From Editor

At present, the 'DNA of Russia' program is being developed, and the journal plans to take a part in it. On the other hand, the mantras are heard that too many economists and lawyers are being produced, while in modern conditions, engineering specialties are in demand in the first place. At the same time, the contours of any coherent policy are not visible. If we are talking about patriotism, then, of course, it is necessary to raise the level of school education. I was struck by a recent example, when at an exam, out of 15 first-year masters, not a single one could answer the question when the October Revolution took place. The only answer was: "Probably somewhere in the 30s..." But what kind of patriotism can we talk about if children know neither history, nor literature, nor even the Russian language. There are some ridiculous discussions about which school disciplines are useful in life and which are not. Someone did not need physics, someone did not need math, someone did not need chemistry... If you follow this logic, you should only give the most rudimentary writing and numeracy skills. Everything else is optional. A "wonderful" decision was made about the possibility of using calculators at the Basic state exam. This is motivated by the idea that it is necessary to leave the creative part, while counting is routine. Then we should allow the use of smartphones at the United state exam, because knowledge of dates in history or the content of classical literary works is routine. Especially since there are a lot of obscure words. At the same time, the fact that it is thanks to great writers that the Russian language has become one of the most developed in the world is completely overshadowed. It can, of course, be reduced to the vocabulary of the ogre Ellochka from "The Twelve Chairs" with her "Ho-ho!", which expressed, "depending on the circumstances, irony, surprise, delight, hatred, joy, contempt and satisfaction". Unfortunately, the presence of smartphones in the educational space has not yet been banned. Yet there is a direct and obvious connection between memory capabilities and the habit of using smartphones. A. Auzan, dean of the economics department at Moscow State University, says that Zoomers lack memory and imagination. If memory is not trained and the necessary information is presented in pictures, then where will they come from, these very memory and imagination. At the same time, pedagogical journals offer methods that focus on the fact that the Zoomers, and of course the Alpha generation, etc., need to be taught differently from previous generations, because they do not perceive verbal information and have accustomed to using smartphones and gadgets. Naturally, they are in principle unable to perceive long texts, etc. Question: should we go down the road of simplification and flattening of cultural reality? And engage in facilitation and gamification of education? But then one key question arises: will people trained in this way be able to become translators of national culture? And those graduating from university – patriots and cultural leaders of the nation? That is, to fulfill the task that Wilhelm von Humboldt set when he created the University of Berlin? In other words, normal teaching of humanities disciplines is necessary to educate real patriots and real professionals.