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Article



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ABOUT THE IMPORTANCE OF BEING ABLE TO LISTEN AND HEAR EACH OTHER IN ORDER TO GUARANTEE THE DESIRED RESULT

Abstract: in the article, the authors took part in an open discussion about the problems of the development of higher and secondary education in the Russian Federation. An analysis of the results of the introduction of the Bologna form of education into the activities of higher and secondary schools in Russia over the past thirty years has only negative aspects in all areas of activity of both the Ministry of Education and Science, universities and schools. The level of education has deteriorated to a critical state, which provoked a wide range of participants to analyze the reasons for obtaining such unsatisfactory results in university and school training.

Key words: universities, schools, teacher, ministry, population, student, student, competitiveness, profit, resource potential, comfort, viability.

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Introduction

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Founded in 1088, the University of Bologna is the oldest in the world. The Bologna system in Russia was both criticized and expected new perspectives from it. Universities teach bachelors and masters, but it turns out that the system is not exhausted by this. We figured out what the Bologna process is and why it is interesting / June 6, 2022 of the Ministry of

Education and Science of Russia stated on the exclusion of all Russian universities from the Bologna system. The Bologna Group announced this decision on 11 April. According to the rector of Moscow State University Viktor Sadovnichy, education systems that are not typical for Russia, including Bologna, contributed to a decrease in the quality of education in the country. We analyze how the Bologna process works and how it worked in Russia.

What is the Bologna education system? The

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Bologna Process is a movement to create a European Higher Education Area. The process was launched in 1999 with the signing of the Bologna Declaration, which took place on June 19 at the University of the Italian city of Bologna, from where the declaration and the process got its name.

The creation of the European Higher Education Area implies a unified education system, which is also called Bologna, and often the phrase "Bologna process" means exactly the education system, and not international cooperation in the educational field. The Bologna system of education is the concept of a single standard for higher education according to the "3 + 2 + 3" scheme. In other words, it consists of three steps, namely:

* the first stage of education, in which the student receives a broad specialization - bachelor's degree - lasts 3 (but more often still 4) years;

*the next, second stage - master's degree - a narrower specialization in the chosen direction (it can be either a continuation of the bachelor's degree or be related, for example, you can get a bachelor's degree in biochemistry at the University of Heidelberg, and then either continue to study biochemistry or switch to pharmacology, say, at the University of Oxford. Master's studies usually take from 1 to 3 years;

*Third stage — scientific degree, doctoral studies. It should not be confused with the domestic doctoral studies, which are attended by people who already have a Ph.D. The Bologna doctoral studies rather correspond to the Russian postgraduate studies. This is obtaining a very narrow specialization by researching a little-studied topic and submitting a doctoral dissertation to the academic council, for example, "Religious life of the island of Rhodes in the classical and Hellenistic eras."

In 1986, the world's oldest University of Bologna, on the eve of its 900th anniversary, took the initiative to sign university charter which would promote the mobility of scientific and teaching staff, specialists and would contribute to the unification of the content of education and documents confirming it. The Magna Carta of the Universities was signed in Bologna in 1988 in celebration of the ninth centenary of the university. To date, the charters signed 94 universities from 94 countries. The Charter is based on four main principles:

1. The autonomy and independence of universities, which underlie the transmission of culture through generations.

2. Inseparability of teaching and research processes.

3. Freedom in research and training and total rejection of intolerance in the university environment.

4. Recognition of the leading role of the university in preserving the heritage of European humanism, the university's desire to achieve universal knowledge and freedom of action across geographic, political and cultural boundaries.

In 1998, at the celebration of the 800th anniversary of the University of Paris, the Ministers of Education of France, Germany, Italy and Great Britain agreed that the diversification of education hinders the process of European integration, in particular in the field of education and science. They signed Sorbonne Declaration aimed at standardizing European education. According to the document, ways were to be developed to create a unified standard of education in Europe to ensure the mobility of students, teachers, scientists and just professionals who could improve their skills.

The unification of the educational space in Europe in a certain sense is a return to the origins of university education of the Classical Middle Ages, when the unification of the educational process and qualifications was achieved through common Western European ideas about education and through the common language of science - Latin. Unlike today, there was no unified curriculum in any direction, so medieval students could master the initial stage - the "trivium" (grammar, logic, rhetoric) for an arbitrarily long time before moving on to the next stage - the "quadrivium" (arithmetic), geometry, music and astronomy), and then, finally (but not at all necessary, because even with a trivium, one could count on a good position), specialize in one of the three "noble" sciences – philosophy.

There were few universities, before the invention of printing and for quite a long time after it, books were a rarity, as were talented professors, so students wandered around Europe in search of the best educational environment for themselves. Traces of the then unity of students and professors remained in the student anthem Gaudeamus.

Later, with the development of nation-states, the segmentation of higher education grew, programs, educational standards, and requirements for qualifications in the labor market diverged in different directions. At the end of the 20th century, the pendulum swung back.

On June 19, 1999, representatives of 29 countries signed the Bologna Declaration. The goals of the declaration developed and deepened what was adopted a year earlier in the Sorbonne Document: for the development of Europe and increasing its attractiveness in the world, it is necessary to create a single educational space through education reforms in the countries whose representatives put their signatures under the document. However, reforms should be carried out taking into account the provisions of the 1988 Magna Carta of Universities.

The Bologna Declaration does not have the character of binding and rigid legal obligations that a country that has signed it assumes. This document rather establishes some boundaries, principles and image of higher education. In total, 48 countries and the European Commission as 49 members are participating in the process today. In 1999, the

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Bologna Declaration was signed by: Austria, Belgium, Bulgaria, Great Britain, Hungary, Germany, Greece, Denmark, Ireland, Iceland, Spain, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Finland, France, Czech Republic, Switzerland, Sweden and Estonia.

In 2001 to them have joined European Commission, Cyprus, Liechtenstein, Türkiye and Croatia. In 2003 the Bologna Declaration signed Albania, Andorra, Bosnia and Herzegovina, Vatican City, Russia, North Macedonia and Serbia. Listed in 2005 replenished Azerbaijan, Armenia, Georgia, Moldova and Ukraine. In 2007 joined Montenegro.

In 2010, a participant in the Bologna process became Kazakhstan.

In 2015, the most recent signatory country became Belarus.

Only two states of the Council of Europe are not participating in the process - Monaco and San Marino. Technically, Kosovo is not a participant in the process, since it did not sign the declaration, however, due to the fact that it is a partially recognized state (the lists of countries both recognizing and declaring non-recognition of Kosovo's independence include states whose opinion is difficult to ignore), the question is being discussed that Kosovo can be part of the Bologna process in a special status, such as guest or observer.

The Bologna Declaration contains several key steps to achieve the unification of the European education system, namely:

first, a system of easily readable and comparable degrees should be introduced. For this, in particular, it is necessary to introduce a supplement to the diploma, which would disclose the content of the education received. In addition to being able to change universities both between degrees and in the process of obtaining a degree, this should contribute to the international competitiveness of the European higher education system;

secondly, the education system within the framework of the Bologna process should be based on two main cycles: undergraduate and graduate. Access is progressive, that is, admission to a master's program requires the successful completion of a bachelor's degree. Its duration is at least three years. The degree awarded must correspond to the European labor market and a certain level of qualification. The second step leads to a master's degree or (in rarer cases) a doctorate;

thirdly, to ensure the mobility of students, a credit system should be introduced, such as European system of transfer and accumulation of points (ECTS). This is a pan-European system for recording the work and activity of a student in the process of mastering an educational program. The educational process is organized in such a way that it is impossible to accumulate the required number of points if you spend

the whole semester idle and memorize everything the night before the exam. The work at seminars, preparation of projects and other intermediate works and forms of activity are evaluated. To successfully complete the year, you need to score 60 points. 1 point is about 25-30 hours of work. Hours do not only mean time spent in lectures - it also means time spent working at home, so there is no strict correlation between scores and hours. In general, one academic year is approximately 1,200 hours (UK) to 1,800 hours (Germany).

To get the required number of points, the student draws up a curriculum for himself and is free to attend those subjects that are interesting and necessary for him. Of course, so that his education does not turn into a leapfrog of unrelated interests and curiosities from biblical studies to genetics and from graph theory to paleontology, the student has a curator who helps him plan correctly and logically and, at the same time, not take on an unbearable burden - to score the required 60 points for the semester, and for the next six months to work or go to parties.

Main part

They say that around 2006, during the presentation by Fradkov and Fursenko in Moscow to a meeting of chairmen of the regional Councils of Rectors of Universities of the draft of the future "road map", as it turned out later, of the destruction of natural science HE in the Russian Federation, one of the rectors asked a question about the fate obviously not fitting into this "road map" of the overwhelming number of professors of the Soviet temper. To which the authors answered, in the sense that this program assumes the extinction of the professorship available at that time in Russia over the next 15 years. This became possible because at that time the Ministry of Education and Science turned into a ministry of an illiterate and incompetent body about science education, applied Russophobia and sabotage, or more precisely, a CIPSO tool for planting Western Cargo cults in Russian universities. After 17 years, it can be stated that if such an assessment took place, then, judging, for example, by many universities in Russia, it turned out to be erroneous. Despite all the efforts of various foreign forces both inside and outside the Russian Federation, we turned out to be about twice as tenacious. Moreover, each of the remaining in the ranks is worth two, despite the fact that for the same work according to the same "road map", the famous "May Decrees" and the greed of the administration, today we - employees of higher education - are paid only half of what paid before, before the introduction of the Bologna education.

In one of the videos E.V. Prigogine clearly shows the importance known since the time of Suvorov for the successful solution of combat missions of feedback and collective brainstorming with the participation of all servicemen of the unit,

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regardless of their rank and rank. And here is an example of how “feedback” and “collective brainstorming” are organized in the Ministry of Education and Science.

In a letter MN-20/1070 dated 11/25/2022 from the heads of subordinate educational organizations until 12/15/2022. 2022, proposals were requested “in order to eliminate conflicts and gaps in the legislation” (Apparently, there are no other problems for the Minister-Lawyer). Howletter from the administration IGU No. 05-03-0115 already dated 08.12.2022, it only came to me on 11.1.2.2022, with a request for an answer no later than 13.12.2022. Despite the deliberate impossibility of these conditions deliberately created by officials and in view of the seriousness of the situation, we consider it necessary to use our right to openly respond to the ministry.

What happens in higher and secondary schools in Russia?

The question naturally follows from 25 years of observation of the activities of the Ministry of Education and Science in the consistent destruction of the Russian natural-scientific and engineering-technical education. The lack of technological sovereignty of our Country, which manifested itself during the Special Military Operation (SVO), which military experts speak with bitterness, is a natural consequence of this 25-year destructive activity of the Ministry of Education and Science.

Today there is no need to prove that the educational sovereignty of the Country is a basic integral part of its technological, industrial, economic, and hence military and political sovereignty. However, from the 90s of the last century to the present day, Russia has been subjected to successful external and internal attempts to completely deprive it of its sovereignty. Both in the field of culture and secondary and higher education. Purposefully destroyed and continues to destroy the traditional classical Soviet education, tuned to creation, to create opportunities for the creative development of students, to provide the country with fundamentally trained personnel, who are then able to quickly master the specialties they and the country need. Both school and higher education today are being rigidly imposed on the goals, ideas, models and methods of the most base Western mass culture, the mass school and higher education of the poorest sample and quality.

Numerous internal forces, thirsting for momentary profit, were also happily involved in this process, therefore, they were interested in the complete liberalization of our secondary and higher schools in the directions indicated by the owners of the money - loans allocated earlier for the "reform" of our education.

In particular: under the banner of "humanization" and "humanization" of education, the idea of "literate consumer", in which, according to the author of this term, “Math [supposedly] kills

creativity.” This also includes supposedly liberal, but in fact mossy pedological the thesis about the “freedom of choice” of their educational “trajectories” by the students themselves, which, of course, is essentially absurd and is a crime against Russian society. As a result of this, today "literate consumers", being not motivated and unable to create analogues and counterbalances to NATO "Himars", in full accordance with the guidelines of our leading "supplier of pedological leeches" A. G. Asmolova with all-conquering impudence briskly and quite a large crowd fled from partial mobilization abroad, calling themselves for more than thirty years the color of Russian science, but as it turned out - pure shit. And at the same time, the heads of defense enterprises in the field are already declaring a catastrophic shortage of specialists necessary, for example, for aircraft construction and not only, with regret. And Nikolai Patrushev, in June 2023, remembered that: “Russia needs a breakthrough in the training of engineers for the defense industry”. Naturally, one asks, where were you and where did you become the Minister of the KGB, being responsible for these very personnel and specialists. Unfortunately, the liberal forces have powerful and influential allies in the destruction of the secondary and higher education of the Russian Federation, which, among other things, intend to impose on the country the creation of the all-Russian digital platform for schools, monopolized by them, of course, not without benefit for themselves personally. Quality education, in their opinion, should be left only for the “elite”. The fate of all the others who did not fall into this “caste”, apparently, is “digital dementia” And irreversible later transformation into known to archaeologists "Homo Floresiensis". D. N. Peskov and G. O. Gref, in particular, and with regret, set and continue to set the same task, for whom high-quality knowledge “for everyone” greatly hinders manipulating society for selfish purposes. This “damned caste” (as J.V. Stalin called them) is completely unaware that, due to the Second Law of Thermodynamics (famous in sociology under the name Peter's principles), at all times and in our current conditions, only the presence in the country of a wide polymorphism of smart, really literate and well-educated people will save any of their "elite" from degeneration and collapse. And the Country, together with their assets, from disappearing.

Unfortunately, as noted, the last FSES HE 3 ++ from the Ministry of Education and Science leaves no chance of training specialists of the level required by the Country. Moreover, the rectorate and the accreditation department of ISU are simply tearing their pants, running ahead of the pedological “locomotive” of Bologna competencies, to please Rosobrnadzor, emasculating the entire educational process into primitive imitation and profanity, at least at the Faculty of Physics of ISU.

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So right today, this semester, for the first time in 21 years, students of the “Electronics and Nanoelectronics” profile disappeared from my lectures on the course of thermodynamics and statistical physics, for whom it is the foundation for further development of any sections of solid state physics. However, as well as the course of nuclear physics, which they were also deprived of. At the same time, the number of hours to the long-suffering TFCT course for radiophysicists. This year we have halved. Hours in mathematical analysis and other basic disciplines have been sharply reduced, nuclear physics, vector and tensor analysis have been abolished as separate subjects. And the strict limits imposed by the ministry (and the rector's office) on the supposedly necessary requirements for the curriculum do not allow the faculty itself to carve out even one additional hour.

At the same time, the Ministry of Education and Science and Rosobrnadzor, through the hands of the rector's office and the accreditation department, continuously humiliate teachers with their rude, illiterate and petty interference directly in the natural science educational process, constantly grossly violating clause 2.1.4. Employment Agreement with a teacher, while exposing insane, frankly wrecking requirements, clearly aimed at lowering the level of students' preparation.

For example, the requirement to remove the list of additional literature on the subject from the programs. With the same goal of humiliation and social training, realizing that not a single experienced and self-respecting teacher will allow such a simple decrease in the level of their studies, we have already been practically drowned in filling out a sea of meaningless papers for officials, stupid tests and all sorts of moronic tables - from “competencies” to attendance.

In connection with the latter, it should be noted (and this applies to all “competences”) that, for example, skills “Systemic and critical thinking” (UK-1) students will be able to form only upon completion of the full cycle of systematic development and assimilation, first of all, fundamental physical and mathematical knowledge (see also below). Therefore, obvious and unconditional absurd nonsense is the requirement of officials to look for “manifestations” of these “competences” in some separate subject or (which is even “cooler!”) to introduce a separate subject with a similar name, supposedly teaching this “competence”, which, in fact, is implemented at ISU.

Questions arise:

1. Who benefits from all this mockery of teachers, students and common sense?
2. Who benefits from the fact that physics students instead of the Noether, Gauss and Stokes theorems, instead of the analytic continuation of contour integrals, the Maxwell and Schrödinger equations, the Huygens principle and the least action,

the Kirchhoff laws and geometric optics, the Heisenberg uncertainty relation, self-adjoint extensions of quantum operators, quantum entanglement, Taylor, Fourier and Hilbert-Schmidt expansions, Fourier, Mellin and Laplace integral transforms, Bessel and Legendre functions, Jacobi and Hermite polynomials, plasma physics, condensed matter physics, etc., but for the sake of one idiotic UK-2, not which makes no sense at all and has nothing to do with physics should study discounting cash flows, determining budgets and stakeholders, budget optimization, earned value analysis, differences in strategic, managerial and financial constraints, etc. rubbish and nonsense, suitable only for stamping “effective managers” or employees of future colonial administrations? Moreover, to study the same and in the same volumes as the future “effective managers”.

In terms of the number of hours and requirements for students, this also applies to all other humanities disciplines and their teachers: psychology, political science, philosophy, history, the basics of inclusive interaction and financial literacy, etc. d. And all this despite the fact that studying at the Faculty of Physics is many orders of magnitude more difficult, more complex, more energy-intensive, but it is also more important for the country today than studying at any of the humanities departments.

3. Who benefits from the fact that some of those who teach these UK disciplines with us - “with experience” of working or studying abroad - use films, instead of their lectures and requirements to watch additional hundreds of all sorts of “near-Hollywood masterpieces” to pass their test, not only drive dubious values of Western culture into the heads of our students, but also purposefully “drown” the most gifted, conscientious and well-performing students in the main major subjects, deliberately preventing them from studying physics?

This is exactly what happened to my student, who already had a publication in *Izvestiya Vuzov. Physics*, which the teacher, who returned after several years of work in the United States, for failing hundreds of his crazy tests, forced him to endlessly rewrite some miserable political science textbook in the last weeks of preparing his thesis, and only the intervention of the dean of my faculty allowed him to come to his senses. But for how long? I am a professor at Irkutsk State University S.E. Korenblit - I'm not at all sure about this.

Please. How can you try to serve both Mammon and Minerva at once, the Law on Education and the Federal State Educational Standard of HE is one continuous conflict, which has already been pointed out at least seven years, and to be honest, for almost thirty years.

Let's start with definitions. Article 2 Federal Law No. 273-FZ of December 29, 2012 (as amended on February 17, 2023) “On Education in the Russian

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Federation” (as amended and supplemented, effective from February 28, 2023).

Paragraph 1) education is a single purposeful process of education and training, which is a socially significant good and is carried out in the interests of a person, family, society and the state, as well as a set of acquired knowledge, skills, values, experience and competence of a certain volume and complexity in the purposes of intellectual, spiritual and moral, creative, physical and (or) professional development of a person, satisfaction of his educational needs and interests;

Paragraph 3) training - a purposeful process of organizing the activities of students to acquire knowledge, skills, abilities and competencies, gain experience in activities, develop abilities, gain experience in applying knowledge in everyday life and form students' motivation to receive education throughout their lives;

Paragraph 12) vocational education - a type of education that is aimed at acquiring by students in the process of mastering the basic professional educational programs knowledge, skills, and the formation of competence of a certain level and volume, allowing them to conduct professional activities in a certain area and (or) perform work in a specific profession or specialty;

Comparing this now with the provisions GEF VO in Physics:

1.1. This Federal State Educational Standard of Higher Education (hereinafter referred to as FSSES HE) is a set of mandatory requirements for the implementation of the main professional educational programs of higher education - undergraduate programs in the field of study 03.03.02 Physics.

3. Requirements for the results of mastering the undergraduate program

3.1. As a result of mastering the bachelor's program, the graduate should have formed the competencies established by the bachelor's program.

3.2. The undergraduate program should establish the following universal competencies (UC):

{as many as 11}, namely: The undergraduate program must establish the following general professional competencies (GPC):

OPK-1. Able to apply basic knowledge in the field of physical and mathematical and (or) natural sciences in the field of his professional activity;

OPK-2. Able to conduct scientific research of physical objects, systems and processes, process and present experimental data;

OPK-3. Able to understand the principles of operation of modern information technologies and use them to solve problems of professional activity.

Professional competencies are determined by the Organization independently on the basis of professional standards corresponding to the professional activities of graduates (if any).

We find that:

1. GEF - as a set of mandatory requirements for the implementation of professional educational programs of higher education, which the university must provide, requires the formation of only competencies, which alone, from the point of view of the Law, have a certain level, complexity and volume. While knowledge, skills and abilities from the point of view of the Law have neither level, nor volume, nor complexity. And why actually?

2. At the same time, the definition of the very concept of “competence” in the Law is craftily absent! And it will soon become clear why.

3. Competences as abilities referred to in GPC - 1, -2 and -3 will be formed in a university graduate student if at least three necessary conditions are met:

- the student has acquired deep knowledge in sufficient volume, he understands the basic principles of theory and practice in this field of knowledge;
- the student has mastered the skills and abilities in solving scientific and practical problems;
- the student has gained practical experience in conducting scientific research while undergoing industrial and other internships and performing final qualifying work.

But in the Federal State Educational Standard there is not a word about the requirements for the implementation of either such or many other conditions necessary for acquiring the knowledge, skills, skills and experience required in Clauses 1), 3). 12) Article 2 of the Law - first of all! GEF cares about the formation of competencies only! Those. that is not even defined in the law. Why?

Because it is here that a cunning substitution of concepts takes place - the concept of ability as the presence of knowledge, skills, skills and experience and the concept of ability as an already formed competence, i.e. as an already acquired qualification.

The fact is that trampling down our country for 30 years, who has no borders, no conscience, no Motherland, concerned only with profits, the “Elephant” nicknamed “Business” is deeply indifferent that immediately after graduation from an educational institution, a graduate cannot be immediately put to the machine or to the test bench, or to the operating room without temporary guidance table, or put at the helm of an airplane or an electric locomotive, or at the control of an air or railway dispatcher, etc., or entrust the solution of one of the problems of Hilbert, Klein or Poincaré (it took Perelman 7 years).

But the "Elephant" is only interested in profit - here, now, all at once and at any cost. Therefore, he uses every opportunity to save on any of the necessary stages of the real formation of competence as a qualification, for example: trying to reduce co-pilots of aircraft, remove assistant drivers, etc., but at the same time, our cunning "Elephant" is trying to Clause 3.4. FSSES HE to shift this task and responsibility for the consequences to universities, which, in fact, are

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only called upon to create all possible prerequisites for the formation of certain “competences”. Whereas the real formation of competence as a qualification is possible only in the process of the graduate's further professional activity.

The definition of the concept of "competence" is absent in the Law on Education because such a precise definition would close the way for our greedy "Elephant". Indeed, in the above paragraph 1) of Article 2 of the Law, nothing is said about the interests of the "Elephant". But these interests of his are hidden in the Law precisely in what is not there - the definition of "competence".

At the same time, even the names of the directions (profiles) of the FSES HE 3 ++ indicate, at best, not just the poor imagination of their ministerial writers, but their complete illiteracy and inadequacy to the task they are solving. For example, at bachelors we read:

03.03.01 Applied mathematics and physics
01.03.02 Applied mathematics and informatics
01.03.04 Applied Mathematics and Computer

Science,

01.03.04 Applied mathematics
And the same directions for undergraduates
03.04.01 Applied mathematics and physics
01.04.02 Applied mathematics and informatics.
01.04.04 Applied Mathematics.

More Academician V. I. Arnold, explaining the important role and importance of mathematics in other disciplines, pointed out the emptiness and meaninglessness of the term "applied mathematics". The true goal of such carbon-copy titles “Applied Mathematics and” is an attempt to really expel fundamental mathematics from education and the mathematical culture based on it, which is essential for further applications, among those who will then have to “apply” this mathematics to something. This is clearly demonstrated, for example, by the 25-year degradation of the former mathematical faculty of Irkutsk State University into the so-called "Institute of Mathematics, Economics and Informatics." (“Economics” was then “wiped out,” but the most highly qualified mathematicians were never returned to teaching.)

And such a mixture of "bulldog and rhinoceros" as 03.03.01 "Applied Mathematics and Physics" or 03.05.02 "Fundamental and Applied Physics" could only be born to officials - writers who are absolutely far from not only mathematics and physics, but also from of the Russian language, who are not even able to understand that the same adjective can carry completely different, incomparable and incompatible meanings with different nouns and vice versa.

The name “Applied Physics” is only suitable for an institute, but not for areas of training that require specifics, for example, such as the most important today for the development of Stealth and EW technologies, specialty 03.03.03 "Radiophysics",

which the Ministry of Education and Science, as if for sabotage reasons, pushed into the bachelor's program, pretending that it does not see and does not understand the difference in the specialty between radio physics and radio engineering 11.05.02 "Special radio engineering systems." Yes, “Radiophysics” is also duplicated in the magistracy, which is useless in the West, but in the conditions and rules actually created by the ministry, not all of our universities can afford even this useless magistracy. Interestingly, back in September, in paragraph 1.11. of this Federal State Educational Standard for Radiophysics, only one perspective was indicated: "maintenance of antenna-feeder devices of spacecraft." It remains a mystery whether the person who wrote this saw such devices? Or did the name seem "scientific" enough?

Pros:

Clear international standards for higher education in a globalizing world.

Accessibility of higher education in a single system, the potential for higher education egalitarianism.

Mobility of students without loss of time and scores, mobility of teachers, researchers and administrative and bureaucratic apparatus. Opportunity to draw up your own curriculum based on your own strengths and interests, individualization of the content of education.

The growth of the quality and competitiveness of European universities of the Bologna system.

Minuses:

The danger, due to an oversight of the curator, to draw up a curriculum in such a way that the qualifications obtained together will not be of interest to any employer; potential lack of consistency in education.

A bachelor's degree is often perceived as an incomplete or incomplete higher education (especially in countries such as Russia or Belarus, where it is difficult to forget all established traditions by the stroke of the pen of the Minister of Education), the salary rate with such a diploma is significantly lower even in European countries, where there is less bias towards bachelors relation.

The unification of education and control (first of all, the test system) creates the opportunity to memorize the necessary material, does not encourage critical thinking and the ability to ask questions instead of choosing answers from the proposed list.

A possible outflow of educated specialists to more developed countries and the formation of a highly competitive labor market in these countries, as opposed to less developed countries, where a shortage of educated personnel will form.

Despite the fact that Russia joined the Bologna process in 2003, the introduction of two-degree education took some time - higher education officially made the transition to the Bologna system in 2011. However, a number of areas of training in a number of

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universities are still carried out according to the old system of specialty.

The reform of curricula in Russia, despite the 8 years of transition period, was carried out with little bloodshed for those who were responsible for it. The curricula were not brought into line with the European Baccalaureate - instead, the specialist's programs were cut. As a result, it turned out that the old domestic specialist in Russia in terms of education and competence equated to the magistracy. While within the framework of the Bologna system (and, therefore, among European employers), it is closer to a bachelor's degree. The competencies underlying the educational programs also differed from European ones - for example, in Russia, the bachelor's degree did not become focused on the practical application of the acquired knowledge. That is why the labor market has remained skeptical of bachelors.

Even more difficult was the transition to a credit system. A number of universities introduced point-rating system, according to which a student could score a certain number of points (usually 100) per semester, of which less than half on the exam. But this is not the equivalent of the ECTS credit system. The only university in Russia that has introduced the ECTS system is Skoltech. The flexibility of the educational trajectory in Russia was also out of the question. The training programs have remained stagnant, and only in a few Russian universities can one speak of the possibility of influencing one's curriculum in one way or another.

Economics of education I. Broad view: why it is important to develop interdisciplinarity?

As a result, in Russia, under the nominal Bologna process, a truly unified system of education that would meet the standards stated in the Declaration did not take shape. It is not surprising that the recognition of diplomas from Russian universities on a par with European ones did not happen, and the quality of higher education decreased in the post-reform period.

In Europe, despite the more than twenty-year history of the Bologna process, there is still criticism remain in this innovation. Equality and unification of European education is still somewhere on the horizon, and for many countries - not only for Russia - the transition is still painful.

Bologna system criticism in Russia, it allegedly did more harm than good. However, it should be remembered that the Bologna process is not a step-by-step roadmap for reforming the education system, but a set of principles on which it should be built. The reform, through which the country enters the European Higher Education Area, is entirely in the hands of the government: the Bologna Declaration enshrined the principle of respect for national education systems and traditions. The European education system was never implemented in Russia, although Minister of Science and Higher Education

Valery Falkov declared that this is a "lived stage".

Modern education is increasingly abandoning the theoretical approach with lectures and focuses on practice. Bachelors in Europe are focused on the labor market because they get those same loans not by sitting through lectures, but by completing various projects focused on obtaining practical skills. Simultaneously with the transition to the Bologna system in Russia, there was a transition from the Soviet system of final and entrance examinations to the Unified State Examination (USE). In terms of the Bologna process, these are two phenomena independent of each other - the European system is not requires introduction of such a system of examination of applicants. Therefore, the rejection of the USE system, which was criticized no less than the Bologna process, does not follow from the announced rejection of the Bologna system. The Ministry of Education and Science is not yet talking about what the new education system will look like. But in the space of global mobility, which cannot be denied, the rejection of the Bologna system and retreat into one's own niche is tantamount to path to isolation, according to professor of Moscow State University Alexander Asmolov. - but professor from ISU S.E. Korenblit, in his letter, considers his opinion erroneous and emotionally even criminal, and we are in solidarity with him, about which much has already been said. Who is guilty? Augean stables of herds of Trojan horses and the Conspiracy of psychologists worshipping Cargo cults. For "Ignorance of the laws of physics frees true scientists from doubt." Western civilization has known since the Trojan War that psychological weapons are the most effective weapons of mass destruction. Moreover, historically initially locked on their impoverished island by the impoverished Anglo-Saxons, who then became rich only on world piracy and robbery, the methodology and technology of sabotage and betrayal using psychological Trojan horses has been brought to perfection. And now, as against our Country as a whole, psychological warfare to annihilate higher and secondary school education in Russia, which, of course, is not acceptable. This fact, only some of the manifestations of which are indicated above, is obvious to anyone who has been actively working in the system of natural science education in the Russian Federation for the past 45 years. It is obvious without any special knowledge of Freud's psychoanalysis, Jung's archetypes, Frome's social psychology, Hellinger's constellations, NLP or, God forgive me, "activity theory" type A. Asmolov.

In this regard, a natural question arises to our valiant psychologist colleagues from university and academic institutions, faculties and departments, as well as to regular pretending to be various pedagogical and philosophical "guru":

Have we really not seen and understood all these years that all this Bologna cognitive corridor of

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competencies, tests, cases, credits, ratings, profiles, directions, directions, portfolios, descriptors, project management, etc., into which Russian education has been successfully driving for 25 years, and with it the future of the Country, all this swab-like abomination, as the Poet said, "ends with a wall"? And today, at this "wall" they are already trying to shoot us and our once leading scientific, engineering, technological, industrial and energy superpower, which we must not allow.

If we really didn't see and didn't understand this, then we are simply unsuitable, unlike yours. practicing colleagues, and your multiple diplomas are subject to cancellation. If you have seen this, you see, but stubbornly continue to impose on the Country these numerous Trojan - Bolognesecargo cults. At the same time, joyfully absorbing considerable budgetary funds for our Swabian "dances with tambourines" (and this is exactly what is happening today, starting with the Ministry of Education and Science and ending with Irkutsk State University), then we are simply frank accomplices of our existential geopolitical enemies.

As shown above, the pseudo-concept of "competence" is such a Trojan horse. From the darkness of the herds of other such "horses", I recall the well-known odious 208-page report "The Future of Education: A Global Agenda» 2013—2014 no less odious Agency for Strategic Initiatives.

Quote: "For example, before our eyes, the culture of reading and mastering long texts, at least such as this Report, is rapidly being lost, and strategic decisions that have consequences for thousands and millions of people are often made on the basis of 5-10 PowerPoint slides.". And how funny it looks against the backdrop of the frankly populist "short thoughts" of our "most respectable" ministerial "pinocchio" about defending candidate and doctoral dissertations only on the basis of reports, without writing the dissertations themselves, broadcast today by the "Science and Universities" telegram channel; on the opening of specialties at research institutes; about the need to leave a bachelor's degree in natural sciences along with a specialty (as if someone will go there to study for 5-6 years, if you can get the same diploma in 4 years.) And how much puppet optimism is" Russian universities under the control of the Ministry of

Education and Science will develop new educational programs for a period of 4-6 years", or that right up to the "most respectable" ministerial "pinocchio" met to discuss the level of teaching school physics. I remember that quite recently one writer and lover of Khokhloma has already "supervised" Roskosmos here. God bless our cosmonauts on the ISS now!

Having 20 years of experience in the Council for the Defense of Doctoral Dissertations, ISU Professor S.E. Korenblit definitely asserts that the defense of the report without writing and carefully opposing the dissertation work itself is a complete profanity, leading to the rapid degeneration and complete degradation of scientific thought. The devaluation of education and the zeroing of energy resources and one cannot but agree with this.

The cognitive herds of Western Trojan horses that burst into the expanses of our Motherland after the "Elephant-Business" are not only trampling down our culture and education today, but are also successfully used both to corrupt and destroy the civilizational code of all generations of the population of the Russian Federation without exception, and to reset the existing The country also has strategic economic advantages.

According to the above Clause 1) of Article 2 of the Law, education and culture are not just a spherical horse in a vacuum and not just a mirror that primarily reflects the current economic interests and the current economic structure of the state, but a socially significant benefit.

This is well illustrated by the burning of the Library of Alexandria, which was one of the main reasons for the death of the Egyptian civilization and set back for millennialthe progress of human development as a whole. Unfortunately, today the burning of Russian civilization in the minds of its bearers is carried out by the cunning West right on the territory of the Russian Federation and, in the literal sense of the word, at the expense of our own energy resources. To understand this process, it is useful to take into account one more, perhaps less well-known, but no less important for the future formula of Einstein, which directly concerns natural science education: which, of course, the classic had in mind here.

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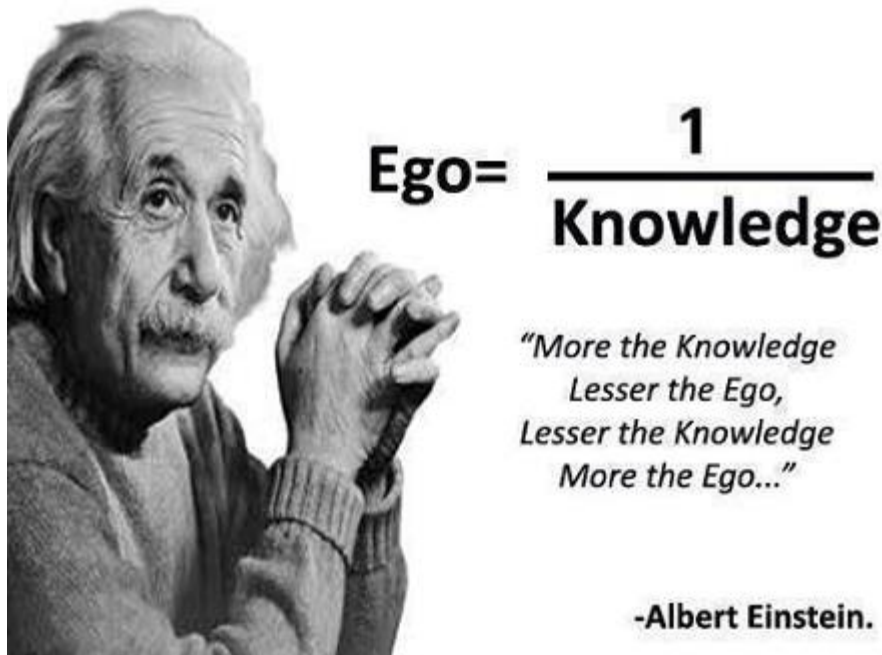


Figure 1 - A quote about the importance of education expressed by A. Einstein.

Also helpful will remember, that of the first 10 members of the Central Committee of the Union of Struggle for the Liberation of the Working Class, only two were NOT physicists - Lenin and Krupskaya. Moreover, seven of these eight were power engineers. It was these people devoted to their Country, almost all of whom received their higher engineering education in Russian universities, who then implemented the second term of the Leninist formula: Soviet power + electrification of all Russia, known as the GOELRO plan. Ultimately, the disciples and followers brought up by these people, with the appropriate political will from the Soviet government, turned our country into an energy superpower, which still frightens our sworn existential "partners" with their energy power. Even the most "successful" "Jack the Ripper" of the Russian Federation - Chubais, who was thrown by them primarily to gut our energy, immediately after he carried out the first stage of the country's de-industrialization, he broke his teeth about it. And then for the modern "cowboys" on the "bolivars" it was the turn of the standard use by them against the "natives" of "glass beads" and "plague-infected or smallpox blankets." It is these two qualities that perfectly combines the process of cryptocurrency mining that they have already launched with us. Just as the once-launched Israeli virus roamed the planet's computers imperceptibly and harmlessly until it reached the computers of the Iranian centrifuges enriching uranium, the "Trojan horse" of mining, seemingly unrelated to the Russian Federation, automatically rushed to where there is a lot of cheap and for some reason unclaimed electricity, namely, to Russia, or rather, to Irkutsk and the Irkutsk region.

Thus, our existential "partners" not only solved several major problems for themselves at once,

- tied the unthinkable billions of kilowatt-hours of our cheap electricity its senseless conversion into heat, instead of the frightening possibility of its instantaneous use in the production of machine tools, machines, tanks, guns, aircraft, ammunition, UAVs, etc. wearing out;
- spurred and accelerated this senseless wear and tear of hydroelectric equipment;
- hooked and continue to hook on a free "needle" of such "earnings", apparently already entire organizations, rapidly increasing the number of lovers of easy money, modestly called "market participants";
- than consistently and finally destroy any motivation for obtaining any kind of education or profession at all. Why and who needs them with a full "pocket" of bitcoins? And then see the above formula of Einstein. (picture 1).

Moreover, according to various reports Online En+ Grup, the production of electricity, for example, by a cascade of hydroelectric power stations on the Angara and Yenisei, is growing at 12% per year. And about the launch of new large industrial enterprises in our region and around it is somehow not heard. Where does all this sea of electricity go then? The icing on this cake is the real belonging of these HPPs, as well as of the entire En+ Group, to our sworn existential "partners", who recently like to blow up our gas pipelines, who already have the "all-conquering impudence" not to let employees of the federal service for seismological supervision into the Irkutsk hydroelectric power station and already announced replacement of turbines at our HPPs

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with supposedly more efficient ones. Only something tells me that these turbines, most likely, will no longer be of our production, with not our spare parts, and most likely they will not be installed by our specialists. And then it will be very easy to “put out the lights of Ilyich” behind the Yenisei with the next package of sanctions.

At the same time, a dozen clearly posed questions when comparing bitcoin with gold are enough to understand that any cryptocurrency is just like a Christmas tree, slightly embellished for the “natives” with modern digital “glass beads”, an ordinary financial pyramid, in fact, naturally “wired” directly in the pyramidal structure of the blockchain, which is why, in particular, each subsequent block requires more and more electricity (unlike the gold mining process). Finally, one cannot but agree with E.S. Nabiulina that the fact that everyone has their own printing press in the barn has a very negative effect on the stability of the state's financial system. Especially if itsuch “sheds”. I would like to hope that, even despite the active lobbying for the legalization of cryptocurrency miningsome of the state thinkers, the majority of the deputies of the State Duma will have enough imperial statesmanship to completely prohibit the “production” that is actually disastrous for the Country and its use in the Russian Federation. How this wisdom was enough for two other states with the historical experience of continental empires - Turkey and China. Is this action of important states for Russia not enough for decisive measures to protect Russia from degradation.

As the History of GOELRO has shown in full accordance with Einstein's formula, it is the presence in the country of a certain number of truly highly educated people that is necessary, and the energy capacities still available are quite a sufficient condition for its very rapid revival. Yes, political will is still needed. Otherwise, as the Fox Alice and Cat Basilio sing in the Soviet film adaptation: “A greedy man doesn't need a knife....”

According to the above Paragraph 1) of Article 2 of the Law on Education, it, as a tool for transferring reliable knowledge accumulated by mankind from generation to generation, is the most important factor in the survival, preservation and prosperity of both an individual state and humanity as a whole. Therefore, the war of the West with our Country was started precisely with the destruction of the once best on this planet Soviet - Russian, and, above all, natural - scientific education, the carriers of which have been active for a long timeabsorbed by the West after the collapse of the USSR.

Continuing the thought of the professorA. I. Fursovaabout the roots of the NWO in the diplomatic miscalculations of the Ministry of Foreign Affairs of the Russian Federation, one can confidently assert about its educational roots, since after the collapse of the USSR, it was education that for a long time

remained, in fact, the only front line of the global war with the West, and where, as shown above, the Russian Federation was without a fighta lot of key positions handed over.

The most treacherous role in this surrender was played and continues to be played by both legal and professional illiteracy and the frankly destructive activities of the Ministry of Education and Science, which has been eating cancer for 25 years Russian culture and natural science education in the Russian Federation, into whose Crystal Palace, destroying everything in its path, by the will of the figures with the letter F and L, behind the back of the greedy “Elephant” nicknamed “Business”, herds of ideological, psychological and pedological Trojan horses burst in the form of Western “psychologists” preached by a large armycargo cults“humanization”, “humanization”, “bologonization”, “informatization”, “digitalization”, “screen adaptation”, “digitalization”, “USE-ization”, “multiballization”, “spiritualization”, “optimization”, “profilization”, “individual trajectoryzation”, “projectivization”, “portfolioization”, “platformization”, andnow a profigation, “gameization”, “game engineering”, “soft skills-ization”, “innopractization”, “meta-competence”, “paradigmization”, and ultimately, the debilitation of our school and higher natural science education under the common slogan: “Let Dunka go to Europe!”. Well, did they let you in? What to do? As shown by the above analysis, the answer to the question in the title of the article is to replace the union or the union and. However, the geopolitical situation in which Russia is today dictates the need for an urgent restoration and strengthening of the profile training of graduates of physics and other natural science faculties. A necessary condition for the restoration of its technological sovereignty, which is the most important for the survival of the Country, is the complete cessation of the ever-increasing pogrom of its fundamental natural-scientific and engineering-technical education big game, then, as shown above, for this, at least:

- Immediately and completely remove all “reformers” of the last 30 years and up to the present day from making educational decisions in the field of exact and natural science education, dividing the current Ministry of illiterate science into two independent ministries - the humanitarian and natural science ministries with correspondingly different goals and objectives and funding.

- Immediately and completely abolish the Bologna system in natural science education, switching to the teaching of exact sciences ONLY for at least 5-6 years of specialization in all physics, physics and mathematics, radio physics, physics and chemistry, radio engineering, physics and technology , engineering-physics, engineering-technical, bio-physical, bio-chemical, and fundamental mathematical specialties (except for the so-called

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mathematical economics).

- Immediately cancel for these specialties the effect of all previous GEF 3, GEF 3+, GEF 3++, returning to GEF 2.

- Immediately remove from all the GEF for these specialties any mention of any competencies, tests, cases, credits, ratings, directions, directions, profiles, portfolios, descriptors, project management and other linguistic twists and pedagogical perversions of the Bologna system and cognitive corridors of its competence approach, returning the pre-Bologna Russian language, conceptual apparatus and terminology to the system of Russian natural science education, as well as excluding the use of "parrots" newly introduced by officials to measure the teaching load - credit units (c.u.) - deliberately confusing teachers and employees.

- Remove the mention of competencies from the Law on Education. For, as shown above, their formation, in principle, is not included in the tasks of education.

- Immediately cancel per capita funding for natural science faculties from point 2, returning to funding by the number of applicants, as was the case in the USSR.

- Immediately abolish Rosobrnadzor, returning to the Bologna procedure for accrediting universities in all natural science specialties by the relevant departments of the relevant ministry. The myth about the need for "external control" is professionally untenable and anti-pedagogical! It is implemented by people who have no idea about the essence of pedagogical work! This is a harmful and wrecking, humiliating provocation for teachers! It is necessary to immediately return to the teacher/teacher its functionality, sweeping aside all the accumulated 25-year-old Bolognese rubbish of pedagogically false ideas, which, in particular, include the idea of "independent verification". Including, if only because it cannot be "independent" in principle (this is a classic oxymoron). Someone orders it, which means that it depends on someone and performs someone's tasks. And these tasks are completely different from the tasks of a university or school. These are tasks separate from the university / school, which, all with the same Asmolov's "all-conquering impudence", are set before us by education officials who have bred like lemmings with the sole purpose of somehow hiding the meaninglessness and uselessness of their existence. It is necessary to immediately release teachers / teachers from the yoke of this bureaucratic corvée.

- Along with this, it is urgent to abolish all departments of accreditation in universities, transferring the released funding to the needs of equipping natural science faculties with the necessary equipment.

- At the faculties implementing the specialties listed in paragraph 2, it is necessary to conduct a

thorough lustration among all teachers of non-core humanitarian disciplines in terms of their work or study at any (Soros?) advanced training courses abroad over the past 25 years and the related possible pest activity.

- For the specialties listed in paragraph 2, it is necessary to combine all social science disciplines (philosophy, history, political science, cultural studies, political economy, etc.) into one under the name "Concepts of modern social science", taking one credit and one exam after not more than 72 hours of lectures and 72 hours of seminars. The Faculty of Physics of ISU has experience of successful implementation of such an association.

- A complete and absolute ban is needed on the defense of any natural science dissertations only on the basis of reports, without writing the work itself.

- It is necessary to immediately propose to the State Duma to adopt a law on a complete and strict ban on the mining and use of cryptocurrencies in the territory of the Russian Federation, recognizing these actions as a threat to national security.

Conclusion

Being by its very functional essence and meaning the most conservative area of human activity, education, and first of all, natural science education, is not only the basis of any production, but also the basis for the creation of any means of production, means of production, means of production, etc. - to infinity.

That is, it is precisely literate and highly educated people that constitute the essence and basis for the creation of these funds (see the example of GOELRO). Moreover, buildings, cars, rockets and planes are built according to exact drawings, on the basis of accurate, repeatedly verified calculations, which in turn are based on scientifically proven and experimentally verified theories. But in no way on the bare ideas that came into the minds of some Schwab, Soros, Brzezinski, Shchedrovitsky, Asmolov, Frumin, Bolotov or the failed "accountant of some of the German soap factories", who received a label from us "for feeding" from the former largest Bank of the USSR, along with a mandate to divide us into up- and down-shifters.

Therefore, in education to build something on the same "ideas" is all the more criminal. And on the "ideas" of these "figures" - such as "NES", "portfolio", "savings school", "savings class", ... "savings-coin" - doubly criminal. For all these and the methods described above of segregation and debilitation of the population of the Russian Federation - and starting already from school- are an obvious element of the pre-sale preparation of the Country by this so-called "elite". And "she" does not care who to sell the Country to: the West or the East.

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Soviet-Russian higher and secondary schools and Kuzma's opinion that the author is "A real professor, a fighter. He doesn't give up, but the correspondence with the Ministry of Education and Science is unproductive - they are in solidarity," in the opinion of others" Therefore, the savings, the Tinkovs are running advertisements on TV that it is necessary to teach children how to use a credit card. Which of them will grow up, Mitrofanushki? for sure!!!!!!!!!!!!!!!!", "Great article and timely, better the bitter truth than

the sweet lie - right!!!!!!!!!!!!!!!!!!!!!!", "The text is good. But for those to whom it is addressed, there is too much bukuff in it. But this, if everyone is silent and pretends that they are satisfied with everything and everything, it will be even more evil "and these are only the first reviews in 14 days, but there will be a lot of them and we are sure of this.

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