

About our project

Dear colleagues, your address we found on the Internet, mostly in the catalogues of UNESCO. We ask us to excuse if we disturbed you in vain. The Russian translation was made with the help of a translator Yandex, if something is not clear, please see the Russian text of the address <http://talant-abc.narod.ru/tt303DOCTRINAeducat.doc> .

FIRST, we - I as President of International public development Academy (IPDA) with members of our team - were preparing material for the remarkable destination conference in Ljubljana, but with time, I realized that it is not available to us. And focused on the preparation of proposals to the individual ministries, which by this time seems to be the most prepared for joint work on rethinking of the current doctrine of education. About IPDA and our tutorial, see the presentation <http://talant-abc.narod.ru/tt308prezent.ppt> or <http://talant-abc.narod.ru/tt307prezentat.pdf>.

We have no confidence that the pedagogical community will accept the proposed changes with full readiness can be, except the tribe Hunza or the Kingdom of Bhutan, which is based have long accepted Gross National Happiness. And is consistently moving along this path. And besides grows very beautiful girls.

We, me and my colleagues, it seems that the discussion of this doctrine, if this discussion will be constructive, will facilitate the movement of our peoples to humanism and mutual understanding.

TO THE FORMATION OF THE CONCEPT OF THE NEW DOCTRINE OF EDUCATION, PROBLEM of GIFTED CHILDREN AND PUBLIC DEVELOPMENT

We can say that the main idea, the melody of this project began to form from us soon after the second world war, when all Europe was in ruins, but it was felt holiday. Only just emerging radio-broadcast then was completely clean from interference, and in a few European stations sounded only noble music - folk, lyrical, classical and even the original untainted jazz. It unwittingly identified the social direction of our work and incorrigible optimism. Today distant radio station to hear impossible, however, all desired can be heard through the Internet-radio, pure and without interference. Yet our civilization is great!

We are confident, we are on the living examples know how many problems have accumulated in the framework of the current concept of education. But we propose to consider the necessity and the possibility of change of the entire doctrine of education, existing for hundreds of years and greatly influenced the whole course of the movements of our human community. Movement largely negative.

Instead of Foreword

Abroad the first book about the education of gifted children was published in 1916 with the understanding that "we are all gifted in some way, and what talents are needed everywhere." On 13-th International Conference ECHA "Genius throughout life", held at the University of Muenster, Germany, 2012, had already over 500 presentations.

On May 19, 1987, was formed ECHA - European Council for High Ability.

The first scientific edition of ECHA - magazine «European Journal of High Ability» - was released in Sofia in 1990. He now acts as the organizer of the European network, which is necessary for understanding «high ability throughout life». Us, Russians, it is clear and nice.

ECHA tenderly Spud many companies with the development of a series of techniques aimed to assist Europe gifted persons and assistance to Europe from them, and this network includes many talented scientists, they created the European and other European centres, starting perhaps with the center in Budapest at the Institute with the iconic name Semmelweis was - on behalf of the fighter for the implementation of the first antiseptic and overcoming once colossal loss of women to 20-25 percent. But to overcome this tragic and deadly phenomenon that claim then, almost two centuries ago, two million lives annually, needed, as is known, amazing case, and to him the talent observer and the Creator, the selfless insistence by one doctor **Ignatz Semmelweis** spite of all the then medical elite of Europe. And the end of his life on the scaffold - case is unique and tragic. For the sake of this never happened, and there, we can say that all this movement. You can also say, for the sake of it had done their work and we.

Now it has become a mass movement. There are centres of educational and psychological counselling and professional training of teachers in Austria, Poland, Slovakia, Slovenia, the Czech Republic, Hungary and Croatia etc.

One of the most active countries - Austria. In 1973 she approved of the Federal Law on the promotion of education and public libraries, institutions and their activities focused on gaining knowledge and skills, and the ability and desire to judge and to act responsibly in the development of personal qualities.

In the target group Austria currently includes the staff of the Ministry of science and research, Ministry of education, arts and culture studies, and from 2010 and the Federal Ministry of economy, family and youth.

Forces of several ministries was formed very capable center in Salzburg, the Austrian Research and Support Center). An example of his work was the book of the White paper - "Promotion of Talent and Skill" - White Paper 'Promoting Talent and Excellence".

In 2008, we released famous decision of Euro Parliament, which together with the European Commission proposed the idea and the decision on «creativization» of Europe (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0159:FIN:EN:DOC>), until the schools focused on the teaching of creation in all schools and up programs «Marco Polo» - the real translation of motor destructive polluting freight transport by sea and rail with huge subsidies depending on the length labelled with road transport.

We in Russia are developing creativity and the measuring of socially significant results of creativity with 1973-75 years, now members of International Academy of public progressing (International public development Academy). The last 12-15 years, we have offered the program on introduction of system of training of creativity in schools and even the organization of special Universities creativity (magazine «Elite education», №6, 2006); vengeance was developing a textbook creativity for the senior classes of schools and universities. In 2009, he was presented to the Ministry of education, and then published - but not in Russia under the auspices of this Ministry, and in Germany (<http://talant-abc.narod.ru/tt103nv1.pdf>); in 2013, we prepared for the edition of the textbook of creativity for the middle classes (<http://talant-abc.narod.ru/tt302NV58.doc>).

With 2011 in Qatar, in its capital city of Doha, began to work actively WISE. This program collects now a number of interesting projects and real practices.

All this mentioned above, we studied and gradually perfected the project of the New Doctrine of education.

The desire to make a compact description of this doctrine appeared after familiarization with the materials of the invitations for the conference in Ljubljana, then with the website of the Center for Austrian Studies and support of Gifted and Talented. For many years I saw the materials, which are so clearly resonate with our position. Perhaps, what is lacking, as they say, full of happiness, " is of more General level - on the set goals, and finally - civilizational development. Although some times it in lyrics flashes, but very modestly. And plus, hence, does not occur at least assumptions about the need to assess public benefit of the results of creative work. We have no these drawbacks. And we have learned to our doctrine, we got to get out in the light, it's worth it.

About the goals of reorganization of the present doctrine of education

I think few people would resist such a simple thought: our civilization is very far from perfection.

First of all, besides the so-called «underdeveloped countries», our civilizational community now is looped on the priority of Economism and technocracy. Economic greed and technocratic race - that we now run. Nobody will say that they were not needed. Were. But they lead us into the abyss. If you believe archaeological findings previously been a few deaths of many peoples from applying against each other nuclear weapons. Consequently, the development of peoples came to mastering thin technologies, but they could not agree with each other.

We must learn a lesson from this.

We believe that next to the Economy we have, we are required to deliver «Sociomy» - the theory and practice of social development; near the accumulated economic development incentives we need to put special measures for additional social and moral development of our society. Including with time next to the common justice to criteria for violations of those or other of the thousands someone once written articles in the Criminal and other codes gradually introduce adequate justice in the main criterion of liability for causing damage. The easiest way is by indemnification of all damages, any economic, financial, social, ecological, moral... Methodically it is now quite possible.

However, we should start with the main thing: with adequate - creative («novation») education that includes learning the theory and practice of creativity. And the eradication of us hereditary conservatism. Without this step, nothing said above people just do not understand.

Our thesis, we will try to formulate this:

Real positive development of the civilization of mankind will occur after the introduction of the new doctrine of innovative education aimed teaching creativity and with the strengthening of the mass consciousness of priority public benefit, and, finally, after the introduction into the life of the doctrine adequate justice to the criterias of harm.

But the primary should be still learning this new doctrine of education for all, not just for gifted and disadvantaged. It will be a need, in the presence of even a significant layer in society

talented personalities and even over-developed digital technologies. On the new doctrine of education in our understanding can be seen in prepared textbooks and in abbreviated form in the prepared report at the conference in Ljubljana (here are excerpts from this report).

It seems that in this audience no need to prove that human development is driven by individuals, that they sometimes grows up from a cohort of gifted children, that this process of growth is not easy and not simple, and the loss in this process can reach a hundred percent. But as an exception there are acquisition. And wonder this is not necessary: it often aged in small gifts manifested in the form of a biological and psychological phenomenon , other positive features , which seem to us a special gift - often in the form of a positive result of heredity , i.e. successful gene pool. And a successful environment.

Yes, it not only looks, but it is really so, but that they become a talented and brilliant especially in socially oriented individual, need, alas, many conditions, qualities and abilities of most individuals , and especially its surrounding persons, especially teachers , curriculum guides , organizers of the pedagogical process, which eventually form the social and creative direction of each person.

Let's see what this should :

- to understand yourself or get outside the understanding that biological and psychological inclinations and even more so - only success in the learning process , the finished result in the knowledge of someone once made - it crumbs barely visible splash , which can easily be lost and abyss in the maelstrom of life. Or , worse , raise up completely antisocial , criminal personality ;
- Be able to fairly quickly , but not in the end of his life, highlight a worthy direction sharpening their skills for a serious exploration of everything done in a particular area done in a particular area to without superfluous modesty learn to attack someone used inefficient methods and solutions , up to the state apparatus;
- And attack not for fervor , and offering something original and the best - that is, more useful , and be able to prove the originality (novelty) and benefit.

Without the "social order" man even gifted with this can not cope;

- next - this is the aerobatics - should be able to see potential opponents and enemies of his new and useful as possible in advance and provide them a place in his doctrine , or if no other way - an antidote to their attacks .

And each of these steps everyone should take place (usually passes) enormous personal work, patience, self-restraint , which no one would envy . And not in the first knee, but much earlier, when parents and their parents' parents always deny themselves in many, many, but going forward in self-development.

That's when you can talk about talent as a consistent domestic productive element. Teachers who cautiously speak about gifted children as a kind of adversity, not easy not only to them but to neighboring children, are right. But these troubles may significantly weaken, if all of the above limitations teachers will show all the disciples. And then there is hope for an accelerated maturity of the child parallel to the growth of his creative abilities and real growth in its public benefit.

To be able to invent new and useful things need to be met for many conditions.

Namely:

- since childhood everyone to be able to see the shortcomings and, and, on the contrary, beautiful features until the political structure of the world - at least at the level of the lower self and the main thing - at least intuitively find a solution, as found flaws to fix. give children the job, and you can be assured: the children solution will be necessary to look, and there were cases when the findings have been more successful than in adults. The difference between children from adults as in the fact that they can't put tasks on a high level. In fact, as many adults.

- since childhood all should have at least a general idea , first, of the essence of creativity, invention and the patent system and, secondly, the system for the assessment of values of inventions. The first is not surprising, because it somehow have more or less developed countries, because the patent fund - this is a warehouse of ready informed decisions for the future. - Although it is still methodically organized and not always sufficiently substantiated. A second reason not develop in any other country, relying on the "all-powerful market" or (which was under socialism) on the plan. Both is absolutely not justified.

I had to go through all this, step it over, but, I think, ten years later of the required age. So when in 2005-2006 I started to work as the head of work for development of a creative tutorial (more precisely - a few textbooks for students of different ages) and a plan to create the University of creativity, I immediately put the question to show it all quite clearly. This - except the collection, where possible, accessible recipes for at least approach to "serious" creativity and the ability to invent. Yes, we have it from the very beginning not about a work of entertainment, but about of a certain growth innovative works aimed at improving the welfare and safety of people and society in general.

No, I and members of my team «not a serious art, entertainment», did not put outside the brackets, we just believed and believe that it can not be applied mechanical rules for creating and evaluating all this have to do and are only people. Mozart has given mankind not just entertainment, he clearly has transformed our inner spiritual world. But judge this can only people. Well, if it started with the students' parents or the parents of their parents. Already it will allow children to leave the outside of their aspirations and the more tangible financial interests and to leave room for other things, and let the first be only an amateur.

Of course, good entertainment only ennobles and lifting the spirits considerably above the belt, far above the solar plexus. Specialists chakras this will indicate more precisely. Then everything that follows will be a long time to work completely without problems. Sometimes even too much. However, sometimes, to really ignite such people, there is a need for special incentives.

So, let me introduce our vision of all that is aimed at nurturing creatively active people, talents, - call them so.

First of all, we recall that according to Polish scholars, now from the whole mass of the people is only 1/200 can be researchers, and only 1/ 2000 - creators. And the rest just more or less successfully replicate what is already done. So it was thirty years ago and is likely to remain still now.

Perhaps, for now, this clearly not enough. And you can not rely on the case, we must learn to move the established statistics at least once in ten. **That is, we should not so much grow gifted children, but to use all available means to awaken creativity in all without exception.**

I personally in this frankly lucky. Although, from the point of view of normal logic, what can you expect from the son of his father, who during the war in the financial arena promoted only to captain, after the war had brought home not beautiful fabrics, but only beautiful forms on beautiful paper and machine for sharpening pencils? (But before the war we had, perhaps, hundreds of records - a few then it had. And during the war, in the occupation, we survived only thanks to the talents of my mother, who knew how to sew beautiful dresses for Ukrainian girls).

That's his son: already been in the army active radio-designer, officially recognized inventor (15 inventions), successfully defended his dissertation and published a book entitled " Microwave Radar radiation and human security" , immediately translated by the Americans and still used by our developers radars, but for political reasons, political motives promoted only to a major and as a result of anger political authorities and, since 1974, easily, without hesitation, went to the lowest position in the Institute of Patent Examining where seven years studied theory of patenting. And there began to actively develop the theory of creation, including social. Including methods of assessment of public utility of creativity. I just prepared on these topics dozens of articles and books on the assessment of the effect of all kinds (economic, financial, social, environmental, moral...) , even the term obsolescence - the prospects of inventions and innovations all (it's all there in the collective monograph «Audit of Effectiveness» - Moscow, Economics , 2008) and second because he defended a thesis on the title of doctor of economic sciences. - But after 2-3 years went somewhere ahead , until the theory of world order , and as a skier ran into the woods without a clear ski runs and markers , so that was a long time in a vacuum. Unpleasant feeling.

My position was saved in 2008 the European Parliament decision <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?Uri=COM:8:0159:FIN:EN:DOC>, which is a task that by the time I have managed to solve himself with the team and not just one.

Consequently, previous work was not in vain, and so the text prepared by the textbook creativity was entirely justified .

This textbook for high school and I was able to publish institutes in Germany , publishing LAP, <http://talant-abc.narod.ru/tt103nv1.pdf> in 2012 and most recently prepared for the publication of the textbook for the middle classes -11 – 15 years) <http://talant-abc.narod.ru/tt302NV58.doc>.

All would be good if our ministry took this direction and we could give all what was accumulated. It gave me three quite good reviews, but did not support the practice, referring to the autonomy of schools. And the school were recommended to look himself. Schools, however, immediately responded as follows: Ministry did not give us guidance. Actually, the trips to Germany in 2010 and 2012 found that teachers in schools there are not much in a hurry to carry out the decision of the European Parliament 2008. It is strange. After all, a country that recognizes the

importance of the first in-depth reform of the education, immediately make a huge leap forward.

But it concerns the "regular» schools. As for many communities, type the previously mentioned ECHA, then they obviously looked up.

We were all very pleased with the program WISE (State of Qatar), but the first two years of our application, it did not notice. BUT History tells us, very often the Arab world can progress much faster than do the Europeans, and they must be only respected.

Meanwhile, I must say honestly: full education reform with the transition to teaching creativity is no simple matter. This is not only an introduction to the curriculum such as our textbook. Or may be some other, better. While it may be important as a first step.

But in principle, have to replace the whole doctrine to prepare education that existed seems many centuries. And for some teachers and schools, this is not a simple task.

The new doctrine, in our view, should include:

1. Teaching theory and rules of creativity plus at least the most simple fundamentals of the theory of systems that are needed for informed, not only intuitive creation of creative solutions. In our textbooks are all there. At least , these are the rules and knowledge as:

- *from the creative solutions that appears super-total, systemic effect when $2 + 2 > 4$;
- *that usually present invention provide not only cost savings , but also increase the usefulness of the product , increasing e effect of economic , financial, social , environmental , moral... ;
- * that their prospects are always higher than non-creative solutions etc. And yet it would be better to understand why and how much higher.

By the way, these rules (principles) meet technical solutions such as the first locomotive, the first ballpoint pen, such an organizational decision as a Flexible working day (Gleitzeit, Flextime), a suggestion of **Ignatz Semmelweis**; this Doctrine...

For anybody it is not a secret, that the creation of creative objects, inventions, much harder than normal, it should be actively carried away, to love the subject of training.

For non-aggressive perception of innovation by specialists, professionals in their field - the question is not less labor intensive than their creation; it requires a clear open mind and self-denial. And this is even more time consuming. Psychologically. This too must be teach in school. And we must come up with all sorts of tricks to break our psychological peel, hardship in the brain, conservatism, conservative habits that arise in elementary training as well as decrepitude of our muscles.

Only for this, not only to patent, each of them needs to build a «claims of invention», it is the best for we have adopted the German system, with a clear reflection of the hierarchy of signs, subsystems of this decision.

And why the Author's hard, sometimes for years to perfect this system, his creation? Here's what: personal ambition, passion, enthusiasm for the subject, the real fear of failure, finally, the expectation pleasant moral incentives, and sometimes material handouts from society.

Finally, and not only to substantiate the economic expediency of each invented systems, inventions, including social, more can and should count their effectiveness and full rank. And the more reasonably invented scheme of calculation of the rank and the more accurate and full information is, the sooner they will be overcome our conservatism. Even grade design must provide full effect to society, and therefore the damage from the not implemented invention, and at least some measures influence on the conservative, who from personal inability, employment, etc. and to hide his lack of skill, continuously invent a dam in the form of negative actions or inactions. Such scheme of calculation, we developed last 35-40 years.

For neutralization of conservatism, even completely natural, needs real simple and universal measures - best material, for example in the form of reparations. And more than justified are these measures, the more successful will struggle conservative with their brains, and it won't even seem like a violation of human rights.

And start inventing complex, including socially oriented design, is best, easiest, since technical toys. Therefore, Why those young people who want to reach the high levels of creativity, even has already come on economic, psychological and other humanitarian faculties, I'd recommend at least a brief course of the theory of invention.

I also was helped to approach the works on the theory of creativity by timely study of the theory of patents. And very soon unceremoniously revealing its weaknesses - but, having taken a significant step of the practice of invention (a total of 15 inventions).

However, to organize work in factories and sell their works - this is a special art. Here we need to learn from such as, for example, the billionaire **Henry Ford**. And he started with the work of his hands into his barn. Let's remind, that he not only invented effective conveyor but thought about the protection of workers from the monotonous labour, regularly changing their places. And sold their cars bought for cash, holding the money in huge safes under the ground. But today it is hardly possible.

And yet, what you should teach children from an early age? is to feel your intuition, sharpening it - and this is possible only interested them.

Therefore each subject (physics, chemistry, history...) it is advisable to start with a presentation of the most amazing, the most striking of it, including alternative approaches, may be even mystics. For example, the pyramids in nature emit up the posts (pillars) of radiation, which radars see on the screens; that we have from them radiation in the form of ultrasound about 26 kilohertz; that the water in vitro from dirty ponds cleaned, up to a hundred times, under the influence of different recitative, for example, from reading the prayer; that there is an inorganic form of life, for example, change the color of alexandrite from pronouncing a lie audience: from bright green to bright red; that the history is not only what was done, and what was invented by special order... And therefore, in addition to the comprehension we must always think. And observe.

On the lessons should always emphasize the required stages of creative work: to observe, analyze, design in the brain, then, where possible, with the hands, inventing new and useful, and it means: to study the relevant literature and if there is a novelty to be able to expect from its usefulness. Good educational literature and conscientious teacher all this should teach. First teach at least to understand - not necessarily on formulas and figures, at first - quite the correct images, by the creative thinking. This will allow the student to hone your intuition.

School also have to teach the basic rules of synthesis of inventions, generally creative solutions: the author shall not be sorry to drop all the least useful, for indeed «all useless - is harmful»; he should be able to use the information not only from a specific area of expertise, but also from the neighbor, and it often happens that the farther, the better; he must be able to «walk» up and down the stairs generalizations, and not be afraid of non-standard solutions. And so on. The main thing that the author did not begin to change something, until he really did not resent the existing position and internally will not understand, that it must be replaced.

In our textbooks is all it is, they seem to dissect innovation, innovation and reveal common features creative solutions.

2. The abandonment of the practice to fill the heads of students with tons of knowledge as ready - eternal and forever, without any explanation as to why and within what conflicts they arise. Why so? Yes, simply because of these students will only conservatives.

Also, it unwittingly forever causes aversion towards science and scientists. Meanwhile, as shown by special studies of the Russian Academy of Education (RAO) in the life of the curriculum is remembered ten percent, and used the stored volume of ten percent.

But by remembering all almost useless information we include estimates an overall quality of the little man! - Apparently, it's one of the reasons why students are turning to nicotine, ethanol, drugs and bad companies. Or drop out of school in the middle. And if they finish school, they for life nothing can do and have nothing. But have except tremendous self-confidence. Not surprising that among the youth so many unemployed people.

Next. As you know, in all countries, there are criminal charges for physical violence, and yet none - for intellectual violence. Not in vain in one of the latest issues of the Internet-journal EXRUS an article appeared with the so great name: School - a prison. And after a few weeks in the section «Joke of the week» they have had such a joke: I already for a long time, very long wait for, well when I need cosinus!? Or at least sinus!?

Many schools, knowing the difficulties of school time, try their forces to smooth this over time - for example, setting up different Comedy shows, games... Yes, that's something, but that is not the answer. As we grow not citizens but dolls, necessarily empty and capricious.

Of course, some of the techniques of pedagogical skills, someone somewhere mastered, could weaken the sense of this violence, but we do not use them. - For example, those methods which are mastered in his practice by talented teacher, academician RAO **Mikhail Schetin**: study of the entire course for the one year and is repeated annually to increase the complexity and combine

in the learning process of children of different classes and ages: so each one of them contributes to the process of understanding, and many things in school volume mastered in much earlier age.

But at the same time it is still necessary to make a careful selection of what and how much is really necessary to supply all the children. And how much for students really keen those or other disciplines - and then, perhaps, as much as possible without restriction.

We must not forget to notice: if all of the above will be taken into account and corrected, there is still necessary significantly reconsider the examination criteria after school and when entering institutions.

3. The introduction of such rules: together with the careful selection of the right of presentation to the students of the laws , facts, public events ... mandatory explain how , and why they appeared. In this spirit, many or even all textbooks have to be adjusted. Initially it may be at least through the allocation in old textbooks overriding material and its complement (the teachers themselves or via the Internet) needed clarification - that students learn to understand the role of innovation in real life.

Sometimes can be dramatic situation. Especially if the innovation will be decisive and will pass in somebody's way.

Example: Ohm's Law. Our most common textbook on physics on this topic contains a few dozen tasks such as multiplication and division, with no explanation of the essence, characteristics of its manifestations in other areas, until the public life, without the fascinating story of how it happened.

But actually all lessons must be filled with bright news and examples on the theme of the studied subject even incredible examples for collective discussions of how it is done and why.

So, about Ohm's Law. Then with a great passion on the subject on the ratio of current and voltage in electrical circuits, for desktops all physicists were voltmeters and ammeters. Hard to believe that on this topic a year then to 200 theses defended! **Georg Ohm**, opening his law (1826), knew how many people he was crossing the road, and almost 10 years did not dare publish it. And indeed, the reaction was not slow to manifest itself: after the publication of this law, he almost 10 years was excommunicated from the publication in scientific journals.

This story will not only be interested in this seemingly tatty combination of letters, but speed it up a deep understanding. But at the same time it would be necessary to show the students that if the law in this simple form was not formulated and circuit board would have to be every time in the calculations take into account the results of the hundreds of candidates for a degree!

4. To not only teach, but also to raise children, starting with the ethical education. The creatively active person without the necessary level of ethics can easily become the enemy of mankind.

To avoid this, in our opinion , you will need:

- strengthen the role of the family values, the values of its people , which provided them with their gene pool ;
- strengthen the training elements of art - music , aesthetic , etc. and using all opportunities to instill in all of us disgusted with the scenes of violence , rudeness, vulgarity , and the like;
- enhanced physical education with the display of much use from increased physical activity to maintain body and hardening spirit - but not necessarily engaging in professional sports, which is a nice watch from the sidelines , but significantly harms the athletes themselves , aims to tough competition , and so on ;
- strengthening amateur classes, especially classes hands up to manufacturing working models. It allows children to survive after experience large and small mistakes, get more joy from small and especially large victories. So often begins the creative process;
- cultivate a deep interest in philosophy, politics - first as a source of knowledge to a higher level and, secondly, over time, to the object of its own constructive creativity - refinement, improvement;
- pay more attention to the older generation, which was not taken aback forces to accumulate so-called wisdom, or synthesis of knowledge as to the condition of solving the most complex problems.

In the simplest case, this single-storey buildings, systems of known subsystems. But where a fundamentally new directions, the authors have to consider, to invent all subsystems, and for them - new subsystems of the lower level. And so on. It formed a real multi-storey skyscrapers, and in order to have enough knowledge and patience, the author should be quite an adult, healthy, and loving life.

For example, only crossing the threshold of half a century, I was able to understand the way to formation of adequate justice and so develop a system of the Return law and still later - to understand the rules of forming the so-called «New socialism» - sustainable and at the same time self-perpetuating public system based on the continuous collection of information about exposed shortcomings, the ongoing accumulation of invented for them (or «in General», for the future) creative solutions in the social sphere and in the sphere of management of the society, and in the case ready for the implementation of solutions - their implementation. And if there is the threat of the return of law and payment of damage caused to society by those who hinder, the implementation of the process of social development will be non-stop.

Lack of some half a century, to convince all and to stop the growth of threats and challenges, at least from the people, and unite before the threats of nature and space.

- more attention to the political shortcomings. I think many or even all present here are well aware that modern social system has accumulated enough disadvantages. In particular: it is inadequate justice based on the violation of certain articles in the codes, instead of reacting to harm; underutilization of human potential and, on the other hand, misuse, accelerated exhaustion of strength and energy worker and accelerated depletion of natural resources. And most importantly - it is unclear for what, for the sake of mass shopping, or what?

- Next. We need to show students the harm from ignoring our world social achievements together with the unquestioning subordination of economic indicators. To neutralize them to us all to think.

Even market is not a market, because his apologists for hundreds of years, its exaltation't guessed, in addition to accounting for the number, choose to substantiate and put in trade accounting quality - as relative characteristics of usefulness for a customer.

And the liberal idea - what could happen, if the user enters return law, compensation for all the damage? - Nothing, dust.

And many are already thinking. So, just a year after the Russian presidential decree on the collection of relevant proposals by electronic government of Russia today has collected more than three thousand initiatives, mainly social, the only question is how it will dispose of them. Nothing yet. But one more step, some flash, and Russia may become the most socially developing country;

- instill the highest level of responsibility for damage to any person up to his demands of compensation to all victims - more on this in our book "Return Law", Moscow, Legal Publishing, 2007. Without this security man and humanity - as it was when **Ignaz Semmelweis** and **Jeremy Bentham**, so it remains. Plus accelerated ethical and aesthetic degradation of the society;

- teach calmly to the success of others, to avoid a feeling of envy, hatred, and the like;

- enhanced training methods of struggle with weaknesses, disease, get interested by effective methods of healing the body, first of all due to the optimization of power. every one of us is what he eats.» Yes and not then we would be born to compete in consumption maximum number of tons of food or in obtaining from her maximum pleasure. These past few decades, we have prepared three books on this subject: «**Star trek (Encyclopedia of wisdom)**», 1993 - text in digital format, alas, no; «**100 years - not an age. The book of health for almost healthy**», 2002, partially it is on the site <http://talant-abc.narod.ru> item 32 + <http://talant-abc.narod.ru/tt59003.htm>; «**Normal honey and its over-the unusual ability of rehabilitation and upgrade of the body**», the book is not yet published, see <http://talant-abc.narod.ru/tt301medDOC.doc>. We have also developed and widely implemented a special system of certification of quality CCK, which is able to assess the Ecological purity and quality of products, mainly food products, for selection of the most pure and good-quality products. And accredited dozen large cities of Russia, and then Ukraine. A special group from the European Union is very appreciated this system CCK. In Kaliningrad the head of this center Vice-President of our Academy Professor **Demidenko E.S.** But for Bhutan it would not need: there is generally prohibited the import of chemical fertilizers.

- educate aversion to own and others manifestations of conservatism as antisocial phenomenon.

AS you CAN see from the presented material, while developing the concept of the new doctrine was done to the maximum, so when its introduction in pedagogy would not need to make a revolution - interruption of evolutionary development and causing considerable moral and material damage to the pedagogical community and humanity in General.

Besides, it should be stressed that the new doctrine of education does not invalidate neither the methods nor the achievements of our civilization.

The only thing is that it offers wider, is the formation of morality and justice that should make impossible or at least minimal damage to people, nature, trim this damage as cuts off the negative wave detector in any network adapter our phone. Otherwise he would normally not worked.

Moreover, pay-for-performance work, of course different for different people, explains and justifies social and political inequality and actually rejects any revolution. Moreover, the concentration of funds in some interested arms necessary for the implementation of large-scale projects. **BUT NO MORE!**

And the ability to trade will gradually reduce the intensity of attacks on foreign territory. Ideally, both political and religious, social or national conflict will ever be replaced by competition of projects of the reform of the criteria of the maximum effect and minimum harm to the society, any economic, financial, social, ecological, moral... All this is now possible to evaluate in any currency. Including competently assess «Gross National Happiness» and to prove that this is the most correct assessment to policies of the government of any country - instead of, or at least together with GDP.

The main drawback of the chosen object of study (education) - not momentary effect, but in a sort of the future. But without such reforms the future might never come.

Work on realization of the project, in particular, the adjustment of textbooks will not require an initial their cancellation, but only differentiation texts into more and less mandatory part. When the re-release of their authors will be invited to Supplement the parts required for a detailed explanation on why and how certain facts, phenomena, laws there and than it was accompanied with details and form, that are of interest to Teens.

Materials, already available on the Internet that will allow you to do this easily. And most importantly it will allow pupils to look at the world as a workshop, where they have to work and improve the environment.

Of course, such an approach to learning will require the modification of methods of assessment of knowledge and skills of children when deciding Oh and advancing to the next stages. If a new type of training is as a Supplement to normal, and evaluation it should be combined with other estimates.

To build a textbooks of a new type necessarily have to involve specialists - scientists, engineers, artists, who will be able to present new ideas, new developments, and their work should be adequately paid - at least in proportion of occupied space on the pages of books, and their names must stand among the co-authors.

The main thing that is required from new authors, is the recognition of existing techniques of creativity and, of course, without limitation, the introduction of new but proven techniques.

Normal is the formation of the textbook market, and the state will be required creation of conditions for normal competition in addressing the question of choice of circulation is mostly in demand.

The main drawback of the chosen object of study (education) - not momentary effect, but in a sort of the future. But without such reforms the future might never come.

That is, in fact, the content of our proposed new doctrine of education. We will be pleased to see among all who wish to join us.

Can be asked: why, instead of sliding forward movement of society forward suddenly, problems arise, almost revolutionary tasks to change doctrines - education, justice... All of this appears when the society has not established an effective system of monitoring deficiencies and their timely neutralization. And if the defenders of established systems are too strong and not responsible.

For example, about a radical reform of justice. **Napoleon** and **Alexander the First**, going to war with each other, have instructed their lawyers to resolve the question of the development of a radical reform of justice by type proposed **J. Bentham**, but they quickly responded that they did not see anything useful in it for themselves. For themselves, **BUT NOT FOR SOCIETY!**

Napoleon and Alexander The First, are on their wars won nothing, but missed a unique chance to make a brilliant positive turn in the civilization of all mankind.

As for education reform, they try to do it for a long time, but here's the others problem: in youth we all take for granted, and as adults, do not address this problem of minors. Forgetting that they are - the future of our world. Plus unpleasant prospect for educators - to relearn. Many of them new requirements simply try to sabotage, not to notice. The entire reform turns into a thousand unprincipled changes.

It remains unchanged until the real need to make a revolution, at least the replacement of the existing concepts, some temporary, or as it is now - even scrapping the whole doctrine.

We believe that for the first countries, to understand our Doctrine and implement it, it will mean quick progress relative all stagnant environment.

But better to do it within the international community.

Inside never forced, especially of teachers and parents, but - by opening the gates to all comers and in the mode of active promotion, including all the social networks, otherwise it's just today's youth will not see it.

As we understand it, the gifted, truly creative children, their parents, progressive cities, countries and nations would respond first.

In CONCLUSION ASK: WHAT do WE WANT AND WHAT is REQUIRED to obtain from any person in the result of introduction of the best possible education?

He must be a man that knows the current state of the world,
who understands his participating in its work and development,
a man of culture in the broadest sense of the word:

understands the main principles of the organization in the modern world,
and where it is, and all alternative approaches to its understanding
and development up to the so called mystics, what, perhaps, our so-called scientific community yet understood;

he must be a person having a General idea:

about the management of the society, as well as the development for growth of well-being: economic, financial, social, environmental, moral... and increase security while interaction with individuals, interstate and natural factors - earth and space.

It must be a person, to the extent possible guarding his physical and mental health.

It's all done from a prefabricated a semi-true citizen of, and not a doll, ready to give any crazy political winds.

This doctrine we sent to some ministries of education only a few countries, the population of which, in our opinion, has grown significantly from the protest level in the squares and able to heed the voice of a sober mind, and its guide provides the voice.

But much of this is in the modern schoolchild, whether it's in Russian, German or Spanish? No, not many. Then what would be outraged that among the youth so many unemployed and why not to take alteration of common methods of upbringing and education?

Education, disapproved of the best (if it was really optimized according to the criteria of public benefit and damage), invariably leads to damage to the individual and society. Damage or effect, when improvement is the main criterion for the choice of the direction of change in the principles and methods of any social processes. Including and first of all - education as a basis, the beginning and in the professional sense - in the continuation of all human processes, in General all human, today is extremely complex and delicate in all its diversity, when comparing with the period of, say, 1000, 100 and even 10 years ago.

Honing this New Doctrine of education, which was us here, we all forces tried that at this point of time it was possible optimized. But you will never be able to argue that it was on all the details and forever. It needs the active position of all of us now and in the future.

... as we all know, recently, Mrs. Angela Merkel went to Mr. Cameron to convince to stay UK in the EU. No one will have to be persuaded to stay in the EU or to love their Motherland, if everybody will see that their leaders are doing clever and active policy for the benefit of their peoples. Including and first of all in education, which should not just pump up the brains of ready knowledge, useful in the life of each of us at one percent or slightly more, but to teach yourself to get the knowledge necessary at the moment. And to get rid of us congestive conservatism, rejection of all that's new, «not that we have done» (Not invented here). Otherwise people are simply not understand, do not feel, why you need all any proposed reforms to them and to the country. And they wouldn't be guilty.

The text of this doctrine, together with my colleagues at the Academy (especially professors **Lyudmila Bolotova, Alexander Ivanov, Rostislav Tikhonov**, who helped me with the translations, and others who responded to my requests) were perfected over a month through faultless help Internet. And it seems achieved sufficient transparency to the desire to understand everything that is written. So it will not stop unless, Even if I disappear - for example, I by the sincere invitation will go in some quiet Harbor to help the implementation of the Doctrine. Or just leave on the deserved rest. I have the right.

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I apologize for our very imperfect translation from the Russian language.