

*Abstract:*

**The Introduction of Collective Reasoning into the Education  
Process:  
Pedagogy of the Future**

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Pedagogy has always been and will be a socially-relevant science. Physiological, psychological and intellectual components are always interlinked in the upbringing, formation and education of the student. These experiences collectively lead to the development of an intellectual activity and assist a better societal socialisation and adaptation. Today the evolution of the humanity happens so rapidly that each year's demands of people are to obtain new qualities: constant readiness for change, the ability to adapt quickly to the changing environment and professional experience.

The paper discussed the conceptual and theoretical foundations of the empirical work carried out in one school in Moscow (both at primary and second level classrooms). The focus of our research was to assess the extent of the development of students' cognition at any point of time by a specially designed questionnaire. We then also suggested a number of individually tailored techniques to advance students' cognitive development. At the basis of our work lies our developed theory of students' cognition. According to the nature of human mind every student has his/her natural information code of thinking, which may serve as the basis for the educational process. We are interested in this particular structure of human brain, as it can build a new pedagogical theory for the future which relates not only to the ordinary realities of social life but to any school, any institution and any educational establishment which corresponds with the cooperation among students and, which is most important, to the development of a student himself/herself. The individual natural information (triadic) code indicates the structure of personality more accurately than any other off-system characteristic.

We argue that in the first stage of human intellectual activity development, the active development of *reason* takes place. In the second stage of mental activity development, the *will* mainly develops. In the third stage of intellectual development, the all-round development of personality, *the sense making and understanding* mainly develop.

The paper will conclude with a number of suggestions for further research. We will also conclude that the progress of any society is always reflected in the extent of development of its educational systems (primary, secondary and higher education). The progress of the development of educational systems is possible through the understanding of how individuals reason and think.