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RESEARCH ARTICLE

THE HYPOTHESIS OF THE PREDETERMINATION OF INDIVIDUAL PSYCHO-PHYSICAL CAPACITIES

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Abstract

This paper shall open an opportunity to make an attempt to open a marginalized discussion of the notion of science and the temporal sustainability of stochastic laws in the field of social sciences. A new interpretation shall be provided through a comparative analogy, with a view to revising current scientific attitudes and their social implementation. The views that the psycho-physical capacities of an individual, can be extended to a certain extent, through an influence of a scientific knowledge and a wider social environment is disputed. We believe that the personal capacities inherited by birth, limit the potential for the impact of a scientific knowledge and a social environment, minimizing their impact to negligible. Our approach is expressed in the view that a science is a cognitive-developmental reality, subject to a constant substantive changes, not a value system of interpretations and defined thinking orientations.

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Introduction:-

Trichotomy of Religious, Laity and Scientific Knowledge: Science is considered as a developmental system of a true knowledge, i.e. facts, theorems, hypotheses, theories and laws of the world, which are acquired by applying certain methods, techniques and instruments, starting from a certain theory and the worldview. Each science encompasses a number of theories, which simplify and interpret the research results in their respective field. Science therefore represents a more general concept than a theory, which is its constituent. It should be noted that a scientific knowledge was preceded by religious and a common sense forms of knowledge that still exist today. Religious knowledge originates in human practice and, according to the theologians, do not originate from an experience, but is the fruit of divine revelation. Religious truths or dogmas are communicated to the elected ones and are considered eternal and immutable. This means that religious dogmas, as well as a scientific knowledge, can be exhibited in some order and prove in some way, but they are still not a scientific knowledge. Its accuracy cannot be objectively verified, it is mediatory, and it can either be believed or not believed. Common sense or a laity knowledge of a human is a knowledge of a person from an immediate practice, which the one has acquired in the process of the one's life experience. The insufficiency of a laity knowledge is that they are unsettled, untested, unreliable and full of prejudice. Its successful application is limited by one-sidedness, which comes from the fact that it is derived from a limited practice of individuals and social groups and are not sufficiently theoretically generalized and proven. Due to lack of a common sense knowledge, our activity must be guided by a higher forms of knowledge, namely scientific knowledge. Scientific knowledge is characterized by objective truthfulness, and thus a high degree of successful application in practice, anticipation and change in the course of events. In order to achieve this, each science has a specific subject of its study. By subjects, which constitute particular fields of reality or types of

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phenomena, science is divided into five large groups: mathematical, natural, psychological, social and philosophical sciences. Depending on its subject, each science has its own specific methods to reach the truth. By general method, scientific work is characterized by application of precise, accurate and comprehensible language, which is neither the language of stylistic figures characteristic to literature nor the language used to express religious dogmas. In science, every single word has a precise meaning, from which scientific terms originate, i.e. the professional names of a particular objects and phenomena in science. Every scientific truth must be objectively verifiable and theoretically proven, which may not be the case with the other types of knowledge. As soon as the new facts are discovered or proven, which correct or supplement the truths hitherto valid, the scientist is obliged to adopt them, fulfilling the scientific principle of criticism. There are no isolated systems in science. Each fact gets its explanation only in relation to the other elements of scientific knowledge, thus expressing its causality. It can be concluded therefore, that one of the main features of science is dispersion of its contents. Therefore, skepticism and doubt are the main drivers of a development, not belief or belief in someone or something. Starting from this premise, we comparatively theoretically direct the course of thinking in a new direction within the competence of pedagogical, psychological and sociological sciences.

Psycho-physical Capacities in a Function of Individual Limits:

The realization of any social value is determined by our psycho-physical capacities. It is believed that these capacities, through the creation of opportunities for their emergence and development, can be increased to a certain extent, through the influence of a scientific knowledge and the wider social environment. However, we are of the view that the personal capacities we inherit by birth, substantially limit the possibilities of influence of the social environment and the available scientific knowledge, considering that their impact is negligible. In this sense, we believe that pedagogical and especially psychological scientific knowledge, have primary contribution in instilling an individual's "nice feeling" within the inherited capacities. We often describe our practice with one illustrative example: "Trabant cannot produce Mercedes (and unless stated as an inertial target), but Trabant's driver can be provided, or convinced, if being in a state of a personal conflict, that it's a nice feeling to drive in a Trabant." For example, if the psycho-physical predispositions of an individual, in this example, for the sake of simplicity of understanding, are primarily physical, such that 100 meters cannot run faster than 12 seconds, then there is no science other than chemistry (also limited possibilities), which at that time can lower below, irrelevant in terms of quality and quantity was done. We believe that even sports psychology cannot give more capacity than it was given by a birth limited capacity of an individual. Thus, the capacities we inherit by birth, without significant effects on change, determine the scope of our achievement, which we shall vividly explain in the following example. When purchasing a computer, a product is also provided with a declaration stating technical characteristics of the product purchased, e.g. hard disk is of 40 GB memory storing capacity. This means that the memory storing capacity and where appropriate, using the processed content within that computer is situated within the specified range and goes not beyond. When a child was born, by analogy to a computer purchased and viewed individually, there are also defined and limited psycho-physical capacities, with which we are not familiar with immediately, but over the time we find out through discovery, through various comparative analyzes. Thus, with the birth of a child, parents do not receive a declaration of the child's capacities and the child's psycho-physical capacities are already defined. If in computer working of 40GB memory storing capacity, we need some additional need for example, some extra 5 GB memory storing capacity, we can try to formatting the new hard disk memory storing capacity on our own or with the assistance of a technically trained person. However, as soon as the new formatting is done, the warranty for our computer is no longer under the responsibility of the factory manufacturer, but rather falls under the jurisdiction of the "lower level", i.e. of the one who performed the subsequent formatting of the hard disk memory storing capacity. Also, in these newly established circumstances, it is no longer the same computer: it often works hard, is prone to system failure etc. If in the meantime we need for e.g. 2 GB more memory storing capacity and we try to reformat the hard disk capacity, the computer will due to the original, i.e. factory capacities, after a certain period of time, become unusable or usable within limited capacities, often less than the initial ones, stated in the declaration. Similar to a computer, it is the same with a child. As soon as it is crossed, scientifically still clearly unmeasured psycho-physical limit of an individual, failures occur, most often expressed in the phenomena of destructive expression: drug addiction, alcoholism, prostitution, etc. or in personal social inadaptability: irritability, instability, impulsivity, egocentricity, falsehood, a sociality or ferocity. Also, in order to realize the same social value within different social environments, different individual capacities are required. This unevenness is determined by the range of social differences in terms of value, which is described by the environment specificities. However, in social relations there are individual peculiarities, which are described by the term "nothing caused-unprovoked", and are defined by the terms "happiness" or "unhappiness". These "nothing caused - unprovoked" circumstances also affect the outcome of the realization of social value, however, we shall not consider here the range of possible influential differences. One

general example of an attempt shall express the thesis. Suppose that social value is e.g. completion of studies, determined by conative, cognitive, emotional, character, affective, psychomotor and socially adaptive capacities, as well as by all the above social circumstances, is attainable if the individual has an individual capacity of for e.g. 20 GB memory storing capacity (computer analogy). If, at birth of a child, the summarized and the required capacities are within a limit of e.g. 12 GB memory storing capacity, then with all the new formats of individual capacity, an individual cannot realize the stated social value, i.e. to graduate. He may have satisfactory e.g. cognitive (cognitive) capacities, but if there is no satisfactory conative (voluntary capacity), the one will not reach the socially accepted value, except that failure to realize will justify with the reasons that do not affect the achievement of the target. Compensation of the expression of one a satisfactory capacity in relation to another unsatisfactory capacity is permanent and may result in the achievement of a socially accepted value within the certain social environments and under the certain "no-cause-unprovoked" circumstances. That is why the excuses saying: "He is smart but he is lazy, not motivated, burdened, fell in love, got a job, etc. and that is the reason why he did not complete his studies" or any other planned socially acceptable value, are not relevant arguments. These excuses justify the individual's unsatisfactory capacity to realize a particular social value within a particular social environment. Each of the attempts stemmed from good intent e.g. a parent or the broader social environment, directed toward the achievement of a directed or a given goal value (sometimes it is at the level of elementary existential need) will not produce results. In this sense, the pedagogical-psychological sciences, mostly merely construct the contents of their sciences, which are not unfounded, but are essentially of a limited effect in relation to what has been shown. It is only from this position of thinking, as a set hypothesis, that we can analyze social ethical norms, i.e. responsibility of both parents and the community at the same time, in the pursuit of individual adaptation and affirmation of the child. However, the pedagogical and psychological sciences in the contemporary society institutionalize their science through various social institutions, which position them in the role of competent mediators, i.e. assessors and protectors of children's interests and vulnerabilities. It is absurd that these social institutions, by the norms of their goals and tasks, would today deprive and take away a child of almost every parent who sets a high social goals for their child, e.g. creates him a future sports champion. If in the process of "creating a champion" the limit of the above individual capacities of the child is not exceeded, and all the time, due to the achievement top result, "he is playing near the limit", then with the achieved results of a child we are talking about a successful, exemplary and a parent who is an example to others. Otherwise, without an achieved result, which, due to the conflict caused by the limited capacity of an individual, can be reflected in these destructive expressions, a parent with the same approach is an inappropriate one. So evaluating what kind of a parent is the one on this and many other examples determines the result. The result achieved justifies an approach to achieving a result, while pedagogy and psychology remain silent in these circumstances. The aforementioned sciences are advertised only if the desired result does not lead to fruition, and then, in expressing their expertise, they explain the reasons why the success was failed to achieve. One might conclude that the approach of the aforementioned sciences is hypocritical, but it is explained by the fact that it is a value norm of a contemporary society. This socially accepted form of scientific reasoning has its historical continuity. Namely, describing the difference between religion and superstition, the English philosopher Thomas Hobbes (1588 - 1679) states: "Fear of invisible power, if it is publicly allowed, is religion, if it is not publicly allowed, then it is superstition. Therefore, deciding what religion is and what is superstition is depends on the legislator."

Conclusion:-

Growing up and expressing ourselves in a broader social environment, we "seek" for social values that are aligned with our affinities, while their realization is determined by our inherited and essentially unchanged capacities. We cannot achieve our goals beyond our capacities given by birth, while we shall justify our failure to realization by the reasons from a wide range of personal and socially determined circumstances of "why we have failed". Possibility of influence of pedagogical, psychological, sociological and the other sciences, in attempts of new formatting of our capacities given by birth, in relation to what can be done by a family or an individual, through the actual circumstances to which it "opens" i.e. reveals the capacities of an individual, we describe by the following example. Namely, in addition to the family, the social community is also interested in preschool education of the child. For this reason, in addition to family education, preschools are opened where professionally trained educators work. These institutions allow the child to experience and gain rich and positive experience in social interaction with the other children through play and a wider social contact. However, a skilled and well trained educator, unlike a parent who is not, cannot initiate capacities or contribute more to the child's development than the parent. By the way, the parent, without professional training, through the processes of family education and upbringing, directed the child to social interactions, instructing him/her to "discover his/her capacities" through:

Cultivation:

i.e. developing fundamental human abilities such as: learning languages and communication methods, taking an experience from a given culture and training for an independence;

Socialization:

i.e. the process by which the child is introduced into the rules of social life, but at the same time creating his or her own standards and criteria of behavior;

Individualization:

i.e. the process by which one develops an internal system of motivation in accordance with one's own personality characteristics.

Therefore, for the sake of logical reasoning, it should be noted that a professionally unskilled parent has previously educated a professionally trained educator.

Based on the theoretical analyzes presented, the proposed explanation of the above mentioned phenomenon or a reasonable assumption that suggests a possible correlation between several causally consequential phenomena, by the author called the Kuka-Krunic hypothesis, concludes as follows: "Any socially accepted value, is possible to attain only if it is harmonized with our inherited psycho-physical capacities, which cannot be substantially affected by any form of the later professional upgrades."

Psycho-physical capacities of an individual, similar to the work of the heart, liver, kidney, etc. are autonomous systems, i.e. they work and develop on their own and cannot be influenced by any external "conscious activities". According to this hypothesis, one can conclude that the achievements of any individual are pre-determined, which is only partly true.

Namely, from a wide range of social offerings, an individual, at his/her own discretion, most often by the freedom of his choice, chooses a desired socially accepted value. The disharmony of a chosen socially accepted value with a personal psycho-physical capacities results in an „existential failure“, which was written by the German social psychologist Erich From (1900 - 1980), saying as follows: „An existential failure is when a one fails to be what he or she was able to achieve, in accordance with his/her capacities and capabilities“. Therefore, the Kuka-Krunic hypothesis from the point of view of the present-day science is difficult to verify and to accept, but also difficult to refute, because by what measurable indicators of a today's science we can conclude that what happened was not previously determined by the possibilities of realization. In the context of the above mentioned, it can only be recommended that the socially set goals of an individual should be as high as possible, as the English poet Philip Sydney (1554 - 1586) said in the saying: „Whoever shoots in the midday sun, even if he is sure that it will never be hit, yet will throw further than the one who shoots at the first nearby bush.“ (To paraphrase: the one highly aspirated and ambitious, even to highly aspirated in comparing with his/her abilities, can achieve the goal at least accidentally even higher, than the one without any aspirations and ambitious.)

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