

Salvation of the Saviors. 10_369 WHAT TO DO?...

Author F.D. Shkrudnev.

"What a generation has come:
they won't let you through,
they won't give you a seat..."

From a conversation between two philosophers
who lived 2,750 years ago...

After reading this "review" by **Igor Mikhailovich Kondrakov**, to whom I have always listened as an expert in my field, especially in matters of education and upbringing of not only young people, I decided to publish this information, **which I consider important and necessary**, — in this series of articles, ending it with my comment on the questions raised.

(Continued discussion of the topic)

Here is the review and question of our colleague after the publication of the article by F. D. Shkrudnev "**The study of roots and only then — fruits**" and reviews about it.

"...I read your second article — a review of the new work of F. D. Shkrudnev "The study of roots and only then — fruits". The topic, the questions — the most relevant, topical, affecting the fate of not only millions of people, but also the future of the country!..

This is always the most difficult thing to answer the question: what do we do and how do we exist?

But, as the saying goes: if you cackle — answer it!

I think that Fedor Dmitrievich will also give his answer to this question at the end of the series of articles.

It is clear that the answer should suit millions of parents of any educational qualification; it is a very hot topic — education in the form in which it was turned by the reformers. At the same time, it should be borne in mind that many parents have problems with time, but they are also solved — in extreme cases, work with the child can be postponed to the weekend... It is more difficult when there is one parent and many children.

Based on my personal experience — working with children at the Small Academy of Sciences, with "gifted" children at the lyceum, with a team group of schoolchildren at the Palace of Pioneers, at the school at the University — I came to the only, as it seems to me, correct conclusion: there are no incapable children! There are children who are **neglected** in their studies and upbringing, both in school and in the family, and children with various **vices** (but this is a special topic).

Before answering the question, we will formulate the requirements that the answer must meet, so that parents can listen to it. To do this, we will also rely on the experience of our innovative teachers.

1. The parent himself must understand what he needs to work with his children, i.e., even in modern conditions, life itself recommends — **TO LEARN HIMSELF, AND FOR the REST OF his LIFE**, including from his children and grandchildren, who are adapting to the new requirements and new conditions for which they are prepared by real reality. This new generation and innovations in life for the "old" generation, who still want to keep up with the times and have harmony with their children and grandchildren, — is a real opportunity to "catch up". It is their accounting that compensates for the gap between generations. And given that every 15 years there is a change in technology, which is easier for a new generation to perceive — children, rather than their parents, are more often forced to adapt to them, while experiencing difficulties in their development and assimilation...
2. When teaching and raising a child, never use methods of coercion to him, if he does not understand the material being studied. **Patience** — is **the incentive for the success of parenting**.
3. Communicate more with your child (grandchildren) — everything will return a hundredfold.



What You have sent will be returned to You.
Winston Churchill

4. Be able to show, and then teach the child to see the common and different in certain objects, phenomena, events. The laws of development are the same for all systems. To do this, often go out with your child for a walk around the city, through the forest to the river, etc., constantly conducting a conversation with him so that he often answers and talks about how he understands what he sees around him: why the river flows, why the tree on the edge is one, and in the forest another, etc.
5. "In order for a student to learn **well**, it is necessary that he learns willingly, in order for him to learn **willingly**, it is necessary:
 - a) that what he is taught **is clear and entertaining**;
 - b) that **his mental strength may be in the most favorable conditions**."
6. **Set** the child up **for success**, encourage him, then he will have an **interest** in what he is dealing with now.
7. Remember, in learning, as in any business, the **result** is important, especially organized by the child himself. You need to help him in this. Then he will do it himself. Praise the child if he succeeds and encourage him if he does not immediately succeed.
8. In order for children to learn well, it is necessary to **teach them to learn**. The child needs to show that you are also interested in learning about what you have to learn now. You will have to re-comprehend school literacy, but this must be done with genuine interest, so that the child sees that you are also learning and want to learn a lot.

A little information to the above:

Fighting against the school system that existed in the middle of the XIX century, which suppressed the child's personality, Leo Tolstoy was one of the first in Europe to address the problems of free, humanistic education and upbringing. Tolstoy criticized the modern school for its dogmatism and isolation from life.

Being a subtle psychologist, Tolstoy showed the differences in the mental state of **success** and **failure** of a child in different situations: "If you look at the same child at home, on the street, or at school — then you see a cheerful, inquisitive being, with a smile in his eyes and on his lips, looking for instruction in everything, as joy, clearly and often strongly expressing his thoughts with his own language, — then you see an exhausted, shrunken being, with an expression of fatigue, fear, boredom, repeating with his lips other people's words in another language, — a being whose soul, like a snail, has hidden in its house, all the higher faculties — imagination, creativity, reasoning — give way to some other, semi-animal abilities... in a word, the ability to suppress all the higher abilities for the development of only those that coincide with the school state — fear, memory tension and attention...".

The success of the Tolstoy school was based on respect for the child's personality, the development of his activity and independence, and all his abilities. It was unlike any school of its time in its atmosphere of freedom, creativity and love for children.

It is impossible to achieve success in **education** and **training**, L. N. Tolstoy argued, if you do not consider them as a **single holistic process**. They are, in his opinion, inseparable. It is impossible to educate without passing on knowledge, but all knowledge must act "educationally" on the child.

The ideal of reforming school affairs for Leo Tolstoy was the **final result**, i.e., a situation where the student **can and will want to learn by himself without coercion, with interest, joyfully and successfully**.

V. A. Sukhomlinsky: "We don't teach a child to think." Observations and analysis of lessons led him to the conclusion that the skill of the teacher consists in the ability of the teacher to teach children to think, so as not to turn the child into a repository of knowledge, a storehouse of truths, rules and formulas. For a student to want to learn, **he must be able to learn**.

Without success, without the joyous experience of overcoming difficulties, there is no development of abilities, no learning, no knowledge.

"To give children the joy of work, success in learning, to awaken in their hearts a sense of pride, self-esteem — this is the first commandment of a teacher and educator. **Success** in teaching is the only source of inner strength of the student, giving rise to the energy to overcome difficulties, the desire to learn. **The desire to learn comes only with success in learning**".

In order for your child to be able to withstand a collision with society and the system in adult life, without turning the defense of their ideas into a struggle with "windmills", at every stage of achieving the goal, you **need a result**, i.e. **you need a success organized by yourself**. **"Interest is supported by success,"** V. A. Sukhomlinsky emphasized, **"and interest leads to success"**.

"Replacing thought with memory, vivid perception, observation, and the essence of phenomena by memorization is **a great vice** that stupefies the child, discouraging, in the end, the desire for learning."

As the principles of his pedagogical activity, Sh. Amonashvili put forward the following proposals:

1. **The first principle** — to love the child. The pedagogy of love does not tolerate rudeness, pressure, infringement of dignity, ignoring the life of a child.
2. **The second principle** (it follows from the first) — to humanize the environment in which the child lives. No sphere of communication should irritate the child; give birth to fear, uncertainty, despondency, humiliation.

3. **The third principle** — to live out one's childhood in the child. This reliable way for his soul is possible only when the teacher knows the child in himself.

Speaking about didactics, the teacher-innovator noted: "Methods, techniques, ways, forms of education and upbringing, passing through the teacher's soul, warmed by love for children and filled with a sense of humanity, become refined, flexible, purposeful and therefore effective."

Amonashvili emphasizes: "**The only training in childhood that is good, is that which runs ahead of development and leads development behind itself.** In addition, "the pedagogical process is the cooperation of the teacher with the child, when the teacher helps the student to overcome difficulties."

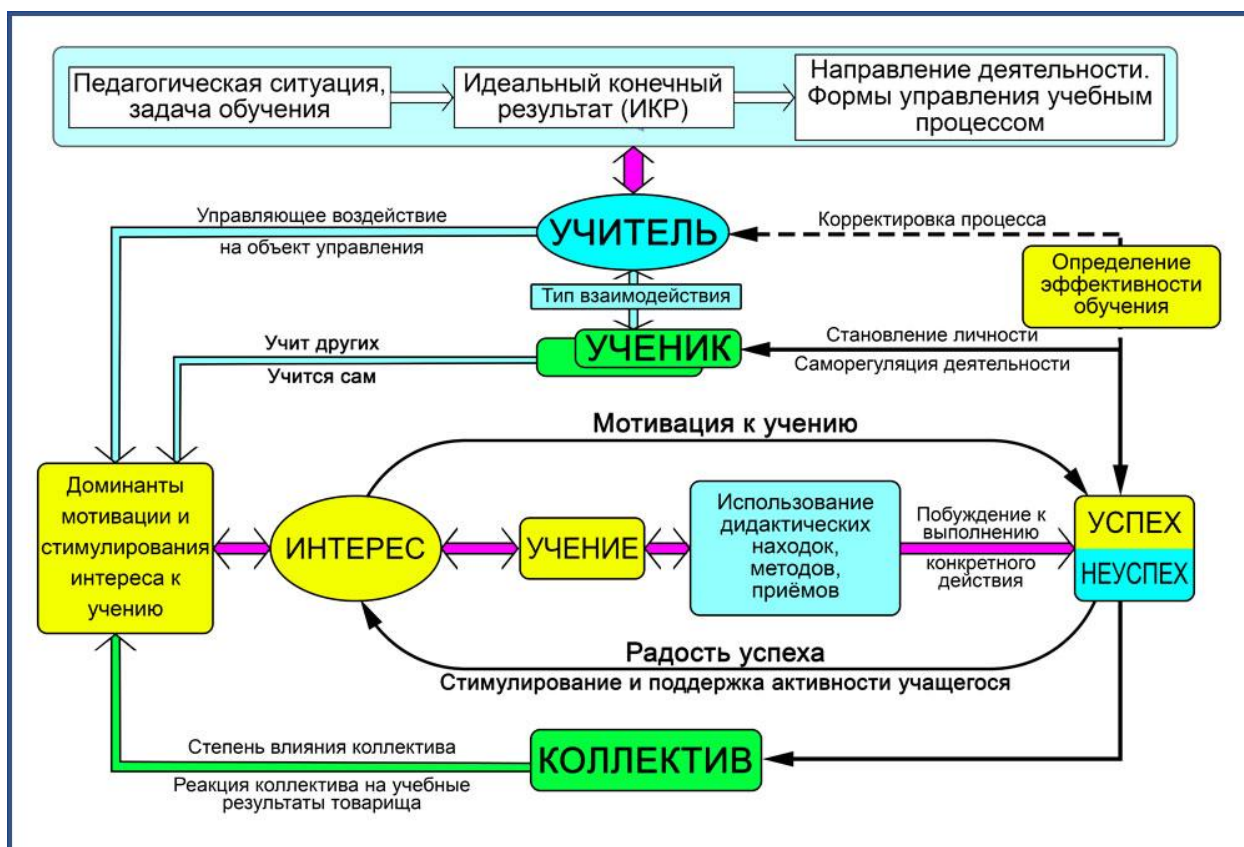
S. N. Lysenkova, a follower of V. F. Shatalov's ideas, notes that one of the main methodological techniques used in the pedagogical process for successful learning is to teach children to think aloud from the very first day, from the first lesson in school.

Educational work in literature classes contributes not only to the development of the most important moral qualities of the individual, but also affects the formation of character. It "opens the way to creative (!), educational(!) communication".

"The didactic wordsmith," Ilyin believed, "has the opportunity to "enter into co-creation with the writer," his position, views, and step beyond the book."

"The secret of all the success of the students," says Shchetinin, "lies in the diversity, multidimensional vision of the world." From birth, a person strives for self-affirmation. He wants to be loved, understood, rejoiced at his successes, and saddened by his failures. "Pervokirpichik, the reason - the cause, the energy source of personal development is a sense of self-worth, of one's importance among people."

Depending on the pedagogical task they solve, the goal they set, the forms and methods of organizing the educational process, and the specifics of the subjects, only those elements of the generalized model that they need are used in a specific success model. The "core" of the model, which directly reflects the learning process in the form of a chain (the dominant motivations \Leftrightarrow interest \Leftrightarrow learning \Leftrightarrow success) for all authors, remains virtually unchanged. Here we can offer a generalized model of successful education and upbringing.



The author's generalized model of success

To organize the situation of success in learning using the found solution, the teacher creates his own pedagogical system, which is generally reflected in the generalized model of success, which functions as follows. The teacher, depending on the type of interaction (authoritarian style, cooperation, humane relations, etc.) with the students, organizes the educational process, establishing the necessary connections between its elements, creating its structure. Using the dominant motivation and stimulating interest in learning, the teacher, by controlling the influence on the students, stimulates their interest in the subject of study, aiming students at success. The interest in the subject and the expectation of success stimulate the student's desire to learn. Using didactic findings, techniques, methods, the teacher supports the student's interest in the subject, encouraging him to perform a specific action, contributes to achieving success. If necessary, it adjusts the learning process. If the result of these actions is success, then it will cause the student to enjoy success, to feel like a person and to want to move further in learning, moving at certain stages of learning to self-regulation of their activities. The teacher, using the situation of the student's success, stimulates and supports his activity in teaching by various methods and techniques. Having achieved the first success, the student moves on to a new round of knowledge. Then the learning process is repeated again, including new connections in the success model at a higher system level, for example, caused by the influence of the team, school, etc.

In case of failure, the teacher introduces appropriate adjustments to the learning process, supporting and encouraging the student to overcome the difficulties encountered. Depending on the degree of influence of the team provided by the pedagogical system, the latter supports the unsuccessful friend in every possible way, stimulating him to overcome the difficulties that have arisen and the desire to learn further and with interest.

To be a Contemporary, you need to study all your life!

I. Kondrakov

28.04.21.

The opinion of an amateur from science...

"...I agree with everything that you have written, but I did not see it, I did not understand — and what TO DO NOW, what do millions of parents do? This is not the case with Fyodor Dmitrievich..."

If a person had no questions, he would remain at the level of the animal (he, the animal — has no questions). Man is himself, not an intelligent animal, through big questions. They encourage him to look for answers. This is the driving force of development. And this is the most important thing in today's time. "What should millions of parents do now?" is a very familiar question for everyone — you need to ask it not from a million parents, but from yourself. Who said that in a million parents there are not those who still read more carefully what is set out and found the answer to the question — **WHAT TO DO?** And this is one of the reasons why I don't want people who read my books **TO REFER to ME as an authority**. I want people to evaluate the information given by me, not through the prism of "who said it", but in its purest form. Anyone who wants **TO UNDERSTAND**, and **NOT ACCEPT** on faith all that I write, he seeks to get to the very original point of reference of all his truths, first of all. Understand the true intentions set out in the text, **and do not be deceived or deceive yourself**. This is very important, and even more so in today's time of global change. So what to do now, after reading what was written and agreeing with it? Everything depends only on the Person who accepted what is stated, found arguments to confirm what was written, found and realized the correctness himself, and, above all, began to think in this direction. Do not listen to some advice that is rushing from all sides — namely, think and reflect. Understand, for example, that it is much more effective to tell a child what gifts Santa Claus will bring him if he studies well, than to read tedious lectures about the benefits of knowledge or force him to learn something from what is presented in "modern" textbooks under the threat of punishment. Similarly, with a million parents — it is much more effective to direct them in one or another course, telling them about Santa Claus, if appropriate, which I do through my articles and books.

Because to stop within the framework of today's concept of education, for a million parents, would be the same as to stop at the cave level of development. What would people who understand everything do? They would lick the cave and "crawl away" from big questions in general terms. To get out of the cave, you do **NOT NEED TO CRAWL AWAY** from the big questions, but **TO GET INTO THEM**. But to do this, you do not need to recognize the existing knowledge as truth (any knowledge, no matter how obvious it may seem), but you need to consider it as a **step on the path to truth, but not the truth**. Sometimes it is useful to reject all truths. To doubt that which admits of no doubt. To break out of the corridor of so-called common truths, which only for this reason seem obvious that no one has thought about them properly. The basic truths that we consider in solving the question — **"WHAT SHOULD WE DO...?"** — are just what we need to look at first not as the absolute truth, **but as a barrier to the truth**. Only in this way is there a chance to escape from the cell in which a person is at this stage of development. "In order to know the truth, everything must be questioned as far as possible" (Descartes). And the idea that "suddenly" came to you after reading what we are talking about now — and on the basis of which the questions were formulated — should be evaluated independently, without reference to its source. Thought is free from source and medium. In order for all of us, including parents, to begin to understand children (schoolchildren) and those who teach them, we need to understand human nature as it is, and not as it is painted by moralizers "reformers". And here you need to rely on the facts that are known to you and that you consider acceptable in the matter of educating a student. The most reliable facts in this case, and, of course, in other circumstances that are vital for us now, **are intelligible**. It is impossible to doubt them. They are free from fraud and opinions, do not require confirmation in the form of documents. To deny intelligible facts, one must deny obvious common sense. An example of such an intelligible (speculative) fact: I look at the house and claim that **it was not created by the elements**, but by the builders. I do not have a video or a document confirming my words. But I have a house before my eyes. This fact alone makes my statement unwavering. Through this same technology, much of today's understanding of learning in the modern school is revealed, which has been hidden, distorted and misrepresented.

What seems to us extremely obvious, in today's reflections on the education of our children and all that is connected with it — is in fact an exorbitant and very difficult to assimilate process, if at all caught today in the framework of our knowledge of the ongoing transformations. A small fraction of this is all that is associated with teaching and modern school. In order to make this idea clear, I will give a simple example, which, when examined in depth, will not give an answer that lies on the surface before you, but is always light in your answer. Can you write your full biography? "Of course, yes!" — anyone will say. But not everyone, thinking about it, will tell you that a person **WILL NEVER** be **ABLE** to write his full biography. **For it to be complete, he must describe himself writing a biography**. This entails the need to describe yourself writing about the writer of your biography. And so on endlessly.

A man can do anything he believes in. What is insurmountable is only what he himself has recognized as insurmountable.

Any task, and even more so a task within the framework of the above question, — is not solved if the necessary intellectual resource is not involved in it and there are no ideas. The idea does not mean the solution of the task set within the framework of our current knowledge and desire to do everything as it seems to us — "it would be right", but a philosophical understanding of the entire topic of the organization of training, the school itself and the education of students. And most importantly — this process is already "started" and **NO ONE CAN** stop it, even those who created everything that is described in my articles about the school... Because their intelligence has not increased, but, as can already be seen, it has only decreased (remember that the Mind has the **ability to see the essence of things**). What the masses of the people call the mind is not the mind, **but the everyday experience and everyday skills** acquired by them in the course of life.



And as for the processes that **cannot be stopped**, — I will simply say in the words of M. Bulgakov from "Master and Margarita" — "**... Annushka has already bought sunflower oil, and not only bought it, but even spilled it**".