

The article was published in the Scientific and Practical Electronic Journal "Alley of Science" №1(17), Volume 4, in 2018 on Russian

Article translated by the author Schemelinin K. S.

The original article on Russian can be read at:

http://www.schemelinin.com/K_Schemelinin-education-2018.pdf

<https://www.elibrary.ru/item.asp?id=32508740>

Schemelinin Konstantin Sergeevich

ORCID:0000-0002-3636-1583

**SCHEME AND PRINCIPLES OF SCHOOL EDUCATION, WHICH BY
THE YEARS OF 18 YEARS SHALL FORM A SPIRITUALLY FREE,
CREATIVELY DEVELOPED, HEALTHY AND PATRIOTICALLY MADE
SPECIALIST**

Annotation

The proposed system gives young people the necessary amount of theoretical knowledge and practical skills, educates patriotism, develops creative abilities, accustoms to be responsible for their choice, enables them to understand the diversity of the world, strengthens physical and mental health, saves the money of the state, society and family, optimizes the number of students in universities, raises the level of combat readiness of the army, and can also approximately double the total fertility rate in the country.

Keywords

Junior, middle and senior (special) school; choice of subjects of study; increase the fertility rate

Purpose of the study

Based on the experience of countries Western Europe, Asia, Russia and the United States, formulate a school education scheme that would stimulate the birth rate and provide society with a sufficient number of healthy specialists, spiritually free and patriotic.

Main part

Table of contents

Part 1. School

§1. The harm caused by a modern, unnecessarily complicated education system to young people and society

§2. The purpose of school education

§3. Junior school (primary school)

§4. Secondary school

§5. Special school (or senior school, or special school, or higher school)

§6. The advantages of this schooling scheme

§7. Additional principles for school education in general

§8. Benefits for admission to a special school or university

§9. Ranking of special schools and universities

Part 2. After school

§1. Employment

§2. Army

§3. Education at the university

§4. Number of universities

Attachment 1. Increased fertility

Attachment 2. Knowledge assessment system

Part 1. School

§1. The harm caused by a modern, unnecessarily complicated education system to young people and society

1) A prolonged period of childhood and a deferred by time beginning of an adult's life of men.

Having completed his education at 22-23 years old in modern society, a former student usually looks for a job in his specialty for a long time, but often does not find it. As a result, a young man is forced to change several professions in order to get more or less tolerable in life by the age of 30, and (in many cases) without using the knowledge gained at the university! And all this time a university graduate depends on his parents, since his often low earnings are interspersed with by no means always short periods of unemployment. As a result, instead of becoming a socially adult at the age of 18, having acquired the necessary profession and self-confidence, a young person becomes so only by the age of 30!

2) The collapse of hopes for a good job, obtained through higher education.

Obtaining a higher education diploma gives the graduate hope for a promising high-paying job, but such vacancies should not be enough for everyone, because such jobs are, by definition, rare, so many former students begin to feel a sense of their own uselessness. The collapse of hopes of getting a good salary is the basis for an individual to realize himself as a loser, which leads the country as a whole to an increase in the level of mental illness, to an increase in alcohol and drug consumption, to an increase in the number of divorces, to an increase in the level of citizens' desire to emigrate and to the fall in the level of patriotism.

3) Many universities are in reality special schools.

In fact, many of modern universities provide low-quality higher education, that is, universities perform the functions of a special school (college, technical school, specialized school, etc.), giving an ordinary, easy-to-learn profession, that is, society is wasting a huge amount of money on the maintenance of unnecessary universities.

3) Radical decline in fertility

The more effort (material and costs of time) it takes a family to raise and educate the average member of society, the fewer children women will give birth to.

Accordingly, the easier it is for a family to raise and educate an ordinary member of society, the more children there will be in the family.

This explains the phenomenon that in poor countries the birth rate is much higher than in rich countries: in poor countries, the family invests little in children (it happens that adolescents write poorly and read slowly), but in rich countries is required for successfully enter adulthood, including getting higher education.

This phenomenon has a basis in wildlife: the more animals take care of their offspring, the less it is born - for example, fish spawn hundreds, thousands and even millions of eggs, and large creatures (whales, elephants and others) give birth, as a rule, to one baby.

An ordinary woman is adapted by nature itself to give birth to about 5-10 children during her life, therefore, any nation always has the potential for growth in numbers, and it is extremely great.

People in adulthood need money that can be obtained only with work skills (specialty), and not an education that gives abstract knowledge. In accordance with the law on wages and education, the amount of wages does not depend on the complexity or the cost of the education received [6, p. 111-113], so living in poverty for the sake of obtaining a diploma from a prestigious university is not worth it. *Education is just a tool for making money in adulthood, and by no means the goal of human life itself.*

§2. The purpose of school education

The main goal of school education is to educate a young person in his chosen specialty.

The goal of school education is not to give knowledge, but skills!

Professions such as: salesman, driver, turner, locksmith, concrete worker, welder, carpenter, construction worker, agricultural worker, translator, accountant, journalist, philologist, office manager, nurse, junior officer, clergyman of initial rank, athlete, entry-level programmer and so on - it is quite possible and necessary to get it in a specialized school institution.

The secondary goals of school education are to teach to read and write in the state language, to raise a patriot of their country, to strengthen the health of a young person and to reveal his creative abilities.

The goals of school education are not: obtaining as much knowledge as possible, preparing for entering a university, as well as passing final exams at school.

Thus, in total, the school should have five goals - to raise a healthy, spiritually free, creatively developed, patriotic-minded specialist.

Such a scheme, built on the main principle - getting a profession at school - allows society to save money, nerves and time, and schoolchildren to get not only high-quality knowledge, but also practical skills.

§3. Junior school (primary school)

Most children have to study in it for 4 years - from 7 to 11 years old.

Junior school goals: to teach children to read, write and count; to give the most general knowledge (such as the fact that the Earth is round), as well as to strengthen the health of babies.

Main subjects: reading, writing, mathematics, natural history and physical education.

The family can refuse any secondary subjects (drawing and so on), which means that their child gets the right not to attend classes in these subjects. You can refuse to study in all secondary subjects, but you cannot refuse to study in any of the main subjects.

There should be no grades in numerical or other form in junior school, only oral assessment of the "good-bad" type is allowed.

There should be no exams (entrance, graduation or current) in junior school.

§4. Secondary school

Most teenagers have to study in it for 4 years - from 11 to 15 years old.

Since there were no final exams in the junior school, there should be no entrance exams to the secondary school either.

The goals of the secondary school: to obtain a wide range of limited knowledge in different fields with the aim of choosing a specialty, laying the foundation for the development of patriotism and social communication skills, and promoting health.

In order to fully reveal the creative potential of each adolescent, subjects in secondary school should be as narrow as possible. This teaching principle will help teenagers find themselves and not get lost in the sea of redundant information.

Literature and biology can be cited as examples of subjects that are too broad for the school.

Literature as a single subject should not be, but should be studied separately native literature, world literature, journalistic, versification, and so on.

Biology as a single subject also should not be, but should be studied separately crop production, animal husbandry, indoor floriculture, general biology, zoology, human anatomy, and so on.

Secondary school students should have the opportunity to take a course on learning invention [5; 6, p. 27-30] and money [6, p. 22-24]. In addition, adolescents should have the opportunity to study logic, psychology, astronomy, ethics, drawing, music and other specific subjects.

The only subject that should never be studied at school is philosophy, because it considers the structure of the world as a whole, as well as life and death - for young people who only know the world, such questions are too complicated.

As a result, it turns out that the number of subjects studied in secondary school will be about 30-40 units; but this is not a problem, so there may well be over 50 individual items.

The main subjects: the state language (for example, for Russia it is the Russian language), a foreign language, native literature, the history of a given state, world history, physical education, as well as several subjects in mathematics and natural sciences.

The child must learn at least a few secondary subjects along with the main ones, therefore, the student cannot refuse all secondary subjects (as it was possible to do in junior school).

The teenager should have the right to choose minor subjects, as well as the level of difficulty, for both main and minor subjects. This choice, firstly, makes the groups of students heterogeneous in age, and therefore improves the social skills of communication in the group; secondly, it allows you to develop those abilities of the child that are inherent in him by nature; and, thirdly, increases the child's sense of responsibility for their choices. This system is well implemented today, in particular, in the United States.

As an example of the choice of secondary subjects, one can cite, for example, organic chemistry: those who want to become a translator will most likely refuse to study it, but those who want to be a medical professional will definitely study organic chemistry.

In secondary school grades are needed, exams are also needed, but the exams and grades obtained on them should not be an end in itself.

§5. Special school (or senior school, or special school, or higher school)

Most boys and girls have to study in it for 3 years - from 15 to 18 years old.

It is at this time that many students begin to lose interest in learning due to the fact that students see a discrepancy between what knowledge and skills are needed in real life and the tasks they receive at school. In addition, biological age requires entry into adulthood, for which money is needed, and the school gives little in this direction. Obtaining a specialty is the basis for maintaining the student's inner desire for active learning!

The main goals of the special school are: obtaining a specialty, raising a patriot, preparing for life in the world of money and improving health.

The main subjects: a complex of subjects in the specialty, the state language, the history of a given state, economics, physical education and initial military training.

The principles of teaching main and secondary subjects in a special and secondary school are the same, that is, you can refuse some secondary subjects, plus there should be an opportunity to study in a regular or advanced program. The subjects of the chosen profession are the main ones, that is, for example, for a future medical worker, human anatomy is the main subject and cannot be studied, but for a future turner, human anatomy is not the main subject, so he may refuse to study it.

The professions obtained in a special school are ordinary, widespread, and fundamentally mastered by the majority of people, therefore there should not be

entrance exams to a secondary special school, respectively, the results of exams in secondary school have no other meaning except for monitoring progress.

There should be two types of senior school: 90% of schools for getting a specialty and 10% of schools for getting academic education.

The result of training in a special school for 90% of schoolchildren is the development of a specialty, and for 10% of schoolchildren who studied in schools of an academic type - the acquisition of deep knowledge in scientific disciplines.

Those graduates who wish to continue their studies at institutes and universities must pass state exams (in Russia, at present, this is the Unified State Exam). Those graduates who want to work begin to look for a job in their chosen specialty and they do not need to pass the state exam to enter the university.

§6. The advantages of this schooling scheme

- 1) Schoolchildren are systematically taught the state language.
- 2) Schoolchildren are quite patriotic (history and initial military training).
- 3) Graduates, mainly, have a specialty and can already work and earn money (subjects in the chosen profession).
- 4) Graduates have the opportunity to understand monetary relations (economics).
- 5) Schoolchildren have the opportunity to strengthen their physical health (physical education).
- 6) Schoolchildren have the opportunity to maintain their mental health from exam stress (lack of grades in junior school, low importance of exams in secondary school, the ability not to go to university and therefore not take state exams for admission to universities).
- 7) Schoolchildren have the opportunity to develop their talents (the choice of minor subjects, the choice between ordinary and in-depth study of the subject).
- 8) Schoolchildren will learn what the right to choose is and begin to understand that they must be responsible for their choice (the choice of minor subjects, the choice between ordinary and in-depth study of the subject).
- 9) Schoolchildren receive a set of communication skills in groups of different ages (the choice is between the usual for their age and in-depth - for the older age - the study of the subject).
- 10) Schoolchildren overcome the fear of choice and the fear of making a mistake (choice of minor subjects, choice between ordinary and in-depth study of the subject, refusal to study the subject).
- 11) Schoolchildren, in general, should not be disgusted with learning in the learning process (how can you not like the specialty that you yourself voluntarily chose?).
- 12) The school provides real knowledge and skills that are needed in adulthood (subjects in the specialty).

13) The sciences are studied by those who want and need to study them (the choice of minor subjects, the choice between the ordinary and in-depth study of the subject, the refusal to study the subject, the choice of a senior school of an academic type).

14) Separation of schoolchildren by interests (those who want to be welders and turners should not study with future nurses or office managers).

15) An easy opportunity to change profession at a young age (those who have received a medical specialty, but changed their minds, have the right to enter any university and become, for example, an engineer).

§7. Additional principles for school education in general

A) The best option for secondary education is to split the junior school, secondary school and special school into different educational institutions located in different places - this will achieve separation of students of different ages with different interests in space. An acceptable option is to combine junior and secondary schools within the same educational institution, but the special school should certainly be a different educational institution.

B) Everyone should worry about his own life, about his career, and so on, so each student should sit at a separate desk so that another student does not interfere with his studies, because the following fact is known: if excellent student to sit next to unsuccessful students then after a while an excellent student will study worse, and those who studied poorly will not study better.

C) Schools must have a five-day school week. There should not be any six days anywhere - students should have the opportunity to be someone other than students (in particular, helpers for parents, as well as devote time to their hobbies and entertainment), and for this they should have free time.

D) Junior school should be compulsory and free - everyone should be able to read and write.

E) Secondary and special schools should not be compulsory - parents must necessarily have the right to choose in the upbringing of their children, because these are their children, not the children of the school and not the children of the state! Parents can independently provide their children with a broad home education (similar to schooling) or give an emphasized home education (artistic, sports or otherwise), or limit their children to only juniors school.

F) Attendance at school is voluntary for the student and his parents because secondary and special schools are not compulsory. A good reason for the absence of a student from the lesson is his illness or the desire of the parents (expressed in the form of a note, phone call or otherwise). Parents have the right to release a child from school not only for one day, but also for a week or more, without giving reasons and without further punishment for the student; at the same time, the absence of a student in class without a valid reason should be a reason for punishment.

G) School leaders should be able to expel any student from secondary or special school for academic failure or truancy. If a student does not want to study, then this is not a problem of the school or the state, but the problem of this particular student. However, from junior school, no one should have the right to expel a student, since junior school must teach everyone to read, write and count.

H) Secondary and special schools should be, for the most part, free (public), but there should also be private educational institutions, in which education, of course, should be paid.

I) If a student studied poorly during the year, but not so badly as to be expelled, then in secondary and special schools it should be possible to leave such a student for the second year - in this case, repeat training should be paid. This will give the student an incentive to study well at school: if you study badly, you will stay for the second year, and you will have to pay for repeated training (in a private school, of course, any training is already paid - even primary, even repeated). To prevent the public school from being financially interested in increasing the number of second-year students, tuition fees should go exclusively to the state's income, because this fee is actually a fine for parents who have been poorly involved in raising their child.

J) A student must have the right to transfer from school to school an unlimited number of times, both during the school year and during holidays.

K) The structure of the academic year should take into account the climatic characteristics of the region.

For most regions of Russia, the academic year beginning on September 1 and ending at the end of May (often June 1) is natural in terms of climate. But in rural schools in the southern regions of the country, it is advisable to start the school year in mid-September (or even October 1) so that students can help their parents with agricultural work. In regions of the Russian Federation with a very cold climate, it is advisable to start the school year in August so that students can have long winter vacations and in winter, at the peak of cold weather, children would catch less colds on the street on the way to school, and spend more time at home in a warm place.

L) June should be a time of extra classes. The purpose of the June classes is to give knowledge to those students who believe that they need it. The student may not attend any of the June classes, or may attend many (as he wants). The principles of additional June classes are as follows: small size of groups of students, individual assignments for each student, lack of grades and the right to choose subjects by the student with the ability to interrupt their study at any time.

M) The school should regularly undergo introductory and practical classes for students to master important aspects of the surrounding world of adults. To this end, students must visit military units, banks, shopping centers, government agencies and other public places of free or limited access. It is extremely important that these visits are not an end in themselves, but are of a practical nature, for example:

1) In a military unit, students must be divided into groups and each of the groups must run a certain distance with a machine gun and in a helmet, and the time for the group must be counted according to the last fighter.

2) At the bank, students must take programs for term deposits and independently choose the most suitable one.

3) In a store or catering establishment, students must independently estimate the daily earnings.

4) In a public institution, schoolchildren must learn to independently fill out various real application forms.

In case of a specific need (for some or all of the students), you can consider the issue of a study tour of the students to the prison.

N) History lessons are not enough for the patriotic education of young people - it is necessary to visit places of military glory, but not only for the purpose of acquaintance, but also for the purpose of understanding on the basis of personal experience, which requires a war game with different levels of immersion in the past heroic reality.

For example, there is a hill on which a monument in the form of a cannon and a commemorative stele is erected. An easy level of immersion is to spend a certain amount of time on a hill, for example, a few hours - so schoolchildren will understand from their own experience how difficult it is even to be in a combat position for a short time, without the Internet, without entertainment, in any weather and, of course, without mom and dad. A deeper level of immersion is not just being in a combat position, but also physical labor (for example, carrying weights supposedly with shells, repeatedly throwing training grenades, and so on).

You can think of games with an even higher level of immersion in the past reality. For older youths (at personal request and with the consent of the parents), even such a serious test of will and courage as being in a trench over which a real armored combat vehicle, for example, a tank, will pass; in addition, you can carry out throwing grenades, shooting from a machine gun with live ammunition, or something similar.

This is how schoolchildren will understand that a real war is not a boring past in the form of lines in a textbook, but hard and often terrible work to defend the Motherland.

P) Higher education should be independent of the specialty acquired at school.

For admission to a university, only one thing should be taken into account: what marks this particular student received in the state entrance exams, and what marks the applicant had at school, what subjects he studied, and what profession he mastered - this should not make any difference for the university.

For example, if a Russian student passed the USE with the necessary grades in core subjects and received a passing score to a medical university, then such an

applicant must go there, despite the fact that he received a specialty at school, for example, a programmer.

§8. Benefits for admission to a special school or university

Benefits that are given to certain young people upon admission to a university are the embodiment of social support aimed at helping some socially vulnerable categories of citizens so that they can get a specialty.

As it was already written above, schoolchildren must enter a special school without exams, so there is no point in granting benefits to anyone: everyone will go wherever they want.

When entering a university, benefits also do not make sense, since graduates of a special school already have specialties, that is, they can work and earn money.

Those applicants who, by the time they entered the university, did not have a specialty (did not graduate from senior school or received a school academic education), they themselves chose their life path, which means that they must continue along it on their own, without help from the state, that is, without benefits.

Thus, the benefits for admission to a special school and university do not make sense.

For example, there is a socially unprotected young man. He needs to master some profession so that he can work - and a special school gives him this without any entrance exams! There is no room for benefits. Now, let's say that this young man (already having a specialty!) has decided to enter a university.

If the applicant has enough knowledge, then let him enter, and if the knowledge is not enough, then he already has a profession - let him work! And in this situation, there is also no place for benefits.

§9. Ranking of special schools and universities

The labor market is the basis for ranking educational institutions that graduate specialists. In the hotel business, for example, hotels are divided into classes - according to the so-called "star rating". If something similar is introduced for special schools and universities, then it will be easier for students to decide where to enter.

For example, educational institutions can be ranked by taking as the main criterion the percentage of people who got a job in a specialty during the year after graduation:

1st rank - over 90%,

2nd rank - 80-90%,

3rd rank - 70-80%,

4th rank - 60-70%,

5th rank - 50-60%.

Educational institutions in which more than half of the graduates were unable to get a job in their specialty during the year are subject to disbandment and closure.

An additional criterion for an educational institution should be the careers of its graduates: if you take the social successes of schoolchildren or students 20 or 30 years after graduation, you can clearly see the completion of which educational institution is favorable for a career. The highest level of social success is ministers, executives of large companies, eminent scientists, writers, and so on. The more graduates of a given educational institution have reached the maximum level of social success, the higher the level should be assigned to the educational institution: the highest level is, for example, level A, and the lowest is, accordingly, level D. For example, if a university has a 4B rating, this means that this university or this special school is chosen by people with strong career potential, while the probability of getting a job in their specialty during the year is 60-70%. Only a special school or institute with a rating of 1A can be called an elite educational institution.

It may be that the educational institution will not have the second part of the rating - this means that the graduates of this educational institution do not reach career heights. But future growth along the social ladder should not be a goal for many educational institutions - in particular, for special schools that prepare schoolchildren for work in blue-collar specialties, the assessment of the subsequent career growth of graduates is not relevant.

As you can see, such characteristics as the number of scientists and their merits, the physical size of the educational institution, the availability of teaching aids and other factors do not matter for ranking, since they are secondary to the main task of a senior school or university - to provide a high-quality education in a specialty, which will contribute to a successful career.

Part 2. After school

§1. Employment

Young people with professions after graduating from a specialized school (and a university too) find themselves in the labor market. It is the labor market that is the spotlight that should highlight good educational institutions against the background of ordinary or even bad ones. A quality education should be the key to successful employment. The grades obtained during the development of the specialty are not the main thing; it is important that the grades obtained during training meet the requirements of potential employers. For example, if a young programmer must be able to write a certain type of program, and he cannot do this, although he had good grades for this particular type of program, then such a programmer is not needed by the employer, which means that such an educational institution is not needed by a future programmer.

§2. Army

The army should consist of two parts - a professional army, consisting of servicemen who voluntarily signed an army contract, and a people's militia (a similar

structure was inherent in the Russian Empire, only volunteers - nobles, and by compulsion - recruits became professionals). The presence of a voluntary professional army makes it unnecessary to enter a university in order to avoid serving in the army. In addition, the maintenance of a small professional army is cheaper for the state than paying for the maintenance of a huge army while maintaining universal military service.

In total, there are three different types of wars [6, p. 222], and each type of war is best suited to its own type of army. For the first two types of wars - a small conflict and a conventional war - a professional army is quite enough: experienced military personnel will be able to achieve assigned combat missions much faster and with less losses than poorly trained mobilized soldiers. For the third type of war - a bloody war in which the question of the existence of the state is being decided - the size of the army is one of the most important factors for achieving the final victory, which is why in such wars (which usually occur no more than 1-2 times a century) to defend to the motherland People's militia should be assembled to help the professional army.

§3. Education at the university

You don't have to go to college just after you graduate from high school. Such a variant of study can become quite acceptable and in demand among schoolchildren: within 1-2 years of study in senior school, a young person realizes the correct choice of his specialty, successfully passes the state exam and enters a university. Studying at the university does not have to be long (5 or more years) - for many specialties, an intensive 3-4-year study program can be formed. Thus, those adolescents who, at the age of 16-17, go to college with a three-year study period, will be able to get a higher education by the age of 19-20. This beginning of life is likely to appeal to many young people!

§4. Number of universities

A higher educational institution is not a school or a continuation of a school.

A higher educational institution is a place where not everyone can study, so all schoolchildren in the country should not have the opportunity to get higher education. If the number of students who have completed their studies in all schools of the country is assumed equal to 100%, then the number of places in universities (all places - free and paid) should be approximately equal to 20%, since 10% of places in universities is not enough for a modern information society saturated with high technology; and 30% of places in universities is too much - someone also has to work in working positions!

Attachment 1. Increased fertility

Parents and society should not be afraid that any unique abilities of the child will be undeveloped due to a lack of education - there are an insignificant number of outstanding and genius people, and the rest, in accordance with the law on 99% of

people, after appropriate training, can successfully perform over 99% of works [6, p. 16-21].

Family costs about 100 average salaries to raise and raise a child up to 18 years old [6, p. 16]. After 18 years, the family is forced to support an actually adult for 5 years (that is, 60 months), plus pay him the cost of the very education at the university and also give money for entertainment, that is, approximately additionally 100 average salaries must be spent on a young person. As you can see, the costs of a family for raising a child under 18 can be assumed to be equal to the costs of a family for a young person to receive a higher education.

Thus, if a family with two children is financially ready to give their offspring a higher education, then, in terms of the level of financial burden on the family, this is tantamount to raising four children under 18 years old, giving them specialized secondary education.

The implementation of this method alone is capable of radically raising the birth rate: **reducing the financial burden on a family by half allows you to potentially count on a twofold increase in the total fertility rate!**

The total fertility rate in the country depends on:

- 1) from religious attitudes in each individual family,
 - 2) from the distribution of roles between father and mother in housekeeping in each individual family,
 - 3) from the amount of income of each individual family in cash and in kind,
 - 4) from the feeling that the next generation in each separate family will live better or worse than the previous one;
 - 5) from the number of children born to the previous generation in each individual family,
 - 6) from the levels of infant and adolescent mortality in the country,
 - 7) from the degree of difficulty of young people entering adult social life,
 - 8) from the accessibility of individual entertainment (the ability to attend all kinds of shows, travel, and so on),
 - 9) from the total number of extramarital intimate relationships in society,
 - 10) from the legal and financial influence of the state on the institution of the family, including material assistance, the adoption procedure, the alimony system [6, p. 137-144] and so on;
 - 11) from the number of children born to famous public figures;
 - 12) from cultural attitudes in society related to childbirth (expected age at marriage; the approved amount of time that parents should devote to raising a child, and so on);
 - 13) from the intensity of propaganda of childbirth in the media,
- as well as other factors, therefore, ***the adoption of the school education scheme described in this article does not necessarily double the average fertility rate***

- the fertility rate may increase, for example, by one and a half times, or two and a half times, or by another amount.

To keep the population constant, the average fertility rate should be about 2.1 children per woman, but for many modern countries (for example, USA, Canada, Cuba, Brazil, Chile, Australia, Thailand, Vietnam, China, Iran, South Korea, Japan, Russia, Ukraine, Hungary, Poland, Germany, Norway, France, Great Britain, Spain, Italy, Serbia and other states) is currently below 2.0 [7].

Numerical example. If in the considered state the average fertility rate is 1.5 children per woman, then the use of the school system described in this article can potentially increase the average fertility rate by about half - up to 3.0 children per woman (and without any additional financial costs both on the part of society and the state, and on the part of the family); that is, the average fertility rate in this country can be expected to be between from 2.0-2.5 and 3.5-4.0 births per woman.

Attachment 2. Knowledge assessment system

You should avoid the use of complex and confusing knowledge assessment systems using pluses-minuses, asterisks and other additional symbols - it is better that the system for measuring school knowledge is exclusively numerical.

The 4-point and 5-point systems clearly lack gradation levels, and more than 10-point systems are used relatively rarely. In the modern world, the decimal system of calculus is generally accepted in the main, therefore the 10-point system of assessing knowledge is the best for the school. In this system, one is the minimum score, and ten, respectively, is the highest possible score. In some cases, for example, for volumetric tests, in parallel with the 10-point system, you can use the 100-point and 1000-point knowledge assessment systems.

Conclusions:

1. Junior school should teach 100% of children to read, write and count.
2. Secondary school should provide an opportunity to know and try a lot of new things in order to find yourself and your place in life.
3. Special (senior) school must give a profession to 90% of pupils, and 10% of the remaining pupils must acquire knowledge for admission to universities.
4. About 20% of the former schoolchildren should be able to enroll in universities.
5. The total time spent in school is 11 years: from 7 to 18 years old.
6. The army must be voluntary and professional.
7. If this education scheme is implemented, the average fertility rate per woman in the country will approximately double, while the state, society and families will save a lot of money.

References:

1. Vorobiev N. E., Gracheva V. G., Khorosheva N. V., Marchuk E. V., Savin M. V. Problems of school and pedagogy abroad. Volgograd: «Peremena» Publishing House, 2011 (on Russian).
2. Kopytov A. D., Palyanov M. P., Fedotova E. E., Cherepanova T. B., Sakharova I. E., Lapteva I. D., Kopytov M. A., Stankevich E. A., Kholopova L. A., Shaido T. N. Civic education in Russia and foreign countries: state and development trends. Tomsk: Publishing house «Tomsk CSTI», 2007 (on Russian).
3. Krylov A. N. My memoirs. 7th ed. Leningrad: Shipbuilding, 1979. P. 48-72 (on Russian).
4. Lips U. The origin of things. From the history of the culture of mankind. Smolensk: Rusich, 2001. P. 305-336 (on Russian).
5. Salamatov Yu. P. How to become an inventor. Moscow: Education (on Russian).
6. Schemelinin K. S. Money. Simferopol: IT «Arial», 2014 (on Russian).
7. World Population Prospects - Population Division // United Nations [electronic database]. URL: <https://esa.un.org/unpd/wpp/DataQuery/> (date accessed: 10.01.2018).