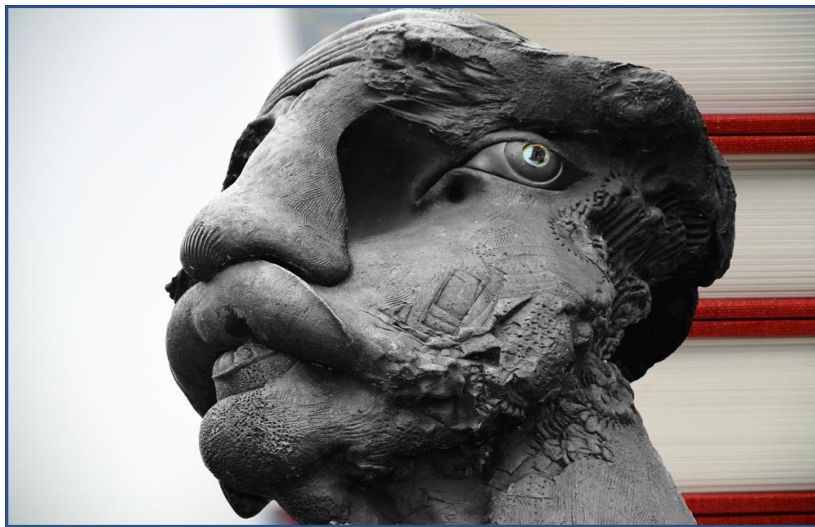


Salvation of the Saviors. 13_369 Mainstream...

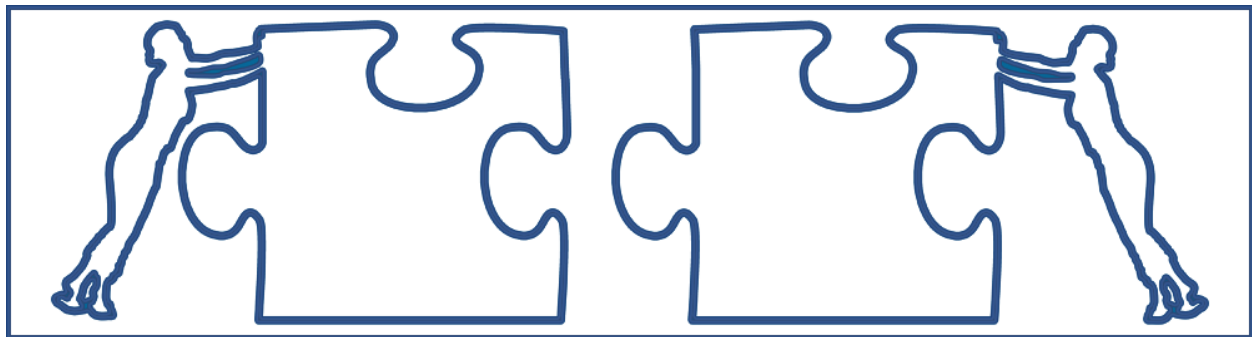
Author F.D. Shkrudnev.

In order to "penetrate" the text (its "inner life"),
we must either take the position of the author who produces this text,
or the position of the reader who perceives this text.
But there is also a "third way", bypassing the two specified positions.
It seems to me that such a third way can be accessible
only to those who have embarked on the path of Knowledge.



At the very beginning, everything always seems complicated. And then, everything gets better. My last two articles in the 369 series (11 and 12), and not just them, have caused a lot of responses, the main complaint of readers is the difficulty in understanding what I want to convey to people. In my opinion, it is necessary to perceive the material and its tasks as a whole, as a kind of one-dimensional structure, which is created in order to "shake the reader", and at the same time **DOES NOT** restrict thinking, to push in a direction that seems promising. It is possible to designate this process as guardianship, at the same time giving the word itself a more active beginning outside of the material components of support familiar to the layman — the images of "infirm old men" or "stupid young men", which need to be kept afloat or built into some reliable rut of existence, differing in no more than the level of material prosperity that forms the consumer level. Some readers **DO NOT UNDERSTAND**, they are repelled and demoralized by the "operation of narrowly discrete concepts", designed, according to my, as they believe, somewhat justifiable explanations, to facilitate the path of seekers and those who cognize, and it seems that even this is partly honorable — after all, you first need to plunge into the existing scientific directions and schools in which these concepts were born.

And, as they believe (and I appreciate the very fact that they believe independently), the path turns out to be some painfully roundabout — humanity has generated so much with its own ingenious minds by varying degrees... Most of this "generated" is generally past the goal and within a given narrow limitation, and the rest is one-sided and discretely tints some slightly hidden aspects of reality, other categorically hidden sides and something else that we do not know at all. ***But these manifested moments — they are manifested for the contemporaries of the developers themselves and within the framework of their ways of thinking.*** How good is this now, when in their opinion, we **NEED** the **UTMOST CLARITY** and simplicity, which is formed based on the realities, and not the theories of scientific directions and schools, whether they are psychological or mathematical, etc.? Readers believe that in fact I propose to try on (or adopt) someone's way of thinking. Because any scientific direction that I propose to them, and the concepts that I use myself — are the result of reasoning, in most cases by one person, sometimes with a group of like-minded people with the same thinking strategy, together with the categories that I operate with and through which I make my constructions and move towards the intended goal. You can certainly agree or disagree with this, but I prefer to look at all this as the success of the information that I give, because the depth of such reflections is a certain success of personal understanding and knowledge of people who have started to think like this! And I am very happy that what I have given is **NOT TAKEN** for granted. ***Faith begins when understanding ends.***



I understand perfectly both readers with a similar position, and people who have a different and sometimes opposite position. And I really want everyone to realize (both of them) that the information that I gave you, I give it and I must give it, is not based on authorship, including mine. Because today's unconscious, our eternal reference point to the author (authors — bearers of sonorous names, various titles and regalia...), hanging over any idea, any material and information, like the sword of Damocles, initially destroys and separates the author from the reader, and ideas — from generation and implementation. ***Then there remains a reference point for one thing — understanding.*** This level of awareness and understanding of the information received is incomparable to anything else. And if a person can separate himself from the idea generated by him, directly and unambiguously put it above everything else that is small and habitually significant, and **NOT IN WORDS**, but in action — this will form a level of perception deeper and larger by orders of magnitude than usual, this is perception — bypassing all stereotypes and dogmas.

That's when (I really hope) at least **TWO THOUGHTS** should come out. **First** — this information is quite serious, and you need to **UNDERSTAND** it, **NOT READ** it. It contains historical examples, documents, reference books created outside the framework of modern "science", and a catalog of specific recommendations intended not only for ordinary people, but also for very serious specialists. Without such (and not only my) information, many decisions become erroneous, as we have often seen in the last 20 years. All the tragic mistakes that occur today are due to the fact that "they did not read", "they did not understand..." and "they acted incorrectly". And this has become a normal and "objective" justification for the actions carried out, or more precisely, in inaction from misunderstanding. But this, of course, has its advantages, because the lack of understanding and inaction is clearly expressed today among those "leaders" (or the so-called elite); about whom I have told and will continue to tell, so that their participation (no participation) in what is happening today becomes extremely clear. This is one of the indicators — **HOW AND WHO** can read (perceive) and evaluate information, I have repeatedly seen this. I have been lucky enough to work with managers at various levels: from the federal level to business structures, etc. I am well aware that even today all managers receive daily analytical reports on various aspects of their activities, and the reports are very qualified. But, unfortunately, these analytical materials have **NOT ALWAYS** been used, and moreover, they are often not read at all. There is not enough time or energy for those to whom the reports are addressed. But these are only excuses. The point is that these "managers" do not understand what is being offered and lose an adequate perception of what is happening. The problem is not to deal with the study of the situation and make recommendations, but to extract information from these materials, understand it and act correctly. The same applies to the information I give people in my articles and books. And you don't have to take offense at me for that. We need to understand and move forward.

The second thought is this: to begin to understand and comprehend, to delve into what I have written, it is necessary to offer a working technology with the text for those who will take it in their hands. If you try to **understand the text** (what I write and, of course, not only my texts), then in addition to the practical benefits for organizing your activities, I think you can enjoy working with this information, like a good chess game that you win. But to do this, you need to learn how to **UNDERSTAND THE TEXT. It is to understand. Understanding a text is incomparably more than reading.** Education in our country has spread a peculiar and incorrect idea of understanding. School requirements have reduced understanding **to memorizing what needs to be understood.** This can be attributed to our own, and to school, and to higher so-called education. The ability to repeat "by memory", to reproduce completely and without errors some text was considered and is considered understanding in most "popular" educational systems. The school learns poems, formulas for solving quadratic equations, the periodic table, etc. Everything is remembered — and only remembered.

Месяц <u>ноябрь</u>			
Предмет	Домашнее задание	Оценка	Подпись учителя
Математ	не задано	кр 3	Вн
English	исполн	4	Вн
Русский	не задано	4	Вн
История	отрывок из книги	5	Вн
Литерат	не задано		
Музыка	не задано		
История	не задано	4	Вн
Русский	предлож пред в тет	5	Вн
Музыка	тет		
История	доп рассказ		
Математ	№13, (1,2,3)		
История	привести стих		
Литерат	№16		
Математ	№16, №17 (a, e, s)	4	Вн
История	№26	3	Вн
English	зад в тет	5	Вн
История	форма		
История	форма		
Подпись классного руководителя <u>Вн</u>			
Подпись родителей <u>Вн</u>			

Месяц <u>ноябрь</u> <u>Ксения</u>				
Дни и часы	Предмет	Домашнее задание	Оценка / Подпись учителя	
Четверг 18	Русский	не задано	5/4 Вн	
	Литерат	черн сочин		
	Математ	№20 (2)	4 Вн	
	Рус-ра	бассейн		
	Рус-ра	бассейн		
Пятница 19	Классный час привести черновик			
	Математ	не задано		
	История	не задано	5 Вн	
	English	8 уч (№2,4 смс)	4 Вн	
	Русский	не задано	4 Вн	
Суббота 20	Рус-ра	форма		
	Узо	мастели		
	Математ	зад в тет		
Подпись классного руководителя <u>Вн</u>				
Подпись родителей <u>Вн</u>				

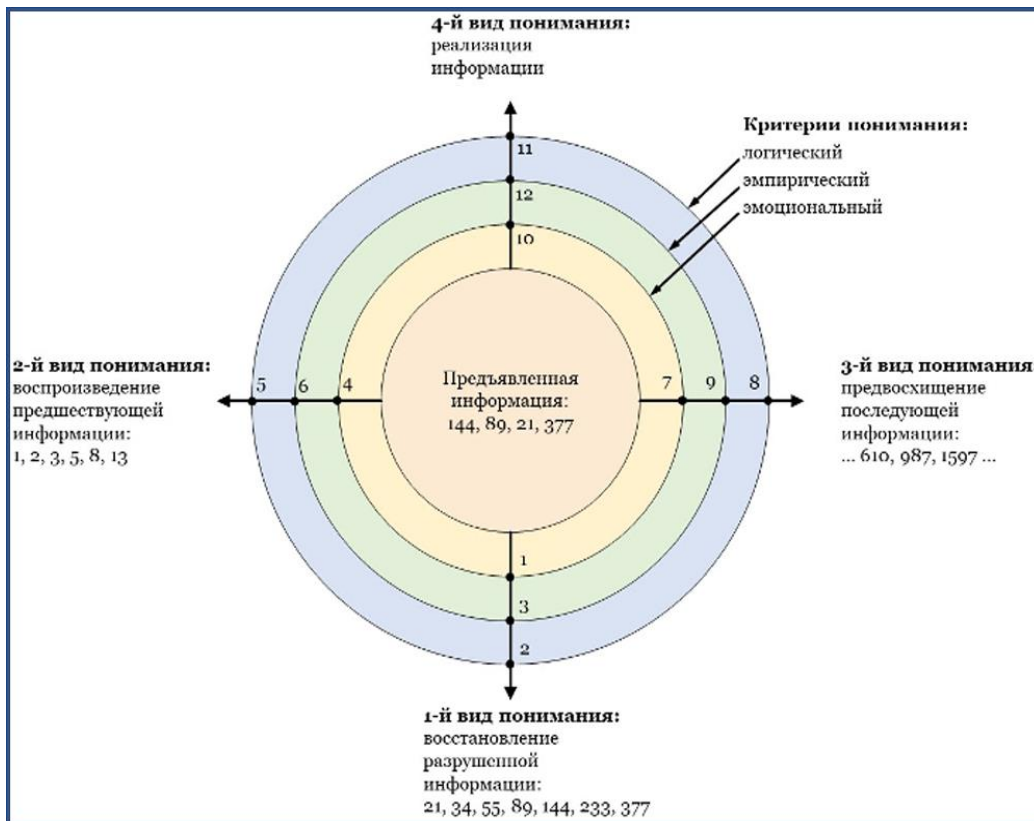
The error of reading is that it involves remembering and acting **"within the given information"**. And understanding means **"going beyond the limits of this information"** — working with what is not in the text. The fruits of such education are reaped today in adult life, including political life.

I will explain this by an example that is quite suitable for those who have already come into contact with my works and the information given through them: I present for understanding a series of **numbers: 144; 89; 21; 377**. I ask the question: **"is it clear what this is?"** Almost always, the answer is: "These are arithmetic numbers 144, 89, 21, 377" (within the limits of this information) — this is pure memorization, which **GIVES ABSOLUTELY NOTHING** to a person. In this case, the ability to remember, save and after a while reproduce four numbers to the full satisfaction of all parties is used — in school and institute they put "5". But understanding here is replaced by memorization.

The correct answer is: "these are numbers from the Fibonacci series, in which the order is mixed up" (going beyond the information directly given is understanding). Understanding allows you to independently organize, remember, assume in the future, and put into practice what follows from just four numbers.

If memory is characterized by randomness, volume, long-term memorization, accuracy of reproduction, etc., then understanding has four types, each of which differs by three criteria, which together gives twelve (!) types of understanding.

Types of understanding, based on the works of A. I. Yuryev, with whom I fully agree on this issue, are divided into:



- 1) Restoration of the destroyed information according to the emotional criterion.
- 2) Restoration of the destroyed information according to the logical criterion.
- 3) Restoration of the destroyed information according to the empirical criterion.
- 4) Reproduction of the previous information according to the emotional criterion.
- 5) Reproduction of the previous information according to a logical criterion.
- 6) Reproduction of the previous information according to an empirical criterion.
- 7) Anticipating the subsequent information according to the emotional criterion.
- 8) Anticipating the subsequent information according to the logical criterion.
- 9) Anticipating the subsequent information according to the empirical criterion.
- 10) Implementation of the presented information according to the emotional criterion.

11) Implementation of the presented information according to the logical criterion.

12) Implementation of the presented information according to the empirical criterion.

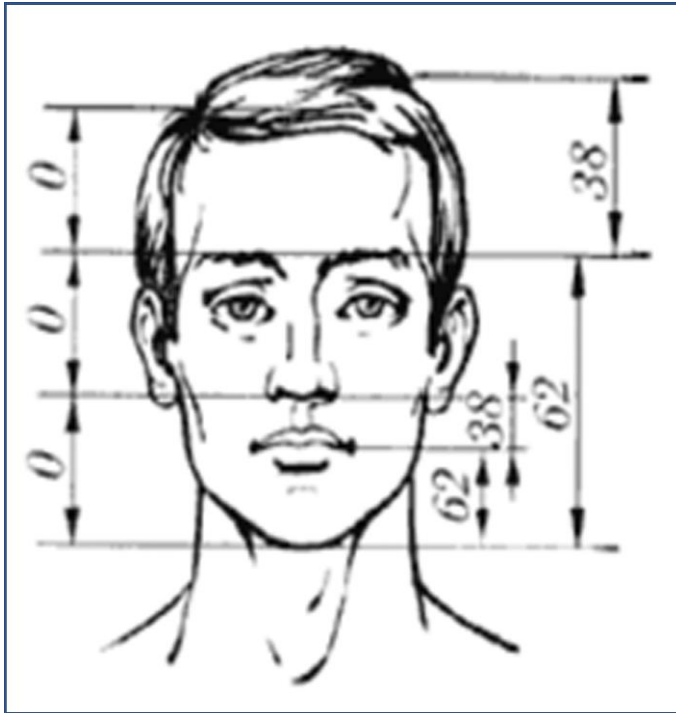
The first type of understanding is "restoring destroyed information". In this case, it is the restoration of the order of the presented numerical series (21, 89, 114, 377), and then calculating the missing numbers of the Fibonacci series (34, 55, 144, 233) and specifying the entire series in the correct order — 21, 34, 55, 89, 144, 233, 377, what **WAS NOT** in the directly given information (each number of the Fibonacci series is equal to the sum of the two previous numbers — a pattern). We look at what is happening today from this angle — almost all information, including political information, is presented to society "destroyed" because of its complexity, intentionally or through incompetence. Reports about political phenomena are always fragmentary, confusing, and can be understood by understanding the patterns of their occurrence, which allows us to restore their logical order and the missing parts. This requires knowledge from the theory of politics of something similar to the laws of the Fibonacci series. In this case, this can be equated with a goal-setting policy. But the conclusions will still not be correct, because there is no understanding of the changes that are going on and the information that is real. Political analysts in the present time are not capable of this.

The second type of understanding is "reproduction of previous information". In our example, this is an indication of all the numbers of the Fibonacci series preceding the first presented ones: this is 1, 2, 3, 5, 8, 13, which were not directly included in this information. Similarly, all political events and organizations have a centuries-old history that predestined them. Without knowledge of the law of "predestination" of specific events, it is unthinkable to correctly understand brief messages about current events. The expediency of events and politics can only be understood in such a context. This is the work of the is(c)toric in the past tense. But few of them, iz(s)toricists have read (learned) the works of N. Morozov on this very - iz(s)toria.

The third type of understanding is "anticipation of subsequent information". Here is a listing of Fibonacci numbers following after 377: 610, 983, 1589, 2572, etc. up to no(s) finiteness.

To make a political forecast based on directly given information, without owning the key to it (like the law of the Fibonacci series) **IS UNTHINKABLE**. Politics has its own logic, as strict as mathematical logic, and there can be no events that are not predetermined by some psychological law of their occurrence. In our example, this is close to the purposefulness of the policy. And to be more precise, a certain goal vector, implemented within the framework of the SU and directly through people, people with a specific Brain genotype. But all the same — it is equal to the assumption and nothing more, because there is no understanding of the processes that go beyond the desire of people. There is no knowledge of the information that those who have embarked on the path of true knowledge know. This is the work of a political futurist in the future, but, as you can see, it can't be real either.

The fourth type of understanding is "realization of the presented information". The Fibonacci series is based on the "golden ratio" (the division of a single segment in the ratio of 0.618). It is the universal law of the world of living and inanimate, ensuring its stability and harmony.



For example, the aesthetic impression of a person's face is determined by observing the ratio of the width of the face to its length, which in the ideal case should be 0.618. Consideration of the golden ratio is necessary when creating perfect objects of everyday life, architectural structures. The purposefulness of the policy is related to this variant of understanding, but only in relying on the true information of the ongoing processes. This is the work of a political strategist who uses the past, the present, and the future of the political process. But it is also today — outside the actual embodiment of the real.

In real life, any information directly presented is intended for the practical behavior of the person who received it. **Information has only one purpose — it is the toughest and most "invisible" means of influence.** Without the knowledge of some hidden entity of the presented information, the behavior, including political, of its recipient will be simplified and erroneous, a being as hidden as the value of the ratio **0.618** in nature, geometry, game strategy, search theory, periodization of human life, etc. is hidden from **NON-INTERESTED READERS.**

The numbers of the Fibonacci series are closely related not only to the solution of the quadratic equations, but also to the "golden section", to which the proportions of all mineral, plant and cultural forms are subordinated.

There are also criteria of understanding, which allow everyone to understand the surrounding reality, regardless of the level of education and cultural development. A person experiences aesthetic pleasure from the observed connection of numerical regularities and the laws of nature, or fear if this regularity is violated, but he does not understand what it is all about. ***This is an emotional criterion of understanding, which is used by users of texts on tablets, mobile phones, etc.*** Others know about the Fibonacci Law and use this knowledge practically in the ***creation of architectural structures***, the design of cars, in literary creativity. This is an ***empirical criterion of understanding*** for manufacturers of information, technical, and aesthetic systems. Still others, who are familiar with the number theory of the Fibonacci series, use it to discover more and more of its regularities and consequences. This is a logical criterion of understanding for designers of political, social, technical and other systems.

It is not difficult to calculate that there are 12 types of understanding, each of which allows you to extract only one-twelfth of its content from the text. Understanding is inextricably linked to the fact that you need to know exactly **WHAT YOU ARE LOOKING FOR** in the text. You find it and extract it, and use it, but at the same time ***11 meanings of the text out of twelve remain unknown to you, as if they were not in the text. AND THEY ARE*** — it has been experimentally proven that they are.

All types and criteria for understanding information on the example of a series of Fibonacci numbers:

1. Restoration of the destroyed information according to the emotional criterion.
2. Restoration of the destroyed information according to the logical criterion.
3. Restoration of the destroyed information according to the empirical criterion.
4. Reproduction of the previous information according to the emotional criterion.
5. Reproduction of the previous information according to a logical criterion.
6. Reproduction of previous information according to an empirical criterion.
7. Anticipating subsequent information by emotional criterion.
8. Anticipating subsequent information by logical criterion.
9. Anticipating subsequent information by empirical criterion.
10. Implementation of the presented information according to the emotional criterion.
11. Implementation of the presented information according to the logical criterion.
12. Implementation of the presented information according to the empirical criterion.

All of the above is extremely important because the process of thinking, understanding the content of the text is included together only with its understanding. It should be said separately that thinking itself, including political thinking, is understood today quite differently from what it was literally ten or twenty years ago. I believe that it is necessary to act in an effort to clarify and realize the meanings. ***Thinking is no longer a detached observation, but a practical experiment in the discovery or realization of meaning, and action is the involvement of others in development (everything exists as long as it develops), the meaningful gathering of the whole.*** The future is not a source of horrors and threats, but a **PROVIDER OF OPPORTUNITIES**. If we act in the logic of development, we have a huge number of supporters, and we make the mainstream¹ or belong to it. We must be partners in development, create a space for practical experiments. The main thing is not to live in total distrust of the world, in the "ring of enemies" (although one should not confuse trust and simplicity, the latter is not the best guide in life), not to fight with the whole world, but to be loyal to it, i.e. attentive and cooperative. Thinking, in my opinion, is the **INTELLECTUAL LOAD** of the action — an important condition for the success of the action. Flexible action, if it is not reduced to chaotic reactions to external stimuli, requires an extremely broad vision. Without reflection (representation of oneself in an ever-expanding world) and without understanding (knowledge assembled into a model) flexible action is impossible. If in an organization or society the "intellectual is defeated," then that organization or society are bad peace-builders, more like battering rams for it or part of a panicky public, chasing after leaders. This is the legacy left to us under the Old System of Government.



Today, all of us, when receiving information (no matter what its source is), need to strive to ensure that understanding becomes a support in the modern concept of thinking, which must necessarily be involved in the process of their own knowledge, consider — to conduct their own research and formulate recommendations for their own understanding and knowledge. This will avoid the desire to "go" into the so-called esotericism associated with all sorts of teachings and "knowledge", which abound on the Internet, and many programs on TV, and a huge number of published books — and understand the futility of this path. It is not for clarification that understanding is needed, but for understanding that clarification is needed. Because getting information is a prerequisite for understanding. These are the thoughts that appear when "reading-understanding" the letters of people who expressed their opinion about what I wrote. And I am sincerely grateful to them.

Here I tried to give some brief "instructions" in understanding and cognizing not only my texts of books and articles, but also N. Levashov, as the basis and beginning of New knowledge, and other Russian scientists, on whose information I relied and rely for systematic and effective use in practice. **A series of articles 369**, which I recently started writing and in which it is intended to give facts, opinions, assessments and recommendations in what is happening today, and of course, including articles 11 and 12, which were the impetus for writing these explanations, can already be represented as a series of numbers **21, 89, 114, 377**, but proper work with these texts will allow you to restore the missing numbers **34, 55, 144, 233** (which I have not yet mentioned!), and then **1, 2, 3, 5, 8, 13** (what was long ago and what is described in the books and articles already published!) and **610, 983, 1589, 2572, etc.** (what will be in the near future!). **And what is, and what will be — this is a separate conversation that does not fit in this article.**

This is the so-called "secret of layered presentation of information", which was used by both Alexander Khatybov and Nikolai Levashov, and which Nikolai taught me — we read the text, then reread it and discovered new and emerging moments for our knowledge, which were **NOT OPENED** at the first reading, because the Brain was **NOT READY** to accept and comprehend: not the text itself, but the depth of information that the text carries. And the key is simple — reading, understanding, defining the incomprehensible, which will be revealed in the next careful reading with the experience of the previous reading. And with each new reading comes a deeper understanding of the above.

We will continue this conversation in a series of 369 articles.

¹ **Mainstream** — the prevailing trend in any field (scientific, cultural, etc.) for a certain period of time. It is often used to refer to any popular, mass trends in art to contrast with the alternative, underground, non-mass, elite trend.