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The "banking" concept of education as an instrument of oppression—its presuppositions—a critique; the problem-posing concept of education as an instrument for liberation—its presuppositions; the "banking" concept and the teacher-student contradiction; the problem-posing concept and the supersedence of the teacher-student contradiction; education: a mutual process, world-mediated; people as uncompleted beings, conscious of their incompletion, and their attempt to be more fully human.

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Antidialogics and dialogics as matrices of opposing theories of cultural action: the former as an instrument of oppression and the latter as an instrument of liberation; the theory of antidialogical action and its characteristics: conquest, divide and rule, manipulation, and cultural invasion; the theory of dialogical action and its characteristics: cooperation, unity, organization, and cultural synthesis.