cognition/comprehension, or their incongruence.

- 1) System of GLCC:
 - a) system of GLHS;
 - b) system of ULW;
- 2) purpose (life program of a system);
- 3) elements of system;
- 4) unity of bonds between the elements of system;
- 5) composition of systems.

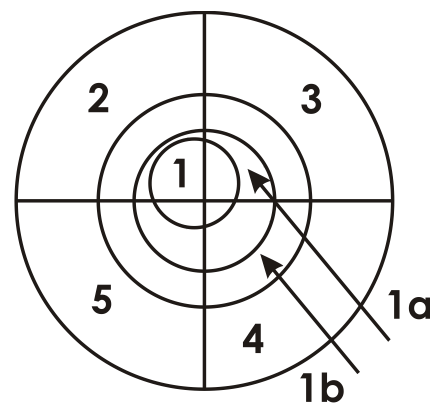


Diagram 14. The diagram of systemonomic analysis of education.

In case of systemonomic analysis the necessity of creating education system based on the Universal Laws of the World, General laws of human society, General Laws of cognition/comprehension becomes apparent. It is important to point out that purpose orientation to *the structure of the system* in GTS is necessary but not sufficient. *Systemonomic* approach is *sufficient* for the characteristics of the system both in structural and purpose (axiological, acmeological) parameters. If it is oriented to ULW, GLHS, then it is evolving, passionate, and plays a role of creative system (force) in human society. In this case we come to a new concept — **systemonomic analysis, i. e. the analysis of a phenomenon, subject, using the**

parameters of sufficiency and completeness of compliance with the Universal Laws of the World.

Using systemonomic approach we have an opportunity to determine:

- 1) structure of system and its completeness;
- 2) quality of system orientation;
- 3) role of system in evolution.

The periodic system of the laws of education considered in his book is systemonomic. It is a scientific basis, foundation, and matrix of carrying out the systemonomic analysis. Before the publication of the periodic system of the laws of education this innovative analytical approach had been impossible because of the lacking of scientific basis for it.

Systemonomy is a science about the systems of laws (nomos— *Lat.* law, rule).

Systemonomy has a complex structure (see diagram #15) and includes the following directions: general theory of systems (GTS), systemic philosophy (SP), nomology, systemology, GTS- method, GTSU-technology.

The structure of systemonomy as a scientific direction is presented in the diagram 15, including 6 independent parts:

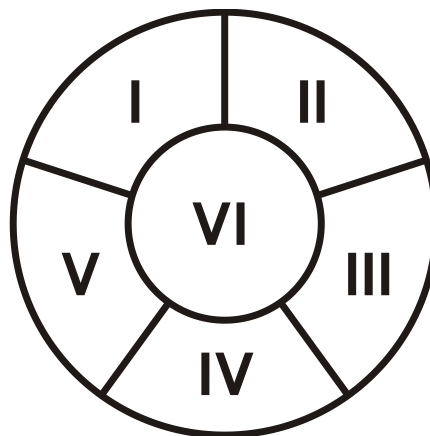


Diagram 15. The structure of systemonomy.

Explanation.

I. SP — systemic philosophy — a worldview foundation of systemonomy. It was developed by Yu. A. Urmantsev, Academician of Russian Academy of Natural Sciences, in 2000. The basic works on SP by Yu. A. Urmantsev : “9+1 sketches about systemic philosophy”. – M., 2002; “General theory of systems for simply intelligent reader”. –M., 2009 (in printing).

II. GTS — theoretical basis of fundamental systemic approach worked out by Ludwig von Bertalanffy.

III. GTSU — technologies and methods —technological approaches worked out by Yu. A. Urmantsev (“Education is a fundamental form of cognition of existence”, M., 2004).

IV. Systemology — methodology of systematics.

V. Nomology — the study about law.

VI. Systemonomy is an integrative study about the systems of laws [139,140, 146] on basis of the Basic Genome of the World [23].

The Laws of systemonomy are first stated in this work. 8 groups of systems of the laws, every of which includes from one to three laws. 17 general laws of systemonomy of education are also first explicitly formulated here. Let us analyze PSSLE in consideration of basic laws of systemonomy, its scientific and methodological principles. This innovative approach will allow to show that the laws of education must be considered from the point of systemologic positions.

In education, like in a worldview sphere of human activities, it is orientation and purpose vector that is important. It will allow to determine the directivity of the system of the laws of education: congruency with ULW, or incomplete congruency with them.

The substantiation of systemonomy of “Periodic system of special laws of education” is as follows.

Any kind of education (primary, secondary, high, postgraduate, artistic, religious) represents a system. In more detailed consideration, education relies on the cognized or unknown Universal Laws of the World. As a matter of fact, in the process of cognition it is the laws of the general by means of cognition of their particular manifestation that are studied. Thus, any kind of education in general or special sphere leads to the necessity of cognition of relationships with the other systems of laws. For example, cognition of physical laws as a system is contiguous with the systems of laws of chemistry, biology, mathematics, and cannot do without them. The laws of architecture and construction cannot do without the laws of harmony. The laws of education are impossible without the laws of cognition. Therefore, a sui generis “acme” of comprehension is cognition of systemonomy as a system of laws.

The periodic system of special laws of education (PSSLE) is an integral system as it includes the whole system of laws of education. It is not efficient to use certain laws in isolation from the others, because such a one-sided judgment can lead to erroneous conclusions and serious consequences, which we can clearly see by the example of damage of ecological system of our planet as a result of one-sided exploitative approaches to the solution of social production and personal problems. Being a single system, irrespective of a number and degree of apparency of the laws, PSSLE is and will be a single system of laws, i. e. an integral system.

The cause of systemic integrity of PSSLE is its genetic unity, and it is constantly realized in the systems of the World. According to the classification of GTSU, it can be referred to a **hyper-integral** system.

Now let us study PSSLE from the point of involvement of philosophical and methodological principles of systemic philosophy into it.

PSSLE reflects genetic unity of living, evolving system of education. It includes all known for today 17 laws of systemic philosophy (by Yu. A. Urmantsev). To make it clearer, let us imagine PSSLE

as a point through which these 17 laws of systemic philosophy pass (and are present in it). (See diagram 16)

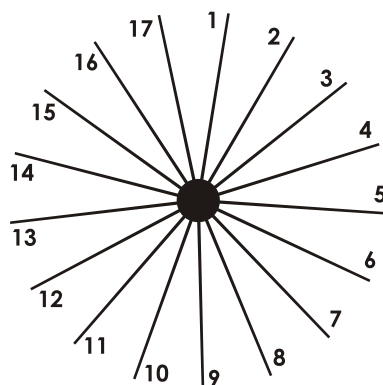


Diagram 16.

1) The law of systemacy. The laws of education are united into a single genetic system — periodic system of special laws of education (PSSLE).

2) The law of systemic (evolutionary and non-evolutionary) transformations. Due to its genetic linkage each of the laws of education undergoes only evolutionary changes consistently with the evolutionary constant C_e .

3) The law of transition of quantity and quality to their follow-ups. According to GTSU system, 8 transitions of quantity and quality to their follow-ups are possible. There are indeed 8 of them both in vertical and horizontal positions. (See Tables I-IV).

4) The law of systemic polymorphism. Any law of PSSLE is a polymorphic modification of the Law of Creation. The system of PSSLE is polymorphic modification of the periodic system of the Universal Laws of the World.

5) The law of systemic isomorphism. Any law of PSSLE is an isomorphic modification of the other laws (systemic similarity). It is exhibited both in topography, where some of the laws can be found in one cell of the table at the same time, and their localization in vertical and horizontal positions.

6, 7, 8) The laws of adequacy (6), intersystem similarity (7), and intersystem symmetry (8). The correlations of equivalency, i. e. compliance (6), system similarity (7), and intersystem symmetry (8) are possible between the randomly selected laws of education (only one from these three kinds).

9, 10) The laws of systemic symmetry (9) and systemic asymmetry (10). Any law of education is symmetrical in some aspects and asymmetrically balanced in the other aspects.

11, 12) The laws of systemic inconsistency (11) and systemic consistency (12). Any law of education possesses a subsystem of inconsistencies and a subsystem of consistencies.

13, 14) The laws of systemic stability (13) and systemic instability (14).³² Any law of education as an evolving system goes through the phases of formation and is realized gradually. In addition to that any law can be either realized or not by various evolving systems of education, which is a factor of natural selection (see table 7).

15, 16) The laws of interaction. The laws of education are directly connected via evolutionary constant C_e (15) and by virtue of their genetic unity interact with each other (16). Besides, it has been revealed an interaction and relationship of a higher order. In 2007 N. V. Antonenko, Doctor of Psychology, studied traditional and bioadequate (in the system of noospheric education) lessons at school for compliance with the Universal Laws of the World [9-11]. As a result it was revealed that the bioadequate lesson, where all the laws of education were observed, also complied with all 64 groups of laws of psychics (table 10) and Universal Laws of the World. It occurred due to their congruency. Thus, it was proved that special laws of education imprinted the laws of the higher order in specific pedagogical forms. This is the reason why we should try our utmost to prepare skilled teachers observing the special laws of education. Such teachers can motivate pupils to the cognition of the World and its laws.

17) The law of qualitative transformations of systems. It functions at the stage of realization of special laws of education in social spheres.

Summing up the examination of periodic system of special laws of education from the positions of systemic philosophy (SP), we can come to the conclusion that these systems are congruous. Moreover, periodic systems of the universal Laws of the World, General laws of human society, and General laws of cognition/comprehension are also congruous.

In philosophical and methodological aspect periodic system of special laws of education is genetically single and interconnected, polymorphic and isomorphic, dialectic system of systems of education in society.

Since the monograph “Periodic system of Universal Laws of the World” [139] was published, we have got an opportunity to compare our periodic system of the laws of education based on the universal Laws of the World with physico-mathematical matrix by R. Bartini -P. Kuznetsov.

We mean the language of space-time continuum. Nature speaks with us in universal language of space-time, which “can express all possible ... laws of Nature” [45], human society (as a subsystem of nature) and the laws of education. It is called LT- language. It is based on the system of space-time values of R. Bartini -P. Kuznetsov. This matrix-system is also called LT-system, where L – space values, and T – time of process passing. This system allows to express all dynamics (both positive and negative) in natural, social, and spiritual processes [46, p. 11].

³² Systemic philosophy was formulated in the period when the Basic Genome of the World and the most of the Universal Laws of the World were not known yet. It should be emphasized that the Universal Laws of the World are required to be observed. Instable systems are those which do not take into account the Universal Laws of the World in their development. On the contrary, the world systems observing the Laws of the World are stable.

B. E. Bolshakov in his book “The law of nature or how space-time works” used LT-language to express the periodic law by D. I. Mendeleev, genetic code of man, many special laws of physics, chemistry, and biology. We considered our periodic system of General laws of human society and laws of cognition/comprehension in LT-system [140]. Now we have studied the laws of education from the point of LT-system. To this task we put the groups of laws of education on the abscissa axis and levels of existence — on the ordinate axis (table 4).

Table 4

Periodic system of special laws of education in LT-values

	T⁻⁷	L¹ T⁻⁷	L² T⁻⁷	L³ T⁻⁷	L⁴ T⁻⁷	L⁵ T⁻⁷	L⁶ T⁻⁷	L⁷ T⁻⁷
	T⁻⁶	L¹ T⁻⁶	L² T⁻⁶	L³ T⁻⁶	L⁴ T⁻⁶	L⁵ T⁻⁶	L⁶ T⁻⁶	L⁷ T⁻⁶
	T⁻⁵	L¹ T⁻⁵	L² T⁻⁵	L³ T⁻⁵	L⁴ T⁻⁵	L⁵ T⁻⁵	L⁶ T⁻⁵	L⁷ T⁻⁵
	T⁻⁴	L¹ T⁻⁴	L² T⁻⁴	L³ T⁻⁴	L⁴ T⁻⁴	L⁵ T⁻⁴	L⁶ T⁻⁴	L⁷ T⁻⁴
	T⁻³	L¹ T⁻³	L² T⁻³	L³ T⁻³	L⁴ T⁻³	L⁵ T⁻³	L⁶ T⁻³	L⁷ T⁻³
	T⁻²	L¹ T⁻²	L² T⁻²	L³ T⁻²	L⁴ T⁻²	L⁵ T⁻²	L⁶ T⁻²	L⁷ T⁻²
	T⁻¹	L¹ T⁻¹	L² T⁻¹	L³ T⁻¹	L⁴ T⁻¹	L⁵ T⁻¹	L⁶ T⁻¹	L⁷ T⁻¹
T⁰	0	L¹	L²	L³	L⁴	L⁵	L⁶	L⁷
L⁻	L⁰							L⁺
T⁺								

Level 0: $[L^0T^0] = [V^0]$ — non-dimensional constants in LT-system (beyond time and space). It corresponds to the stage of precedence of laws of education in human society.

Level 1: $[L^1T^{-1}] = [V^1]$. In LT-system this level corresponds to the speed values. In periodic system of SLE basic elements of groups of laws of education are registered at this level.

Level 2: $[L^2T^{-2}] = [V^2]$. In LT-system this level corresponds to difference of potentials. It is equivalent to emergence of positive and negative dynamics in SLE, i. e. creating and stimulating directions in the development of education.

Level 3: $[L^3T^{-3}] = [V^3]$. In LT-system this level corresponds to the current. In periodic system of SLE it is equivalent to energy-information (directing, vector) dynamics of laws of education.

Level 4: $[L^4T^{-4}] = [V^4]$. In LT-system this level corresponds to the values of force. In periodic system of SLE the laws of self-organization of education are located at this level.

Level 5: [L^5T^{-5}] = [V^5]. In LT-system this level corresponds to power. In periodic system of SLE the laws of evolutionary dynamics of systems and processes of education (power of education) are located at this level.

Level 6: [L^6T^{-6}] = [V^6]. In LT-system this level corresponds to mobility (power transfer). In periodic system of SLE the laws of hierarchy of education are located at this level.

Level 7: [L^7T^{-7}] = [V^7] lacks in LT-system. It is explained objectively by mathematical, *atheistic character of LT-system*, where only physical values of apparent (organic) World are presented. We think that at this level the values of infinite and single space-time continuum [$L^\infty T^{-\infty}$] must be located. It corresponds to general-philosophic principle of unity and infinity of the World. In space-time continuum the Creator has His functions. In periodic system of SLE the laws of integrated **full potential of systems of education, oriented to the Creator as the ideal**, are located at the seventh level.

Having compared the tables of LT-system and periodic system of SLE, we come to the conclusion that they are both congruous. LT-system concerns the rate of physical processes in nature, and PSSLE deals with the rates of processes of education reflected in the laws. It is evident that axis invariants (in L and T values) differ in velocities of changes and provide their maintenance in the limits of this or that dimension. SLE table shows that the power of the laws, i. e. their broad and effective realization of cognitive and innovative work, increases according to their position in diagonal to the upper right corner of the table. In LT-system it is expressed by increasing of index L^{+n} and by reducing time consumption (T^{-n}). We have come to the conclusion about the necessity to add the seventh level to LT-table — the level of orientation of the laws of education to the Creator. It corresponds to the Theory of genetic energy-information unity of the World. In human mind it corresponds to understanding of infinity of improvement of the processes of education.

So, we have shown:

- compliance of periodic system of SLE, which is a subsystem of periodic system of the Universal Laws of the World, with LT-system in their basic components;
- compliance of methodological principle of measurability of periodic system of SLE and its certain laws with LT-system (any LT-value is a law);
- compliance of 153 laws in the table “Periodic system of SLE” with approximately the same number of LT-values (by B. E. Bolshakov);
- adequacy of methodological principle of invariance (necessity to present a law in the form which is not dependent on the point of an observer): definitions of the laws of education introduced by us in the scientific use are true in all natural coordinate systems including LT-system;
- equal dimensionality of periodic system of SLE and LT-system. At the same time a group of one and the same LT-dimensionality includes the laws determining different parameters, qualities, and aspects of education;

— periodic system of SLE allows to see and study LT-system in the processes of education.

When creating LT-system its authors could not be guided by the Basic Genome of the World and Universal Laws of the World. Nevertheless they succeeded in creating LT-mathematical matrix. Relying on the Basic Genome of the World, we independently came to this matrix in the form of periodic systems of the Universal Laws of the World, General laws of human society, General laws of cognition/comprehension, special laws of education.

The tandem of LT-system and each of the periodic systems mentioned above fastens together unity of science sought for ages, the Creator of the World, and his laws into a single living system. By means of cognition/comprehension, science — being oriented to the Creator with the help of the Theory of genetic energy-information unity of the World, discovery of the Basic Genome of the World and General Laws of the World, as well as General laws of cognition/comprehension and SLE — can now thank religion for the faith it gives to people who need to believe in the Creator — the Lawgiver of the World.

The left hemisphere of the brain, being the executor of ideas generated by the right hemisphere, managed in co-authorship with the right hemisphere intuitive-imaginative thinking to link science and religion, knowledge and belief. Now the mankind has the task of transforming the cognized into the comprehended and realized, i. e. creatively implemented into life in all directions of organization of nature and human society. First of all it is required to be done in education.

At last the time is ripe for integration of human ideas about senses and knowledge!

It was in the second half of the 20th century when the term “integral thinking” appeared. It means genetically inherent function of reflecting the World both in senses and knowledge. “He thought the way he felt”, — these words about N. Bohr accentuate the integrity of thinking of the scientist. This human ability was worshipped in the Ancient Egypt: going through the phases of sensory perception and then logical cognition, priests, Pharaohs, and scientists rose to a higher level — “cognition in God”. This information is in “The Emerald Table” by *Hermes Trismegistus where the first from known to the mankind theory of integral thinking and cognition of the World was per se depicted. Evolutionary turn has closed up! Henceforth only people with a new quality of integral thinking will be allowed to the next turn of evolution.*

Now let us study periodic system of special laws of education for practical managerial integrity, using worked out before criteria being applied to management systems.

Such an examination is required because we have to reveal the degree of practical adequacy and areas of application of PS SLE which is introduced in theoretical and practical use.

Management systems have basic characteristics. Let us consider 14 from them, according to Professor G. M. Komarnitsky [95-96], with regard to PSSLE.

1) The characteristics of system’s ability to self-organization (synergeticity).

PSSLE is highly (100%) self-organizing system: it “unfolds” from one cell — *the law of self-*

organization of prehistoric societies — to 64 cells of laws of education in human society and “folds” to this basic law. Self-organization is possible starting from any cell of the table.

2) The characteristics of system’s ability to self-management (cyberneticity).

PSSLE is absolutely (100%) self-managed system due to algorithm of evolutionary development of the World and evolutionary hierarchy in the system of General laws of cognition/comprehension. In education this characteristics of PSSLE means that complying with only one law of self-organization of information (IV. D4a) allows to organize the system of education which does not ignore the other laws either. However disregard of one law leads to cybernetic fail in many other laws.

3) The characteristics of system’s ability to changes (responsivity).

PSSLE is genetically responsive (100%). For example, we carried out profile changes of the periodic system of Universal Laws of the World, which allowed us to discover periodic systems of General laws of human society, Laws of Spirit, General laws of cognition/comprehension. The analogous 64-celled system of philosophical doctrines (by Academician Yu. A. Urmantsev) and similar system of psychotypical morphostructures of man (by Academician I. N. Shvanyova) have been predicted. Periodic system of special laws of human psychics (by Doctor of Psychology N. V. Antonenko), and a periodic system of general laws of management (by Doctor of Philosophy M. V. Ulyanova) have been created.

64-celled playing field of chess can also be regarded as a prognostic system for creating other periodic systems.

4) The characteristics of system’s ability to making the new (creativity). PSSLE is congruous to evolving systems of the World, as they are based on the Genome of the World. Therefore it is creative in the sphere of education. Its kernel is the law of personal responsibility for the evolutionary dynamics of energy-information (IV. D4d), the law of creativity (IV. E4e), and others.

5) The characteristics of system’s suitability to solve different problems (adaptivity). PSSLE is genetically adapted to solve any systemic problems in the sphere of education. It means continuous education for the rest of life. This education is for people of any age, profession, sex, nationality, country, and nation.

6) The characteristics of system’s ability to work in a voluntary state (electivity). Undoubtedly, PSSLE works in every single law and any sampling of laws, because all the system can be inferred from them.

7) The characteristics of the state of system’s uncertainty (entropy).

PSSLE is 100% not entropic because structural-functional uncertainty is extraneous to it. It is genetically coded, and that is why integral, algorithmically organized, and *teleological* (from Greek *telos* — “purpose”), i. e. its purpose is to show systemically the laws of education working at different levels.

8) The characteristics of the complex of processes which are specific to the system (processuality). PSSLE is arranged and works in the mode of processes of logical and

dialectical reasoning and understanding of the processes of education, taking into account quantum transitions. Cumulative action of special laws of education becomes apparent in the evolution of processes governed by them and their results.

9) The characteristics of system's ability to keep the pace and rhythm

(synchronicity). PSSLE absolutely (100%) keeps the pace of step-by-step periodization of cells with the laws, which is caused by evolutionary constant C_e . In case of loss of any fragment of PSSLE, they can be easily restored by means of genetic coding of numbers of Universal Laws of the World or General laws of human society, i. e. using general-system matrix.

10) The characteristics of system being plugged, loaded (obturativity).

PSSLE is not plugged or loaded because its structural-functional organization is orientated to the Genome of the World and Periodic system of Universal Laws of the World, and because it is absolutely open to the World. At the same time every following law results from the complex of previous laws. The openness of every law is provided by its ability to point logically to the other laws surrounding it in the table.

11) The characteristics of system's optimality (optimality). PSSLE is optimal as to its structural-functional organization because it is based on the Genome of the World and Periodic system of Universal Laws of the World. It is congruous to the evolving system of the World in whole. In addition to that, it systematized the links of administrative, creative, evolutionary, world-view, methodological components of the systems and laws of education genetically in the optimal way. Compliance with PSSLE allows to avoid non-productive expenses, unnecessary steps, non-optimal waste of energy, time, health, money.

12) The characteristics of system's ability to projective usage (projectivity). PSSLE is absolutely (100%) projective in the sphere of education as the periodicity of laws allows to predict the following steps of discoveries, periods, stages, and purposes in educational sphere of society. Like the periodic systems of Universal Laws of the World or chemical elements, it allowed to formulate a number of laws not known in education before, and also to create a block-foundation for a system of laws of methodology of education, morality, health economy. It allows to estimate the components of education, understand and explain a lot of phenomena which were not understood before and could not be explained by means of system of education in upbringing and organization of cognition. The hierarchy of laws of education corresponds to their energy, levels of self-organization and information possibilities. It indicates that the leaders of states, departments, scientific organizations, educational establishments, and teachers must have a high level of competence and thinking oriented to the requirements of Universal Laws of the World, General laws of human society, General Laws of cognition/comprehension, special laws of education. The projectivity of PSSLE manifests itself in the fact that every leader obtains an instrument of projective management relying on the laws based on the projective function of man's thinking.

13) The characteristics of system's energy-saving (efficiency). PSSLE is maximum efficient system of laws of education as it is highly harmonious and inherently interconnected. It is maximum energetic, and answers to the purposes and tasks of structural-functional organization of education. Using it in systemic theoretical, gnoseological, methodological and other studies oriented to practice will save maximum forces, time and money. PSSLE is a powerful energy-saving system structured in compliance with Universal Laws of the World. It is very important for human civilization to use PSSLE because it ecologizes the mankind, nature of the planet, health, moral and spiritual state of population. The highest effectiveness of periodic system of SLE is defined by its sensibility, which *gives the mankind possibility to develop its nature-conformable, nature-saving capabilities, including strategic ones. Discovery of PSSLE is direct evidence of the fact that it is time to act: to develop most effective education, healthcare, science, economy, management of these spheres of human life and activity, protecting people from unnecessary, non-productive energy efforts.* It becomes clear from the formula of power well known from school:

$$N_{\text{effective}} = N_{\text{general}} - N_{\text{expended}}$$

Compliance with the SLE allows to reduce the efforts. As a result, effective power in every step of educational process becomes more and more increasing.

14) The characteristics of integrated abilities of system in achieving its purpose (potentiality). PSSLE is absolutely (100%) potential, because:

- it assigns primary importance to the development of person's highest cognitive creative and realization potentials;
- provides block-base of science and education for modern and future generations of people;
- is the basis of education and underlies the formation of integral, social, state, planetary and cosmic education;
- preparing a strategic human resource and intellectual potential of the population;
- promotes optimization of gene pool of mankind.

N. V. Antonenko and M. V. Ulyanova, relying on the analysis of pedagogical approaches and systems for 2000 years of history of mankind, have come to the conclusion of emergent nature of noospheric education in relation to the rest systems of education [11]. Our analysis of PSSLE also showed and confirmed once again that noospheric education derives its strength from the **system of special laws of education**. No other pedagogical system had such a science intensive foundation. As to an apt expression of the doctor of Pedagogy G. V. Kurmyshev "education, as a fundamental form of world cognition, has now found a science intensive foundation of special laws of education [113].

Chapter VI

HOW THE SYSTEM OF LAWS OF EDUCATION WORKS

This chapter consists of two parts. The first contains material about the mechanisms of work of the laws of education. The second says who should know the laws of education and why?

Part 1

How does a cell sound? Listen to *your own vibration*: it is unique! *The adequacy of its own genetic nature* can attract the consonant vibrations every moment of time. This way the space of comfort expands: feelings, ideas of people holding the same views. *Vibration* forms its own world, *the sphere of expanding universe of its own*. These accords are a combination of consonant ideas, feelings, and meetings. They can fill life and as if pave the field of life. Aren't these *accords and self-expression* of his potential that a person gives his hymn, ode, praise, or choral to the Creator who endowed him with a unique instrument of authenticity—*ability to be himself* in contacts with the outer and his own inner world. This ability given to every person by the Creator is the **rule of life and hearing yourself and World**, the only lie and truth detector. Observation of this rule is called **morality**.

Listen: to get to know your own temper, i. e. the norms, the law of proper life functioning, you must penetrate into your own nature! You can do it with the help of your own feelings or the laws of education which are considered in this book.

Let's consider the laws which fix these norms, i. e. the rules of cognition/comprehension of the World by man in the processes of education.

“The Law of genetic conditionality of the potential of education components” (IV. B4b): “Genetic energy-information of components determines the potential of education system, and is an indicator of synchronization in the processes of its self-organization”.

This law **fixes the abilities** (though they are different in different people) of self-management of cognition and comprehension. What are these abilities, and can they be enhanced? This law is reflected in psychology as the Yerkes-Dodson law: there is an optimal functional state for effective performance. This is the condition of making up of integral personality, its stability. Noospheric education solves this problem successfully.

Genetically we are organized so that we have *purpose, basis, indispensable instruments, and program* for cognition/comprehension of the World and ourselves. We have to know this firmly. But what can we see everywhere? We can see people who are deeply confused and have identification crisis, they don't even suspect that they have the right to cognize and comprehend what is genetically built in them. Media and other ideological services did their work having loaded people with negative information. The young people today cannot conform to biorhythms of clear, i. e. productive

emotions, because they are tied with their own and somebody else's disturbed emotions. "If our feelings are not true, then our whole mind turns out to be false" (Titus Lucretius Carus).

This law paves the way to moral renaissance of people today: every person has to conform to the rhythm of clear and that is why productive emotions, because it is impossible to learn the complete depth of the World being a prisoner of disturbed emotions. Compliance with the laws of education is going to create conditions for moral personality formation.

Our own genetic (inherent) energy-information is a true indicator! So we say: I want this, but not that! I feel comfortable with this person, not that one! The vibrations we need (colour, sound, word, picture, person, action) we intuitively compare with our inherent genetic needs (*our personal norms*) both in character and life pattern. A person must be able to feel his genetic vibrations in order to hear his *own* "language" [74, 83-86, 131,134]. This potential develops and intensifies when people purposefully try to improve themselves in the system of education. Adequate perception and cognition is a wonder and a norm at the same time. It demonstrates the observation of the laws of education. But in the modern world this norm is not guaranteed by anything and anybody. Only **re-engineering (reorientation of purposes, programs, technology, methods) of education and acceptance of the special laws of education will enable to actualize harmonization of personality.**

Making this choice we self-organize, i. e. develop and raise our own biosystem adequately with the plan of nature and God. This process of self-molding lasts all life long. It is about this that a humanist A. Maslow said: "Self-actualization is a constant process of development of self-potentials" [156]. Noospheric education lets a student learn the basic norms of observation of the laws of education from the first steps.

"The law of wave resonance of cognition/comprehension" (III.B3e) is a rule of access to information in education. It says: ***"The process of cognition/comprehension is possible and takes place in the components of a system open to wave rhythmodynamic vibrations by means of resonance and synchronization method"***. The similar **law of education** is intended to create conditions for synchronization of personality in the process of education.

This law "paves the way" to the moral education: it points out the necessity to open, first of all, access to one's own genetic vibrations. It is essential to **trust** them. To realize their useful and healing influence. Otherwise, a person ignorant of it will always try to escape from himself, thinking that the truth is somewhere out of him. But no one can find peace until he finds it within himself.

In the second place, it is necessary to provide **access to positive information** in the present-day media, literature, cinema, theatre, culture. The information we are provided with today is mostly negative. It is the way of suppression, submission of people. It is quite obvious that an uneducated and depressed person is easier to control. If a person has no access to high-quality information it is impossible for him to resonate with high frequencies, he cannot find resonance to his high aspirations. Perception of low frequency information lowers personal potential of people. The

inherent need to resonate with high frequency information subsides, and finally disappears. The level of perception becomes qualitatively lower. The level and breadth of cognition decrease; interests become limited; purposes and abilities of earning a living necessary for family maintenance become narrow and negatively transform. So the first task of education is to provide knowledge and train the habits of sensing high-frequency conditions of every person. This is why the system of noospheric education suggests working constantly with nature images. They carry high-frequency information. The reduction of level and range of cognition results in reduction of creative potential, i. e. reduction of level of comprehension. It is the reason why media is one of the most important instruments of education and bringing up people. These instruments should be paid a special attention of the government and state in whole. This is a problem of today!

“Escaping from themselves” people must learn—as soon as they start to cognize/comprehend something they will have enough energy for the cognition/comprehension adequate to nature in any sphere. This is **“The law of sufficiency of interaction of energies of cognition/comprehension” (III.C2a)**. And then come into force **“The law of energy-information management of cognition/comprehension” (III.C3a)**, and **“The law of activity of energy-information of cognition/comprehension” (III. C3b)**, according to which ***“In the process of cognition/comprehension, creating energy-information of cognizing/comprehending system increases more and more, and makes its influence on the other systems more active”***.

I happened to get convinced in the great power of these laws over and over again when I worked at school and University. As soon as a student has learnt some material on a subject on the level of sensory, emotional “feeling”, he becomes more active at the following lessons.

Physiologists, neurophysiologists, geneticists studied the nature of information influence on human cells and tissues. Being a part of the Universe, human body obeys the law of harmonic motion (counterclockwise). Counterclockwise rotation on our planet, according to the fundamental principle of fractality, is reflected in the proton motion of atoms of chemical elements. The study of blood flow and heart structure³³ convincingly demonstrate obligation of this rate of dynamics in the organs and flows of biological fluids of the human body.

Genetic research carried out by P. P. Garyaev [58], wave signal transmission by means of wave resonance in the works on rhythmodynamics by Yu. N. Ivanov [83-85] directly showed that when a person gets positive information and energy his harmonic (counterclockwise) dynamics intensify. He becomes healthier, stronger, happier and more harmonious. When a person is influenced by negative signals (of radio-frequency waveband) the orientation of atomic rotation dynamics of his body changes. It destroys, weakens and makes a person disharmonious. As far back as 1937 I. Rabi opened a physical phenomenon consisting in changing of atomic spin orientation when applying weak radio

³³ S. Goncharenko. The space of the heart as a basis of superconsciousness. A journal “Consciousness and physical reality”, 1998.

frequency signal to molecular beam in magnetic field, identified by B. A. Astafiev [23] as a probable mechanism of destructive influence of “clockwise”(destructive) information on human (and animal) health and behavior. In fact, the phenomenon discovering the reasons of destructive influence of negative information on human behavior or, on the contrary, health-improving influence of positive information, has been found.

Here it is necessary to refer to the vibration theory of the academician N. I. Arinchin, concerning the work of muscles in human and animal body.³⁴ According to it, muscles, tendons, and even bones of human body resonate with any signals in the sound range. This phenomenon is like a string of the musical instrument or a bowstring vibrating under the influence of external factors.

To understand the principle of information transmission let’s imagine the systems in their wave interactions (scheme N^o 17). The objects (a, b) are in harmonic, not disturbing their biorhythms, wave interaction (their frequencies, amplitudes, weights are roughly equal).

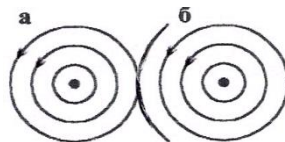
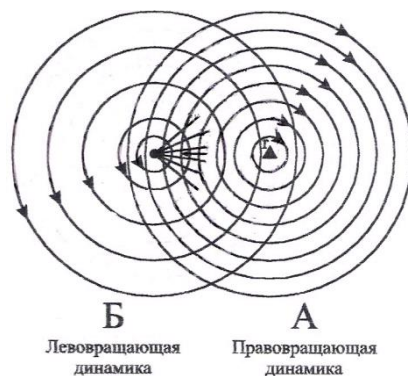


Diagram 17. Harmonic interaction of a person and information genetically synchronous to him.

(Laws III. C7a, III. D3b) [171]

When comparing the pictures of the diagrams 17 and 18 it is essential to note fundamental difference in the nature of systemic dynamics. Diagram 17 shows harmonic, or conformable to nature interaction of objects *a* and *b*. Here becomes apparent “**The law of synchronization of energy-information in cognition/comprehension**” (III. D3e). In this dynamics all the processes in the body, soul and brain go in compliance with the laws of nature. A person does not spend his strength and energy on recreation and is able to develop on a higher spiritual level (provided he has high personal value orientations and aspirations).



A—dextrorotatory dynamics; B —levorotatory dynamics.

³⁴ N. I. Arinchin “Micro-pumping activity of skeletal muscles when stretching”, Minsk, 1986; “Peripheral human “hearts””, Minsk, 1988.

Diagram 18. Aggressive interaction. Wave picture of disturbance of energy-information synchronization in the process of cognition/comprehension.

In this diagram object A has an aggressive wave picture (frequency and amplitude of A vibrations predominate the parameters of B, besides, they are not coherent, harmonic for B), intruding into the biorhythms of system B. Comfort zone of B becomes smaller and it has to spend energy on recreation of his/her own life. The disturbance of biorhythms here means **backwards** motion that is against the dynamics of life created by his/her nature and evolution. That is destruction of life, doing harm to it. So what brings **destructive dynamics** in our everyday life? These are: annoying loud and rough music, speech, sounds, shouts, images, destructive information, lack of understanding, aggressive behavior and life tendencies, lies, and double standards. Unfortunately, this list is endless. It causes even more regret because all these are present at school and University. It can be called a tendency to disharmony, disintegration, destruction of life, and therefore, immorality (violation of the rules of life).

Therefore, all, that causes counterclockwise dynamics, favors life, evolution, and can be called a tendency to harmonization, creation, and preservation of life. These are: beauty, well-bred speech, respectful intercourse of man and nature, understanding of oneself and people around you, creation of whatever is healthy, valuable, beautiful, and what develops all sides of life without breaking natural biorhythms, well-organized education, work, life.

The special laws of education are the basis of moral bringing up of young generation. In the vocabulary of music teachers there is an important term – “hand training” of beginning players. To train hands correctly means to teach the ABC of working with a musical instrument. Let us use this analogy. **The purpose of special laws of education is “to train thinking and mind” of a student in conformity with genetically determined way of cognition; and they are capable to do it.** It is the most important task in the system of education. It is more important than the learning and mastering the new information in any subject of school program.

Interaction with information occurs every moment of our life. Therein the educational function of **the laws of education** is indispensable and of primary importance. **The correctly trained (in conformity with the Universal Laws of the World) thinking and mind** at school will enable a person to respond adequately to any information in life.

On the basis of the Universal Laws of the World the author created an evolutionally new system of noospheric education which took in all the best models of pedagogical systems and practices. Its adoption in the practice of schools in Russia, Ukraine, Kazakhstan, and other countries showed that the lessons using this system give a real improvement of moral characteristics both of students and teachers (11, 17, 34, 35, 50, 51, 57, 60, 64, 67, 73, 74, 79, 80, 90, 94, 104, 113, 120–128, 130–155, 163–166, 169, 171, 172, 181, 184, 189, 190, 194–199, 210, 215–217, 223, 224, 228, 249, 251, 263, 273–275, etc).

Do you know that motivation can be different: material, emotional, informational, moral? Every of these levels of motivation has its own vibration characteristics. They can be recorded by instrument technique (method of acad. Shvaniova I. N.). The results obtained after the lesson based on the noospheric system of education (complying with the special laws of education) showed a convincingly increasing dynamics of the moral state of teachers and students. Let us think why the special laws of education can educate and even correct the earlier deformed morality.

Morality is the norm of life for those people who follow the Universal Laws of the World. Moral education, cognition and comprehension means education, cognition and comprehension, the elements of which do not break the Universal Laws of the World and General Laws of Cognition/Comprehension and education (including presentation, learning, processing, and accommodation of information). This process can be compared with the process of eating of right food and its digestion. Medical workers call it “the passage of the food”. We can call the presentation of information, by analogy with this medical term, “the passage of information”. That is what observance of ***“The Law of self-organization of energy-information of cognition/comprehension” (III. D4a)*** in the system of education is [146]. The only way to organize the true (natural) process of correction and economy of health and morality of young people is **to follow information self-government in the process of education** which automatically leads to the “matching” of the correspondent law of cognition/comprehension. According to it, ***“The system of cognition/comprehension appears and dynamically develops by means of self-organization of information-energy self-rule: its languages, forms, dynamics, and purposes”***.

We would remind you that **absolute moral principles** are the bridge between the man and the Universal Laws of the World. They are reflected in the great books of all the times and peoples: ***unconditional love to the World and its living beings; absolute belief in natural and harmonious principles of life; kindness and care of nature, people; fairness, protection of the weak; taking an active part in harmonization of life; health maintenance; diligence; openness to the World; aspiration to develop full potential self; keeping up traditions of people and family; active honesty; aspiration for the World cognition.***

“Morality carries God’s purpose. Morality does not appeal to the power”, — said the Patriarch Cyril. It rises from belief and love, and is the result of social development of person in his higher destination. The laws of education, and through them the laws of cognition/comprehension, and the laws of human society reveal God’s purpose: we have natural abilities to distinguish moral behavior from immoral one. For example, good and evil, love and aggression, sincerity and pretence, etc. Meanwhile the moral potential of man can either increase or decrease. As a matter of fact, morality takes on value in the perspective — aspiration to the timeless ideal — the Creator. Human morality is in the Law of Creation — the Principal Law of the Creator. Just think: two eternal inseparable forces

— creating and stimulating —are doomed to contention. And that is the norm of the Creator acquired by the creating force! The closer to the Universal Laws of the World — the closer to the norms of the Creator — the higher the morality. That is the norm laid down by the Creator! The ability to follow the norms of God’s nature, the ability to be always in **the norm of spirit** to be able to cope with this **eternal norm is morality**. The ability to develop a system of preparation of young people to live by the special laws of education, bringing up a moral personality is the highest ability of civilized society.

Immorality is non-observance or even opposition to the norms of moral behavior, disrespectful attitude to the Universal Laws of the World, General laws of human society, the laws of cognition/comprehension, the laws of education.

Let us study the model of moral personality (diagram 19 A).

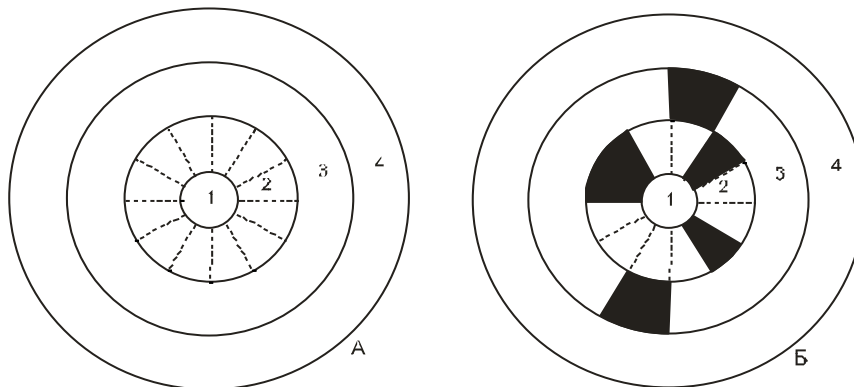


Diagram 19

The model is composed of 4 zones in the shape of concentric circles. Their meaning from the centre to the periphery is as follows:

1. Morphological structure of personality determined by its genotype (contains genetic information and energy; let us call it energy-information norm of individual).
2. A complete set of absolute moral principles congruent to the Universal Laws of the World (designated as the sectors of the zone):
 - unconditional love to the World and its living beings;
 - absolute belief in natural and harmonious principles of life;
 - kindness and care of nature, people;
 - fairness, protection of the weak;
 - taking an active part in harmonization of life;
 - health maintenance;
 - diligence;
 - openness to the World;
 - aspiration to develop full potential self;
 - keeping up life-asserting, divine traditions of people and family;
 - defense of the Motherland;

- active honesty;
- aspiration for the World cognition.

I'd like to give an example how moral cognition/comprehension can easily become immoral, using historical material. For the past few years in the press, literature, and Internet we can find a wide discussion of the materials and consequences of the realization of the plan worked out by the 1st CIA Director Allen Dulles. This document is dated to 1945. Let me cite a fragment of this plan given in the book "Andropov's team"³⁵.

"... We'll imperceptibly replace their values with false ones, which we'll force them to believe in. How? We'll find our accomplices, helpers and allies in Russia herself. In a series of episodes a tragedy, grandiose in scale, will be played out: the demise of the last unbroken nation on Earth, the final, irrevocable extinguishment of her national self-consciousness. From art and literature, for example, we'll gradually exterminate the social element. We'll retrain artists, discourage in them the desire to depict the world and examine those processes taking place in the masses of the people. Literature, the theater and the cinema will all proclaim the basest of human feelings. We'll use all our means to support and promote those so-called creators who will hammer into the people's consciousness the cult of sex, violence, sadism and betrayal, in a word, immorality. We'll create chaos and confusion in the workings of the government...

Honesty and orderliness will be ridiculed as being of no use to anyone, an anachronism.

Rudeness and insolence, lies and deceit, drunkenness and drug-addiction, animal fear of everyone and everything, indecency, betrayal, nationalism and strife between ethnic groups, and above all hatred for the Russian ethnos: we'll cultivate all of that, quietly and skillfully...

... we'll make use of drunkenness, slander, spying; we'll make use of incredible corruption; we'll stifle every genius in its infancy. (...) But one or two generations of vice are essential now; monstrous, abject vice by which a man is transformed into a loathsome, cruel, egoistic reptile. That's what we need!"

Just the first reading of the document reveals A. Dulles as a powerful, aggressive psychologist, an absolutely immoral "engineer of human souls". His goal is to annihilate Russia, a strong political enemy, by means of psychological techniques.

The mechanism of achieving the goal is to influence consciousness and subconsciousness of a personality.

The character of influence is destructive, immoral, and antievolutionary.

The methods of influence are replacement of values, lies, chaos, and depravity.

The analysis of the document indicates a lot.

1) Freedom of speech (democratic freedoms of the West) is equated with absolute irresponsibility, and turned out into terrific in depth and proportion immorality.

³⁵ "Andropov's team", Moscow, 2005: Rus. —p. 21-23.

2) Immorality is turned into powerful political, ideological, psychotropic, military weapon. In fact, **“The law of realizing the ideal of self-organization of cognition/comprehension”(III. E4c)** is inverted. At that, all the laws of cognition/comprehension went on functioning but in a distorted variant. It is a pure replacement of programs of harmonious development of man by disharmonious, destructive ones. It is **antipedagogy in action – complete disregard of the laws of education.**

Once a **negative ideal for the young generation** was imposed in all the channels of mass media, all the society became ill and moved in the direction of death! Once a law is broken, all the system of education and cognition becomes working to self-destruction. When you can see a system of laws, you realize the consequences of breaking one of them.

The similar policy returns a hundredfold to those who puts it into practice, because “if you found yourself in a pack, then bark and wag your tail”. As a result, a nation of aggressors and timeservers appears. It is the most cruel historical example of immoral education and bringing up.

The only keeper and firm guard of truly moral cognition/comprehension is a group of **the laws of the purpose of self-organization of systems of cognition/comprehension (III. E7b)** and a group of **the laws of the purpose of education (IV. E7a, b)** corresponding to it:

“The purpose of self-organization of systems of cognition/comprehension is realization of Full Potential Self in improving the four levels of being: individual, social, planetary, universal” (III. E7c).

This is the rule of the purpose of self-organization of cognition/comprehension. The realization of the Full Potential of education and cognition/comprehension is the rule of unity with God: **“The realization of the Full Potential of education (self-organization of systems of cognition/comprehension) in the versatile spheres of being and activities enables the systems of education (cognition/comprehension) to develop in the unity with Eternal Universal Harmony and determines the increase of possibilities of their High Potentials and creative dynamics”**. The synchronization of the laws of education and cognition/comprehension appears to be quite distinct.

And how do we relate to the observation of the laws of education and cognition/comprehension? The character of relations that enables a person to lead a moral life, i. e. to observe the Laws of the Universe, makes life harmonious and complies with the ethics of morality. I. Kant believed that the true morality does not need ethics (principles for not breaking the laws), as a truly moral person is immersed in the norms of life and cannot imagine his life without them.

Ethics is considered to be a range of standards of behavior established in a certain society as models. For example, “A moral code of communism builder”, “A moral code of soldier”, or a moral of businessmen differ fundamentally as to the goal set, and include a brief description of standards of behavior in the community of people who have chosen this or that goal.

Morality can be either codified (arranged as a code) or orally passed by tradition within a community. So, the right of vendetta (blood vengeance) is accepted and supposed to be normal display of family relations in the peoples of the Caucasus, a number of Latin America peoples. Some people of Africa believe the intake of food in public to be immoral, but perform their marital relations in public as it complies with the traditional moral of their community.

An ethical person (but not a moral one) is not immersed in the standards of life determined by the Laws of the Universe. He needs “the principles to follow the standards”, he is also inclined to follow the habits disturbing the natural needs of a person. He has to be reminded what to do, otherwise his life is divided into two: “what I want” and “what I have to do”. The true moral is very rare. The moral standards are stated in the Bible, Koran, Torah, Avesta, Bhagavad-Gita, Bayan, and other great books of the world. They are conveyed in the moral principles including those of a pronounced prohibitive character: you shall not kill, you shall not desire, you shall not steal, etc., which are not always observed.

Many years after the World War II the nations of the world seemed not to notice a gradual degradation, until horrific figures of mortality from drugs, crimes, terrorism, petty and cold warfare spread in the world. A historical comparison comes to the mind. The history of Hannibal is quite didactic. At the age of 9 he swore to fight all his life against Rome. When he was 13, he actively assisted those who hated Rome. As an adult he lived with the idea of Rome annihilation and did all conceivable and inconceivable things for it. But in his attempts to do it he contributed to its strengthening! Scipio overpowered Hannibal using his own weapons. Aristocrats betrayed Hannibal, mercenaries chased him. He had no choice left. In 183 BC he took poison.

Our planet has existed for almost 5 billion years. And the principle “They that take the sword shall perish with the sword” has always worked in the history. St. Alexander Nevski said so. This is what M. Kutuzov and G. Zhukov stood on. Sooner or later the punishing sword inevitably boomerangs against those who impose such fatal actions to other nations.

It is the time for the mankind to realize the lessons of history. And if it became morally dependent on bad thoughts, wishes, intentions, and feelings and betrayed the Laws of the World, man, society, cognition/comprehension, education — and it is the moral betrayal — then it ought to go up the stairs leading to the light and morality. “Nosce Teipsum”.—“Man Know Thyself”. Any other way is ruinous.

The skill of the new man will be the skill of listening to his heart. However, it seems to be preceded by a long period of moral and psychological healing of mankind. The reflections about morally sick man lead some researchers to the polar conclusions. Thus, a researcher of human civilizations A. J. Toynbee wrote that mankind seemed to have no other ways to choose apart from either to commit suicide or live as one family.

There has always invisibly been a “pyramid” of morals in human society. It is a specific “ladder” for man to ascend all his life in order to perfect himself and approximate to the heaven

kingdom of purity. And in so doing it does not matter how old you are, and what you do for living. It is in the processes of education that this ascending can be accomplished.

It is not so much an allegory as an absolutely exact instruction of the ascending way of human morality. Though, the ascent of morality is realized not outside man but inside him. It is talked of raising the heights of your physiological and neuro-physiological oscillation processes. Only this process will enable to tune man to the high creating registers conformable to the genetic wisdom of nature.

The realization of deep physico-chemical and energy-information relationship of body and morality is provided nowadays not only by searching the norms of magnetic water (with water particles moving counterclockwise) which makes 80 percent of human body, and not only by quantum and magnetotherapy. Amazing results of human body and mind research are given by integrative psychology. The founder of this school is a full member of Russian Academy of Natural Sciences professor I. N. Shvanyova, the author of fundamental monograph “Psychology of Noospheric Development”. She has studied the relationship of body structure and psychic manifestations of people; she has developed instrument technique of identifying psychotypes of people by means of bioresonance. The classification of human psychotypes has been made, 20 basic psychotypes characterized by stable relationship between morpho- and psychic structures (preferences, reactions, psychological stability, axiological choice have been taken into consideration) being found out. On the basis of 20 basic psychotypes it has been found out 4200 psychological types of people. The Periodic System of psychological types of people has been made, analogical to Mendeleev’s Periodic System of chemical elements, and also on the analogy of periodic systems of Universal Laws of the World, General laws of human society, general laws of cognition/comprehension, and special laws of education[261-266, 225, 226].

In 2007 Doctor of Psychology N. V. Antonenko created the periodic system of special laws of human psyche [9]. It is a prominent achievement of systemonomy and psychology of the 21st century!

How do these findings refer to morality and morals?

It has been found out that each of the psychotypes has its own **upper standard limit** of functioning. It can be explained by the presence of one or the other “leading” chemical elements possessing different abilities to mobility, and contacts. When combined in the body, they determine the “standard” of a person “to sound” this or that way. Therefore every person has his individual threshold of standards, vibration pitch, sounding, perception of surroundings, and the World. Here we can find the key to answer the question why different people have their individual ways of becoming moral. For example, for the person in the body of which the leading element is Carbon (C) and hydrogen (H), the ideal life standard is peace and neutrality. His direct opposite in behavior and choice of ideal infinite movement is the person with Helium (He) and fluorine (F) as the leading

elements. Such person is permanently directed at complication, perfection by force of highest mobility of leading elements (inert gases He, F) in his body, and nervous system.³⁶

This discovery enables to formulate a social law of polymodalities (hierarchy of modalities) of moral in human society: *natural typologization of psychomorphostructures of man projects indispensable polymodality of moral levels, determined in society for certain strata and groups of population to exert the law of morality (i. e. the standards of life activity dictated by the Laws of the World, and special laws of human psyche).*

It has been experimentally proved that natural inclinations of people (psychosomatic morphostructures) enable them to go into business or sports, singing or dancing, teaching, diplomacy, science, journalism, or fishing. Positive dynamics of developing personality (his/her achievements) and zone of psychological comfort (the feeling of joy) are the markers of his/her successful advancement on the steps of moral ascent.

At present it is essential to put on the social pedestal a Teacher, A Tutor, a Psychologist, healing the soul and morality of people. I. A. Efremov wrote about it in his novel “The Bull’s Hour”: “The true struggle for the health of people and purity of perception started when we set teachers and doctors above all the other professions on the Earth. Dialectical teaching was introduced. On the one hand, it was strictly disciplined and collective, on the other hand, lenient and individual.”

The law of morality (according to B. A. Astafiev) is responsibility of every person for the destiny of the nature of our planet and civilization in whole. Morality is denial of evil first of all in one’s own behavior. The law of morality is a basic concept in public life of people and state structures. It is what academician N. N. Moiseev called **the moral imperative of co-evolution of people, nature, and society**. At present we have theoretical basis, instrument and program support for preparing specialists — social psychologists, consulting psychologists, psychologists of growing personalities, school and family psychologists and psychotherapists who are capable to help personality make an individual choice of moral development in the society.

Today it is not enough to know **the laws of bioresonance synchronization in education** and self-organization of cognition/comprehension. It is essential to learn **the Law of creativity** (realization of the ideal of self-organization of cognition/comprehension) **(III. E 4c)**. It is the creative ideal of human cognition/comprehension organizes the process of advancement to it. Do you remember who you wanted to be in your childhood? What did you dream to achieve? Try to be sincere with yourself! If you achieved what you dreamt about, moved in that direction, and was true to your ideal — you were true to yourself! You can be proud of yourself!

But if it happened that you dreamt to be an artist, scientist, poet, pilot, and so forth, but your relatives, friends or circumstances led you astray and now you are not doing what you dreamt about in the purity of child, you may feel not very comfortable because the rule of golden proportion of self-

³⁶ These ideas of I. N. Shvanyova have been verified on the thousands of patients of her own, and of her numerous followers.

organization of cognition/comprehension was broken (“**The Law of harmony of self-organization of cognition/comprehension**”– III. E4d). **The Law of biofeedback of cognition/comprehension (III. E 4e)** also fails to function.

We understand morality as **absolute indicator of harmonization of personality with the Laws of the World**. The level of personal harmony is variable and depends on many conditions.

First of all, let’s consider “**The Law of personal responsibility for the evolutionary dynamics of cognition/comprehension**” (III. D6d). “**The personal responsibility for the evolutionary dynamics of cognition/comprehension is determined by personal choice of system of cognizing/comprehending energy-information.**” It is the rule of personal responsibility for the evolutionary dynamics of energy-information. Indeed the writer of genius W. Shakespeare was right: “...we know what we are, but know not what we may be”.

We have living examples everywhere. You let your child watch aggressive TV program? Here he has good and evil entangled in his mind. He may follow negative character not being aware that something is wrong. Such programs are legal in the state! Under the influence of images (toys, games, films) and the flow of accessible and “colorful and savory” information about antisocial actions (such as violence, murders, robberies, corruption, etc) about 30 % of schoolchildren today secretly or obviously dream of becoming killers. Manipulation of personality disorganizes it and makes it act irresponsibly. In mass media it was repeatedly reported that students of American schools shot their schoolmates and teachers. It is likely that the same reasons influenced Russian schoolchildren and the incidents of group violence and collective suicides took place in schools. The study of anxiety level of teenagers of Moscow schools has shown that 85 % of pupils have rather high level of anxiety based on the fear for their life.

“**The Law of self-organization of education**” (IV. E4a) worked! And it will always do. The task of the system of education is to teach children to know, to feel their ideal, and “their” information in compliance with “**the Law of genetic determination of self-organization of education**” (IV. E3b). It is the rule of bio-adequacy of education. The given examples show that this law was broken. Children cannot choose “their” information. They were not taught to do it! Harmful information ruins them. But it is possible and essential to teach the child the art of choosing information necessary for them. The following law says about it.

“**The Law of growth of emergent qualities of the system ‘man’**” (II.B5c) in the table of “Periodic system of General laws of human society” says: “In the course of evolutionary cosmic development inevitably arise the new, not existed before—emergent— structural-functional possibilities of the system “man”, raising him to more sophisticated levels of development”. Not disturbing natural rhythms, cycles, structures, programs, a person complies with natural norms of functioning of his system as a part of the universe. These indispensable norms are to determine his temper as a way of behavior and responding the events. The complex of all the norms determined by

the Genome of the World and Universal laws of the World is morality, “the degree of the system “man” stability to the negative influence of environment” [25, p. 258].

Morality is a sustained compliance with the Law of harmony in behavior, thinking, and activity of man. Morality is developed by moral processes in the family and system of education. It must be widely explained because everyone must know the rule of the purpose of cognition/comprehension: **“The highest purpose of energy-information of cognition/comprehension is realization of its Full Potential in improving the 4 levels of existence: individual, social, planetary, and universal” (III. D7c).**

Harmony is a complex concept. It includes both inner harmony of the system and outer one. Inner harmony is synchronization of all the systems of man with his life purpose. This task must be fulfilled in the system of education by means of the special laws. Being in the state of inner harmony a person is healthy in different aspects: mental, spiritual, physical, intellectual, moral, axiological. He is a morally stable personality.

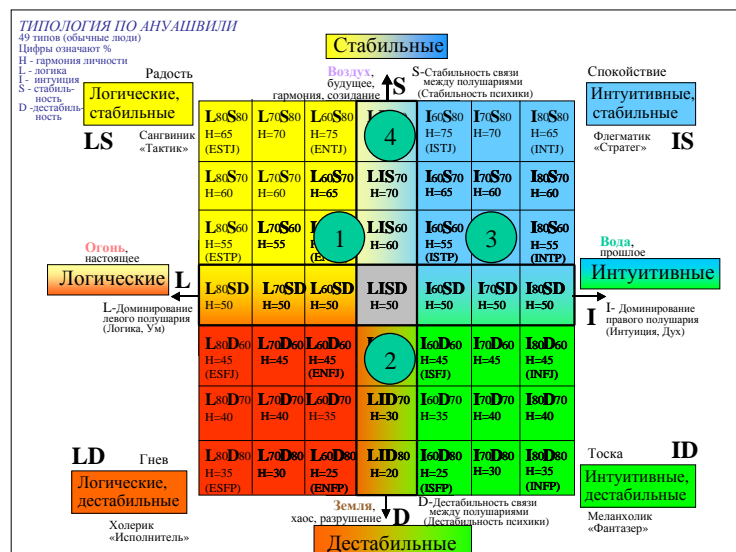
On the contrary, disharmony of cognition can lead to disharmonization of personality. A morally unstable personality develops. In extreme situations a person can show himself as immoral, and breaking the standards of morality.

Outer harmony means consistency of man’s acts with the outer natural and congenital social processes. Deep realization of the Laws of the World, society, man, and understanding of processes of cognition enables person to harmonize himself. Possessing both inner and outer harmony man creates joy of life, love, and health, long living and care of the nature and mankind. Personal morality as a norm encoded in the Basic Genome of the World in the form of energy formula is laid at birth in every human being. Following this Law of the World is a guarantor of happiness, and wellbeing not only of man but also the environment. But the world does not change by itself. It is we who change it provided the harmony of Nature is maintained. Upbringing and nature conformable education of rising generation play a great role in it.

Compliance with the Universal Laws of the World — of sufficiency and personal morality — enables person to raise his creative energy. These key Laws of personality, creative work and happiness are reflected in all the laws of education. It is known (and there is abundant evidence of it) that only 0, 9% of man’s health depends on doctors, 9% depends on the environment, 90 % being in the hands of man himself.

Like river has its rise in the spring — a source of clear life-giving water —and then turns into a powerful river flowing into the sea, so man develops, grows, gets stronger, widens, and realizes himself from the key **Law of personal morality**. Moreover, if at some moment of life a person realizes the necessity to transform, change himself and develop in the direction of his creative realization, he is capable to do it and reach high results. This evolution of personality is reflected in **the laws of education**.

Today, besides the videocomputer diagnostics technique by academician A. N. Anuashvili [13-16], there have been known instrument methods of evaluating the degree of personal harmonization by academician I. N. Shvanyova [265-266] and Austrian scientists A. Shneider and J. Bartel [40, 176, 177]. All these psychological techniques can help personality find the lost values, self-confidence, standard of personal morality, and find his/her place in life. The illustration of realization the importance of following the laws of education can be shown on the example of postgraduate of technical institute. The experiment was carried out by the director of educational centre “Eidos” S. A. Samsonova (Sevastopol). She used the technique of videocomputer fixation of person’s conditions (developed by A. N. Anuashvili) for a long period of time [208]. The dynamics of psychological phase conditions of a boy as he becomes adult is shown in the pictures.



The first row of pictures shows him in the age of schoolboy. Here insufficient harmonicity in the work of both cerebral hemispheres is observed. A typical for the children of primary school overload of the left hemisphere is also noted.

The second row of pictures shows the deterioration of his state when he was a student— his harmony level is 40 %. His face has the impression of constraint, fear, and overload. It is an obvious condition of a student, who found himself in the university with its strict requirements, self-control, self-discipline, and lack of bioadequate methods of teaching.

The third row of pictures shows positive dynamics during his studies at the seminar “Integral thinking of personality”, based on the methods of noospheric education, in a psychological-pedagogical

training group under the guidance of S. A. Samsonova. His harmony level went up to 60 %. At the same time the right (creative, intuitive) cerebral hemisphere was consciously involved in the process of thinking. The similar results are achieved at the retraining courses of teachers for a short period of time (10-12 days of the off-the-job training seminars). The responses of students, postgraduates, teachers of schools and universities indicate a pressing need of such training in the system of noospheric education based on the special laws of education.

The fourth set of pictures shows the highest level of harmony achieved by a young man being a postgraduate student at that time. In order to reach this harmonious state he had to change the profile of inadequately chosen technical specialty on the advice of a psychologist.

And now let's consider the **educational aspect of pedagogical system in the special laws of education**. It is embodied in the system of **noospheric education and aimed at developing a moral personality**.

All the principles, theory, methodology, instruments of this pedagogical system of our country are adequate to the nature of man and cannot disturb his biorhythms. It is a moral pedagogical system for developing a moral man.

Our experience of work with schoolchildren, their parents, and teachers — people of different specialties and age, nationalities and social status — convinced us that first of all any person has to know 7 steps (levels) of structural-functional growth of personal qualities.

In the scheme #20 the levels of moral ascending — the process of harmonious development of personality considering various possibilities of its psychosomatic nature — are represented.

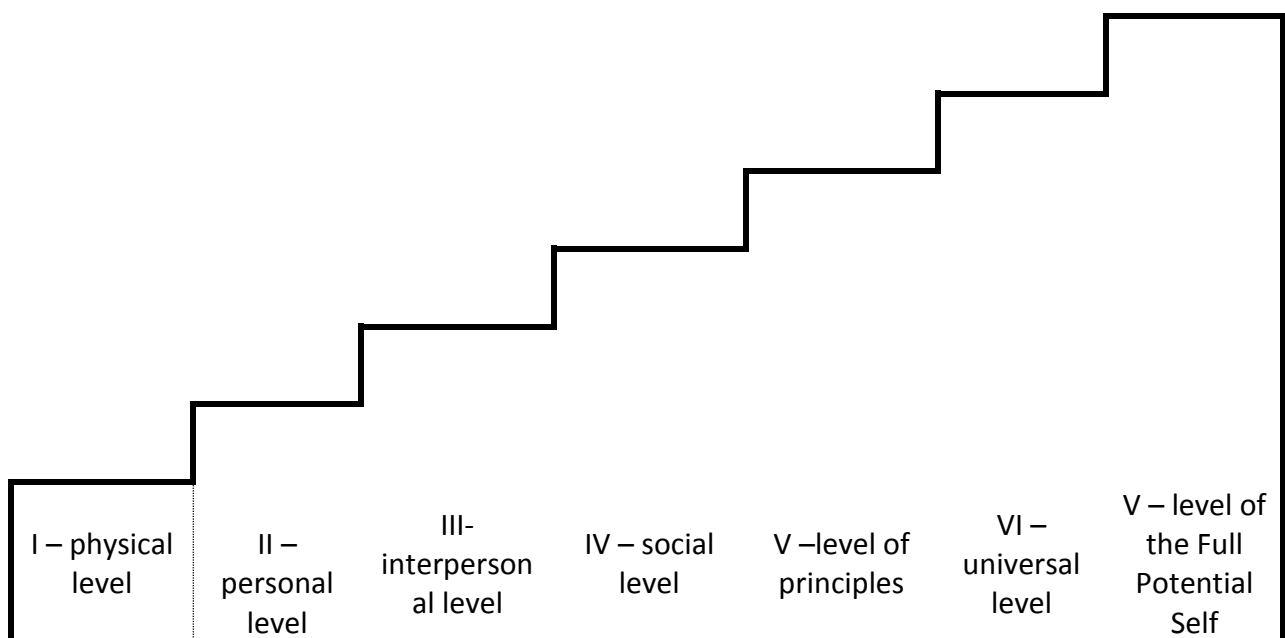


Diagram 20

Moving forward the steps of this “stairs” means harmonious ascending of man, his self-perfection.

Harmonious development of personality

Cosmic help						
↓	↓	↓	↓	↓	↓	↓
Physical 1 level	Personal 2 (creative) level	Interpersonal 3 level	Social level 4	Level 5 of principles	Universal level 6	level of the 7 potential
Full potentials of personality						
Fullness of life Plenty of strength Health Power Energy ↑↑ TO LIVE ----- CHOICE ----- TO DIE ↓↓ Hopelessness Exhaustion Disease Weakness Death	Creativity Confidence Self-awareness "I am OK" Self-education ↑↑ TO REVEAL ONESELF ----- CHOICE ----- NOT TO REVEAL ONESELF ↓↓ Self-denial Fear Anger Vulnerability	Proximity Friendship "We are OK" Mutual respect Mutual understanding ↑↑ TO COMMIT ONESELF ----- CHOICE ----- NOT TO COMMIT ONESELF ↓↓ Solitude Manipulative behavior "Be what I want you to be" Servility Victim	Co-creativity Like-mindedness Openness Trust Solidarity Collaboration ↑↑ TO ACT ----- CHOICE ----- NOT TO ACT ↓↓ Conformism "We have to" Pressure Blame	Perfection Integrity Realization Adherence to principles Fairness Care Kindness ↑↑ TO ESTABLISH ONESELF ----- CHOICE ----- NOT TO ESTABLISH ONESELF ↓↓ Pragmatism Pretence Hypocrisy Immorality Unscrupulousness	Solidarity Knowledge Power Love Good mood ↑↑ TO BROADEN ----- CHOICE ----- NOT TO BROADEN ↓↓ Detachment Estrangement Self-glorification Obsession Tyranny	Personal potential as the integral whole of one's abilities ↑↑ TO BE REALIZED ----- CHOICE ----- NOT TO BE REALIZED ↓↓ The integral whole of all negative abilities of personality
PERSONALITY DISINTEGRATION						
↑ ↑ ↑ ↑ ↑ ↑ ↑						
STIMULATING ACTION OF COSMIC ENERGIES						

Morality is the highest level of harmonization of personal qualities of man with the Laws of the Universe.

For the better understanding what represents growth from the view of personal qualities we use the diagram of harmonious development of personality made by V. V. Woolf (see diagram 5). It was created in the 80th of the last century and was first printed in Russia in the author's book "Holodynamics. All the strength is in action" [56, 288]. This English word in the interpretation of the author means "integral dynamics of the Universe and a man as its part". It is very exact per se but not really suitable word combination for Russian ear. Instead of the true meaning of this phrase (whole dynamics) it sounds like "cold" (Russian "holod"). So, to make it sound more acceptable we use the

term “integral (holistic) thinking” that reflects the processes of dynamics of thinking, management and self-organization of personality as a part of integrated and dynamic Universe.

We complemented the Woolf’s diagram with the 7th column – the 7th face of personality. Professor B. A. Astafiev in the agreement of the developed by him theory proving genetic and energy-information integrity of the World guided by the Creator, complemented this diagram with the explanations of cosmic help. In case of decreasing of these or those activities in personal development including physical state, strength of mind, willpower, zeal, creativity, etc, a person is given help which removes unfavorable dynamics. This help may be in the form of creativity stimulation, health improvement work, will strengthening, and also in the form of positive information preventing the perception of destructive information, and developing critical attitude to it. We believe this complement to be very important because it shows a close connection of personality with the surrounding World of Universe. The most important educational function of the laws of education is imprinted in the diagram: self-organization of moral personality is congruous to the Universal Laws of the World.

The same diagram is shown in a different way. This is a creative design of a painter I. V. Ovcharova [174], and we believe it enables to learn this new and complicated psychological-pedagogical material more demonstrably (diagram 6). Seven faces of personality: physical, creative, interpersonal, social, principal, universal are presented in the diagram in the form of vertical columns, and marked as I, II, III...VI. The columns are consecutively painted in the colors of the rainbow. The upper and the lower parts of the columns are sharpened. This way indicates the powerful concentration of energy-information in these points of columns. It is here the full potential self of every of the faces of personality is focused (we call it “a guide” at physical, personal, interpersonal and following levels). The column VII is integration of all the six foregoing levels. It is a specific information-energy folding of personality defined as “**a full potential self**”. It means the integrated whole of all abilities of man up to the realization of his purpose of living on the Earth.

In the centre of every column there is a word “Choice”. In fact, any person, consciously or not, at any moment makes a choice either of evolutionary or involitional dynamics. The choice of movement upwards means the way of personal harmonization. See “The Law of personal choice of energy-information of education” (IV. D6c). Here is in force the rule of **personal responsibility** for the evolutionary dynamics of man’s education.

The opposite choice is the way to degradation. The dynamic process of choice continues as long as a person lives. In fact, there are usually several choices at the same time. For example, you have made a choice to learn *the faces of personality* by reading *this book*. You have decided to read at *this time*, and in *this mood*, etc. But you could have made another choice of time, place and mood. You could have chosen some *other* topic for learning, but not *this* one. You make a choice of jobs, principles, social statuses, worldviews, friends, paths of your activity, etc.

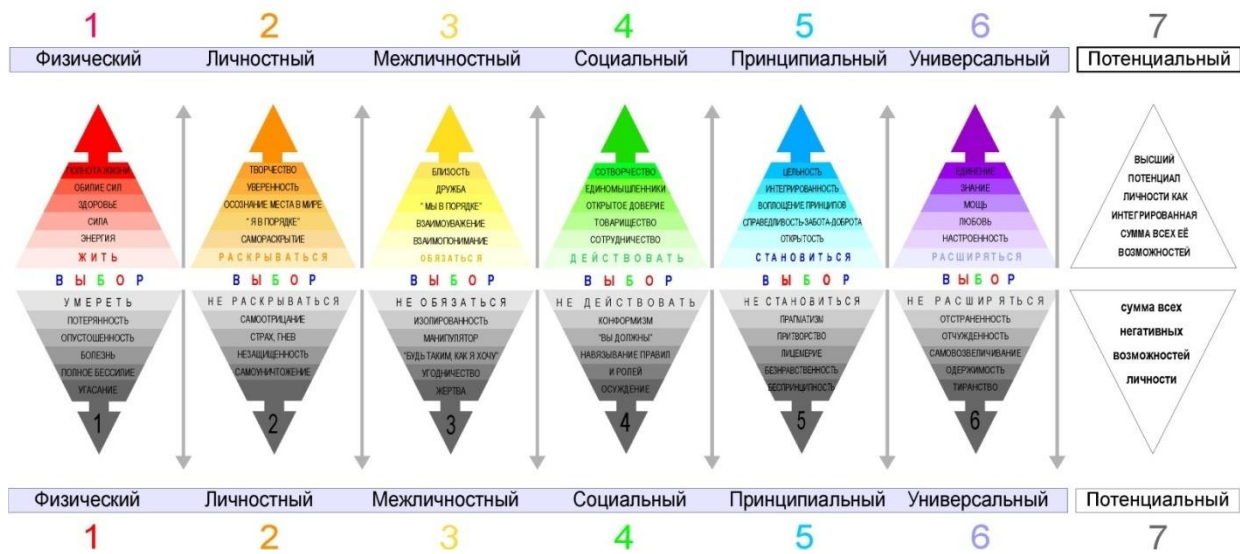


Diagram 6. The Table of Harmonious Development of Personality.

The correlation of choices brings to the results which are also your choice. Whether you choose books, music, films, friends, or universities, you choose certain principles of life, approaches, social orientations, and your perspectives. So, all you do is connected with hidden from your understanding choice, the meaning of which will be obvious for you only some time later.

What is to be done to help a person make a moral choice in compliance with his genetic potential? As this choice is determined genetically and his earlier life.

But the acts of mind and consciousness are prolonged. If we are aware of the new challenges of Time and absolute necessity, inevitability of acquiring emergent (unprecedented before) qualities, then we, as a system, must take a complex of actions concerning our self-organization. So, let us consider the way of working with the diagram of harmonious development. We must remember that "man can make the path he treads great, but the path cannot make man great" (Confucius).

And now try to find your "position" in the diagram of harmonious development of personality. Examine every column and mark your state at the moment. In the upper part of every column find the state you seek. Think about actions necessary to reach it. It is useful to have this diagram before your eyes as often as possible. Such analysis of the state will help you harmonize your personality. There are also psychological techniques of personal harmonization based on this diagram which you could possess for 10-12 days. Pay attention to the fact that all the faces of personality do not exist separately. They are integrated in person. And their peaks (according to the resonance principle) are attracted.

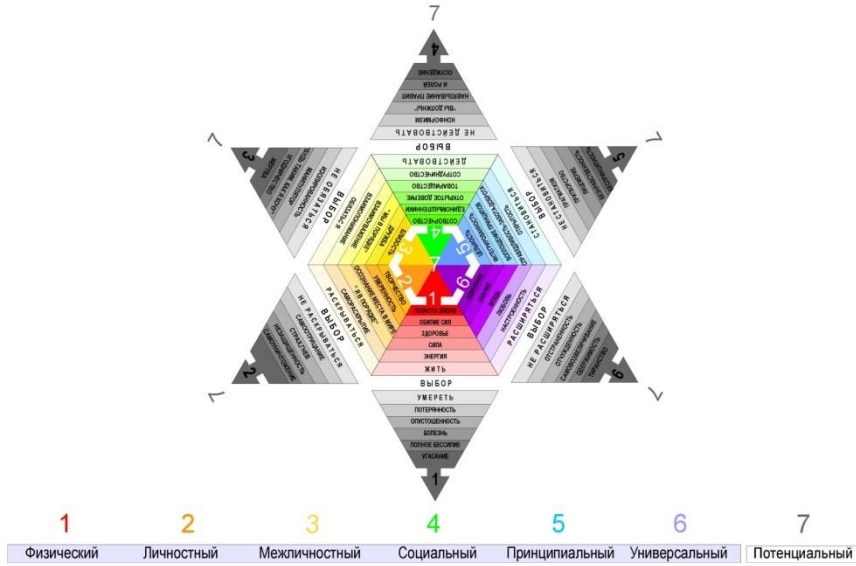


Diagram 6a. Levels of personality development

Even the first definitions of human consciousness given by Heraclitus pointed to its infinity. “Man is provided with a whole Cosmos inside”. And there are an infinite number of paths in this Cosmos. All of them are not activated as long as a person has chosen them. It is very similar to work with computer: one can choose to work with word processor or artwork, painter or pilot program. diagram 6a represents cosmos of personality. The paths chosen can lead both to Heaven (rainbow colored zones) and Underworld (dark zones). The more powerful positive energy, the faster it concentrates in the heart of personality. In this process dark zones “fall off” such a radiant, bright personality because the power of light conquers low vibration processes surrounding a person.

According to anthropic principle of cognition, the World is *such* in our understanding because we are *such* and imagine the World *like that*. For example, a person does not think it is necessary to develop his worldview principles and horizons. And he has no ideal (model) of such development. diagram 6b shows that his “personality integral” is not complete.

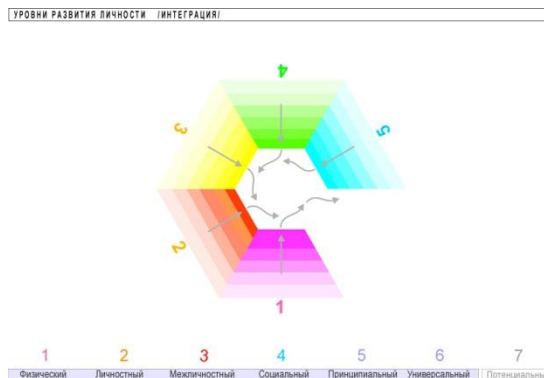


Diagram 6b

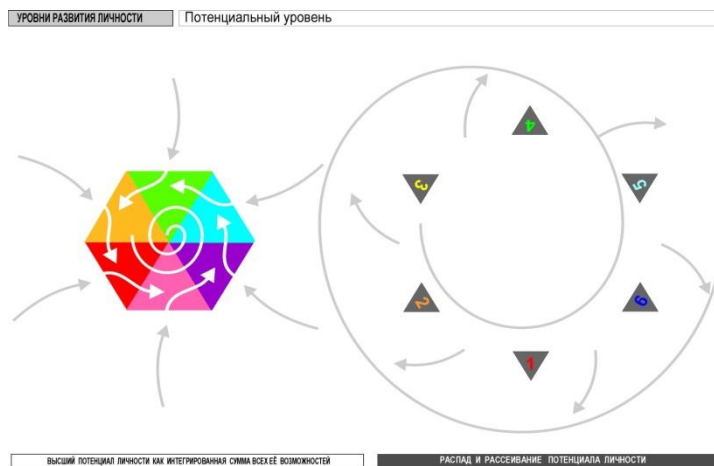


Diagram 6c

Diagram 6c shows a model of integral personal energy-information and vectors of its movement. In fact, this is a scheme of **high potential of personality — powerful concentration of all the best a person has in physical, creative, interpersonal, social, principal, and universal levels.** It is within the power of such personality to make the path creative, happy, efficient, and realize its highest purpose in life.

The concentration of creative processes of personality is shown with an arrow in the left-hand movement. The right-hand movement is typical for stimulating force. You can see a model of powerful concentration of high potential of personality: zone 7 designates the concentration of all ascending energies of all the faces of personality. In this state a person experiences a quantum leap — an emergent (unprecedented before) awareness, understanding, problem solution, purpose achievement. A quantum leap is a bright enlightenment, insight, long-awaited realization, and it actualizes at the expense of powerful energy-information focusing of all the resources of personality on the achievement of his purpose. At all times winners, passionaries, and just successful people possessed the skill of such focusing. As the ancient Romans said: “Hoc signo vinces”.³⁷

³⁷ “In this sign thou shalt conquer”.

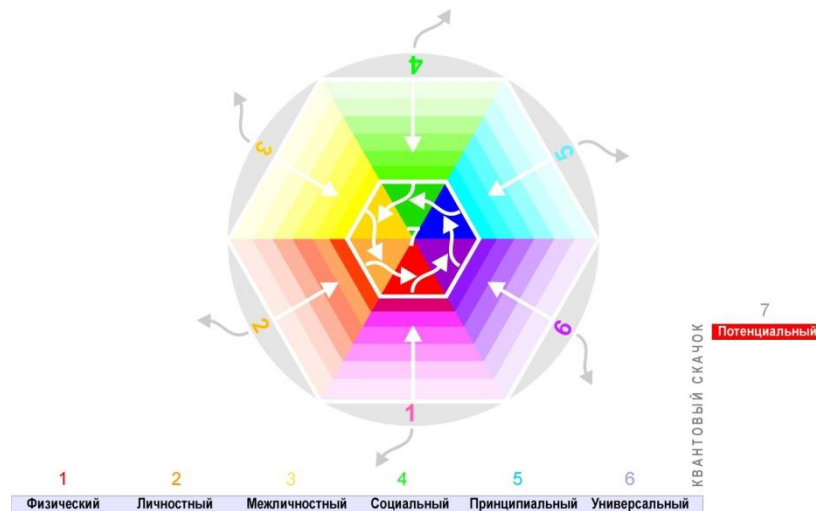


Diagram 6d

I would like to give a metaphoric comparison of individual ascending to morality for every person. It is provided by individual moral cognition, and to be more precise, person's morality is his embodied moral behavior and activity. Imagine a high mountain on the top of which a person can feel the unity with the Divine World. To reach the top any person has to go his own way and speed. The number of ways is endless, but the target is the same.

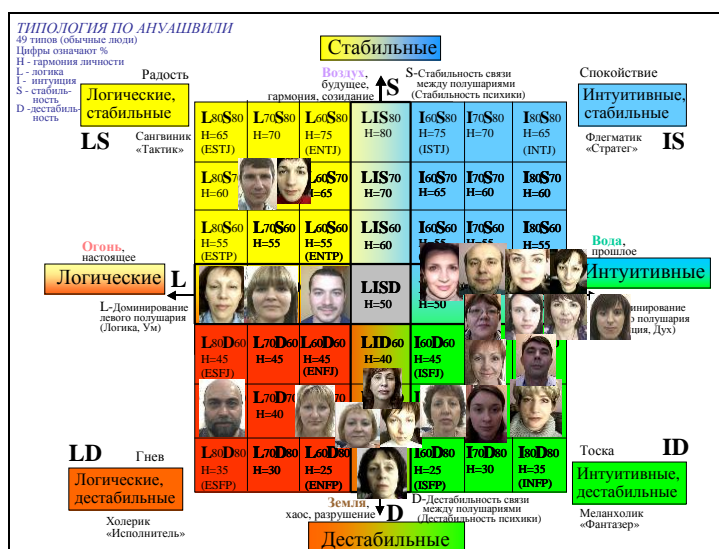
People are creating **hands** of God. The highest purpose of the system of laws of education is to achieve the full potential in improving all the levels of education. ***“The purpose of the high potential of education system hierarchy is improvement of the quality of education on individual, social, planetary, and universal levels in compliance with the Universal Laws of the World” (IV. G7b). The realization of High Potential of the system of education laws, cognition/comprehension in multisided mediums of living enables mankind to develop in space-time continuum of the World.***

Creating a moral personality in ourselves, we comply with the rule of unity and infinity of the systems of the laws congruent to the Universal Laws of the World. The custom of ascending has been known in Japan since the ancient times. It is famous ascending the sacred Mount Fuji. High mountains for performing rituals of the Itelmens, Buryats, Inca and other peoples are known. The ritual architectural structures imitating a mountain are also well-known: Egypt and Maya pyramids, oriental pagodas, Russian hipped roof architecture. And the leading religions of the world inherently offer the way of ascending the peak of personal capabilities of man. In the table II “The Periodic system of General laws of human society” [165] under the cipher B6a appears a law of evolutionary-cosmic complication of system “man”. Let's consider the possibilities of its realization on the example of video-computer diagnostics of a group of young people.

The method of video-computer diagnostics developed by an academician of Russian Academy of Natural Sciences A. N. Anuashvili can be used to measure the level of personal harmony [13]. It is accepted to think that the highest level of person's harmony (100%) is unattainable. However, 80% is quite achievable level.

An example is a group work on motivation of integral person's thinking from the experience of a Candidate of Psychology I. V. Smokvina (Odessa) [218, 219]. You can compare the places of portraits of group members before psychological correction and after training at the psychological seminar. At the beginning of the seminar only two participants had the level of harmony above 50 %.

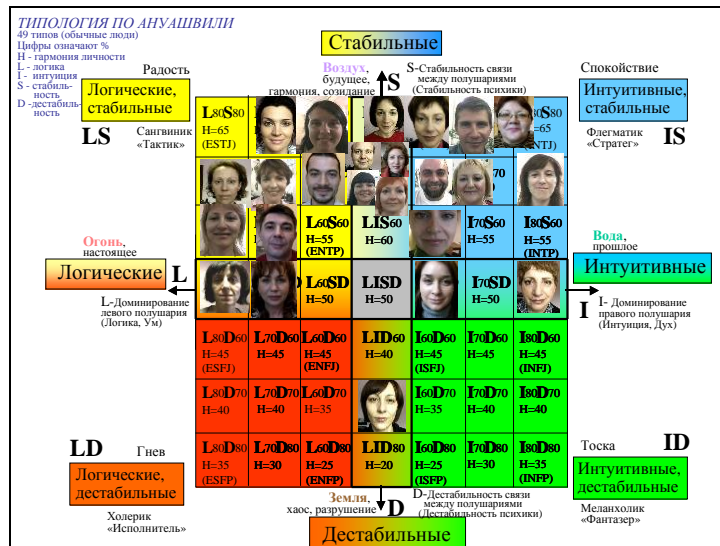
At the beginning of training



After the seminar, as a result of finding personal ideals at the seven levels of person's development, the participants changed greatly. According to the research of I. N. Smokvina 79% of participants reached the level of harmony above 50 %. It means that they can make independent decisions, and can be the leaders of big collectives both in state structures and small independent creative groups. 21% had a high level of harmony (80%) and stable links between the cerebral hemispheres (80%). They can equally fulfill themselves as strategists and tacticians depending on the personal choice. They will not drift with the stream of life anymore, because they have learnt to live their life in compliance with their purpose, and now have a high level of stability to unfavorable life events.

17% of them "came up" to the zone of medium level of consistency of oscillation processes in brain hemispheres. They also have enough knowledge and skill to improve personal harmony. Their psychological state became quite stable to fulfill themselves successfully in the surrounding world. 4% of them were surveyed iteratively a month after the learning and showed positive dynamics.

At the end of the training



The distribution of the results before and after the training of 24 people at the psychological seminar can be seen in the scheme 21.

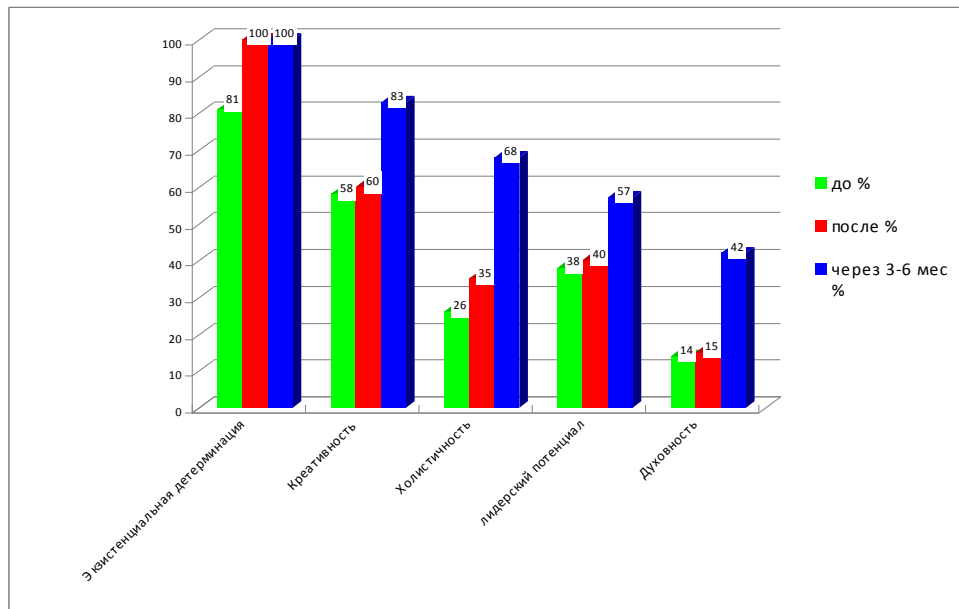


Diagram 21. The results of characteristics before, after and 3-6 months later the seminar (by I. V. Smokvina)

A considerable dynamics of surveying characteristics is coming to the front. Creativity, i. e. ability to creative activity, was registered in 53 % of participants before the seminar, and 83% – 3-6 months later. Holistic integrity (physical, mental, emotional, intellectual, spiritual integrity)—in 26% before the seminar, 35% right after the seminar, and 68% — 3-6 months later. Leader potential increased up to 57% 3-6 months after the seminar as compared to 40% at the beginning of the training. Spiritual level increased from 14% to 42%. These results indicate the stable processes of positive self-regulation which was the purpose of the seminar.

All the participants of the seminar kept stable positive spirit, confidence, realization of problems as a source of their own development and spiritual growth. Great positive changes in all spheres of their life occurred: improvement of health, material welfare, harmonization of relations with members of family, advancement in career and social growth. The enhancing of creative potential and leader's qualities enabled the participants of the seminar to start their own business, head their own companies or creative cooperation.

The Law of evolutionary-cosmic complication of system “man” is a rule of structural functional growth of any personality. Let's study the scheme #22 of harmonious development of personality. You cannot deny your body consists of chemical elements, can you? There are twenty basic psychological types of people, each type being represented by this or that concentration of some chemical elements. According to this, the dynamics of personal activity integrating the seventh level — the full potential self of personality — is inherent to people [265, 266].

Any quality of human personality becomes more complex in the process of evolution sequentially going through seven phases of growth: 1 — physical formation, 2 — creative personal development, 3 — interpersonal realization, 4 — social realization, 5 — forming a system of principles, 6 — universal world-view and idea of your own place in the world, 7 — integration of all the six previous phases in the form of full potential self of personal development.

Having reached its high potential self the personality acquires a concentrated ability and stable skill to manage its behavior (in the scheme —“Dynamics of Chaos Management”— the spirit of man aspiring to the Infinite General Harmony— the God).

This law is in the basis of work in the system of noospheric psychology which is an integrative part of evolution of man's psyche at the stage of noospheric transition.

Today it is essential for parents, educators, teachers, and organizers of education system to master the laws of education, create the programs and methods consistent with the modern achievements of the sciences, including the science of man.

According to anthropic principle of cognition, the world is what we think of it. But the acts of reason and consciousness are prolonged: if we realize the new challenges of the time, then our system self-organizes; if we realize an absolute necessity of acquiring emergent qualities of our personality, then the system also self-organizes. Of course, in the context of this work about the laws of education, the possible choices which must not be accidental and unreasoned are considered.



Diagram 22. Harmonious moral development of personality in consideration of various abilities of psychosomatic nature.

One can say the mankind is proceeding to self-destruction. It might be true for some part of people but not for those who believes in the Creator and follows His Laws. It is consistent to suppose that He needs working people but only those *who do not destroy the nature of the Earth and Cosmos* by their activities and negative thoughts, do not harm the biosphere and mankind.

As life is the process of regulating choice and determining coherence, so we can see a lot of illustrations of co-evolution of Spirit and matter, consciousness and activity, cognition and comprehension in the development of mankind. An academician B. A. Astafiev has analyzed the history of science (1160 outstanding scientific discoveries for the last 500 years) which enabled him to come to the conclusion that the adoption of the cognized is highly complicated by incomprehension of contemporaries. The examples of it are the works of Paracelsus, N. Copernicus, G. Bruno, N. Lobachevski, G. Mendel, A. Einstein, N. Kozyrev, and many others [32]. This conclusion is absolutely confirmed by the creator of the first integral evolutionary theory J. B. Lamarck (1744-1829), who said that however great the difficulties associated with the discoveries of new facts were, even greater difficulties are on the way of their recognition.

Introduced in this chapter concept **moral cognition/comprehension** seems to require a long time to be understood and accepted. There are many reasons for this: it is not easy for politicians, ideologists, workers of management and education of the old world to change to a “new track”, as they are at the helm of the state as it is. All the new requires using of the brains and moving of the bodies in the process of doing the new things. An outstanding science-fiction writer and scientist I. A. Efremov in his time as if looked at the emerged critical problem of our time: “The mankind in its time passed the critical point of development... when the potency of matter and cosmos was already opened up to people but the forms of social relations had still been old and the development of public conscience lagged behind ...”, then time was ripe for critical revision of all the

positions of mankind habitation on the Earth, its attitude to nature and people! It is about our time which requires a new approach to organization of living on the Earth!

A popular wisdom says: “*As you sow you shall mow*”. The measure of germinating ability of the seeds of education can be determined in the distant future. However, the violations of the General laws of human society in education are already obvious today. Some of them are given in the following table.

Table 7

The General Laws of human society and forms of their violation in traditional pedagogical process.

№	LAW	FORMS OF VIOLATION
1. II. C3c	Synchronization in human interaction	Dependence of pupil on teacher. Disregard of the rights of a child.
2. II. C4a	Self-organization of human interaction	Manipulation of pupils' behavior (following a mold)
3. II. C4c	Biofeedback in human interaction	Teacher's formal interest of pupil's success. Orientation to appraisal rather than knowledge.
4. II. C4e	Understanding in human society	Teacher is not taught to understand mental state of pupils, purposes and actions of a child.
5. II. C7a	High Potential of interaction in human society	The lack of conception of happiness in teaching and high purpose of learning.
6. II. C7c	The realization of High Potential of interaction.	Formal teacher-pupil interaction due to teacher's overload and lack of experience to the communication of the kind.
7. II. D3a	Energy-information management in human society.	The matter of management is substituted by formal criteria: appraisal, order.
8. II. C3b	The choice of vector of energy-information management.	Teacher is not taught the methods of choice of positive vector in life and teaching.
9. II. D3c	Synchronization of energy-information processes of society management.	The responsibility of teacher for structural-functional synchronization of “teacher-pupil” system is shifted to pupil's poor progress.
10. II. D4a	Self-organization of management in human society.	The lack of system of pupils' school life self-organization as self-education system.
11. II. D4c	Social feedback in human society.	Formal social supervision of pupils from the side of school, which encourages neglect, marginality, antisocial display.

12. II. D4d	Managerial feedback in human society.	The lack of efficiency of pupils' behavior management, resulting in "neglected children", and marginal groups.
13. II. C5b	Keeping evolutionary reasonable forms and methods of management in human society.	The forms and methods of management of children groups worked by pedagogy in the pre-perestroika period are destroyed.
14. II. E3b	Stimulating energy-information in creative self-organization in human society.	Formal methods of teaching do not stimulate creativity of pupils.
15. II. E4h	Purity of creative ideal of personality and society.	The lack of conception of necessity of universal ideals of personality and society, and substitution of them for western ideals.
16. II. E7c	Realization of high potential of creative self-organization of human society.	The lack of conception of purpose, High potential of personal creativity. The lack of methods of their working out.
17. II. F2b	Determining activity of creative energy in evolution of human society.	Secularization of personal creativity is followed by retardation of evolution of society.
18. II. F5b	Emergency of evolution of human society.	Scientific and psychological novelties are not accepted, which breaks the natural process of evolution of society.
19. II. F5d	Systemic cosmic evolution of human society.	The novelties of science (psychology, genetics, wave biophysics, sociology) are not integrated. The lack of idea about cosmic evolution of man.
20. II. F7a	High potential of evolution of human society.	The lack of knowledge about the Universal Laws of the World and their synchronization with life of man and society. The pupil was not taught to find the purpose of his life.
21. II. H5d	Self-organization of worldviews.	The lack of scientific base of modern view of the world congruent to the Universal Laws of the World and General Laws of human society in the process of education.
22. II. H3c	Dynamic asymmetric-balanced choice of personal worldview.	There is no pedagogic purpose of encouraging personal choice of constructive worldview.
23.	Personal choice of worldview.	The traditional educational process does not develop

II. H4b		responsibility of person for the choice of vector and quality of the worldview.
24. II. H7b	Purpose of High potential of worldviews.	The purpose to develop ideas of pupils about the worldview as an instrument of improving four levels of life: individual, social, planetary, universal is not set.
25. II. H7c	Realization of High potential of worldviews.	The need to put the High potential of worldview into life is not developed in a person, which results in forming double standards, defective morality, and lack of possibility to be happy.

So the pupil has to overcome incomprehension, reluctance, laziness, and different difficulties. It is like the movement demanding too much physical effort and energy of the body. As a result he becomes tired and exhausted very soon.

The genetically determined process of cognition at the noospheric lesson is represented in the following table “The periodic system of special laws of education”.

Diagram 23. The perception of information in the process of cognition.

At traditional lesson		At bioadequate lesson based on the methods of noospheric education	
Left cerebral hemisphere	Right cerebral hemisphere	Left cerebral hemisphere	Right cerebral hemisphere
Social dominant			
The Laws of self-organization		The Laws of	self-organization
		Biological dominant	

The arrow shows the direction of motive movement to cognition. In the first case the motive is dictated from outside the system “pupil”. It is a *socially determined* motive: It is necessary to study, because... (there is a great many of variants) such is the demand of the society. In the second case

studies are *genetically determined by the interest of pupil himself*: I want to study because it is interesting for me.

Where does this great difference come from? It can be explained that in the second case *biological determinant is genetically determined way of cognition*. This method is built into noospheric education as an imperative of personal *safety*. It cannot harm a person. It is easily organized at the ordinary lesson, but it only demands following consistent steps worked out in the noospheric method. That is what a strict observance of the **laws of education** is.

In the first case social determinant is imported to the system “pupil”, so the knowledge is not own, intrinsic, it is foreign, not useful. So the process of learning goes “against the stream”, contrary to natural vector, and way of cognition.

The research carried out by a neurologist N. A. Davydovskaya ascertained a significant improvement of all the indexes of health during the noospheric lessons, which she explained as genetic determinancy of transmission and perception of academic information [62-66]. Numerous investigations carried out by teachers, psychologists, doctors have shown that the lessons given in the system of noospheric education have a favorable effect on the health of pupils and teachers, and improve it [11, 37, 73-74, 79, 91, 97, 120, 121, 123, 154, 171, 172, 176, 177, 197-199, 205, 207, 208, 211-213, 225, 226, 251, 252, 258, 275].

Table 8 shows that noospheric lessons are conducted in compliance with the special laws of education. Informed about these laws a teacher performs as a wise director of mental activity of pupils. He does not disturb their creativity, initiative, self-organization. He develops the habit to work, revision of learnt material, respect for teacher’s and classmates’ time; he directs fantasy and logic, activates projective function of pupils’ thinking without additional consumption of time and energy. Can you imagine cheerful work, enthusiasm, smiles of pupils who are absolutely carried away with the process of cognititon?

Table 8

Special laws of education in the system of noospheric teaching

Periods	Result of pedagogical influence in the course of noospheric lesson	Elements of education	Energy of education	Energy-information of education	Self-organization of education	Evolutionary changeability of education	Hierarchy of education	Methodology of education
1	2	3	4	5	6	7	8	9
↑ 7	Accommodation of learning material in memory, developing the skill of using it in practice	+	+	+	+	+	+	+
↑ 6	Hierarchic perception of learning material as compared to previously	+	+	+	+	+	+	+

	obtained knowledge							
↑	5 Evolutionary view of material of cognition and its development in inter-disciplinary relations	+	+	+	+	+	+	+
↑	4 Self-organization of learning material in the form of personal mental image of pupil	+	+	+	+	+	+	+
↑	3 High informativeness of learning material	+	+	+	+	+	+	+
↑	2 Emotionally deep feeling of learning material	+	+	+	+	+	+	+
↑	1 Sense perception of learning material	+	+	+	+	+	+	+
↑	0 Preparation of teacher and pupil for lesson	+	+	+	+	+	+	+

Notes.

1. Symbol “+” denotes compliance of pedagogical process with the laws of education.
2. The arrows show that noospheric education promotes organized step by step ascending from following simple laws to their more complicated levels. It provides:
 - 1) equal “starting possibilities” to feel and emotionally perceive the learning material;
 - 2) gradual complication of perceptual process;
 - 3) consolidation of learning material in the long-term memory due to involving 5-6 sensory canals;
 - 4) motivating of natural interest of pupil (it is not a problem!) because the genetically determined course of cognition makes learning joyful and absorbing. Such was the plan of nature! And we, the children of nature, can speak the same language with it without any difficulties!

Let us consider not a genetically determined motive to learning but a social one.

In table 9 a simplified structure of “Periodic system of the laws of education” is presented (See table 9).

Table 9.

Special laws of education in the system of traditional teaching

Periods	Result of pedagogical influence in the course of noospheric lesson	Elements of education	Energy of education	Energy-information of education	Self-organization of education	Evolutionary changeability of education	Hierarchy of education	Methodology of education

1	2	3	4	5	6	7	8	9
7	Social, coercive accommodation of learning material.	0	0	0	0	0	0	0
6	Random orientation of knowledge hierarchy.	0	0	0	0	0	0	0
5	Random orientation of evolutionary relationship in cognition of learning material.	0	0	0	0	0	0	0
↑ 4 ↓	Unmotivated self-organization of individual knowledge	0	0	0	0	0	0	0
3	Acquisition of logical information	+	+	+	+	+	+	+
2	Lack of emotionally deep feeling of learning material	0	0	0	0	0	0	0
1	Lack of deep sensory perception of learning material	0	0	0	0	0	0	0
↑ 0	Preparation of teacher for voluntary presentation of material.	□	□	□	□	□	□	□

Notes.

1. Symbol “+” denotes compliance of pedagogical process with the laws of education.
2. Symbol “0” denotes non-compliance of traditional pedagogical methods with the laws of education.
3. Symbol “□” denotes partial compliance of teacher’s preparation with the laws of education.
4. The arrows show that traditional education breaks step by step ascending from following simple laws to their more complicated levels.

Thus, socially determined method of getting information involves only two from eight levels of laws of education. In the process:

- 1) genetically determined method of perceiving information is broken;
- 2) information which is given to pupils lacks the basis in their emotional world, so it does not become personal;
- 3) being “not personal”, it does not stimulate pupil to its ascending to the high potential, so it does not become creative.

It means that the most powerful laws of self-organization of information, evolutionary changes, hierarchy, and high potential are not available for such a shortened cognition.

In 2000-2009 we and our colleagues from Kharkov Karazin national university carried out the research into breaking the laws of education. The influence of traditional pedagogical methods on mental and physical health of pupils was studied. More than 1000 schoolchildren from Moscow and Kaluga region, Saint Petersburg, Kazakhstan and Ukraine were examined.

Method: modern bio-resonance devices (“Matrix-2”, video-computer diagnostics) were used for individual diagnostics of biorhythm condition of organs, systems and body in general.

Purpose: to reveal pedagogical methods which are biologically inadequate to the genetic laws of pupils’ body and brain work.

Results: it was found that 88 % of pupils had basic disturbance of biorhythm dynamics. Negative reaction of pupils on learning information invading their system was registered. They took it as unnecessary, irrelevant, uninteresting, and imposed. Therefore, their mind and body either reject or prejudice it. This resistance was fixed by the device as disharmonious vibrations, accumulation of which in constantly increasing rate for 8-11 years of studies results in organs failure to function. 190 disorders per 100 leavers of Moscow schools were officially registered. We revealed that 80% of General laws of human society and General laws of cognition/comprehension, and 80% of special laws of education were not followed in traditional pedagogical practice.

Thus “Periodic system of the laws of education” becomes an instrument of determining the measure of germinating ability of seeds of cognition and education. It also clearly demonstrates the measure of germinating ability of not sprouted seeds of cognition. It becomes clear why it is so difficult to put into practice, implement not sprouted seeds of cognition. It turns out that without knowing the laws we want to snatch some knowledge and implement it by force ignoring the laws of Nature, cognition, and education! “Periodic system of the laws of education” makes the way of correction of existing difficult situation evident! Owing to this cause the system of laws of education can serve as a plan of moving to rehabilitation of the system of education and “azimuth” of pedagogical practice as well. “Azimuth” movement according to the table “Periodic system of special laws of education” is described below.

What has to be done? **Eight successive steps of pedagogical “azimuth”** are given in the structure of the table. They correspond to the periods 0, 1, 2, ...7.

1) It is essential to train teachers, educators, and parents in mastering integral, conformable to nature thinking which can bring them to teaching and educational process in compliance with Universal Laws of the World, General laws of cognition/comprehension, and **special laws of education**. If you have a look at the diagram “The prism of laws in the system of education”, you can see that breaking the laws of psychics, education, and management leads to breaking Universal Laws of the World. It is not without reason that interdependence of these groups of laws inherent to the

noospheric education, is called *apodictic* by a Do...
reliable, based on the incontrovertible logical rec...



Diagram 24. The prism of laws in the system of education (by V. D. Atazhanova)

Keys: Y_1, Y_2, \dots – understanding of laws by the Teacher.

The diagram shows: 1) **dependence** of breadth of potential views of a pupil on the real views of a teacher; 2) 7 levels of possible **distortions** of the laws of the world, society, and man on the hand of teacher (school); 3) 7 levels of possible **distortions** of understanding the laws of the world, society, and man by pupil.

The new time demands evolutionary new purposes, methods, and tasks in pedagogy. For the purpose of motivating integral thinking of teachers, educators, and parents we have worked out programs and seminars (12 working days) in the system of noospheric education.

2) A teacher has to orientate all the kinds and forms of cognitive activity of pupils to their physical and sensory-motor perception, potentialities and needs. By means of this compliance with the laws of elements of education is achieved (the first period in table IV). One of the brightest examples of correct organization of cognitive activities and following the laws of cognition of a certain period is shaping alphabet letters from dough and then baking them by pupils of the first form together with their parents. What a pleasant taste the sweet-scented letters had! How easy to remember them enjoying their taste! (From the experience of work of V. D. Milovanova, the director of school #9, Almaty).

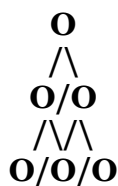
3) In order to follow the laws of the second period of table 8—the laws of energies of elements of cognition— it is necessary to organize free emotional “passing through” of learning material. The appropriate questions are: “What do you feel?”, “What would you like to do?”. Children can also be offered to express their feelings in color, dancing, images, posture, words, rhymes, songs or to draw the image of information. (The experience of work of L. V. Mazurina, L. V. Moroz, L. A. Polovinka, V. N. Tur, V. I. Pavlenko, N. S. Konina includes learning performances, singing, drawing, etc at Geography lessons).

4) Following the laws of the third period of table 8 will not be very difficult to do in case of well organized stages 0, 1, 2. It is important to explain the information having structured it in modules, or fragments (teachers E. V. Nevskaya, T. V. Fyodorova, N. V. Korzh demonstrated it during the open lessons of mathematics, history, Russian).

5) Let’s consider the fourth period of table 8. The laws of self-organization of information are better perceived and work if a teacher offers pupils to place new information on some image (drawing). At this stage in the exercise-books of pupils appears “obrazon”, i. e. an image with structured information put on it. Most often the images of nature are used— trees, flowers, birds, and others.

6) In the fifth period of the table during the lesson pupils discover a lot of ideas, variants of drawings that indicate the evolving of new learning information. They offer ideas from related areas of knowledge, practice, and their experience. The task of teacher is only to let pupils implement their ideas, and organize discussion in class or exhibition of design works of pupils. Teachers A. D. Zhestokanova, I. G. Kharitonova visually demonstrated this at their lessons.

7) The hierarchy of knowledge of pupils in any subject forms into the structure of lesson because according to the work of brain every new “obrazon” invisibly for us comes into hierarchical contacts with the others. Imagine that children studied a topic during six lessons. At every lesson this or that obrazon (O) appears. As a result they can draw up all the obrazons hierarchically.



Pupils can easily distinguish the main information from the subordinate one.

8) Achievement of the laws of high potential level has two aspects. On the one hand, the teacher of noospheric education always works in the state of his high potential self. Pupils who are involved in creative learning process also work in their high potential selves. With time they will possess projective function of thinking, i. e. they will be able to find approach to any learning and living situations from the position of high potential. This enables them to achieve a great success in their studies, life, and creative work.

The measure of germinating ability of their knowledge is very high because they studied in compliance with the **laws of education**. From now they will implement their knowledge in accordance with the law, i. e. being aware of them and following them. Today this correlation of anthropospheric approach is called noospheric by a Professor of Chemistry G. Dlyasin [70] who studied the relationships of aminoacids and mind. What does it mean? Noospheric approach is a disclosure of intrinsic relations, that is inherent regularities of noosphere (the sphere of Spiritual Reason) characterized by the unity of structure, the system of mind (alphabet) and the structure of life (the structure of protein). One more important thing to be added is the unity of the World expressed in the system of the **laws of education**.

Working thoroughly teachers, educators, parents become the directors of mental activities of pupils. They are like farm workers taking care of the seeds, none of which must be lost and misused. Their work will be awarded by the highest possible measure of germinating ability of the seeds. This will become the measure of their work efficiency — a field of filled spikes, every of which can grow ripe completely. So it turns out that both the spikes and those who grew them have reached their high purposes, because the seeds of knowledge were disseminated and grown in compliance with the Laws of the World. Every child has the right to study in compliance with the laws of education.

Conclusions. Mental and physical impairment of pupils is traditionally explained by the lack of conditions for preparing home-work, lack of discipline and lack of interest to studies. But all these are the result of breaking the General laws of human society, General Laws of cognition/comprehension, special laws of education. With the help of the device “Matrix-2” it was determined that it happened as a result of using traditional pedagogical methods which did not take into account the necessity of using genetically determined method of perception at the lesson, which synchronize the biorhythms of the teacher, pupils, and learning information. It is this non-compliance with the special laws of the education that breaks the Universal Laws of the World. Table 7 shows the violation of 25 Universal Laws of the World in the course of traditional lesson.

Adequate compliance with the Universal Laws of the World, General laws of human society, and General laws of cognition/comprehension at school inevitably improves health, morality, progress of pupils, social climate of school. A great contribution is also made by multidimensional, systemic reasoning of the method of conducting of bioadequate lesson, favourable creative microclimate, which develops the best physical and mental qualities of pupils and teacher. The research of N. V. Antonenko, a Doctor of Psychology, has revealed a unique **compliance of all the stages of the lesson conducted in the system of noospheric education with the laws of human mental health**. She developed a table of congruence (compliance) of stages of the lesson the laws of human mental health. By means of matrix form of the table the congruence of the stages of bioadequate lesson with the Universal Laws of the World, General laws of human society, and General laws of cognition/comprehension is shown. Table 10 presents in the integrated form the special features of noospheric lesson and its compliance with the laws of mental health.

Table 10.

Compliance of the stages of noospheric lesson with the laws of human mental health.

(by N. V. Antonenko)

BIOADEQUATE (NOOSPHERIC) METHOD OF TEACHING (groups of the laws of mental health)									
Quantum (non-linear)	Using of all the capacities of space-time	Creating a “field of love” using the high potential self of everyone	Motivation to intellectual growth and self-improving	Disclosure of high potential of learning information	Free interpretation of information	Management of internal abilities to learn information	Reflection of quality and degree of self-disclosure at the lesson	Working in the state of high potential self	(<i>Spiritual Creation ψ</i>) High Potential Self
Meta-programming	Management of the capacities of space-time	Management of creation of a “field of love”	Motivation to self-regulation	Self-management of cognitive activity	Management of the process of information procession	Forming of management needs	Analysis of the process of “self-efficacy”	Self-management of learning activity	(<i>systemic hierarchy ψ</i>) Manageability
Neurogenetic	Finding a zone of space-time comfort	Creating a “field of love” = “me and the world”	Motivation to learning the surrounding world	Forming of individual field of consciousness	Self-organization of individual field of consciousness	Forming of group field of consciousness	Analysis of significance of new information	Formation of principle of application of learning	(<i>mental evolution ψ</i>) Universal
Neurosomatic	Forming of “the field of health and development”	Forming of the principle of accepting of self and the others	Motivation of learning activity in compliance with higher principles	Presentation of the highest principles of humanity by way of new learning material	Acquisition of a new quality of inner principles	Realization of the principle of personal directivity to creation	Forming of positive self-estimation (credit of self-faith)	Transference of the principle of efficiency to carrying out the tasks	(<i>creative self-organization ψ</i>) Principal
Sociosexual (moral and ethical)	Drawing up on the topic of vocational guidance	Creating a group “field of love”	Presentation of social significance of learning topic	Resonance mutual motivation to learn the new	Training of self-expression in the group	Personal creative work in a small social group	Finding and recognition of the leader at the lesson (when working with learning information)	Searching of supplementary information on the topic of a small social group	(<i>information homeostasis ψ</i>) Social

Semantic	Creation of comfortable interpersonal field	Creation of interpersonal "field of love"	Motivation of friendly interaction at the lesson	Finding a zone of interpersonal interest	Joint creation of interpersonal faith in common work	Role plays	Estimation in group (credit of faith)	Mutual assistance	(<i>energy homeostasis ψ</i>) Interpersonal
Emotional and territorial	Forming of creative atmosphere	Forming of creative "field of love"	Motivation of interest of a new topic	Involvement of inner vision, imagination, dreams	Involvement of outer vision : central and peripheral	Doing creative exercises and tasks	Creative test	Work at the creation of handwritten textbook	(<i>biochemical homeostasis ψ</i>) Personal
Biosurvival	Creation of comfortable energy-information field of health economy	Psychophysiological preparation of the body to learning	Motivation to cognitive learning activity	Observance of sequence of involving the structures of the brain and body	Transferring of information from sensory stage to logical level	Doing physical exercises and tasks	Estimation of general state	Motivating to do the tasks in the comfortable state	(<i>elementary homeostasis ψ</i>) Physical
Contours of the brain	Preparatory stage	Meeting of pupils	New topic presentation	Explanation of new learning material	Reproduction of information	Consolidation of learning information	Control	Home-work	Levels of personal development ↑ Stages of the lesson ←

The sign ψ in the table means structural-functional dynamics of the human mental health.

The system of noospheric education is a pedagogical system based on the Universal Laws of the World, General laws of human society and General laws of cognition/comprehension. It works by means of special laws of education.

To start the practical work it is necessary: 1) to study the literature about the Universal Laws of the World; 2) to train the teachers to use the methods of biologically adequate (bioadequate) teaching (the first course — 75 hours, the second course—75 hours). **The scientific basis for retraining of teachers, educators, psychologists, and parents was created** by Russian scientists in 1995-2005. The discoveries of the world science for 500 years (16-20 centuries) were studied. It enabled to create special scientific high-capacity programs for teachers. Today we have everything for teachers, educators, and parents to make their children happy!

“Every child has a right at least once in his life to visit such a lesson!”, “Everything becomes clear for me, even difficult material”, “We feel much better after such lessons”, “ I get a supply of cheerfulness for all day long”, “ I want to know more and more”, “I become to understand myself and

the others: I want to love them more”, “I am so full of energy after such lessons — I feel I can remove mountains!”, “I don’t want to leave for summer holidays. Let’s study all the summer”, “These lessons are so interesting! I feel that I am a creative person, that I am needed!”

These are the comments of pupils about the lessons conducted in the system of noospheric education, where the feelings, sensations, information, personal work and dreams of children are needed as instruments of cognition, because all the laws of education are observed.

Part 2

We have considered the work of a number of laws of education at school, university, and groups of self-development. Why is it important to study education laws not only for teachers but also for all people?

Let us see the way the laws of education work on the social and living level.

Why should people know the laws of education? As Cicero said “Legum servi esse debemus, ut liberi esse possimus.” — The real freedom is not in ignoring the laws but in due obedience to them.

People lived and studied not being aware of these laws for ages. And did it quite well! So many good, intelligent, skilled, talented, and gifted people left school well-educated but not even knowing about the existence of the laws of education. All we have in the world of science, culture, economics, industry, building, health, ideology— all spheres of life— is the result of activity of people who had got this or that education.

The question suggests itself: why does one and the same system of education give so different results? Why do only two or three talented people or specialists leave one and the same class, where teachers work on the unified program, and the rest of the class drag their existence, cursing life, and can hardly wait for their weekends and holidays.

There will probably be readers who will remember that almost all in their class established themselves in life, and keep on meeting and being friends. Then, of course, a question arises: “Who were your teachers?” We do not need sophisticated calculations to see that the personality of teacher plays the **primary role** in determining state of mind of the students. Where a vivid person “overshadowed” the thoughts and dreams of pupils, there a good rise can be expected. Where a teacher just worked off, either obviously or not, you would not see a gleam in the eyes of his pupils.

Here it is— “**The law of self-organization of components of education**” (IV. B4a) in action! “**The components of education self-organize by means of synchronizing with genetic and acquired energy-information**”. This is a strict and uncompromising rule of self-management of education components. Even if a teacher knows his subject perfectly, synchronization with his negative energy (his attitude to his profession) will take place invisibly by means of biorhythms which are not perceived by our sense organs. Let us suppose, you don’t know this law and have to choose a school and class where to send your child. Which would you prefer? Why?

1) The class of a teacher with aggressive mood to his profession.

- 2) The class of a teacher with positive mood to his profession.
- 3) The class of a teacher who is indifferent to his profession.
- 4) The class of a teacher with overestimated self-rating.
- 5) The class of a teacher with underestimated self-rating.

You will intuitively choose the teacher with positive attitude to his profession because you know from your own experience that your child will be infected with the mood and attitude of his teacher. You also know that negative attitude to learning will give you a lot of trouble because you will have to make your child learn. You just don't know that it is **“The law of compliance of elements of education to the evolutionary level of its development” (IV. B4e): “The level of self-organization of components of education is determined by the evolutionary level of its development”**. It is nothing more than the rule of adequacy of components of education. In fact, the choice you made will result in the further chain of your child's motives and actions: his personal choices (the laws IV. B4e; IV. B4d), his/her will or unwillingness to grow (the laws IV. B4a; IV. B5; IV. B6a), his/her acquisition of necessary emergent (i. e. lacking before) qualities. In fact, it is the matter of learning all lifelong. It is the rule of evolutionary-cosmic variability of components of education (IV. B5b). This alone determines the strict living rule of the degree of possibilities of components of education (IV. B6b, IV. B6c). As a result, a person does not comprehend **“The law of full potential of components of education” (IV. B7a, IV. B7b)**, its purpose and implementation (IV. B7c).

Most people do not think about the necessity of improvement of all the levels of education in compliance with ULW, GLHS, GLCC. It happens because they do not know that all the components of education (teacher, students, programs, methods, technologies, etc) have their highest purpose: “The purpose of full potential self of all the components of education is improvement of all the levels of education: individual, social, global” (the law IV. B7b). Ignorance of this law is the root of incredible delusions in people's minds. For example, they think that it is enough to change training programs, or such components as computers, or methods, and the situation will improve.

It is the source of many years' delusions that the situation in education can be changed for the better after having filled the classes with computers. Teachers are bothered about the search of “some brand-new and interesting teaching methods”. For years and years they sought and got the methods to carry their students with learning. All the heavy load of responsibility for the state of education fell on the heads of teachers trying to cope with appalling degradation of students' attitude to learning. It happened because of ignorance of **“The law of realization of full potential self of components of education” (IV. B7c): “The realization of full potential self of components of education results in fulfilling the purpose—improvement of all the levels of education congruous to Universal Laws of the World, General Laws of Human Society, General Laws of Cognition/Comprehension”**. Here is the answer to the question of improving education: not by means of modernization of education now declared as a saving remedy but by

means of realization of full potential of the components of education—teachers, students, text-books, methods, programs, educational media, etc. The integrity of all these will bring to realization of worthy purpose, and therefore the true purpose of improvement. It will! But in a specific modus never mentioned before— in compliance with ULW, GLHS, GLCC. For the first time an unprecedented task has been assigned: to improve all the components of education without damaging nature, cognition, comprehension, human nature. Now we have educational imperative, that is an executory rule that cannot be evaded! So, what does this law oblige to?

First. To study the laws of child psychology and implement education through the prism of these laws.

Second. To carry on education and bringing up in compliance with genetically determined way of cognition, i. e. not to miss indispensable steps of sensory-motor and symbol stages of cognition. There is a historical fact telling that a German emperor William sent for the Minister of Education after he knew that 70 % of school leavers wore glasses, and told him: “I don’t need the nation of invalids”. And at the earliest possible date the German system of education underwent fundamental changes.

Third. Not to ignore functional phases of rest and relaxation during the lesson, as they are natural stages of learning.

Fourth. To teach the Teacher that he himself is a biological antenna transmitting his own “program parade” to class. It is not obvious for teacher so far that not his words and knowledge, but the biorhythms of his body, his mood, his personal energy, and personal attitude are perceived by students who cannot be deceived. It is these qualities of his that first of all teach children.

Fifth. To develop teachers’ abilities to realize their full potential on their own example. Here is a real treasure! It is a moral potential of school, and education. Ignoring this potential the state gets a delay-action mine or dangerously explosive bomb of double morality (saying one thing and doing another). The earnest followers of the educational system of the thirties of the 20-th century in Russia, school toilers, high Russian intelligentsia educated the pre-war generation of schoolchildren on their own life example. This true patriotism was in demand in the years of the Great Patriotic war. We know of the whole classes volunteering for the army, for example, in Moscow school № 110.

Today, in the period of rapid development of science, education having no time to retrain teachers does not “polish” its fundamental component—teachers, which leads to catastrophic dehumanization of education in whole.

So, **the conclusion is:** the efficient reorientation of system of education towards supplementary methodological training of teachers, educators, psychologists, parents on the basis of “**The Law of Self-Organization of Components of Education**” (IV. B4a) will quickly improve the critical situation in education. It is a sort of “golden key” to the door of desired and true state of reason and morality. Though, do you remember that after Pinocchio quickly closed the door

with the golden key behind himself, he did not let his enemies come into the secret room where there was no beating, no anger, where a true dream lived!

It is a question for you, young parents, to decide! Do you want your child to get such knowledge? If you do, then **“The Law of necessity of emergent qualities of energy of education” (IV. C5c)** will suggest you a plan of actions. You can understand this rule of variability of energy of education! It is you who make an unusual energy jump in realization of relationship of your education with what you are going to prepare for your child! Having accepted the novelty of the laws of energy of education, you will make it a standard of understanding for your child because You are all the universe for him, You are an unprecedented model for imitation!

Then the secret of inner laying of genetic foundation for your future child will become as easy as ABC: **“Genetic energy-information (i. e. your information, your emergent energy of new attitude to education) determines the potential of energy of education of the system (i. e. your child!), and is an indicator of synchronization of energy-information in the processes of its self-organization” (IV. C5b).**

It’s a wonder to have powerful genetic energy, thirst, potential of abilities for learning. Then “your child is a teacher for himself”, because he has a guiding line for self-organization—the indicator is laid genetically with the help of your energy jump in realization! Realization is energy of understanding; it is powerful energy changing what was not understood by ancestors. Apropos, here becomes evident **“The Law of evolutionary cosmic systemic complication of energies of education” (IV. C5a).** Read this law in the Table. What a discovery! Your needs in better education determine the complication and improvement of energies of education (energies of attitudes of Teacher to child), improvement of textbooks, programs, methods adequate to the child nature. This is the rule of growth of energies of education. Your need in proper attitude to child is wanted by the World! Especially by your child! This is **“The law of self-organization of energies of education”**: **“Biosocial system makes a choice of quality of energy of education, at the same time taking integral responsibility for this choice and its synchronization with the Laws of the World, society, cognition/comprehension at four levels of entity: individual, social, planetary, universal”(IV. C4a).**

This law works every second in school, kindergarten: **“In the process of education the systems (i. c. children!) receive, process, archive, transmit energy-information by means of synchronization with its own genetic energy-information components” (IV. C4b).** Such is the self-management of energy in the process of education. Do you want your child to synchronize energy-information of violence, aggression, sadism, parasitism, depravity, etc.? What a complicated thing it is, dear parents! On the one hand, you put all the best into genetics and want to improve it, on the other hand—your efforts undergo attacks of other energies, which media, computers, society, and partly school contradict to your child, who is not strong enough and not able to make a conscious choice. I remember a story from my school practice. On the first of September a

fifth grade schoolboy Sasha wrote an essay on the topic “A memorable day of summer holidays”. Having checked the works, the teacher accused Sasha in front of the class of writing a lie—she was sure a 10-year boy could not catch fifty fish in the river during one day. The aggressive energy of the venerable teacher literally pounced on the child. In fact, he was energetically covered with an avalanche of accusations, having no right for excuse. Psychosomatic stress and personality frustration were followed by refusal to go to school, as a result all the family was sucked into the conflict. The aggressive energy of the teacher was synchronously taken by the boy. It took a long time to do explanatory and psychosomatic work for the boy to come back to school.

Dear parents! You are facing “**The Law of dynamic asymmetry of choice of energy of education**” (IV. C3c): “**The concentration of creating energy-information of education is accompanied with the intensification of extraneous, harmful, and destructive energy-information which stimulates a system to make continuous and dynamic choice of the direction of education**”. It is the rule of choosing the energy of education. You probably feel puzzled: where have all these laws of education been? why are we not aware of them? For all this the flows of extraneous, harmful and destructive information purposefully take time, devour feelings and health. What is the cause of this imbalance? I felt puzzled the same way when I was rearing two sons. But I tried to do everything I could. I was aware of the necessity of changes, so I took TV away from the flat in order to protect vulnerable souls of children from taking in the poison, lies, and aggression of TV programs hidden behind the bright covers. It was followed by the search of the bases of education. Then I studied special laws of different sciences. I came to the conclusion which was supported by the knowledge of colleagues—physicists, chemists, mathematicians, geologists, historians: there had been no common bases of all sciences, which the secondary and high education ought to be oriented to. It inspired me to dare to find these common bases! My wish was great and sincere. I spent three years in intensive search and hard work. In 2003 I managed to discover the periodic system of the Universal Laws of the World, and in 2005— to formulate the laws. Later, in 2006, the periodic system of General laws of human society was published, and in 2007—the periodic system of General laws of cognition/comprehension. This book is a “granddaughter” to the first of them.

So, “**The management of dynamics of methodology of education is provided by energy by means of reception-transmission, the energy being synchronized with the system “man” at individual, social, planetary, and universal levels**” (IV. H3a). The concentration of creating energy-information of education is accompanied with the intensification of extraneous, harmful, and destructive energy-information which stimulates system to make continuous and dynamic choice of the direction of education. You are sure to understand that the Teacher of your child ought to **modulate** pure energies. Aren’t You interested in your teacher retraining in the vein of holistic understanding of the mechanisms of transmission of energy-information? I know wonderful relatives who are true fighters for teachers to get this knowledge!

They assert the right of their children to synchronization with clear energy at school. I especially admire I. Ovcharova (Moscow), S. Podberezina (Mariinsk), M. Budishevskaya (Sevastopol), N. Antonenko (Moscow), M. Levko (Sevastopol), N. Strelnikova (Nizhniy Novgorod), L. Timochkina (Moscow), L. Ivanova (Moscow).

And now we gradually move to the very beginning of the laws of energies of education. “Respite finem!”³⁸— the Roman Catholics said. But it should be done before a child is conceived. **“The Law of necessity of precedence of elements to the energy of education” (IV. Co)** (i. e. elements inherent to the relatives of a child) irrevocably determines what energies and abilities for education your child will have genetically. We should remember about inheritance! Not without reason there are dynasties of miners, teachers, actors, engineers, musicians, designers. This law will make you think about more distant ancestors: grandparents, great grandparents. Their energy quite often awakes genetically in descendants. It is useful to know that it is you who will have to foster the creating energy of your child for it to become more active in future. I know it from my own experience as a mother! My son needed active and continuous health movements as soon as he was born. While he was an infant it was massage and water procedures. When he learnt to walk I had to become exceptionally resourceful to manage the dynamics of his education, I mean the creation of game-reality situations to stir up his needs in movement. This way his need in self-education was motivated, purposefully and adequately to his abilities in physical training, and its active self-realization. Now he works as an instructor, and is completely devoted to sports and trainer’s work.

Thus, in order to plan happy and healthy life of children, it is useful for young couples to thoroughly examine the interaction of 20 laws of energies of education.

* * *

I want young couples to pay attention to the laws of energies of education, because it is very important for their future children! Of course, if they want to guide their education.

It turns out that **“The energies of education, biologically adequate to the Universal Laws of the World, do not disturb the biorhythms of human body and provide integrated constant process of education, cognition and health economy” (IV.C 7a).**

If your child goes to school where the laws of nature are not violated, which means that people there do not violate the laws of human society, it brings to the compliance of the laws of cognition, and he/she can study safely for his health and life. In such a system his/her energy will not be wasted, and he/she being healthy physically and mentally will build up his/her full energy potential directly in the system of education (IV. C7c). It means that the Law of full potential of energies is not violated, i. e. the rule of energy integration is followed. Having concentrated his/ her energy in education, your

³⁸ Try to foresee the result.

child will be able to realize the full potential of his/her energy in improving the education of his/her children, your grandchildren (laws IV. C 7b; IV. C 7d). This is the point of the laws of realizing of full potential of energies of education systems. People and education systems have different level of energy development (law IV. C 7b). **“The hierarchy of energies of education in society is determined by the level of development of their structural-functional possibilities”** (IV. C6a). **“The hierarchy of purposes of energies is determined by the hierarchy of their purposes”** (IV. C6c).

Chapter 7

VALUE OF THE PERIODIC SYSTEM OF SPECIAL LAWS OF EDUCATION

«*Respice finem!*»

(*Lat. – Try to foresee the results!*)

The main purpose of man’s cognition and comprehension of the World is acquiring knowledge adequate to the Laws of the World and its implementing into his life and activity. It becomes possible only when the education process is organized appropriately. **The purpose of “Periodic System of Special Laws of Education” is to provide society with the universal scientific and methodological device of exploring and perfecting the system of education and its subsystems.**

The availability of the purpose allows to characterize the system of laws of education as a purpose-oriented or teleological (derived from the word *purpose*) one. It “includes sensory, rational and intuitive forms of cognizing and thinking as particular cases. Therefore, education is not a mere teleological but a supercomplex teleological system and, besides, thanks to comprising direct and inverse links it is also a cybernetic one” [244, pp. 121-122]. Studying the system of education in terms of the General Systems Theory, Acad. Yu. A. Urmantsev for the first time calls it the **fundamental form of perceiving the objective reality** along with science, technology, art, philosophy, politology, etc. [245]. This outstanding systemologist defines **education as a means and condition of existence and development of society**. **“Such a role belongs to education because it results in forming knowledgeable and skillful people (“the output”) without whom successful functioning of the society as a whole and all its subsystems including perception of the objective reality and, therefore, that of education itself would be impossible. The same circumstance makes us consider education as a system possessing not only the so-called “output”, i. e. people who are knowledgeable and skillful students, but also the “input”, i. e. people who are teachers, “representatives”**

of all the systems of the society creating those knowledgeable and skillful specialists able to meet the needs of the society” [245, p. 4].

The periodic system of special laws of education is a triune system. **One of its sides is gnoseological** (cognitive). (We can often meet another name of this constituent part of education – teaching. This word is not occasional in the traditional education because the factors of self-organization, self-discovery, creativity, self-motion are displaced by the forced teaching process). It means that the system reflects the laws of human cognitive activity. They are to be studied to increase the efficiency of cognitive capability or quality and volume of knowledge.

The second side of the periodic system of the special laws of education is upbringing. Teaching and upbringing form a tandem: one cannot exist without the other.

The third side is practical putting knowledge into practice [244, p. 122]. We'd call it praxeological (practice-oriented), i. e. oriented to offering scientifically based measures, technologies and projects of implementing the outcome of educational theories.

All the three parts of the system can be deduced from each other by substitution of notions “education” for “upbringing” or “implementing” or vice versa.

Taking into account the identity of those subsystems, it is necessary to emphasize the following:

—considered at the ontological (essential, existential) level, the forms of cognizing, upbringing and implementing concern **the same cybernetic system of education.**

All the three subsystems act as equal ones. That's why we study them in the same table;

— considered at the phenomenological level, the forms of cognizing, upbringing and implementing qualitatively differ due to their qualitative difference in application, i. e. implementation of the systems of laws.

The following conclusions are to be drawn:

1) connections of many aspects existing between the systems of education and those of society are reflected in the periodic system of special laws of education. This circumstance allows to improve society by means of studying and perceiving the laws of education, i. e. by means of implementing education and upbringing into family and society. **The level of cognition and comprehension**

of the laws of education is of enormous importance, and moral, intellectual state of the society is a so-called live mirror of education;

2) education and society are equal “partners”: neither society nor education can exist without each other. Degradation of one of them automatically results in degradation of the other.

Like education, like society! That is why the laws of education and upbringing in their special form are given to mankind in the most critical period of its existence: Hamlet’s question “to be or not to be?” is being solved on unprecedented planetary scale!

The object of research is the system of special laws of education that is called K-system, i. e. the **system of the same kind** of laws [244, p. 123].

The K-system given below is a purpose of education and its completely new means as it has not undergone either research or explication before.

K-system of the laws of education is a gnoseologically specific form of reflecting the reality because it has not been formulated as an observable system, table or verbal description before.

The following parameters make K-system of the laws of education an unusual object of research:

- 1) complexity and multidimensionality of the content of the laws of education that have not been introduced for scientific and practical use before;
- 2) intangibility of education that cannot be checked immediately but in remote periods of time;
- 3) uncertainty about quantum jumps forming transitions of groups of laws and those of educational processes;
- 4) sphericity of increasing the complexity of the laws of education;
- 5) simultaneous presence (octavity) of 7 rows of the laws of education in three-dimension space.

K-system of special laws of education is a new form of receiving, expressing, and developing the knowledge. Due to the inner logic of “unfolding” cells of the table, we receive new information to forecast the study of new laws of education, upbringing, implementing. For example, using the table “Periodic System of Universal Laws of the World” the author has discovered the unknown before interrelation dependences of 8 Laws of Protos, 8 Laws of Preceding; in the table “Periodic System of General Laws of Human Society” 8 Laws of Preceding have been predicted and further formulated; in the table “Periodic System of General Laws of Cognition/Comprehension” 8 Laws of Precedence have been predicted and further formulated.

Due to its form, the table obtains prognostic capabilities as a device of modeling and studying the processes of education. It is quite evident that the periodic system of special laws of education being subdivided into three clearly defined parts and given as a table explains the following:

I) the laws of education studied by science in the past period of time (periods I, II, III indicated in the table);

II) the laws of education being studied now (periods IV, V in the table);

III) the laws of education to be studied in the XXI century (periods VI, VII).

K-system given as a table “Periodic System of Special Laws of Education” is an unusual and unknown before type of storing knowledge about *the laws of education*; it qualitatively differs from the types known before such as sensations, perceptions, ideas, notions, opinions, conclusions, hypotheses, theories.

The knowledge about the laws of education given as a table is an informational compression. Even in case of loss of explanatory texts they can be easily deciphered and disclosed due to common LT-principle (chapter V) and adherence to the evolutionary constant C_e (laid in the foundation when building the table) by the formula: $C_e = P_q : (\pi - F)$.

The fundamental properties of the table containing the special laws of educations are the following:

- explication of indissoluble connections with the systems of the Universal Laws of the World, General Laws of Human Society, General Laws of Cognition/Comprehension;

- explication of diverse possibilities of working with the laws of education;

- extraction of fundamental information about all the “attributes” of the system of the laws of education including cognitive, educative, methodological, axiological, acmeological, world-view, ideological and implementing aspects.

The table “Periodic System of Special Laws of Education” allows systematic organization of practical activity in education as well as in a number of social areas considerably reducing financial, intellectual, material and technical, energetic and other costs of society as well as those of resources and time.

Scientific and theoretic value. The system of the laws of education is of great fundamental scientific and theoretic value for all the areas of thinking, science, life and activity of humankind because **the integral system of special laws of education based on the Theory of Genetic Energetic and Informational Unity of the World, Basic Genome of the World and the**

system of Universal Laws of the World is being introduced into science for the first time. This natural system is noncontradictory and allows to move fundamental and applied scientific and theoretic research in various branches of education, cognition and comprehension to a higher standard. Being the newest block basis of science in the field of education, like a young tree, it starts branching out, developing, thus allowing to create new scientific branches and approaches. The Periodic System of Universal Laws of the World reflecting informational and genetic unity of the world [139], became a prototype to create the periodic systems of General Laws of Human Society [140], General Laws of Cognition/Comprehension [146], General Laws of Management [95, 96, 232, 235, 239], special laws of human psyche [9] and special laws of education.

The laws included into the table “Periodic System of Special Laws of Education” are congruent with the Universal Laws of the World situated in the same cells of table I “Periodic System of Universal Laws of the World”. It contains almost all the laws that have not been formulated before and that could be stated only upon availability of the Universal Laws of the World. Only under condition of implementing the Universal Laws of the World, General Laws of Human Society, General Laws of Cognition/Comprehension by means of the system of noospheric education developed by us that is adequate to special laws of education, the life on the Earth can be saved and its evolutionary improvement can be guaranteed. The science is moving to a new evolutionary phase. Systemonomy as a science studying systems of laws of the World, life and activity will become the common methodological basis of the science. The periodic system of special laws of education forms a systematic scientific foundation for pedagogy and methodology of education.

The gnoseological value of the periodic system of laws of education is in the fact that it permits to analyze the compliance of processes, forms, methods, methodologies of education to the Universal Laws of the World as well as the manifestation of the person in the society. The particularity of extremely importance of forming the periodic system of the special laws of education is the fact that being structurally and functionally congruent with the periodic system of Universal Laws of the World, it is the result of the evolution of systems of different levels. That’s why organization of systems of education is to meet the requirements of the Universal Laws of the World, General Laws of Human Society, General Laws of Cognition/Comprehension, General Laws of Management (M. V. Ulyanova, Doctor of Philosophy) and those of special laws of human psyche (N. V. Antonenko, Doctor of Psychology). Here lies the main conclusion of the periodic systems developed by us and suggested for discussion to sociologists and politicians, managers and pedagogues, psychologists and educators, representatives of religious confessions, artists, economists, ecologists, philosophers, geologists and scientists of many other fields.

The periodic system of the laws of education allows to give an integral systemic **prognostic** approach to the characteristics of any cognitive, educative and implementing activity of people in the

field of education, its vector direction. It serves cognition, comprehension, building and studying of any educational systems of human society. It opens new possibilities of holistic thinking to perceive the systems of society and stipulates their evolutionary character, checking the compatibility of the new knowledge with the Universal Laws of the World, requirements of preserving life on the Earth and nature of the Earth. It will permit to advance in scientific research much quicker without “wandering” because of not being acquainted with fundamental science. The work by M. V. Ulyanova, Doctor of Philosophy, who created the periodic system of general laws of management (2009) can be mentioned as an example of powerful gnoseological generalizations. Another example is a pioneer work by N. V. Antonenko, Doctor of Psychology, who created a matrix periodic system of the special laws of human psyche (2009). These are the great and extremely important branches of the young tree of the science that we have mentioned above. The young scientists turned out to be the leaders in the actively developing current scientific branches, i. e. managerial and psychological ones. Using gnoseological generalization and the matrix of special laws of education, we managed to create the periodic system of special laws of methodology of education. It is worth emphasizing that neither science nor education possessed such a universal gnoseological device before.

The major gnoseological sense of the periodic system of laws of education consists in demonstrating the congruence of the Universal Laws of the World, General Laws of Human Society, General Laws of Cognition/Comprehension and special laws of education.

The fundamental value of the periodic system of laws of education consists in proving the space of philosophy of education that becomes not only endless but also systematically organized for the researcher. The periodic system of laws of education enriches philosophy of education by the long-awaited matrix of interrelated systems. The ideas about the areas of cognition of education are being greatly regulated, clarified and extended. Due to genetically and mathematically predetermined outcome of the table “Periodic System of Special Laws of Education” it becomes possible to plan the vectors, dynamics and areas of pedagogy, axiology, acmeology, methodology, and practice of education. Speaking aphoristically, **he who understood the principle of the matrix of the periodic system, caught “the sceptre” of the system movement in the pedagogical science and education as well as the tools of cognition, i. e. holistic thinking in the new space of gnosis.** This is a harmonious, ecologically healthy type of thinking based on the conscious integral using both creative (involving the right hemisphere) and logical (involving the left hemisphere) thinking. This is a nature-conformable type of thinking which can provide a person with an integral picture of cognizing the World, Nature, society, man, past and future.

The methodological value of the periodic system of laws of education consists in reflecting the science on the pedagogic method in the table “Periodic System of Special Laws of Education” and in proving the unity of the genetic roots of all the methodologies representing various phases (stages)

of the development of the science of nature-conformable education. Created on the basis of the Theory of Genetic Energetic and Informational Unity of the World, Basic Genome of the World, Universal Laws of the World, General Laws of Cognition/Comprehension, the periodic system of the special laws of education for the first time raised the question of **absolute necessity of the nature-conformable scientific methodology of education, its congruence with the Universal Laws of the World**. Thus, the possibility and justification of checking the compliance of the current educational methodologies with the Universal Laws of the World are scientifically proved herewith. Based on the scientific Theory of Genetic Energy and Information Unity of the World [18-24, 29, 32], the framework for general, special, and particular methodologies is created. Following the periodic system of chemical elements developed by D. I. Mendeleev and the periodic system of the Universal Laws of the World [136], **the project function** of the system of laws of human society and of laws of cognition/comprehension, as well as that of laws of education in methodology of education is demonstrated.

The practical value of the periodic system of laws of education consists in the fact that the systemic approach allows to forecast stages, phases, particular discoveries and inventions of the mankind in the field of education as well as checking their compliance with the Universal Laws of the World, preventing negative consequences of some inventions or innovations. It functions as an indicator of the processes of education and upbringing.

The system of laws of education stipulates the necessity of adjusting constitutional laws of states to make them compliant with the Universal Laws of the World. It is following these laws that the congruence of people's life with the World of the Cosmos and that of nature is performed. It gives the possibility to adjust the aims of life activity, ecologization, ethics, morality, thinking, consciousness, management, politics, economic management, social life, health care and, besides, it performs the most important mission of education and upbringing a new generation of earthmen.

Implementing the laws of education is to be turned into a system of new methodological and professional guidelines for each society member. It will require:

- familiarization of the population with the laws of education and wide explication of their importance for ecological normalization of the Earth biosphere and human behavior in it;
- reorientation of science, education and upbringing, medicine, culture and other areas of life activity towards the conformity of specialists and citizens' thinking and activity with the General Laws of Cognition/Comprehension and special laws of education. It is the foundation of the strategy of state forming. At the same time, it is a device of cognition and implementation of the Universal Laws of the World.

Summing up the value of the periodic system of special laws of education, we'd like to compare it with air: when there is enough air to breathe, people do not notice it; it is taken for granted. But

when there is lack of it and people start suffocating, it becomes of extreme importance to provide them with air to avoid death. Definitely, the significance of the laws of education is similar to salutary air: the system of education will suffocate; people won't be able to live. Without the laws of education the system preparing human resources for life of the state is inefficient. Indeed, their role is state forming!

Today the world community is putting and solving the questions of increasing the effectiveness of using resources. We are confident that the question "What are the laws of education used for?" has another important side. This is a state level. Nowadays, the question of increasing the effectiveness of using resources is acute for Russia. Under conditions of birthrate falling and decreasing the number of population of the Russians, it becomes very important to put and to solve questions of increasing the effectiveness of using the **resources** available to the society. That is what development is all about. Where else but in the system of education is it possible to motivate the person to reveal his or her resources for the sake of the state? It is clear that first of all we mean decreasing unproductive costs that can lead to the total power of the whole system of education according to the well-known formula:

$$N_{\text{total}} = N_{\text{useful}} + N_{\text{of costs}}$$

Decreasing the power (N) of costs of the system of education increases the total power (N) of the state in general. It is enough to follow the laws of education to reduce sharply the costs of time, health, power consumption thus releasing float time for rest and creative activity. The increase of **N total** is connected with motivation of the project function of thinking alongside with control, normative and prospects-oriented functions. It is evident that we mean *motivation of holistic thinking*, i. e. about the quality of thinking different from that of the present school-leavers. *The quality of thinking is a grade of human's inclination to a definite way of thinking* and, therefore, to definite activity. The quality of the holistic thinking (as opposed to the one-side-oriented either to logic or to the intuitive and creative functions of the brain) forms a new quality of the person. We mean a holistic personality is able to think and act in congruence with the Universal Laws of the World, General Laws of Human Society.

I can predict skeptics' objections: "It cannot be true!" However, according to Louis de Broglie, those skeptics will say later: "It is interesting!". And then you will hear: "What's new about this?"

Nowadays it is impossible to bring up a holistic personality and citizen without studying and perceiving the special laws of education. It is so because **the human society nowadays is dominated by destructurization of personality and loss of the true ideals and norms, double moral, violation of the biosurvival code, deformation of the genetically determined way of perception, and predominance of technogenic processes and ideas.**

Today people no more realize the very fact of unnaturalness of their lives. The prevalence of artificial elements over natural ones undermines biosystem “man”, decreases its potential and makes it nonviable.

The laws of education are a set of norms of upbringing and educating a personality without violation of his or her nature. It is their **state-forming function**, because those who are now learning the norms of living in the “cradle” of school will leave it tomorrow to run enterprises, sectors, regions and state. Today’s “school-cradle” nurses the future of the state. Dreams, habits, ability to think and to feel being cherished in children at school today determines our tomorrow. If we want to have a worthy future, we must make a great turn towards accepting and re-evaluating the laws of education before the other “urgent” laws. We must display a creative approach because creativity is the process that results in changing the flow of energy that leads to the increase of **useful, nature-conformable** power. Speaking the language that is clear now for everybody, it is necessary to restart our own bio-computer – the brain.

The state oriented to following the laws of education can quickly strengthen its own stability by means of using all the mass media, the systems of upbringing and educating to make the intellectual, spiritual and moral potential of the population compliant with the Universal Laws of the World, General Laws of Human Society and those of cognition/comprehension of evolution. The scheme of management is enriched with the scheme of management of growing and expanding consciousness of the person who is in harmony with the Nature of the World (scheme# 26).

G. V. Kurmyshev, Doctor of Pedagogy, who researches the state-forming role of education, states: “The diagram examined displays the major role of an ideal for society. Having created the ideal of obsession with flashy things as a sense of living, i. e. having centered the stimulating force, the state denies evolution, i. e. creating vector of evolution that must always prevail in the society developing in compliance with the Basic Genome of the World and being in harmony with the stimulating force. The ideal of obsession with flashy things and that of practicality automatically closes the way to the future. Such a state becomes historically obsolete. The history shows that such states are wiped off from the main creating, nature-conformable way of building the future. It is clear that the systems of education, both state-forming and managing ones, which are oriented to obsession with flashy things and practicality, condemn themselves to destruction and extinction” [113].

The research of the scientists for the latest 10 years have proved that the mankind oriented to the Universal Laws of the World provides the mechanisms to pull our planet out of crisis. What is the role of education in this process? It can hardly be overestimated. This is the role of Noah's ark. Only the people who accept the laws of education and follow them have a chance to become of use for

evolution. As for the others, the evolving system will get rid of them like of the worthless ballast. Let us consider a diagram – a model of the state-forming function of the laws of education.

Diagram # 26. Conceptual model of the state-forming function of the special laws of education (according to G. V. Kurmyshev)

1) Structure of the state's main fields of activity is denoted by figures (1, 2, 3...) in the external ring of the diagram.

2) Structure of the scientific basis of the theory of state-formation, state ideology and politics is denoted in eight concentric circles in the center of the diagram. It is shown that the Genome of the World originates the Universal Laws of the World. And the General Laws of Human Society, General Laws of Cognition/Comprehension arise on their basis. The General laws of management are given in the 6th circle from the center. The space for different **special laws** including **special laws of education** is provided in the 7th circle. Special laws of management in the fields of the state activities mentioned in the external ring under numbers 1, 2, 3, ... 14 are indicated in the 8th circle.

It becomes evident from the diagram that failure to follow the laws of education instantly leads to the violation of many other laws including the Universal Laws of the World. You can point to the fact that we can see analogous consequences in case of violation of the laws of management and of the number of laws of human society. It is really so! But you should not forget that these are **the consequences of education and upbringing** that is the function of school. That is why **special laws of education and upbringing are called state-forming ones. The quality of personality is formed here! And it should be based on the nature-conformable basis that does not damage the health, morality, spirituality, warmth, creativity, civic consciousness and humaneness.**

Let's sum up the outcomes of studying the value of the laws of education for the state.

1) Created on the basis of the Universal Laws of the World, the laws of education are a subsystem of the General Laws of Human Society and the General Laws of Cognition/Comprehension. Therefore, they incorporate modern science intensive special basis of the system of education.

2) The evolutionally new system of laws of education allows performing the unprecedented emergent evolutionary turn in the development of the system of education to make it compliant with the Universal Laws of the World.

3) The system of laws of education motivates the necessity of creating the state doctrine and strategy of the organization of scientific and methodical, educational and practical activity on implementing special laws of education into secondary and high schools as well as into the system of teachers' training.

4) Productive innovating of state forming under condition of the current world crisis requires the strategic program of transfer of education to the scientific basis of the laws of education congruous to the Laws of the World rather than its modernizing.

5) The attention and initiative on the part of rationally thinking politicians, social workers and statesmen able to understand the evolutionary vector and strategic capabilities of the special laws of education are required.

6) It is necessary to implement the special laws of education, their studying, researching the results of their implementation everywhere and first of all in the teachers' training colleges, and schools of retraining teachers.

7) It is important for the mass media to carry out explanatory work, promotion of the special laws of education taking into account different population groups.

Ignorance of laws does not prevent their functioning. Let's consider the words by I. R. Prigozhin, Nobel Laureate: *"The person is responsible for the time arrow and for the transition from quantum potentiality to quantum actuality"*. At present the system of laws of education is considered as a potential one that is to be implemented into life. We can contribute to this process.

And everybody able to understand the novelty be a teacher to the other!

Rise with the faith!

Teacher! With the serenity of your eyes

With your arduous soul

Rise with the faith

To resurrect the faith of the Russians!

N. Maslova

Rise with the faith in your mission!