

Education - an alternative to opposition

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Abstract: *In this article the prevention of illegal actions, such as fraud and corruption, is considered. This is achieved by correctly organized educational process at all stages.*

Keywords: educational process; education; moral; illegal actions

Introduction. At present, the reality of the concept of "morality" is so distorted that it is possible to clarify only in encyclopedias and on the Internet. I will try to explain using examples that are generally understandable for all, which also affected me:

- in many houses, especially multi-storey ones (16 - 26 floors), in order to use hot water, it needs to be drained up to half an hour, and in 30 minutes up to 180 liters of water flows out of the tap. And if several times a day, yes every day, then in a month several tons of supposedly hot water flows away without any benefit, which in utility bills is estimated at almost 2 times more expensive than cold water;
- in grocery stores and in banks on documents - without a magnifying glass, there is no other way to read all the initial data;
- textbooks, in particular pedagogical, are published, of course, according to all ministerial rules, but with a large number of biased inaccuracies and errors, and this is the basis of all pedagogy;
- physicians, as a rule, write prescriptions for very expensive medicines, and they are generous in dosage;
- and "kickbacks" when receiving various kinds of contracts,
- and much more.

The primordial Russian question naturally arises: "So what to do?"

Relevance. Failure to comply with the norms of morality and ethics en masse, even in several areas of public relations, immediately causes a "chain" reaction among other users, especially if these are young people, whose targeted education should be done according to all the canons of pedagogy.

Rationale, purpose and objectives - methods. We ourselves, as parents, our children and grandchildren, with very rare exceptions, to put it mildly, are not enthusiastic about the existing education system. There are several reasons:

- in the nursery and in the kindergarten, the personality of the educator plays a huge role: there are creatively active ones that give children many different skills, and there are mainly babysitting. At present, the latter is increasingly being implemented and the trend of paid education, especially special skills and knowledge, while naturally the usual moments of upbringing that are necessary in life are fading into the background;
- in elementary grades, without parents, a child cannot do almost anything at home, mostly parents do everything themselves, and modern children have fun with the phone. This, of course, has its advantages, but the opportunities for the younger age to actively assimilate knowledge and skills are lost;
- in middle and high school, subject students try to saturate the teaching with all possible knowledge that is available. I do not exclude that the level will be brought up to secondary specialized and higher education.

One way or another, it turns out that there is no place and time for serious moral education. Moreover, in many cases, the personal characteristics of educators and teachers seriously distort the concepts of morality in the minds of the pupils (by their rudeness, or by demanding gifts, or by offering to sex with classmates, or the like) - the lack of appropriate moral education is obviously reflected.

An example of the correct upbringing of morality: in the metro, by repeating the phrase "Give up your seats ..." more than once, we achieved our goal - young people who always strive to quickly sit down, resignedly give way to those who are supposed to be in the ad, but the guy will never give up his place to the girl elderly woman - not announced. I live in a small town, where there is no metro, that you just do not hear in response to requests to give way, such as: "Why don't you go, stay at home?" in a city with a population of almost one hundred thousand, the necessary upbringing in the education system is not really felt, the metro is clearly more successful. Having studied various educational systems and the content of pedagogical programs and school textbooks, we can conclude: the more knowledge in school is given to everyone, without exception, the better. Why such confidence is completely incomprehensible, when asking former schoolchildren, you understand that little knowledge lingers in their brains: they are poorly guided in the geography of their native country, very weak opportunities to apply geometry, poor literacy, not to mention the ability to write a simple story or letter, etc. ... Those. in practice, the task of all-round education required by the Federal State Educational Standard has been reduced for many to an empty knowledge of the names of the subjects being studied. Thus, for a significant change in the education system, in particular, for a serious improvement of such an obligatory function of pedagogy as upbringing, it is necessary:

- to change the attitude of educators and teachers to the volumes of studied subject knowledge and the subjects themselves, towards their optimal and selective (according to the students' abilities) reduction;

- to introduce into the education system on a permanent basis, it is possible that in "social studies" such generally valid knowledge as tolerance, morality, ethics, religion, philosophy, etc. This knowledge should be taught to children starting from 10-11 years old, when children have more or less got stronger for understanding life in society, and tolerance, including morality, from 1.5-2.5 years old. But in the beginning - only basic, fairly simple knowledge. You can complete this training by the age of 14-15. At the same time, details are not needed at all, but only general concepts and a systematic approach to such training.

And since it will be a long-term study, i.e. frequent repetition in various verbal forms of the truths necessary for cognition, then the "metro effect" on the education of morality will be ensured.

In one or two generations, or maybe earlier, moral truths will be unshakable in the consciousness of the majority. And you can be sure that fraud and corruption will be minimized.

Currently, an army of investigators and judges is needed to solve these crimes, especially minor ones, and moral education is a direct, but poorly fulfilled, responsibility of the education system.

Prison, as you know, does not correct (with rare exceptions), but cripples, but this is still poorly understood.

Novelty. Everything is quite trivial: in pedagogy, a lot has been known for a long time. But here's the problem: they are poorly or almost never implemented, future educators and teachers are not trained well enough, the educational process is overloaded with various kinds of detailed information that requires memorization, respectively, we get the younger generation that knows a little more, but we cannot say that it is more morally educated.

It follows from this text that all pedagogical terminology is not entirely specific, and it is not possible to clearly define scientific novelty as it is done in natural sciences.

The novelty of this article is that it proposes the creation of an integrated education system, in which, in addition to teaching various subjects and skills, there is a mandatory target "strong" moral education, which is actually a preventive education to counteract possible violations of the law and not only. In addition, the reality of such an education system in modern conditions is substantiated not because its individual elements are not known, but because it does not exist on a massive scale.

Conclusion and conclusion. It is proposed that the Ministry of Education recognize for all school graduates the need to radically improve education and ensure good breeding, by selectively reducing the subject load, mass "strong" and systematic teaching of morality in the education system.

Note. The concept of "strong" learning is similar to the concept of "strong intellect", and means learning with full assimilation of the material and memorizing it for many years after completion of training.

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