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EDUCATION AND KNOWLEDGE (ARE WE GOING TOWARDS FREEDOM OR SUBMISSION?)

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Abstract. The study proposes and discusses a model for knowledge production and truth discovery under the rubric of accommodating versus control. The proposed model shows that there are two types of knowledge production methods. The first method is to control the phenomenon by studying it by knowing the first root of the phenomenon or what the study calls a bottom-up method, in this case the independent variables are ad-hoc variables. The second method is the method of knowing the maximum potency of the phenomenon or its final path, which is what the study calls the method from top to bottom, in this case the independent variables are accommodators and their basic function is to accelerate the path of the phenomenon. The study raises a basic question that is, are the methods of producing knowledge different or similar in their results. The study assumes that the use of a specific method of knowledge production leads to the formation of a specific mood in the user. In the case of using the first root method of the phenomenon, the constituent mood is the mood of freedom or rebellion, while using the second method or the method of maximum potency of the phenomenon, the constituent mood of the user is the mood of submission. The fact remains the same if either method is used while the type and degree of mood formed varies. Preferring any of the two methods over the other depends on their stability in explaining the phenomenon with time change.

Key words: first root, maximum potency, accommodation , control, knowledge.

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INTRODUCTION

This research presents a proposed study to compare two models for discovering facts and producing knowledge. A customary model and a suggested model. The origin of this study is the implications of a macroeconomic model and its various applications, including the field of education and knowledge. This study presents the issue of education and knowledge from the perspective of a proposed approach called hosting versus control. This approach was derived and concluded from macroeconomics. The problem of education and knowledge will be reviewed through the paths or ramifications of using a certain method in education as well as the generation of knowledge or the discovery of facts. The method used leads individuals to form a mood of freedom or submission.

The study raises a main questions, which is; what are the ways in which we can establish knowledge or discover facts, in addition to the presence of some sub-questions, which are ;what are the consequences of using a particular approach in establishing knowledge, and how to look at the phenomenon according to the method used, The research raises a fundamental question: does the way in which we discover facts or produce knowledge differ in their results, or do they agree? Another question is to what method of producing knowledge do we trust and then follow? In addition to a subsidiary question, what are the repercussions of following a certain method in discovering the truth and producing knowledge on awareness and freedom, and in what direction do the methods of producing knowledge lead us? in addition to the question of what are the limits of the scientific research according to the method used

The main objective of this study is to illuminate proposed new ways to discover truth and produce knowledge, in addition to their convergence and divergence with existing methods. There are sub-objectives of the study that crystallize in the representations and integration of awareness and freedom in the structure of the knowledge product as a result of following a certain method in producing knowledge and discovering the truth. The study aims to show that the truth is one, while the ways of discovering it differ, and that any method of discovering the truth affects the awareness of the practicing individual, either merging freedom or submission in an unconscious structure.

The study assumes that there are two ways to establish knowledge, they are the bottom-top method, that is, the search for the first root of the phenomenon, and the second method is a top- bottom method, that is, the search for the maximum potency of the phenomenon or its final path. The study seeks to examine the two assumptions and which one can be trusted, assuming the stability of the interpretation and the stability of the historical path of the phenomenon. In light of accepting either of the two assumptions, a different pattern or a special law of the phenomenon is established, although the different patterns lead to the same truth, while there is a difference in the integrated structure of the unconscious and its repercussions. The study puts forward a fundamental assumption that the different ways of producing knowledge lead to one truth, only the difference in the awareness and freedom of the producer and the discoverer. The study follows the inductive-deductive approach according to building a model for the production of knowledge and the discovery of truth based on two pillars of teaching methods that clarify their intersections and differences, and the possible outcomes of both.The approach used is accommodation versus control, that is, can phenomena be controlled, or do they have a special path and a maximum potency that cannot be exceeded, and in this case the function of the ad hoc variables is to accelerate this path. It will also be clarified, based on the use of this approach, that choosing one of the ways to establish knowledge is a free choice, while the actions resulting from it are inevitable, and are done in an unconscious manner, and therefore the freedom of choice not action is available.

The importance of the study lies in proposing a method for establishing knowledge or discovering facts that is different from the existing method, in addition to the

implications and consequences of the proposed approach, and this contributes to the theoretical yield of the problem of education and knowledge by adding a new dimension. The study also contributes to enriching the practical applications of the problem of education and knowledge by using the proposed approach and making practical applications to it in the fields of knowledge theories, in addition to the various methodological comparisons. Therefore, the proposed study or research will be a mixture of theoretical framing and practical repercussion and their connection to the process of awareness in actions and behavior as outputs of the method of establishing knowledge or the pattern of discovering facts. The study contributes theoretically by highlighting a proposed aspect in the production of knowledge that is likely to enrich the frameworks and theories of education and knowledge by adding another dimension to knowledge and the implications of awareness and freedom emanating from it. Is it possible to control it or host it and make it move towards its maximum capacity? All these theoretical and applied contributions may justify the importance of the study.

THEORETICAL FRAMEWORK

Education as a continuous activity that develops competencies to face the dilemmas of life, while knowledge discovers the facts, whichever one is ahead of the other, or are they mutual in influence. Although education theories were recently formulated, their impact can be traced to the process of knowledge generation. The scientific production of the Greeks can be viewed through the behavioral theory, which makes the teacher the focus of the educational process while the learner is a follower. The great shift in knowledge came with Descartes, and laid the foundations for the method that discovers facts. After that, we see a retreatment of the behavioral theory and the entry of new theoretical fields in knowledge generation. Here we can see the formations of cognitive theory in education. In turn, it gave the learner an important role in the educational process. This was followed by the accumulation of knowledge, which led to the influence of learning theories, which created in the modern era a pattern or theories in learning that make the learner the focus of the process. We notice this in the pedagogies and andragogies of education that elevate the self-concept of learning. The perceived competencies of education also moved from strategic competencies to methodological competencies at an accelerating rate, all within the extensions of the learning process. Philosophy also influenced and was influenced by the methods of education, as it began to elevate the affair or system of all, and it reached a focus on subjectivity through constructivism. All this accumulation has produced one thing: looking at the phenomenon through continuous deconstruction, and reaching its first root, even if it is undiscoverable, as long as there is a practical result of the truth, as pragmatics says, and the subsequent development of quantum physics.

One result of all of the above is a feeling and a growing passion for freedom. The accelerated path towards searching for oneself or one's own identity as a result of the generation of knowledge and learning methods will not cure the individual's longing, unless he feels that he is a god. Are we gods, or do our moods deceive us in a way that represents the world around us, as quantum physics explains through probabilities?

There may be another way in which we see ourselves as subservient, if our moods are changed by devising different ways of generating knowledge and facts, because what is at stake is not the truth but the method of its generation. As Ark Fromm says, man by rebellion refuses the harmony prepared in advance, according to his vision that life will continue with the continuation of rebellion, and the search for his own harmony, or in the end he submits and life ends.

What makes us reassure our moods if we cannot justify them rationally, if the two ways of producing knowledge (from bottom to top - the first root - or from top to bottom - the maximum potency -) lead to the same truth, while different moods produce either

freedom or submission. We must mentally search for the criteria for choosing one of the ways of producing knowledge and bear the consequences of our choices, because it is our unconsciousness that translates actions into the mood formed by one of the ways of producing knowledge, and what impact this has on the future of our education, which will lead us to freedom or submission.

LITERATURE REVIEW

Lockey, et al (2021) narrative review explores the integration of educational theory into advanced life support (ALS) course design. It highlights how constructivist and experiential learning theories have transformed traditional behaviorist models into learner-centered ones. The study supports the argument that educational methods shape learner autonomy and internalized cognitive structures—paralleling the claim that education may guide learners toward either freedom or submission based on the instructional paradigm

Biesta (2020) argues that education should be oriented toward "subjectification"—developing the individual as an autonomous subject—rather than merely focusing on knowledge acquisition or qualification. This view strongly resonates with the research argument that education is not merely a tool for truth discovery but also a formative process that molds consciousness and freedom. The paper critiques top-down instrumental models of education for limiting personal agency.

Pantić, N., & Florian, L. (2020) study introduces a model of teacher agency emphasizing how educators navigate structure and autonomy in their work. By analyzing how teachers reflect on and adapt their practices, the research supports your view that educational systems function on a continuum between control and accommodation. It also illustrates how teacher actions affect not only knowledge transfer but the shaping of learner identity and freedom.

Deng (2021) re-examines curriculum theory from a philosophical standpoint, questioning whether educational knowledge is objective or constructed. He argues that knowledge selection in curricula is never neutral—it reflects socio-cultural power. This reinforces your thesis that the method of knowledge production (bottom-up vs. top-down) affects learner mood and perceived agency, and that educational truth is never separate from the epistemic framing used.

In his work, David M. Kaufman (2010) tries to illustrate how the divide between educational theory and practice might be closed. Medical educators will become better teachers if they employ teaching and learning techniques based on educational theories and related concepts. This will improve the knowledge, abilities, and positive attitudes of their students as well as the subsequent generation of teachers.

In his article, Jaap Scheerens (2005) discusses how the knowledge base on school effectiveness is organized. A multilevel presentation encouraged the incorporation of system-, school-, and classroom-level components into the paradigm of educational efficacy. Future steps in theory development, based on the development of broader constructs and the eclectic application of existing ideas, are taken into consideration in a debate with various assessments of the strength of the existing body of knowledge.

According to Arthur Sakamoto et al.(2010), the nature of the connection between education and outcomes on the job market is a fundamental topic in education. The human capital view, the market signal view, and the credentialist view are three general theories of this relationship. All three methods foresee a favorable correlation between education and wages, but they have different theories for why that correlation exists.

In their article, Kim Issroff and Eileen Scanlon(2002) examine how ideas are used in modern educational technology practice. We examine many articles on the subject of learning technology research from the previous 30 years. We talk about how the fields of

artificial intelligence in education (AIED) and human-computer interaction have an impact on learning technology (HCI).

In his study, Bland (2021)provides a narrative analysis of how, since the late twentieth century, when ALS courses first appeared, the use of educational theory has favorably benefited their development. The ALS course design has changed from a mostly lecture-based and behaviorist approach by embracing and understanding the pertinent educational ideas.

Interaction between philosophy and education:

The movement of philosophical science began through the great teachers or philosophers, so the focus and center of education was the teacher pivot, so the scholastic seed grew from this source, then the educational references flourished according to the behavioral theory in the scholastic eras during the classical eras under the influence of scholastic philosophy. With the emergence of enlightment and Descartes with the scientific method, philosophy affected the movement of education, so the central role of the teacher seemed to disappear with the dismantling, rearranging and grouping of phenomena in science. This withdrawal of the role of the central teacher in the educational process being the first building block for the emergence of cognitive theories in education in which the teacher has a role, but it is less than his role in the behavioral theory. Here, positivist and empirical philosophy emerged.

This trend in education and philosophy helps the emergence of philosophical schools, the most important of which are idealism and existentialism, with both atheistic and atheistic forms, which is reflected in education by the continuous shrinking of the role of the teacher and the growing role of the learner.

The decisive development in the modern era is the emergence of the philosophies of deconstruction, which in turn went to be the decisive role in the educational process for the learner through the constructivist theories of education. Here the growing influence of education on philosophy raised the role of deconstruction, and with more reliance on the first part and root of phenomena, subjectivity was integrated into the societal structure, and from the centralization of the learner, the shift to the philosophy of self-education in post-constructivism and social constructivism.

All educational theories continued to exist in an attractive and contradictory manner to varying degrees as long as the philosophical schools that are influenced by and influence them exist and have supporters, but it is confirmed that the part, the individual, and autonomy are growing as long as the sciences that have decisive and definitive practical results adopt a method in the generation of facts that depends on the part, or The first root of the phenomenon.

Of course, there are philosophical contexts that cannot be linked directly to a specific educational theory like pragmatism, but they affected the entire educational situation in the era because it is based on experience and what it has to give the recipient a genuine awareness, by linking education with what has an empirical meaning.

Today it can be said that science is ahead of philosophy and we influence it. Practical discoveries in the pure sciences are followed by corresponding philosophical trends and not vice versa, which leads to the reduction of the role of philosophy because the truth has become universal and non-negotiable, which leads to the establishment of different points of view.

The arts and competencies of education:

The arts of education are used to lead and direct young people or adults, while educational competencies are used to solve or confront a life problem or dilemma during the individual's journey from cradle to grave.

In the use and application of the arts of education (Gogia), the age of the learner, in addition to his physical and psychological formation, is taken into account, by choosing the

optimal tool that suits each life stage. Starting from the simple and evolving to reach the complex.

In the early stages, playing is used to lead and direct the child, then the method develops into learning through dangers, followed by arranging the different ways and ways to solve problems, then gradually the arts of project formation and management, then the children mature and can learn alone.

As for adults, guidance and leadership revolve around the self, as it begins with self-learning and problem solving, then turns to readiness for learning and educational orientations until everything in education is self-centered.

As for educational competencies also, it starts with the simple until it reaches the stage of complexity, and it is entrusted with confronting a life problem, whether it is a basic, casual or extended sufficiency. Strategic, communicative, and cultural competencies are branched from it, and for each extension, methodological and technology competencies are used to confront the complex reality.

It is worth mentioning from the previous narration that the arts and competencies of education start from the learner's dependence on the mentor and the leader until it ends with him being self-centered and dependent on it. This development may have occurred as a result of the use of methods in generating facts and producing knowledge based on the use of tools that raise the status of the part, or the adoption of a scientific and cognitive norm that examines the primary roots of phenomena, or searching from the bottom to top.

All this frames mean one thing the independence or the ability to control phenomena, which leads to a sense of individuality, including the manifestations of liberation. All of this has an impact on the matter of education and its development and consequently the production of moods for individuals generated by learning methods, which lead to one result (the center of consideration for things) which is the first root of any phenomenon and individuality beside its social and cultural consequences.

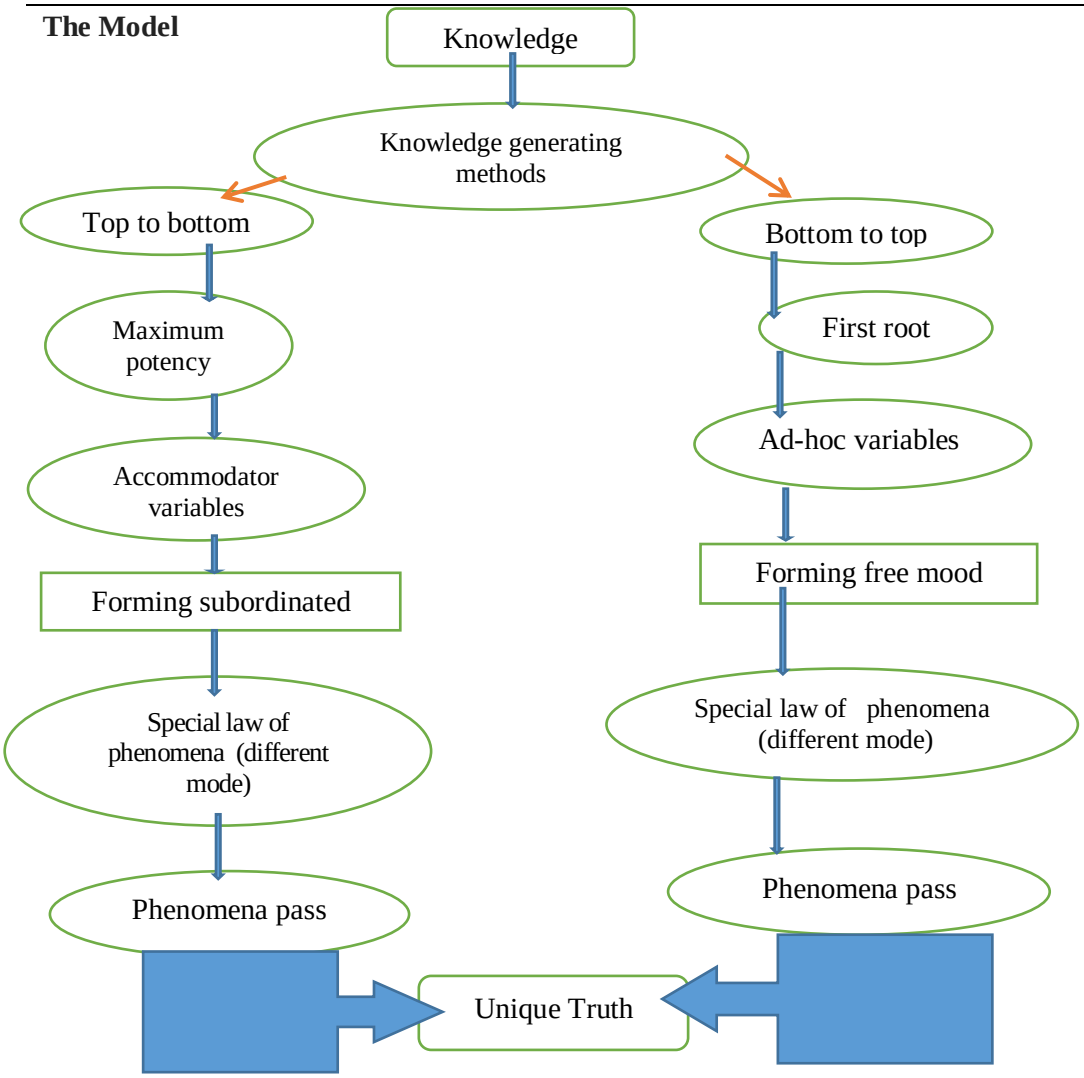
Discussing Education Outcomes:

1 The outcomes do not have a decisive position in accepting scientific concepts and methods. Truth alone is not sufficient because it can be produced in different ways. The choice between accepting one of these methods is the important and not the truth, while examining the mechanisms of the method in which it was produced and its historical stability in interpreting the phenomenon consistently is crucial. It is more likely to accept one of the methods is how to derive a fixed pattern to explain the phenomenon, not to derive the truth.

2 It is possible to choose between educational systems through different methods of exploring truth. There is one truth that can be accessed in several ways. The test here is how to choose educational method affects the prevailing system of values, and whether it deepens or undermines them. The answer to the question of how to preserve or transcend the inherited values depends on the choice of teaching methods because they are mixtures that either stimulate the survival of the value system or motivate its change and destruction.

3 Once we choose an educational method, we are t freely drawn the way of forming our moods, in addition to drawing a future that is produced unconsciously according to the moods formed by choosing one of the educational methods. Our history can be studied by looking at the prevailing educational systems and methods, thus producing facts, unconsciously crafting this history as a translation of our moods. It can consciously choose to continue with it or change it. We can decide a destiny or future by producing a specific mood according to the choice of a specific educational method in exploring facts, and the rest is all produced unconsciously. We can choose somewhat future , but the actions will done unconsciously according to the mood of a consciously or freely chosen component.

The Model



6 Here suggests defending our educational systems not our methods of exploring facts and not the values we rely on, because the second is a product of the first. The collapse or erosion of the first is the melting of the second. The first is to examine our teaching methods, not our knowledge, because science or truth is fixed, while the methods of accessing it are transformed. The more we understand the mechanisms of the transformer's work, the more assured we are of the truth according to our values formed by the mechanisms of the transformer.

7 The development of education or mechanisms for the exploring of truth will lead us to one of two ways. The first is the feeling of owning ourselves and thus deciding our destiny by embodying the overwhelming sense of freedom. The second is our sense of being subjected to a force. The first way is to be followed if we choose to exploring facts and understand phenomena using a bottom-up approach or to search deeply in the first roots of phenomena. As for the second, it can be pursued by choosing to look at things from top to bottom, or by looking at the maximum potency that the phenomenon can reach without controlling it.

8 Examining the mechanism of exploring the truth or the educational process and choosing it, is the freedom and awareness available to us. But the actions, are the submission and the subconscious. Therefore, it suggests knowing the limits of our freedom and being convinced of it, not searching for an existence for us that matches the existence of God.

Education Strategy (Happiness or Achievement):

Education quality ratings put Singapore and some Scandinavian countries in advanced rankings, as well as intelligence rates put the aforementioned countries in advanced positions. . While issued for example Scandinavia happy and honest peoples. On the other hand, ratings of the durability and strength of educational systems based on achievement put, for example, Britain and America in the forefront, even though they are in IQ rates and education quality lag behind the aforementioned countries

Based on the foregoing, intelligence can be linked to happiness and honesty, while its link to achievement is not very reliable. If an average IQ of 120, for example, is enough to get you to the highest achievement and benefit humanity and change the lives of others, what is the point behind the research's efforts to raise the rates of youth to above 180? But if we look at the story from the other angle, we see that honesty and happiness in the example of countries with higher IQs brought them abundant good.

The question of how to choose between being happy and honest while my contribution to the benefit of others is low versus the achievement and benefit of others is associated with less honesty and self-happiness. Which of the two options is more beneficial? Is it easy to formulate an educational strategy before deciding the choice of one of the two options and the associated cost to the individual and the community?

Searching about the facts:

To control any phenomenon, we search for its first root (as is currently prevalent), by digging deep down, as in the cell and below it for biology, and the atom and what is below it, like the quark in quantum physics. This method of deep digging and searching for the first root of the phenomenon integrates and internalizes in the individual an overwhelming sense of freedom, which increases as the digging deepens. Of course, this way of looking at things has great achievements as we see today in medicine and physics, but the feeling and feeling generated as a result of its use reduces interest in any religious or historical heritage (the sweeping stream of freedoms and its repercussions on atheism). Man deals with these beliefs unconsciously, perhaps the thing that affects instinct is the way we look at phenomena. Either led to the formation of free mood or submissive one. After moods are formed, events are produced unconsciously. There is a good unconscious that leads to faith, while there is a bad unconscious that leads us to atheism.

Perhaps we cannot choose to be believers or otherwise. Only our subconsciousness does lead us. It is obligatory to investigate the ways of unconscious formation that lead us to one of the two beliefs. We may be free to choose one of the ways of constructing the unconscious, but perhaps we are not free in our actions.

Constantly, the individual can change his mood through ways of looking at facts and thus move from one belief to another unconsciously. Perhaps someone asks why he is held accountable for actions that were produced unconsciously? The answer is that the action is the product of a mood that you created freely. Because what is important is not the truth, but the criterion is the method of its production by deep digging and searching for first roots or other methods. We are responsible for our moods because actions are subordinate to them, as the study assumes.

Developing mental abilities:

How can mental abilities develop by increasing the skills of memorization, memorization, analysis and creativity. The higher the creative abilities, the higher the analysis capabilities and the higher the ability to memorize and retrieve, because they all work at similar levels. If we take mathematics as a mere science developed by man, it results in the development of multiple skills and the discovery of various facts in all fields. If we consider it as the cornerstone of all kinds of acquired skills, we find there are two ways to develop it.

The first method is to memorize a large amount of methods for solving mathematical problems. Through these multiple mechanisms, a person is able to develop his skills through knowledge of multiple methods of mental arithmetic that accumulate and develop his cognitive skills in memorization, retrieval and analysis. Here creativity is generated and built by forming a large compiler of mental arithmetic methods. This compiler can be used at any time to solve mathematical and other problems. This method depends on the size of the compilation stock of mental arithmetic methods that are constantly can be increased, meaning that building a creative mindset generated from continuous analytical and retrieval capabilities needs to constantly increase the stock or compilation of mental arithmetic, that is, it requires a high mental energy consumed in addition to linking it to the person's ability to memorize and retrieve the increased mental arithmetic methods

The second method is to build the capabilities of memorization, analysis, and creativity to understand the pattern(mode) in which phenomena move. Therefore, the more the patterns or laws governing the phenomena are similar and few, the greater the ability of the individual to develop his creative skill. Here the ability to detect the pattern of all phenomena is built and developed. Pattern detection helps very quickly in analyzing the phenomenon, preserving and retrieving its components, as well as discovering its possible pathways. Here the process of teaching and learning is based on the discovery and construction of the pattern, that is, a continuous activity of the process of understanding and discovering the pattern from simple to complex phenomena. In this method, the way out of the educational process remains not the knowledge, but the patterns that generate it and govern its pathway. Here the focus is on how to detect a pattern and not memorize different methods to understand multiple phenomena. Methods of building patterns accelerate the processes of memorization and creativity and the discovery of uncomplicated solutions to phenomena in short periods of time without expending great mental energies.

It has always been assumed and suggested that the methods of discovering and building patterns (modes) are easier for creativity than the methods of mental arithmetic, assuming the effort and time spent in addressing and approaching problems. There are two ways to discover the pattern or special law of the phenomenon. First root method or from bottom to top and the other maximum potency method or from top to bottom. The first method looks at the components of the initial phenomenon in order to control and direct it, and the second one looks at the final pathway of the phenomenon with the aim of accelerating it. To choose one of the two methods, it is suggested to examine the historical pathway of the phenomenon in order to find out which of the two methods are capable of deciphering the phenomenon in light of the stability of the outputs according to the historical path in light of the pattern used. The more the mode used gives a consistent explanation for the various paths of the phenomenon, the greater its ability to understand the phenomenon, so it is preferred to another one used in the other method, or one method is preferred over another.

Finally, understanding patterns and being able to develop them and using the least number of them for multiple phenomena builds and accumulates superior creative

abilities and skills that contribute to discovering facts and generating knowledge that shortens the effort and time for the individual to confront life challenges. Therefore, it is suggested that the goal of education should be how to form and discover the pattern (mode) or patterns of phenomena, and not to build mental compilers to retrieve information in order to confront challenges and solve problems. In the end, building and understanding the pattern allows for creativity to be the director of education with little effort and time.

Research prospects and expected results:

Is there an end to scientific research or is the horizon open, and many topics on the table need deliberation and investigation. Idealists believe that there can be an end or end to scientific research, while empiricalists believe that the prospects for scientific research are open to infinity. There is no decisive philosophical result that favors one of the two sides. Perhaps the debate will continue to exist; Is there a decisive answer or result in the sciences?

Consider, for example, medicine and physics. Who is the decisive say in this matter and the possible repercussions.

Quantum physics confirms the existence of an end by reaching the smallest root of matter, which is the quark, and thus matter can be controlled in a hundred years. Now notice the remarkable achievements of quantum physics in its various applications. These fall upon the individual in his feeling that he is free and conscious of his destiny. As for medicine in neurobiology, it proves that an individual's actions are done unconsciously and that neural signals precede and direct individual behavior. The two sciences use the same method in exploring facts, which is the search for the first root of the phenomenon. Is it possible for a person to be free and not free or conscious and unconscious at the same time? The result is an overwhelming feeling of freedom as a result of using the method of the first root of the phenomenon as quantum physics, which has reached the final point, while the rest of the sciences are scrambling to reach this point. This overwhelming feeling is accompanied by the reality of the behavioral subconscious, according to neurobiology. This contradiction produced a generation either unconscious individuals or gods (the generation of atheists).

We may have noticed that the match ended in a drawn , but perhaps the approach to reaching a decisive answer lies in searching for a consistent approach that indicates does the individual is free and conscious or not free and unconscious. Perhaps this is the consistency that resolves the contradiction and establishes the conviction that we are the project of gods or just slaves.

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ОСВІТА ТА ЗНАННЯ (МИ РУХАЄМОСЯ ДО СВОБОДИ ЧИ ПІДКОРЕННЯ?)

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Анотація. У дослідженні пропонується та обговорюється модель виробництва знань та виявлення істини під рубрикою «адаптація проти контролю». Запропонована модель показує, що існують два типи методів виробництва знань. Перший метод полягає в контролі явища шляхом його вивчення, знаючи першопричину явища, або те, що дослідження називає методом «знизу вгору», у цьому випадку незалежні змінні є ad-hoc змінними. Другий метод – це метод знання максимального потенціалу явища або його кінцевого шляху, що дослідження називає методом «зверху вниз», у цьому випадку незалежні змінні є акомодаторами, а їхня основна функція полягає в прискоренні шляху явища. Дослідження порушує основне питання, а саме: чи є методи виробництва знань різними чи подібними за своїми результатами. Дослідження припускає, що використання певного методу продукування знань призводить до формування певного настрою у користувача. У випадку використання методу першопричини явища складовим настроєм є настрій свободи або бунту, тоді як при використанні другого методу або методу максимального потенціалу явища складовим настроєм користувача є настрій підкорення. Факт залишається незмінним, якщо використовувати будь-який із двох методі, тоді тип і ступінь сформованого настрою змінюються. Перевага будь-якого з двох методів над іншим залежить від їхньої стабільності в поясненні явища зі зміною часу.

Ключові слова: першопричина, максимальний потенціал, акомодація, контроль, знання.

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