

Salvation of the Saviors. 8_369 SCHOOL IN COGNITION OR COGNITION IN SCHOOL

Author F.D. Shkrudnev.

Human nature is such that it cannot but strive for the good. What people consider good, they will strive for in all ways. But what people considered good was not up to them. It depended on the System. Regardless of the irrepressible inquisitive thoughts of people and the constant state of search, they still previously developed and multiplied according to the program and in those directions and goals that were laid down by the former System in its interests; that is, before the liquidation and the elimination took place of this Management System. Completely different processes have been initiated, however today we have **DUBIOUS HUMAN MATERIAL** — **regarding most people, if I may say so**. Their main flaw is that they see their only purpose in life as settling their living. They are initially focused on taking as much as possible from society and giving as little as possible (ideally, taking everything and giving nothing). And these attitudes are absorbed by modern people (not yet humans) with their mother's milk, they have them embedded at the level of the subconscious. It's impossible to get most people to give up on them. In these conditions, how can we build the social structure that we all need, which at least at the first stage will allow us to navigate in what is happening and facilitate our existence? Detailing everything that has been done to humans to put them into a "people" state and a true awareness of the outcomes and states of everything that has happened is rather impersonal, at least at the stage of **CONDITIONAL CONSCIOUS DEVELOPMENT** of humans and their level of Brain functions. This will undoubtedly be done later, but by all means. However, this does not prevent us from understanding the principle of functioning of the future social model or at least from **TRYING** to **PREDICT IT** within our own understanding of the reality surrounding us. Proceeding from this, I have decided to publish some, in my opinion, of the most urgent developments today from the writings of **Professor Alexander Ivanovich Yuriev**, my teacher and like-minded person, who passed away "suddenly," but left me some of his works, not yet published or partially published in specific and professional sections of the Internet, which are not accessible to many. This information is the basis of my reflections on specific issues in understanding what is going on, and it is presented exactly as today's time requires, if you look from the perspective of energy-informational dialectics of the development of Brain genotypes.

For 18,000 (and especially the last 4,000) years everything that happened on our planet was oriented and represented by a complex set of processes for improving very specific genotypes of the human Brain, and in such quantities as was planned. The development of the Brain genotype was primary, and all speculative processes connected into a single historical process of civilization development were secondary.

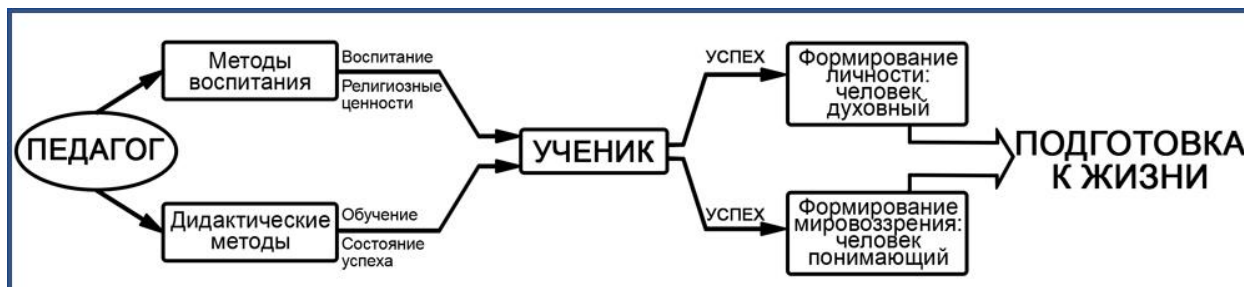
No matter how humiliating it may be to perceive, but the development of all areas of science, knowledge, education of the young generation, its training, starting from school, the very structure (school) of this training, culture, in the broadest aspect of understanding — are also program processes of development of individual format abilities of the Brain in specific genotypes. The relevance of this information will allow many to understand why this is happening today, and what it can lead to. What you need to invest in the social structure — which you and I will have to build meaningfully and based on our knowledge, which, fortunately, today — we can draw from.

One **IMPORTANT QUESTION** — the question about school, which is constantly asked by people who are **NOT INDIFFERENT** to the fate of the younger generation — people who see everything that is happening in this direction. What kind of school should it be, what will it become after the final reforms that have been tormenting it for the last decades? What should children, parents and teachers do at this time — the time of perestroika, or better yet, the transformation of everything and everything?



School has become a way of life, like going to the store, and we don't think about it until it becomes a problem for us. Today, school is — a **PROBLEM FOR CHILDREN** who perceive school as a kind of anachronism that has nothing to do with the real life that rages on their computers, on TV screens, in their observations of the real world. Why do you need it? Is she — a problem for parents who are always to blame for having "the wrong kids", that they do not have enough money to pay everywhere and for everything, as if their child is — a luxury imposed by an unbearable tax? What are they being punished for? School — is a problem for teachers, who are re-qualified from teachers to bureaucrats, who are obliged to count points and fill out forms instead of having live communication with children, while the main purpose of the school — is education and upbringing. And the main task of education according to of K. D. Ushinsky ¹ is defined as the preparation of a person for life.

I note that he **WROTE 22 VOLUMES** on pedagogy — a classic, but modern educational scientists do not recognize him as a scientist (recognizing all his works) just because he "...does not have a degree...". And most of the innovative teachers of that time did not have one, although they did brilliant things.



TEACHER — Methods of Education — Upbringing — Religious values — STUDENT — success — Personality formation: a person, Spiritual — ADAPTATION TO LIFE

TEACHER — Didactic methods — Training — State of success — STUDENT — success — Framing the worldview: a person who understands

Scheme of upbringing and education according to K. D. Ushinsky.

How to teach under such conditions, when the "reformers" (I do not even want to give their names — they are not even worth it) believe that school should only give skills and the ability to count to a hundred, and knowledge is not needed, because with it a person becomes uncontrollable for social parasites? In other words, it is necessary to implement the ideas of the ideologists of fascism (they are very similar to the ideas of our "perestroika"). But this is also an objective process that we must go through. School — is a problem for universities, which are forced to adapt their programs for universities, which, in turn, have to adapt their programs for high school graduates with high USE scores, but who have **NO EDUCATIONAL BASIS** for the perception of knowledge, which 10-15 years ago was not a problem for freshmen. How do we teach them further?

To begin with, we must not shake each other's nerves, because they are not restored either in children, or in parents, or in teachers. There is the concept of "short-circuiting the threat", which would be useful when discussing the problems of the school. This phenomenon was revealed as follows: twenty people were shown a film in which a person who violated a safety rule fell under a circular saw... On the screen, screams, blood splatters, severed hands, and the audience in the hall stops breathing, pulse over 150, some even even "bear sickness". And they explain to **ANOTHER GROUP** of **VIEWERS** that actors are playing and shouting in the film, red paint is used instead of blood — hands are cut off from a mannequin: and nothing — the audience is calm, no one has wet themselves and everyone's breathing is even. **Knowledge of what's really going on is what short-circuits the threat.**

With this approach, one can think of the school in peace. It is from this point of view that we look at what is happening, **REMOVE** our **OWN EMOTIONS** and those that are poured out on us from the Internet, in which we, by our habit of life, are looking for all the answers to all our questions, including this one.

No matter what they say — school is a beautiful phenomenon, and it should be perceived as such. Although, of course, parents whose children are either going to the first grade or are about to take the Uniform State Exam — there is no time for rest. **CONTINUOUS CHANGES** in the requirements for school and students can be considered as a special subject that is more important than mathematics. I guess what I mean is that whoever endures the changes in school will endure all the changes in our lives. These are the realities of today, created by processes that are intensely, but very "carefully" correcting what has been done beyond people's understanding. When the parents themselves were at school, everything was not so: they taught the wrong thing, and the requirements for knowledge were different, and the school was not registered in the same way, etc. And now the time is dashing, it is scary to let the child go alone, almost everywhere he must be accompanied, and not everyone has this opportunity. This is much more difficult than it was when I and people of my generation signed up for school in the 60s and 70s. All we are now is her — our school. We become what we went to school in. And today's first-graders will repeat in their behavior what they took away from their school.

The school is the same today, and the teachers are no worse than they were in our time. For a variety of reasons, I have had to get to know several schools in the city and their teachers to see this for myself. But **THE LIFE OF SCHOOL IS AWFUL**; it is literally moribund with demands to "change everything" and "be accountable for everything. Instead of teaching and educating, **the school has to deal with so many unrelated issues that it's time to hire its own lawyers, attorneys, economists, IT specialists, statisticians.** I am sure that teachers have less and less time and energy left to work with children. Nevertheless, **SCHOOL WORKS**. The great Russian writer and educator L. N. Tolstoy suggested that teachers should boldly take the path of experimentation for success, which should promote pedagogy as a science. "Not by philosophical revelations in our time can move the science of Pedagogy, — the teacher — writer pointed out, "but by patient and persistent experiments..."

Of course, schools and teachers are different, but this has always been the case, this is life. What does it mean?

First of all — WE CANNOT influence the reform of the school, just as we could not influence collectivization, privatization, etc. Problems are raining down on the school and parents like snow, from the very Olympus of the political struggle, where there is a life-and-death struggle (they say, between liberals and conservatives), but this is what we are told. Both of them speak on behalf of the alleged pedagogical science, and in fact — use it in the political struggle for what our children will be, what they will know and understand.

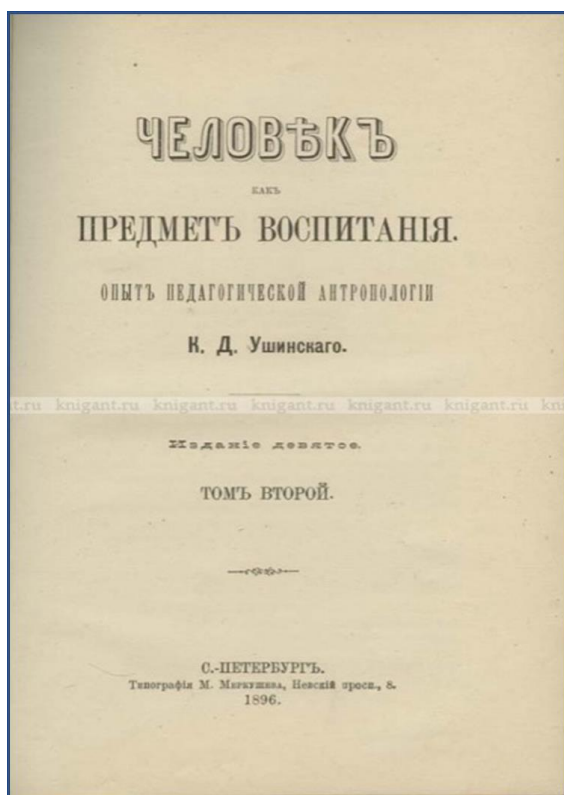
At the same time, parents and teachers are required to **"Go there, I don't know where, bring something, I don't know what"**. The whole point is that the so-called "political struggle" has always been a struggle for the next generation. They don't pay attention to us anymore — we are already in history. Any policy works only when it relies on a new type of person that it has managed to form from children. In the thirties of the twentieth century, one type of person was formed in the USSR, another in Germany — a third in England, a fourth in Cambodia, and so on. Now, if you can call it that, a **NEW TYPE** of **PERSON** is being formed in Russia. Which one? Nowadays, in a year or two, it may happen that the mother will be called "parent 1", and the father — "parent 2", and instead of a boy or girl there will be "a person without gender". But this is a question for elections, which parents, as a rule, do not go to. They are not interested — therefore they will get a lot of surprises again. However, I want to note that in order to go "to the polls", you need, first of all, to begin to understand **WHAT ELECTIONS ARE** in the form in which they are "presented" to us, who uses it and why. You can only make a choice when you understand who you are choosing and why. Only a few understand the staged nature of popular elections, but they also go to "vote" in the same way as ordinary people who take everything at face value. Technologies of falsification of history are not forgotten and are still being used with might and main today, as automotorism in the action of already almost "disconnected" specific representatives of specific Brain genotypes. Therefore, the delusion begins with the first classes. In addition, literature and educational methods **aimed at corrupting the younger generation are being actively introduced in schools**. It comes to the point that under the sauce of a **HEALTHY LIFESTYLE**, theft, sexual promiscuity, drug addiction are promoted, and with the consent and approval of the Ministry of Education. This approach is the reason why very illiterate people are leaving school today. Good education (although it is necessary to understand what is meant by the word "good") is not available to ordinary and low-income residents, despite the fact that recently it was the best in the world, and without pay.

Today, the materials of the best Russian and Soviet teachers, proven by hundreds of years of pedagogical experience, disappear from school textbooks, and in their place are introduced the so-called **PROGRESSIVE WESTERN METHODS** that actually disfigure the child's psyche and thinking. Unfortunately, the slavish worldview imposed on our teachers, as well as on everyone else, still prevents many of them from seeing holistically the goals that they realize with their own hands. Dissatisfied with school programs, parents fall under the gun of new bandits — the guardianship authorities.

Secondly — **DO NOT PANIC**, because everything was exactly the same exactly the same for our great-grandparents, grandparents, parents. Even recently, and in the 60s, and in the 70s, and in the 80s of the last century, the school preparation of children was the subject of a fierce political struggle at the very top of state power. The fact is that the state is a "factory" for the reproduction of people in the right quantity and of a given quality. All state systems work for it: financial, industrial, defense, and cultural.

All these systems are only designed to ensure the preservation and reproduction of a viable and working population of the country: there is a population — there is a country, there is no population — there is no country. The intensity of this struggle around what and how to teach at school was so high that Academician B. G. Ananyev ², from whom, as far as I know, A. I. Yuriev began to study, had three (!) heart attacks, two of them after meetings of the Presidium of the Academy of Pedagogical Sciences of the USSR. After a third heart attack, **he died (18 May, 1972). After his death, they introduced school education from the age of six, seized the textbooks of Kiselyov, Peryshkin, Rybkin, Barkhudarov and much more. Those who taught and studied then, remember what it was like.**

Third, pedagogy HAS ALWAYS BEEN A BATTLEGROUND all over the world: it is enough to recall the discussion between John Locke ("Experiments on the Human Mind") and W. H. Leibniz ("New Experiments on the Human Mind") from **1660 to 1670**. Since the time of Peter the Great, by the way, who was familiar with Leibniz and according to the projects of Leibniz, who opened an Academy of Sciences and a University in Russia, **the system of German pedagogy was adopted in Russia, which WAS CONTINUED** by domestic teachers until Soviet times. What's happening today? For reasons of changing the Management System and implementing a new goal vector within the framework of current processes and regarding the life support system (political scientists consider this "political reasons" and we will not dissuade them from this), everything Soviet, including Soviet pedagogy, is being dismantled. In short, at the heart of the current problems of children, parents and students **is the replacement of Soviet pedagogy (the German pedagogical school of "the person being educated") with the Anglo-Saxon pedagogy of "the person learning" (the Bologna Process), which is being introduced in modern Russia.** The latest Russian textbooks on pedagogy for pedagogical universities are dedicated only for "educated persons" (homo educandus). Therefore, education, about which I. F. Herbart ³ said, is implicitly but practically withdrawn from school theory and practice: "learning without moral education is a means without an end," asking: "what is the use of exploring the stars without knowing one's own heart?" Teachers, on the other hand, have to educate themselves by trying to keep profanity, pornography, cruelty, and inhumanity out of the schools, rushing in from the streets and the computer and television screens. Otherwise you can't teach them math, physics, or anything else.

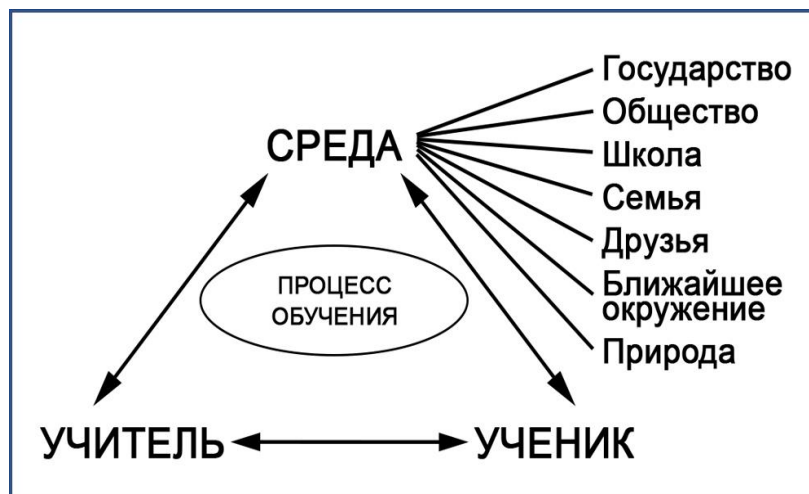


The main thing is that under these conditions, parents still have their responsibilities, which are eternal, and **THEY MUST BE FULFILLED**, no matter what happens in the country and in the world. Even if there is a flood. The justification for parental suffering and teacher's anguish will be the humanity **they have formed**, **FIRST OF ALL** and then the expert in the school curriculum. **Humanity will be the children's only protection against all the dangers of life, and we want him to meet human beings in life, and to be human when we become un(c)assisted.** It is true that today few people say to another person, "Let you be human!", speak of another person, "he is very human," or qualify the villain as "without(c)humanity," etc. But as these words and these qualities disappear from circulation, so does real humanity. It is no coincidence that the word Humanity is rarely mentioned in discussions of school reform, as if it were automatically attached to a child immediately after birth or after passing the Unified State Exam. This is not the case at all. The true and central goal of school education is the Person. It is described in detail in books and in the experience of the classics of Russian pedagogy. Russian pedagogues formed the Man in the person of their school graduates: scientists, generals, engineers, peasants who created everything we are still alive with. There is a freely available book on the Internet by K. Ushinsky, the "**Man as a Subject of Education**" (1867), which is very useful for everyone to read **as a manual for raising children in modern conditions.**

If K. Ushinsky were to join in a discussion about school today, he would repeat: "...I am convinced that if Pavel Ivanovich Chichikov were privy to all the mysteries of organic chemistry or political economy, he would remain the same, a very harmful weasel to society.

His appearance may change a little, he will assume other manners, another tone, he will disguise himself still more, but he will remain the same pernicious member of society, even more harmful, even more elusive.

Every movement forward in pedagogy, if we look carefully at the history of the case, consists in a greater approximation to the naturalness of the relationship between teacher and pupils, this probably does not need to be explained.

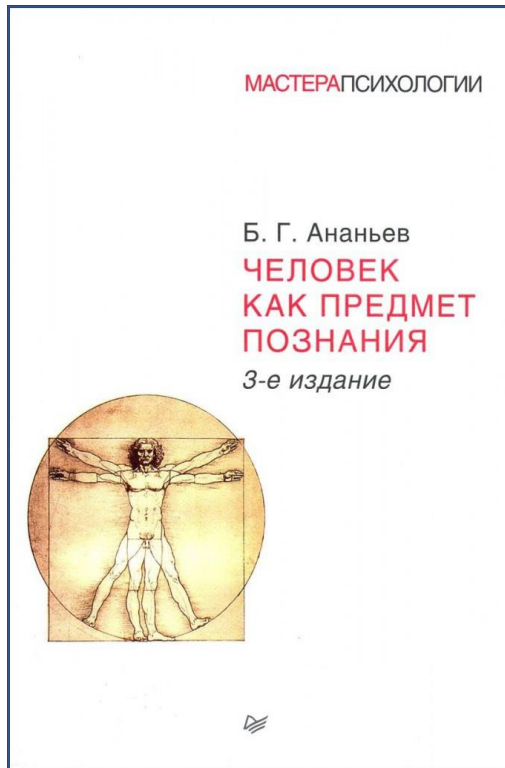


ENVIRONMENT — State, Society, School, Family, Friends, Immediate environment, Nature
Learning process
TEACHER STUDENT

Generalized model of the learning process by L. N. Tolstoy

An important role in the learning process, in addition, is played by the impact of the environment on the student and the student's inadequate response to this impact (Student \Leftrightarrow Environment). For students to learn successfully at school, the environment (state, society, family) must create favorable conditions that stimulate this success.

Academician B.G. Ananyev, continuing the tradition of K. Ushinsky, wrote the book: **"Man as a subject of cognition" (1968).**



Being a participant in the siege of Leningrad, he was convinced that only those who preserved the Human Being survived, although the deadly cold, hunger, and fear could turn the strongest people into animals. All the same was described by the concentration camp prisoner Viktor Frankl ("A Man in Search of Meaning", 1990), who saw that those unfortunate people who lost their human features under the pressure of hunger, fear, and bullying were massively degraded and died. All suffered and survived not the most physically strong and healthy people, but the **MOST HUMANE**. It is not necessary to exaggerate the horrors of modern Russian life, but when in competition for money, a piece of land, a square meter, a parking lot, some lose their human appearance, then in fact they suddenly turn into animals who do not know what they are doing. This is a national problem of Russia more abruptly than the loss of money of Avtovaz and others in Cyprus. This problem must be solved without being satisfied with the prohibition of obscenities on TV, restrictions on the sale of tobacco, etc.

Man

As early as 1638, Jan Amos Comenius⁴ — the "Copernicus of education", wrote in his Great Didactics (1901): "**Man is the last, the most perfect and the most excellent creature. But he will become Man if he is:**

1. **Wise** ("true wisdom consists in unmistakable judgment of things: that each of them be regarded for what they are, that they do not chase after the vulgar as if they were without(c)value, nor reject the precious as vulgar, nor blaspheme the praiseworthy and praise the reprehensible. This is the root of every kind of error and delusion.").
2. **Moderation** ("The golden rule: nothing in excess, i.e., never reaching satiety and disgust... when eating and drinking, sleeping and being awake, in work and play, in conversation and in silence.)
3. **Courageous** ("... the habit of acting deliberately in everything, of doing nothing under the influence of passion or impulse. Man is a reasonable creature, so he must get used to being guided by reason ... so that man is truly the master of his actions").
4. **Fair** ("...not offending anyone, giving each one his due, avoiding lies and deceit, showing himself to be executive and courteous").

Many will say that this is known to every literate person, but I will remind you that **THIS** is **EXACTLY WHAT** the 896 Russian schoolchildren who committed suicide in 2011 did **NOT KNOW** and did not know how to do. (The information for this year, and for other years — is hidden and classified). They jumped off roofs, got poisoned and hanged themselves not because of mathematics, but **BECAUSE OF THEIR INABILITY TO FEEL LIKE A HUMAN BEING** and act like a Human Being. This is where the secret of human education is buried: to **know** — **does not mean to do so**. Adults themselves often do not know this and do not know how to behave like non-humans: a jealous father throws his child out of the window; an ogre eats his friend; a wife orders the murder of her husband; officials withdraw half of the Russian budget out of the country into offshore zones; the nouveau riche buy up everything that no one needs; and the fields are overgrown with weeds, and factories are closed, and there is no work for a new generation of boys and girls in their own country! But all this — is an objective process, and today it is still continuing within the framework of the energy-informational dialectic of the development of Brain genotypes, which has been intensively taking place over the past 2000 years, and was recently almost completely stopped, being today in the framework of the transformation of the new Management System of the Earth and the Life support System of people.

The school, undoubtedly, solves and will solve its task of forming a Person, no matter how it is modernized by those who still think of themselves as "rulers". **The school — an ancient corporation that will outlive all those who interfere in its life**. The same corporation as the army, or the Ministry of Internal Affairs, or the university, no matter **HOW MANY** of them change their composition and organization.



I live near good schools, and every day there are strings of beautifully dressed, well-fed, cheerful, well-groomed and clearly loved children walking past my house. From their faces, the noise, the movement — you can't say that they perceive the school as a prison. **But there are exceptions where the culture of educating People is lost, due to the fact that there are not enough qualified teachers.** It is very important to understand that the translation of knowledge of Human characteristics into real Human behavior is **A TASK OF THE HIGHEST COMPLEXITY**. The formation of a Person from a newborn is the most difficult task — which is solved not only by society, but also by a huge number of circumstances that are obvious, but most of which were hidden and are only now becoming available in our understanding, and even then — not to everyone. This task is a thousand times more difficult than building a nuclear bomb or a space rocket. In pedagogy — the slightest mistake, and instead of the defender of the Fatherland, he turns out to be a bandit. This task is solved by very modest teachers of nurseries, kindergartens, and school teachers, who today are placed in the position of "social parasites" that do not bring profit. As if they **DO NOT FORM** a **PERSON** for the country, but "provide services", the cheapest in the state. Although without their labor, there will be no soldiers, **no scientists — nothing at all.**

Pedagogical characteristics of a Person

Teachers know **that it is very difficult to become a Person and to be a Person.** A person becomes not the one who knows how to be a person, but the one **WHO ACTUALLY PERFORMS** the actions that make him a Person. Any teacher knows that a Person, as he was understood by Comenius, Leibniz, Herbart, Ushinsky, Ananyev, Frankl and many others, has only four signs. **The first sign of a Person** — his ability to love other people (to wish them well, as to himself), to love his homeland, profession, etc.



In chapter 13 of the First Epistle of Paul to the Corinthians, love is briefly and accurately described, and no great writer or philosopher **HAS BEEN ABLE** to add a single new sign to the list of 16 signs of love. The happiness of love is experienced by the one who loves, not by the one who is loved. In the absence of love, fear is instilled in a person, and it is replaced by hatred, which turns him into an animal. His life is losing its meaning. The second sign of a Person is the **ability to inspire** people with faith in life when it seems that everything has come to an end. Having a **BELIEF IN A VALUE** that is outside of the person himself makes him necessary to people, and such a person will never be alone. Only people who have faith (not in the church's sense of the word), faith, and knowledge become individuals. Insecure, doubtful, at least, will be lonely, without (with) useful and useless to anyone. The third attribute of a Person is the **ability to INSPIRE HOPE** in other people in a situation of uncertainty. The source of a person's hope is such a clear and bright picture of the world, which allows him not only to accurately set the goals of life, but also to "plot a route" to this goal for himself and for others. And the fourth attribute of a Person is the **ABILITY TO WORK**, to create use value — something that people cannot live without. A person is someone who feeds, warms, protects, calms, and teaches other people when they can't do it themselves. A person is able to work if he can overcome the negative conditions that arise in the process of spending labor: fatigue, tension, stress, monotony. **Only then does the student become a Person when he grows up so that he begins to really feed, treat, and heat someone in need.**

And most importantly, a Person can only have happiness, as an experience of the fullness of his being, associated with self-fulfillment. Both parents and teachers want to raise a happy Person, because it is only a Person that is loved, and only a Person that knows how to love, and only a Person that loves life. Roughly, without sentimentality — **MOST OF ALL**, parents are concerned with protecting their child from the aggression that is increasingly saturated in the competitive environment of modern life. So, humanity performs the same function of protection from an aggressive environment that a diver's spacesuit plays, protecting him from water, pressure, giving him air, heat, communication, etc. But we already know and understand that a Person is only a part of the system within the earth's Management System, that he develops together with the system, always remaining its component with always limited opportunities to influence it, including its knowledge, i.e. the ability to foresee what is happening in it (depending on the actions of a person, in particular). I emphasize — including knowledge. In fact, the information received by a person about the properties of the system is the basis for influencing it. And to do this, **WE NEED** a school, a **NEW SCHOOL**, which is now being born before our eyes and is being born, as it should be, in agony. The game is worth the candle.

Opponents



This point of view, of course, has opponents. They claim that **HAPPINESS — IS A CHEMICAL REACTION** that takes place in our body with the direct participation of hormones. From their point of view, if you want to feel happiness this point of view, of course, has opponents. They claim that **HAPPINESS IS A CHEMICAL REACTION** that takes place in our body with the direct participation of hormones.

From their point of view, if you want to feel happiness — "catch up" with norepinephrine, joy — endorphin. If you need to improve your mood — serotonin, not enough energy — thyroxine, you want to experience pleasure — oxytocin, you need to dream —dopamine, you need to become attractive — vasopressin, you need to spur thinking — acetylcholine, etc. If you take this point of view, then the list should include drugs, alcohol, sex, which is what many people do who have NOT SEEN human life and have not experienced human happiness. This is the point of view of the main enemies of children, parents and teachers, because such a physiological interpretation of a Person is followed by death with a scythe, hatred, despair, loneliness, crimes, and the death of the one in which all the forces, all the resources, all the possibilities of parents and teachers were invested. "catch up" with norepinephrine, joy — endorphin. If you need to improve your mood — serotonin, not enough energy — thyroxine, you want to experience pleasure — oxytocin, you need to dream —dopamine, you need to become attractive — vasopressin, you need to spur thinking — acetylcholine, etc. If you take this point of view, then the list should include drugs, alcohol, sex, which is what many people do who have **NOT SEEN** human life and have not experienced human happiness. **This is the point of view of the main enemies of children, parents and teachers,** because such a physiological interpretation of a Person is followed by death with a scythe, hatred, despair, loneliness, crimes, and the death of the one in which all the forces, all the resources, all the possibilities of parents and teachers were invested.

The conversation about a Person is always conducted in the "high style" that he deserves. In my defense, I remind those who have not yet forgotten that in 1903 **Maxim Gorky WROTE the ESSAY "MAN"**, which begins like this. "*In the hours of weariness of the spirit — when memory revives the shadows of the past and they blow cold on the heart — when thought, like the impassive sun of autumn, illuminates the terrible chaos of the present and ominously circles above the chaos of the day, powerless to rise higher, to fly forward — in the heavy hours of weariness of the spirit, I call up before me the majestic image of a Man. A man! It is as if the sun is being born in my breast, and in its bright light it is slowly moving —forward! and — higher! tragically beautiful Man!.. "* and then ten pages, to the style of which this article is far from.

And M. Gorky ends his essay on Man as follows: "Here again, stately and free, raising his proud head high, he slowly but firmly walks through the dust of old prejudices, alone in the gray fog of delusions, behind him — the dust of the past is a heavy cloud, and in front — there is a crowd of riddles, impassively waiting for him." This is what he wrote about our kids who are waiting to meet the school in the first grade today, and about young people who will have to pass the Unified State Exam and step into the real world. **What will they be like? What awaits them? What have we prepared them for?**

(About what they teach at school, what kind of life awaits them — in the next article).

¹ **Konstantin Dmitrievich Ushinsky** — an outstanding Russian pedagogue, the founder of Russian scientific pedagogy.

² **B. G. Ananyev** (1907-1972) — Doctor of Pedagogical Sciences, Professor. Full member (academician) of the Academy of Pedagogical Sciences of the USSR.

³ **I. F. Herbard** (1776-1841) — Founder of empirical psychology in Germany. He understood pedagogy as a science of education which is able to strengthen and defend the existing system.

⁴ **Jan Amos Komenský** — Czech pedagogue-humanist, writer, religious and public figure, bishop of the Czech-Unity of the Brethren Church, founder of pedagogy as an independent discipline, systematizer and popularizer of the class-lesson system.