THE HISTORY OF FUTURE

未来的历史



Veselin Vukotic, **the Rector**

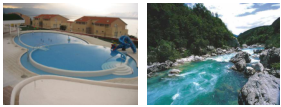
**校长韦塞林·武科蒂奇**

ALMANAC OF STUDIES

***学习年鉴***

- ideas to be implemented through discussions and personal experiences-

**-通过讨论和个人经验实施理念-**



HOW TO TRANSFER FROM THE SYSTEM OF STUDIES THAT PREPARES STUDENTS TO SWIMIN A POOL TO THE SYSTEM THAT PRODUCES SWIMMERS I A MOUNTAIN RIVER?

**如何将学习体系从培养学生在泳池游泳转变为培养高山河流中的游泳健将？**

11.11.2013.

2013年11月11日.

”I know that I know nothing!”

**“我知道我的无知！”**

**(Socrates)**

**（苏格拉底）**

”Imagination is more important than knowledge!”

**“想象力比知识更重要！”**

(A. Einstein)

（A. 爱因斯坦）

"In a global, information-based, interconnected economy, universities, businesses and individuals are increasingly going up against the world's best. The costs of being less than truly world class are growing, as are rewards of being genuinely great.”

**“在地球上，信息化且互相连通的经济、大学、企业和个人日益与世界最强者相抗衡。越低于真正的世界水平，就会付出越多的代价，并作为对真正强者的奖赏。”**

(G. Colvin)

（G.科尔文）

What is the purpose of Almanac and whom does it serve?

年鉴的宗旨是什么，它的服务对象是谁？

This is the material intended for every professor and teaching assistant who has the teaching or research contract with UDG. Besides professors, this material will be provided to any interested student and his/her parents, if desired so. Almanac is available only as a hard copy, since it represents a business secret of University of Donja Gorica. Therefore, this material is highly confidential.

本文的目标受众是与UDG签订教学或研究合同的所有教授和助教。除了教授以外，如果需要，本文还将提供给所有感兴趣的学生以及他们的父母。由于本年鉴是下戈里察大学（UDG）的商业机密，仅能够以硬拷贝的形式获得。因此，本文高度机密。

Almanac ideas will be discussed at round tables that are traditionally organized at UDG. It is to be highlighted that UDG is the only university in the region with this practice. Round tables are closed events, whose participants are UDG students, teaching assistants and professors. They discuss threats and opportunities that UDG faces in a context of UDG in EU. All discussions are based on a concept of philosophy and vision of UDG studies. Some of the topics of round tables were:

年鉴理念将在UDG根据传统组织的圆桌会议上进行讨论。值得注意的时，UDG是该地区唯一采用这种方式的大学。圆桌会议不公开，与会人员为UDG的学生、助教和教授。他们讨论UDG在**欧盟UDG**环境下面临的威胁和机遇。所有讨论均基于**UDG学习的理论和愿景**这一概念。圆桌会议的一些主题包括：

* Dominant directions of development and modernization;
* Fundamentals of thinking as the base for practical knowledge;
* Skills (universal competences of students);
* Study program (viewed holistically - as a whole, but structured of individual, interdependent units)
* Teaching methods

• 发展和现代化的主要方向；

• 思维的基本原则是实践知识的基础；

• 技能（学生的普遍能力）

• 学习计划（整体考虑 – 作为一个整体，但采用单个、相互依存的单元组成的结构）

• 教学方法

This material aims at changing the classical model of studies S = P + V with the new model S = z • i . This model is known as "Professor's Equation" and it is the innovative approach to organization of studies and teaching at UDG. The goal of such model is to "produce" the student who is the expert for uncertainty, capable of making decisions based on insufficient information and able to see beyond the superficial. In a complex and ever-changing world the probability of having all the information is equal to zero. The fact is that no one can enter the "safe zone" nowadays. My idea to create this material is based on an experience long for decades, as well as the success and recognition of my students in practice. Besides that, I have spent years in analyzing study programs and teaching in general by taking into consideration the "creative destruction" (J. Schumpeter), "uncertainty principle" (W. Heisenberg), but also "creative evolution" (H. Bergson). All these three lead us to Njegos statement: "Whatever comes, I am ready." This statement represents my view on the expert of uncertainty and it is a guiding idea of studies that are organized at UDG.

本文旨在将传统的学习模式S = P + V改变为新模式S = z • i2。这种模式被称为“教授的等式”，是一种UDG学习与教学系统的创新方法。该模式的目标将学生“培养”成为**不确定性的专家**，能够根据不完整的信息做出决策，能够深入表面看到实质。在这个复杂而又千变万化的世界上，我们不可能了解所有信息。实际上，现在没有人能够进入“安全区域”。我创作本文的想法是基于数十年以来的经验以及我的学生在实践中的成功及认可。除此之外，我花费了数年分析学习计划并在教学中考虑“创造性破坏”（J. 熊彼特）、“不确定性原理”（W.海森堡）以及“创造性进化”（H.柏格森）。这三个理论可以总结为恩杰戈斯的一句名言：“**无论发生什么，我都做好了准备。**”这句名言代表了我对不确定性专家的观点，也是在UDG所组织的学习中的指导思想。

Studies should help student understand more profoundly that life is a gift of God!

学习应当帮助学生更深刻地了解到，生活是上帝的礼物！

Classical study program prepares experts for specific fields! It closes the mind of an individual! In my opinion, classical organization of studies "produces" a student able to swim in a hotel pool! How to move from the system of studies that prepares students to swim in a pool to the system that produces swimmers in a mountain river, the ones that are capable of handling the river rapids and swimming in a river of uncertainty? How to move from the Plato's idealism to the real life experiences and temptations? How to move from the perspective of "learning about the world (life)" to the perspective of "learning from the world (life)"?

传统的学习计划为特定的领域培养专家！但却封闭了个人思想！在我看来，传统的学习机构将学生“培养”成为在酒店泳池游泳的人！如何将学习体系从培养学生在泳池游泳转变为培养高山河流中的游泳健将？后者能够应对湍流、能够在充满不确定性的河流中游泳。如何从柏拉图式的理想主义转变为现实生活经历和诱惑？如何从“了解世界（生活）”的角度转变为“从世界（生活）中学习”？

The aforementioned principles and concepts represent the mental framework of round table discussions. They all must be adopted by any UDG professor and teaching assistant. All of the participants in UDG study programs must aim above the formal and bureaucratic principles, and this is the main criterion based on which professors and associates are engaged in UDG studies.

上文提及的原则和概念是圆桌会议讨论的思想框架。UDG所有教授和助教必须遵守这些原则和概念。UDG学习计划的所有参与者必须将上述正式且层级分明的原则作为自身的目标，这是教授及同事参与UDG学习的主要标准。

The fact that must not be neglected is that our current students are soon going to become parents. Therefore, investing in students must be seen as investing in their children - their character, state of mind, education, good manners, etc. For us, entering the studyroom represents more than just teaching. It represents the tribute to past generations and cherishing the inherited values! Every day of teaching represents the investment in future generations and their recognition even when they become history! Only creators are the ones that will be remembered by generations! This Almanac is dedicated to the God of creation, respectively student, teaching assistant and professor of UDG and to all those who are aware of their capabilities to create, but also recognize and honor the creative mission of UDG.

不容忽视的一点是，我们现在的学生即将成为父母。因此，对学生的投资必须视为对他们子女的投资，他们的性格、心态、教育、良好的习惯等。对于我们而言，进入教室不仅仅代表教学，还代表着对前辈的敬意以及对所传承价值观的珍惜！每一天的教学都代表着对子孙后代的投资，即使他们成为历史时也会认可！**只有创造者**才会被后代铭记！本年鉴献给**创造之神**，分别为UDG的学生、助教和教授，以及了解自身创造能力、但同时认可并尊重UDG创造使命的人们。

PRINCIPLES OF ALMANAC OF STUDY PROGRAMS AND RESEARCH AT UDG

**UDG学习计划年鉴和研究原则**

Dear colleagues, students, assistants and professors of UDG; dear friends of UDG,

亲爱的同事、UDG的学生、助教和教授；亲爱的UDG的朋友们：

Based on a long experience, as well as on the conversation with the newly enrolled generation of students (2013/2014), in the hereafter text you will find main premises and principles of the study program at UDG that are aim at establishing the Almanac of studies and research at UDG. This material serves at the mental framework and agenda of all the engaged teachers at UDG.

根据我们多年的经验以及与新入学学生（2013/2014）的交谈，我们在下文中介绍了UDG学习计划的主要前提和原则，这些前提和原则旨在确定UDG的学习年鉴和研究。本文作为UDG所有参与教师的思想框架和日程表。

Almanac considers the fact that UDG is a private university, whose essential owners are students, associates and professors who see themselves as a part of UDG and aim to develop within and alongside with UDG.

本年鉴考虑到UDG是一所**私立大学**，主要所有者是学生、同事和教授，他们将自己视为UDG的一部分，致力于在UDG与UDG一同发展。

My life experience, based on personal achievements and failures, has made me set my theoretical platform which is composed of my four views on life. Two out of these four are life quotes of the greatest mind the human history - Albert Einstein: a) "Imagination is more important than knowledge."; b) "Insanity: doing the same thing over and over again and expecting different results."; c) "If-" poem by British Nobel laureate Rudyard Kipling and d) "I am ready to handle whatever is coming." In the heart of the platform are concepts of "chaotic creation" and "freedom to create". The platform was built by a wholly spirit, the "global spirit of human species". It is a spirit of our ancestor who has started his road of uncertainty 200.000 years ago from the Rudolf's lake (today, Ethiopia). See how far he came? He came to... today!

我的人生经验中既有个人成就也有失败，基于此，我创建了我的**理论平台**，该平台由我**对人生的四个观点**组成。其中两个观点是人类历史上两名伟人的人生格言 – 阿尔伯特·爱因斯坦：a）“想象力比知识更重要。”；b）“疯狂是不断重复同一件事并期待不同的结果。”；c）英国诺贝尔奖获得者拉迪亚德·吉卜林的诗《如果》以及d）“无论发生什么，我都准备好应对。”平台的核心理念是“无秩序创造”和“自由创造”。该平台根据**整体精神**而建立，即“**人类物种的整体精神**”。这是我们的祖先二十万年前从鲁道夫湖（今天的埃塞俄比亚）开始他不确定之路的精神。看到了吗？他远道而来。他走到了……今天！

It is this platform that ideas and context of Almanac is based on, which is always present in the big ocean of our unconsciousness.

本年鉴的理念和思想以该平台为基础，该平台一直存在于我们无意识的海洋中。

Almanac represents the system of values based on which the rules of behavior of all participants in study program and research are set.

本年鉴代表了一种价值体系，基于该价值体系，学习计划和研究的所有参与者设定了行为准则。

Almanac is seen as a geyser of ideas continuously arising ideas, a geyser that creates the warmth of creative, intellectual and academic atmosphere at UDG. This atmosphere is as important for development of capabilities, the way of thinking and culture of behavior as mother's womb for the unborn baby.

本年鉴被视为是不断产生思想的思想喷泉，这个喷泉在UDG创造了创造力热情、知识和**学术氛围**。这种氛围对能力发展、思维方式和行为文化的重要性就像是母亲的子宫对胎儿的重要性。

Geyser is the opposite of sponge! Metaphorically said, in contrary to the sponge that represents the absorption of the old, already seen, geyser is the diffuser (producer) of new ideas. How to make teaching at UDG to be based on a "geyser principle"? Answering this question is the core goal of UDG studies. How to understand that human capability, not the cash capital, represents the key component of human development? The guiding idea of this Almanac is to answer the question on how can UDG "produce" capable individuals.

喷泉的对立面是海绵！打个比方，海绵代表对旧思想、已有思想的吸收，而喷泉是新思想的扩散器（发生器）。如何确保UDG的教学基于“喷泉原则”？这个问题的答案是UDG学习的核心目标**。如何理解人的能力而非现金资本是人类发展的关键组成部分？本年鉴的指导思想是回答UDG如何“培养”有能力的个人这一问题。**

Almanac is conceptually based on the following premises and assumptions:

从概念上讲，本年鉴基于下述前提和假设：

1. In order to understand the system of values and characteristics of young people nowadays, it is important to read the book "Generation ME" (Jean. M. Twenge), published by "Oeconomicus", CID. Neglecting the gap between generations can harm the quality of our student.

1. 为了了解当今年轻人的价值观体系和特性，我们应该读一下由CID“经济论”出版的《我一代》（作者简·M.腾格）。忽视代与代之间的差距会影响我们学生的质量。

1. In addition to "Generation ME", it is crucial to read the book "Growing up Digital" by Don Tapscott in order to understand "how the net generation is changing our world".

2. 除了《我一代》以外，我们还应该读一下唐·塔普斯科特的《在数字时代成人》，以了解“网络一代是如何改变我们的世界”。

1. In order to make students understand that nothing is eternal and that they are going to experience the "transition of civilization" it is obligatory to comprehend ideas of Oswald

Spengler ("The decline of the West"), Henri Bergson ("Creative Evolution"), Thomas Kuhn ("The structure of scientific revolutions"), Jose Gasset ("The revolt of the Masses"), John Horgman ("The end of science") and Roger Penrose ("Emperor's new mind").

3. 为了使学生了解没有什么是永恒的，以及他们正在经历“文明的转变”，有必要理解奥斯瓦尔德·斯宾格勒（《西方的没落》）、亨利·柏格森（《创造性进化》）、托马斯·库恩（《科学革命的结构》）、何塞·加塞特（《群众的反抗》）、约翰·霍根（《科学的终结》）以及罗杰·彭罗斯（《皇帝的新脑》）的想法。

1. In the era of uncertainty (which is the era of our students and their descendants), the focus will be on imagination, new ideas and creation... Voltaire, one of the greatest educators, was right when he said that one of the most important books which is crucial for individual's development is "Robinson Crusoe", written by Daniel Defoe. I my opinion, in addition to this one, I would recommend the Andersen's fairytales, as well as Jules Verne and Aldus Huxley.

4. 在充满不确定性的时代（我们的学生及其后代的时代），人们的关注点将集中在想象力、新思想和创造力等上面。伟大的教育家伏尔泰说过，对于个人发展最重要的一本书是丹尼尔·笛福的《鲁宾逊漂流记》。在我看来，除了这本书，我还推荐安徒生童话以及儒勒·凡尔纳和奥尔德斯·赫胥黎的作品。

1. Learning from life implies learning from personal experiences, but also learning from the history. History navigates our experience; it widens our knowledge and readiness to handle the future temptations. In order to understand the way of thinking of our ancestors and to comprehend the reasons for that kind of state of mind, it is essential to read H. G. Wels, D. Borstin, W. Durant, mythologist Joseph Campbell. Their work will provide us the answer to the question on main forces and reasons that drove people of that time to think that way.

5. 从生活中学习意味着从个人经历中学习和从历史中学习。历史引导了我们的经历；拓宽了我们的知识面，也提高了我们对未来诱惑的准备能力。为了了解我们祖先的思维方式以及产生这种心态的原因，有必要读一下赫伯特·乔治·威尔斯、D.布尔斯廷、W.杜兰特、神话作家约瑟夫·坎贝尔等人的作品。他们的作品为我们提供了主要力量这一问题的答案以及引导当时人们思维方式的原因。

1. Literature, art, poetry. How to use someone's work of art to awaken owncreativity and spiritual development? Were the wall pictures in cages of our ancestors the first steps of the development of human mind and spirit, which distinguished human beings from animals? The time that will put literature, art and poetry in a center of development of human race is yet to come. We always have to bear in our minds that UDG represents the history of the future.

6. 文学、艺术、诗歌……如何使用他人的艺术作品唤醒我们的创造力和精神发展？我们祖先墙上的图画是了解人类思想和精神发展以及将人类与动物区分开的第一步吗？将文学、艺术和诗歌置于人类发展中心的时代尚未来临。我们应该记住，UDG代表着未来的历史。

1. The work with people, but especially with students, implies the capability of a professor and teaching assistant to estimate human characteristics, as well as to have the ability to estimate the situation properly. In order to establish effective communication with individuals and to better understand other people, it is of crucial importance to comprehend the mentality and psychology of individuals and mentality of one nation. Thus, it is necessary to, in addition to aforementioned authors and books, to read the following literature: "Unity and Psychical Types of South Slavic People" - Jovan Cvijic, "Depresive Optimism of Montenegrin people" - Todor Bakovic, "Stalemate Country" - Milovan Djilas, "Psicho-philosophy of Business" - Veselin Vukotic. It is recommended to read also Adler's "Understanding Human Nature", Yung, Freud, Fyodor Dostoevsky, and others. Nothing innovative (creative) cannot be made by an individual if (s)he does not understand the human nature. In order to create something new, you must know the psychology of your colleagues, but primarily your personal strengths and weaknesses! Therefore, it is essential to get to know better the national history - the history of Montenegro, as well as the history of Balkans.

7. 与人们一起工作，尤其是与学生一起工作意味着教授和助教有估量人类特性的能力，以及能够正确预测形势发展的能力。为了与个人建立有效沟通以及更好地了解他人，至关重要的是了解个人的思想和心理以及一个民族的思想。因此，除了上述作家和作品以外，有必要阅读以下作品：《南斯拉夫人的团结和精神典范》 – 作者约文·斯维伊奇，《黑山人压抑的乐观主义》 – 作者托多尔·巴科维奇，《陷入僵局的国家》- 作者米洛凡·吉拉斯，《商业心理哲学》 – 韦塞林·武科蒂奇……还建议阅读阿德勒的《理解人性》、杨、弗洛伊德、陀思妥耶夫斯基以及其他人的作品。如果不了解人性，人们不会有创新（创造力）。为了创造新事物，你必须了解同事的心理，但主要是了解你的个人优点与缺点！因此，有必要更好地了解民族历史 – 黑山历史以及巴尔干半岛的历史。

1. The basis of the concept of UDG studies is built on Kipling's poem "If-", the Jorge Luis Borhes poem "Moments", as well as Wintle's poem "Thinking". The poem that besides the already mentioned ones sets the basis for the conceptual framework of UDG studies is "Noc skuplja vijeka". The author of this poem is famous ruler and poet of Montenegro, Njegos.

8. UDG学习的理念基础基于吉卜林的诗《如果》、 豪尔赫·路易斯·博尔赫斯的诗《此刻》以及温特尔的诗《思考》。除了上文提及的诗以外，UDG学习概念框架的基础是《Noc skuplja vijeka》。这首诗的作者是黑山著名统治者和诗人恩杰戈斯。

1. The changes in teaching methods are influences by technological changes and changes in demand. Still, the generation gap and changes in the modern world must be taken into consideration by any UDG professor and teaching assistant. UDG teaching methods must be adjusted to modern generations of students, since every generation has characteristics of its own!

9. 教学方法的改变受到技术变化和需求变化的影响。UDG的所有教授和助教仍必须考虑到**代沟**和当今世界的变化。由于每一代人都有自己的特性，我们必须根据新一代学生调整UDG的教学方法！

1. How to understand the differences between generations and implement them in UDG teaching model? Think about why it is detrimental for development of UDG to think that younger generations are becoming worse? (In order to overcome such mindset, set of seminars will be organized in guidance of neuroscience experts. For self-education, I recommend the book of Eric Jensen "Teaching with poverty in mind".)

10. 如何理解代与代之间的差异并将其应用到UDG的教学模式中？试想一下，为什么认为年轻一代越来越差的想法会对UDG的发展不利？（为了克服这种心态，我们将在神经科学专家的带领下组织召开一系列研讨会。对于自我教育，我建议阅读埃里克·詹森的《如何在教学中考虑到贫穷孩子的处境》。）

11. 根据“教授的等式” S = z • i2实施学习的创新模式在UDG取得了良好的实践。这种模式的主要假设是**知识不等于能力加上才能**。该模式为知识和个人能力之间的转化要素这一问题给出了答案。

1. Implementation of the innovated model of studies, based on a "Professor's Equation" S = z • i has shown as a good practice at UDG. The main assumption of this model is that knowledge is not equal to competences and capabilities. This model gives answer to the question on what is the conversion factor between knowledge and individual competence.

UDG提出了以能力为中心的教育方法，即高等教育的目标是个人在大学教育期间获得的能力。这是个人的能力。UDG应该使用现代知识（z）“培养”创造者（S），创造者的人生和专业经验（i）将知识转化为**能力**！因此，转化要素为“i2”- 生活的强度、对改变的永恒追求以及新体验。

UDG develops competence oriented education approach - the goal of higher education is the competence which an individual is acquiring during university education. It is the ability of an individual. UDG should "produce" a creator (S) with modern knowledge (z), whose life and professional experiences (i) convert that knowledge into competences! Therefore, factor of

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conversion is "i " - intensity of life, the permanent need for changes and new experiences.

每位教授和助教的教学方法应以“教授的等式” S = z • i2为基础。

Every professor and teaching assistant should base their teaching methods on "Professor's Equation" S = z • i2.

根据黑山法律规定的教育模式（S = P + V，学习=讲课+会话练习），学生是被动吸收公式、定义、因素、模型等（知识的要素）的人。当关注特定学习领域时，人们无法理解所有学习领域之间的相关性。因此我们得出结论，黑山的教育体系必须进行结构改革！

In a model of education prescribed by Montenegrin legislation, which is S = P + V (studies = lectures + exercise sessions), student is treated as a person who passively absorbs formulas, definitions, factors, models, etc (elements of knowledge). When focused on a specific field of study, individual is not able to understand the interdependency between all the areas of study. It is to be concluded that structural reforms of education system in Montenegro must be done!

如何让学生思考他们在课堂上听到的知识，并“看到”知识背后的内容？根据此目标，除了教学之外，教授应通过组织辩论、讨论会、实践性练习、短评等方式激励个人，但主要应培养学生在日常生活中实施研究方法的能力。这使得学生开发现实生活诱惑所需的能力。

How to make students think about the facts they have heard at lectures and "see" what lies behind them? In pursuance of this goal, besides teaching, professors should motivate individuals by organizing debates, forums, practical exercises, essays... but primarily develop the ability of students to implement the research method in their daily routine. This enables students in developing the competences needed for real life temptations.

12. 每位教授和助教应询问自己，他们是否成功激励学生思考其在课堂上所教的概念。UDG参与教学的所有人应询问自己，他们是否鼓励学生寻找个人经历，是否激发学生的激情，是否提高学生的创造和创新能力？

1. Each professor and teaching assistant has to ask himself/herself whether (s)he succeeded in motivating students to think about the concepts that (s)he teach in class. Everyone engaged in teaching at UDG should ask himself whether he made students look for their personal experiences, whether he made their passion run. Did s(he) succeed in bringing their ability to create and innovate at higher level?

在UDG，“学习”必须意味着“学生的创造性进化”（H.柏格森）！

At UDG, "learning" must imply "the creative evolution of student" (H. Bergson)!

建筑材料仓库对房屋建造很重要。但是，这只是整个过程的第一步，如果没有人知道如何使用这个仓库（没有适当的经验），也不可能建造出房屋。打个比方来说，房屋代表了个人（创造者）的创造和进取精神。学生不应成为“信息的仓库”。“教授的等式”是指教授不仅知道，而且了解他所教的内容。通过死记硬背记住知识的方式不会唤醒学生的精神。这种讲课方式不会激发学生思考的积极性！

Warehouse of construction materials is important for building the house. Still, it is just an initial step of this process and if someone does not know how to use it properly (does not have the appropriate experience), the house cannot be built. Metaphorically, the house represents the creation and entrepreneurial spirit of an individual (the creator). Students should not become a "warehouse of information". "Professor's Equation" implies that a professor does not only know, but understands what (s)he teaches. Teaching based on memorizing facts by heart does not awake the spirit of a student. Those kinds of lectures do not motivate students to think!

13. 我今天创造了什么？我是否成功激发学生的积极性？我是否成功更了解自己？这是打开创造和新思想喷泉的唯一方法……如果我们希望发展新的教学模式并成为西方大学奠定未来教育发展基础的人员之一，我们必须忘记自我、学衔，且在生活中没有偏见。

1. What did I create today? Did I succeed in motivating my students? Did I succeed in getting to know myself better? This is the only way to initiate the geyser of creation and new ideas... We must forget about our ego, academic titles and live life with no prejudices if we want to develop the new model of teaching and become one of the Western universities that set the basis for the future development of education.

14. 如何鼓励我们的学生应对不可避免的官僚文明的毁灭？我们应该使学生了解到，**只有一种文明的精神是永恒的**！学生们必须了解到，这种文明只是暂时存在的。它是实现如今人类实践性目标的技能和技术方式。因此，有必要将文化视为一种价值观体系、思维方式、文明惯例……文明的精神是永恒的。

1. How to prepare our student to cope with inevitable destruction of bureaucratic civilization? We should make our students understand that only the spirit of one civilization is eternal! Students must understand that civilization is temporary. It serves as a technical and technological mean of achieving practical goals of today's humankind. Therefore, it is essential to focus on culture seen as a system of values, the way of thinking, the customs of civilization. The spirit of civilization is timeless!

15. 无论是现在还是将来，**黑山的身份**，即我们黑山公民的身份将由**教育体系的质量**来界定。因此，我们有责任为了我们的祖国培养在全球市场有竞争力的学生！全球市场已经来到了黑山，现在有很多国外投资者！我们的学生必须意识到，他们并不比国际上的任何其他同代学生差！全球教育，尤其是西方教育正处于巨大的理念性危机。危机对于每个人而言都是机遇，尤其是新大学！我对UDG的愿景是在全球市场获得认可！这种教育上的危机也是一个机遇，我们可以实施创新的方法和新思想！

1. The identity of Montenegro, i.e. the identity of Montenegrin citizens - us, is and will be greatly defined by the quality of education system. Therefore, we have an obligation for our homeland to produce students that will be competitive in the global market! Global market has already arrived to Montenegro - there are so many foreign investors! Our student must be aware that he is not worse than any other international student of his generation! The world education, especially the Western education, is in a big conceptual crisis. Crisis is a chance for everyone, especially for new universities! My vision of UDG is to become recognizable in a global market! The crisis in education is a chance to make that happen, by implementing innovative methods and new ideas!

16. 黑山的**知识之根**和UDG的知识之根与洛夫琴山和**彼得二世·彼得洛维奇·恩杰戈斯**有关。这也是为什么从传统上，从UDG录取的第一届学生开始，新学年的第一堂课都在洛夫琴山的恩杰戈斯雕塑面前开讲。自UDG成立以来，第一堂课一直在7月4日举行。7月4日是UDG的**自由日**。每年的7月4日，学生们都会在洛夫琴山缅怀祖先、制定他们对未来的愿景，并开始发展创造力，这种创造力将帮助他们实现目标。所有这些活动都促使他们以国际视角思考！他们准备进入全球化的世界。全球化的世界寻找本地传统、当今的历史以及未来的历史。

16.Intellectual roots of Montenegro, as well as of UDG are linked to Lovcen and Petar II Petrovic Njegos. This is the reason why traditionally, ever since the first generation enrolled UDG, the first lecture of new academic year is held at Lovcen - in front of Njegos. The first lecture is held on 4th of July, ever since UDG was established. 4th of July is The Day of Liberty at UDG. Every 4th of July on Lovcen, students honor their ancestors, develop the vision of them in the future and start developing their creativity which will help them achieve that goal. All these activities prepare them to think globally! They prepare them for the global world. Global world looks for the local in tradition, looks for thehistory in present and especially looks for the history in the future.

17. 我们教育体系的理念必须基于一个前提，即学生不是我们的顾客，而是我们的工作成果。如果学生是我们的顾客（正如科特勒所说：“顾客是上帝！”），我们能够让顾客生气吗？让顾客生气就会失去一名顾客。学生应对教学材料进行评估。为了取得好的成绩，教授将发布标准且无视规则，我们将处于危险之中。**UDG不会容忍这种事件发生。**我们的学生是我们在市场上提供的产品。对我们学习计划的评估可在成功（不成功）学生群体中进行。所有失业的学生都是不负责任和能力不足的教授及助教虚伪行为的产物。如果将学生的能力、创造力和品性视为我们的产品，我们的努力和承诺将会在市场上得到评估。我们的成功通过我们学生的成功进行预测！例如，我们是否取得了某种职业生涯成就，我们的学生35岁时将达到什么高度？UDG成功的学生及师资队伍所认可的是什么？该原则旨在将以自我为中心和专横教授的理念转变为教授同时也是教练、激励者等方法论的理念。每位教授和助教都应思考这一点。询问自己，你是否在教学方法中实施这一理念？

17. The concept of our education system must be based on a premise that student is not our consumer, but the product of our work. If a student is our consumer (and Cotler said: "Consumer is the king!"), can we allow ourselves to make the consumer angry? Doing so, we will lose a consumer. Studens are required to evaluate the work of teaching stuff. Are we in danger that professors will try to get good grades by releasing criteria and disrespecting the rules. UDG will not tolerate that. Our student is the product that we offer in the market. Evaluation of our study program can be done through our (un)successful students. All unemployed students are the product of hypocritical behavior of irresponsible and incapable professors and teaching assistants. If we look at competences, creativity and character of a student as our product, then our efforts and commitments will be evaluated in the market. Our success is estimated through the success of our students! For example, if we what kind of professional career achievements and where do our students stand at the age of 35? By which successful students UDG and its faculties are recognized? This principle aims at transferring from the concept of self-centered and presuming professors to the methodological concept of professor who is at a same time a coach, a motivator, etc. Every professor and teaching assistant should think about this. Ask yourself do you implement this concept in your teaching method?

从长期来看，UDG的发展与毕业生的成功或失败息息相关。UDG并非由政府提供补贴，其投资取决于市场成功。

In a long term perspective, development of UDG is strongly linked to the success or failure of its graduated students. UDG is not subsidized by the government, it's sources depend on the market success.

18. 我们的使命是投资学生的**思想**，即**我们每个学生的能力**！如何激励学生克服偏见？如何将他们从舆论压力中解放出来？如何拓宽他们的思维？如何打开他们的视野？如何发展他们对生活的批判方法？如何培养他们对未来的认识？如何建立他们的自信并在全球市场无所畏惧？如果我们的运动员能够做到这一点，我们的专家（毕业生）为什么不可能在国际市场取得成功？如何鼓励学生去尝试而不是畏惧失败？如何降低他们的自我？如何使他们相信没有持之以恒的努力工作、拓宽知识和创造力，就不会取得进步？

还有很多需要思考的内容……

这是我们学习的责任。但首先，我们必须诚实地询问自己能否给出这些问题的答案……如果我们从未经历过，教学也无从谈起。

1. Our mission is to invest in student's mindset, respectively the capability of our student! How to motivate our students to overcome the prejudices? How to liberate them from the media pressure? How to open their minds? How to open their vision? How to develop their critical approach to life? How to develop their sense of future? How to build their self­confidence and make them feel fearless in the global market? If our sportsmen could do it, why would it be impossible for our experts (graduated students) to succeed in international market? How to encourage them to try and not be afraid to fail? How to reduce their ego? How to convince them that there is no progress without constant hard work, knowledge widening and creation?

There is a lot more to think about.

This is the duty of our studies. But primarily, we all have to be honest and ourselves if we answered these questions. We cannot teach what we have not ever experienced.

19. UDG的学习方法依赖于思想的联系，而非复制！教授和助教应避免通过死记硬背进行学习的传统方法。他们应该激励学生思考知识、寻找知识之间的相互联系……教授和助教应鼓励学生“透过知识表面看到实质”，他们将产生新的思想，这对于人生和表面的东西而言更重要。

1. Study method at UDG rely on associations, not on reproduction of ideas! Professors and teaching assistants should avoid the classical approach to studies by memorizing the facts. They should motivate students to think about the facts, find interconnections between them. Professors and teaching assistants should encourage students to "see what lies behind the facts", which will motivate them to produce new ideas and become more critical to life and to the superficial things.

20. 上述学习方法要求教授和助教充分准备每堂课！教授还应持续创新。必须根据新一代学生调整所有讲课和教学方法！不改变教学方法和讲课结构的传统方法可能会对学习质量产生致命的影响！每堂课都必须有其独特的经历！每堂课都不可重复！因此，必须避免俗套！必须向学生们提供一些生活实例……

1. The aforementioned approach to studies requires professors and teaching assistant's good preparation for each lecture! It also requires professors to innovate constantly. All lectures and teaching methods must be adjusted to new generations! The classical approach of not changing the method of teaching and structure of lectures might be fatal for the quality of studies! Each lecture has to be the story for itself! Each lecture must be unrepeatable! Therefore, routine must be avoided! Students must be provided with examples from life.

21. 每个课程必须与其他学科联系起来。必须教授学生如何认识到学科和其他科学领域之间的相互联系。UDG的学科必须体现出**知识和技能之间牢不可破的联系**之重要性。这种方法将鼓励学生利用他们的能力进行创造。除此之外，还能够使学生了解各种事件之间的相关性。

1. Each course must present its connections to other disciplines. Students must be taught how to perceive the interdependence between disciplines and other fields of science. Disciplines taught at UDG must present the importance of unbreakable bond between the knowledge and skills. This approach will encourage students to use their capabilities in order to create. Besides that, it will enable students to understand interdependencies between phenomena.

22. 科学的分析方法必不可少！必须向学生教授单独的学科，以了解整个过程。但是，不得因不必要的细节承担过多压力。必须将一个整体的单独部分作为该过程的部分。必须以更大的视角**整体**来看待这些部分。

UDG所有教授和助教的一个重要任务是对学习期间所教授的所有学科进行总体合成（以及一个学科的所有分支学科）。这需要花费大量的时间和精力。每位教授和助教必须努力学习并持续提高自己！这需要一个持续改进的过程。没有一门学科是“最重要的”！每个学科所教的知识都是有用的，且与其他学科有联系。尤其是数学、物理、会计、刑法、艺术……

1. Analytical approach to science is inevitable! Students must be taught separate disciplines in order to understand the process in whole. Still, one must not be overburden by unnecessary details. Separate parts of a whole must be presented as parts of a process. They must be seen in a greater picture, holistically.

The overall synthesis of all the disciplines taught during the studies (as well as synthesis of all sub-disciplines within one discipline) is one of the most important tasks of each professor and teaching assistant at UDG. It is something that takes a lot of time and effort. Each professor and teaching assistant must study a lot and constantly improve! It requires the continual improvement process. There is no discipline that is "the most important"! What we teach within one discipline is useful if and only if it is connected with other disciplines. This is particularly true for disciplines such as mathematics, physics, accounting, criminal law, art...

23. 教授和助教必须激励学生开放思维并思考所提出的知识，而不是坚持死记硬背不必要的知识以及一个领域的专业化。他们必须通过坚持学习计划的**精神、教育和哲学**维度唤醒他们的精神。每个学科的重点都应放在上述维度。对单个领域专家的需求将消失。我们必须使学生为不确定性和风险、不确定的全局动力以及在全球相互依存的生活做好准备……没有人能确切知道未来我们的学生有什么需求！在世界上，唯一不变的就是变化！这就是为什么我们必须“培养”**不确定性的专家**！“无论发生什么，我都准备好应对！”（恩杰戈斯）

1. Instead of insisting on memorizing the unnecessary facts and on specialization in one field, professors and teaching assistants must motivate their students to open their minds and to think about the presented facts. They should awaken their spirits by insisting on spiritual, educational and philosophical dimension of study programs. Each discipline should be focused on the aforementioned dimensions. Demand for specialists in one field is about to evanish. We must prepare our students for uncertainty and risk, uncertain global dynamics, for the life in global interdependencies. No one knows what will exactly be requested from our students in the future circumstances! Change is the only constant in the world! That is why we have to "produce" the experts for uncertainty! "I am ready to handle whatever is coming!" (Njegos)

我们不可能在同样的河水中游两次，也不可能使用同样的方法教育两代人。对于我们而言非常重要的事情未必对我们的学生同样重要。如果我们不能持续拓宽我们的经验并改进教学方法，学习的质量将会降低。

We cannot swim twice in the same river water, nor can we teach two generations by using the same method. It does not have to mean that something that was of high importance for us will be important for our students. If we do not widen our experiences and upgrade teaching methods constantly, we will worsen the quality of our studies.

24. 除了学生之外，教授和助教也必须忘记他们的自我！如何实现这一点？黑山公民如此自负以至于产生自恋的心态。自我没有任何好处！自我会产生封闭的心态，毁灭创造力和新思想……如何建立年轻人的自信和自我尊重？这是所有年轻人面临的心理问题，因为他们代表了所谓的“网络一代”。因此，实际上他们很勇敢，但现实世界也是如此吗？

1. Besides students, even professors and teaching assistants must forget about their ego! How to achieve that? Montenegrin citizens have so big ego that it is becoming narcissism. Ego is nothing good! It creates closed state of mind and it kills creativity and new ideas. How to build young people's self-confidence and self-respect? This is the key mental problem that all young individuals face, since they represent the so called "net generation". Therefore, they are virtually brave, but is this a case in a real world?

25. 对于学生而言，如何塑造他们的品格？答案是他们的个性！如何鼓励他们建立自我尊重，但同时带着同理心对待其他人？如何让我们的学生相信友谊是人生中所有成功的基础？寻求社会正义的奋斗者们在追求者他们的个人利益，他们这种希波克拉底式的行为遍布世界各地。我们必须教导我们的学生克服这种习惯，对他人建立起真正的同理心……

1. Student - how to build his/her character? His personality! How to encourage him to build self-respect, but at the same time to treat other people with empathy? How to make our students believe that friendships are the groundwork of any success in life? Hippocratic behavior of fighters for the social justice pursuing their personal interests is spreading all over the world. We must teach our students to overcome such manners and build them the real empathy for other people.

26. 重要的是，我们应该坚持所教授学科与其他学科（文学、诗歌、艺术、普通教育、文化，以及神话学、宗教、哲学和历史）之间的联系。这种方法将唤醒学生的精神视野。当然，这需要我们的教授和助教做出大量的工作和进行专业发展。他们必须在普通教育、文化方面进行投资，但首先是精神层面的投资。

1. It is essential to insist on linkages between the taught discipline and other disciplines (literature, poetry, arts, general education, culture, but also mythology, religion, philosophy and history). This approach will awaken the spiritual sights of a student. Of course, this requires enormous work and professional development of our professors and teaching assistants. They must invest in their general education, culture, but first of all, their spirit.

27. **游戏精神**应该是我们学习计划的基本理念！实际上，我们应该根据运动的规则设定基本规则。运动是一项自然的游戏，它能够培养人们的责任感，但同时激励人们努力训练（工作）以取得良好的成绩。游戏精神培养了**创造和创新能力**；促进了**新思想的产生**。最重要的是，从概念上讲，基于运动规则的学习将是激励我们学生最好的方法！

1. The game spirit should be the basic concept of our study program! Actually, the ground rules should be set based on the rules of sport. Sport is a natural game, it develops the man's responsibility, but also prepares individuals to train (work) hard in order to achieve good results. The game spirit fosters the creative and innovative capabilities; it enables the production of new ideas. And the most important - studies that are conceptually based on the rules of sport will be the best method to motivate our students!

28. 创造、创造、创造；创新、创新、创新；进取精神、进取精神、进取精神！充满活力的生活！我们的生活存在于发现量子力学和物理学以及分子生物学和宇宙学的环境中。生活存在于大自然中，同时我们也拥有自然的生活！

1. Creation, creation, creation; innovation, innovation, innovation; entrepreneurship, entrepreneurship, entrepreneurship! Dynamic life! Life in the context of the environment created by discoveries of quantum mechanics and physics, but also of molecular biology and cosmology. Not just the life in the nature, but natural life!

如何激励学生？如何接近他们和他们的好奇心？这是我们作为教授和助教的主要责任。关于激励的传统方法是激励学生以特定的方式行事。总有一些人应该激励其他人或一些个人！我们应该摒弃这种激励方法！人际关系并非如此。实际上，因果之间并非是一种机械的关系。每个人都为他的行为负责。激励方法基于巴甫洛夫的反射理论，由博洛尼亚宣言得以发扬，这种方法并不会激励个人创造，而是会激励人们模仿。你是否认为“奖励”学生来上课是一种虚伪的行为？你必须认为这是他的职责！我们不得介入他人的心态，他们将工资视为对他们工作的奖赏，而不是在教育体系方面取得一定的成果！

How to motivate the student? How to approach to him and his curiosity? These are our main duties, as professors and teaching assistants. In classical approach to motivation, it represents motivating students to behave in a certain way. There is always someone who should motivate other people or some individual! Let us abandon this approach to motivation! Personal relationships do not work this way. Actually, there is no mechanical relation between the cause and consequence. Each individual is responsible for his/her behavior. The motivation method based on the Pavlovian reflex theory, promoted by Bologna Declaration, does not motivate individuals to create, but to imitate. Do you agree that it is hypocritical to "award" students for coming to lectures? You must agree that it is his duty! We must not permit to insert the mindset of individuals, who see the salary as their award for coming to work instead for their achieved results into our educational system!

为了了解学生，我们必须了解他们的**价值观体系**。我们必须了解他们的**情感**……我们的学习计划和教学不仅仅基于事实，还应该考虑到对学生而言重要的事物。这是了解他们的唯一方法！因此，重要的是了解年轻一代的价值观体系，不去批判这种体系，而是利用这种体系以了解我们的学生，以便于培养他们的才能、能力、创造力……还有一点较为重要，我们应该为学生树立个人榜样，也应该遵守对学生们提出来的规则。我们应该增加对情绪社会学的理解。

In order to get to the student, we must approach to his/her system of values. We must approach to his/her emotions... Our study program and teaching must not be based on the facts only, but should concern something that is important for him. This is the only way to approach to him/her! That is why it is essential to know the system of values of younger generations, not to judge it, but to use it in order to get to our students, so that we can develop his/her capabilities, competences, creation. What is important also is to give a good personal example to students, as well as to comply with the rules that are presented to students. There is an increasing need to understand the sociology of emotions.

29. 越来越多的人将情感和研究之间的关系作为研究课题。研究结果显示，培养**情感色彩学习**很重要。神经学家对此课题的研究显示，情感是学习过程的重要组成部分。学习的情感范畴对我们的感觉、机能和思维都很重要。情感和理智无法分离，情感、思想和学习密切相关……尽管西方文化传承不看重这一点，但我们不可低估情感的重要性。科学注重的是事实，而非情感。可靠和可信赖的“科学道路”是充满逻辑和比率的道路。这也是为什么将研究和理解情感作为学习过程的一部分仍被认为是“职业自杀”。我认为多数教师都会赞同这种普遍的看法。我们的教授和助教认为死记硬背是一种合适的教学方法，这对于我们的学习计划质量是致命的。因此我们应该努力提高与学生的沟通，我们可以采用比喻、思想联系的方式激励学生思考，这将唤醒学生的想象力……我们必须以自身生活为例，鼓励学生创造、创新以及不畏惧失败。我们的学生应该在情感上听课，我们应该激励他们思考，而不是在不了解他们的基础上要求他们死记硬背！我们必须唤醒学生们的情感！

1. The relationship between emotions and studying is the research topic that is increasingly being examined. The results of a research show that it is essential to foster emotionally colored studying. Neuroscientists researches on this topic show that emotions represent important component of studying process. Affective domain of studying is important for our feelings, functioning and thinking. Emotions and reason cannot be separated - emotions, thoughts and studying are closely related. Although Western cultural heritage suggest it, we must not underestimate the importance of emotionsThe science deals with facts, not emotions. Reliable and certain "scientific path" is the path of logic and ratio. That's why studying emotions and understanding them as the component of study process is still considered to be "professional suicide". I believe that most of teachers share this prevailing opinion. It is fatal for the quality of our study program for our professors and teaching assistants to think that teaching by memorizing the facts is the appropriate teaching method. That is why we need to work hard on improving the communication with students, by using metaphors, associations that will motivate them to think and that will awaken their imagination. We must bring out our life examples to encourage students to create and be innovative, as well as not to be afraid to fail. Our students should follow our lectures emotionally and should motivate them to think, and not to memorize the facts without understanding them! We must awaken the emotions of our students!

如果教授和助教采用被动的教学方法，他们能够唤醒学生、激励学生思考、拓宽学生的想象力吗？我们必须时刻牢记，情感引导我们实现我们的目标。一个人用理智设定目标，但只有情感才会激发他的热情来实现这些目标。我们如何将这条规则应用在我们和学生身上？我们所有人必须遵守这条规则。我们所有人必须询问我们自己，如何带着**热情**和**强烈的渴望**教学，来向我们自己证明，我们不仅能够激励自己，也能够激励他人。这也是在神经学家引导下组织的一些研讨会讨论的话题之一。这种教学方式可以用来判断教授和助教的教学能力。

Can professor or teaching assistant with passive teaching method awaken his students and motivate them to think and widen their imagination? We must never forget that emotions lead us to achievements of our goals. Rational part of a person sets the goals, however only emotions can make the person passionate enough to reach them. How can this rule be applied to us and our students? We all must comply with this rule. We all must ask ourselves how to teach with passion and overwhelming desire to prove to ourselves that we are able to motivate others, and not just ourselves. This is also one of the topics that will be discussed in some of the seminars organized in guidance of neuroscientists. This component of teaching will be examined in judging the pedagogical capabilities of professors and teaching assistants.

30. 如何培养能够提高社交智力的情商（戈尔曼）？我们都是个体。尽管我发现个体是社会的主要力量，但我们必须承认我们生活在一个社区中。我们居住在一个人口稠密的星球，在这个星球上，科技越来越发达。个体原则的极端情况显示了人类无人性的自私自利；同理心和团结的消逝；以及失去认为个体自由受到其他个体自由限制的感觉。这些个体是和我们一同生活在社区中的人们。情商与社会和官僚正义的概念无关，和懒散、无人性、自私自利的个体所代表的正义也无关……你如何在没有情感和热情的情况下进行奋斗？如果一个人不知道如何感受爱、不知道欣赏对他人的爱，他如何成为一个争取社会正义的奋斗者？

1. How to develop emotional intelligence (Goleman), which leads to social intelligence? We are all individuals. Notwithstanding the fact that I find individuals to be the primary force of one society, we must admit that we live in a community. We live in a densely populated planet, which is increasingly becoming technologically connected. Extreme cases of individuality principle affect the emergence of inhuman selfishness of people; fading of empathy and solidarity; as well as losing the feeling that one individual's freedom is limited by the freedom of other individuals. Those individuals are people with whom we live in a community. Emotional intelligence has nothing to do with the concept of social and bureaucratic justice, justice represented by lazy and inhumanly selfish individuals... How can you fight for something without involving emotions and passion? How can someone who does not know how to feel love and does not appreciate the love for other people, be a fighter for the social justice?

一些情商体现在**对UDG的奉献**、参与和主动加入社交活动以及在情感领域教育我们的学生中。我们在激励学生参加社交、与其他同龄人交朋友方面付出了多少？我们在拓宽他们的思维方面付出了多少情感和努力？黑山这种小国家的主要障碍和局限性是什么？为什么黑山人羡慕外国的所有东西，但却看不上本国的成就？我们是否能认为这就是缺乏情商的表现？这是缺乏诚信！如何营造氛围使得我们和学生克服对创造力、主动性和进取精神的偏见？

Kind of emotional intelligence can be seen through dedication to UDG, participation and initialization of social activities, but also educating our students within the emotional domain. How much do we encourage our students to socialize, to make friendships with their colleagues? How much emotions and effort do we put in opening their minds? What are the key obstacles and limitations of small countries like Montenegro? Why to Montenegrins admire everything made in foreign countries, but underestimate domestic achievements? Can we say that is a lack of emotional intelligence? The lack of honesty! How to create the ambience in which students will overcome the prejudices which fatter the creation, initiative, entrepreneurship of our students, but ours as well?

31. 如何培养我们学生的热情和好奇心？在这个全球化的世界上（《世界是平的》- T. 佛理德曼），热情和好奇心变得比智力更重要！IQ诚然重要，但除此以外，CQ – 好奇心系数和PQ – 热情系数同样很重要！

带着热情和好奇心学习的学生会比高智商的学生取得更大的进步。好心和热情的学生有积极性，能够从他们的个人经验和各自的生活中学到知识！努力十分重要。但是，最用功的学生都是有好奇心的学生。因此UDG的墙面和地板上都张贴着海报、著名创造者的语录以及方法说明。我们必须致力于培养学生的好奇心！这是唤醒他们对研究成果热情的方式！UDG的所有教职工应该提供生活实例以及与学生沟通，以提高学生对他们所教课程的兴奋性和好奇心！我们不能带着不情愿鼓励他们拥有热情和好奇心的心态进入教室……当然，我们自身应当有热情和好奇心，才能自然而然地激励我们的学生！因此，在UDG这种特性非常重要。

1. How to develop passion and curiosity of our students? In a global world ("the world is flat"- T. Friedman), passion and curiosity are becoming more important than intelligence! Of course that IQ is important, but besides it, CQ - curiosity coefficient, as well as PQ - coefficient of passion are very important, too!

A student who studies with passion and curiosity will make bigger progress than the one with higher intelligence coefficient. Curious and passionate students are motivated and capable of studying from their personal experience, respectively life! Hard work is very important. Still, the most diligent student will be the one who is curios. That is the reason why the walls and floors at UDG are covered with posters, quotations of famous creators, explanations of processes. We must work on developing the curiosity of our students! This is the way to awaken their passion for research achievements! You must agree that all of the teaching staff at UDG should, by giving real life examples and by the way they communicate with students, enhance the excitement and curiosity of students over the topic they are teaching! No one of us should enter the studyroom without the willingness to encourage them to be passionate and curious. Of course, this is something that we need to carry within ourselves in order to naturally motivate our students! That is why this characteristic is very important in order to be engaged at UDG.

32. 学习期间UDG教授的责任并不大。当我们的学生经历真实的生活诱惑时，我们对他们未来在生活和事业上取得的成功负有更大的责任！学生们接收教授的心态、价值观体系和品性。这些特性会长期影响学生的生活。树立学生特定心态的事物包括：考试和学习计划、严格遵守规定的时间期限、课程准备充分、考试体系、遵守着装要求、良好的习惯、沟通……

作为教授和助教，我们的注意力应该主要放在我们的行为和习惯上！！！只有我们拥有良好的习惯且举止得体，我们才能期待我们的学生也这样做。**我们必须一直努力改进我们的个人榜样**！我们的个人榜样应该能够证明，我们尊重规则、规定的时间期限、着装要求、遵守考试组织规则、尊重我们的学生，因此激励他们有同样的表现。我们不能要求学生去做我们自己都做不到的事情！学生们会遵守的唯一规则就是我们自己遵守的规则！

1. The responsibility of UDG professors is not that high during the studies period. We are more responsible for his/her future life and career success, when our students experience real life temptations! Students adopt the mindset, the system of values, and the character of their professors. And these are characteristics that affect the life of a student in a long term. Things that contribute in building a specific mindset of a student are: exams and study program, sticking to deadlines precisely, well prepared lectures, organization of exams, following the dress-code, good manners, communication.

Our attention, as professors and teaching assistants, should be mostly put on our behavior and manners!!! Only when we have good manners and behave properly, we can expect for our students to do the same. We must always work and improve our personal example! Our personal example should show that we all respect the rules, the deadlines, dress-code, the rules of exams organization, be respectful to our students, and therefore motivate them to behave the same. We cannot ask from our students what we do not ask from ourselves! The only rules our students should follow are the ones that we are following!

33. 我们应该与学生建立起职业关系。应该避免任何形式的亲子关系或保护关系。我们的教师不应该通过让学生无拘无束来建立他们的权威。应该通过**个人责任、个人榜样和职业关系**！我们必须尊重我们学生的品格和权利，还应坚持履行我们学生的责任和义务。

1. We have to have professional relationship with our students. Any kind of parental or protective relationship should be avoided. Our teacher should not build his/her authority by easing to students. Personal responsibility, personal example and professional relationship! We must respect the personality and the rights of our student, but also to insist on carrying out the responsibilities and obligations of our students.

34. UDG有一个**合同网络**。这些合同包括：法定所有人（共10名）之间的合同；学院之间的合同；学校和学生之间的合同；与商业合作伙伴之间的合同……合同代表着缔约方在适用法律和章程范围内的自愿和自由选择……合同在UDG内部产生职业关系。这意味着缔约方必须遵守合同规则，违反规则的人将受到惩罚。无论是所有人、个体还是UDG的团体都没有自由决定权！**遵守这些规则并将其作为自由表达意愿的形式，这是UDG的基本原则！**

1. UDG represents the network of contracts. These contracts are: contracts between the legal owners (there are 10 of them); contracts between Faculty units; contracts between the University and students; contracts with business partners. The contract represents the voluntary and free choice of contracting sides expressed within the applicable legal and constitutional provisions. The contracts bring relationships within UDG at professional level. It means that contracting sides must comply with the rules of the contract, and anyone who obeys the rules will be punished. No one has a discretional power - neither the owners, nor the individuals, nor the bodies of UDG! Complying with the rules, as a form of freely expressed willingness is fundamental principle of UDG!

35. 我们必须意识到两个事实：（1）UDG提供良好的条件，不仅有大量的空间和适当的设备及技术，以及组织学习计划和教学方法，还有优秀的教职工，教职工的**水平高于本地区大学的水平。**（2）我们的学生通常用父母的钱支付学费。

1. We must be aware of two facts: (1) UDG offers good conditions, not only by having a lot of space and appropriate equipment and technology, but also through organization of study programs and teaching methods, as well as by having the good teaching staff which is on the higher level compared to the levels of universities in the region. (2) Our students usually pay for their studies with their parents' money.

了解到这些情况之后，我们还能允许自己不去鼓励学生争取他们的多数人生机会吗？我们还能对他们选择我们并支付学费无动于衷吗？我们应该提高学习质量、为学生奉献自己、激励他们并帮助他们战胜学习上的无知。我们应该激励他们努力学习，但同时享受学习；我们应该帮助他们制定他们的愿景……我们必须鼓励他们学习和体验更多东西，获得毕业后有用的技能，但还要培养他们具有高能力的创造力……但首先，我们必须“培养”学生对自我教育的渴求！没有了这种渴求，终生学习也无从谈起。

Knowing all these facts, can we permit ourselves not to encourage our student to make the most of the life opportunity that he got? Can we be ignorant to the fact that he/she chose us and that they paid for that choice? Let us bring the quality of studies to the higher level, devote ourselves to students, motivate him/her and help him/her to overcome the potential ignorance that he has for studies. We should all motivate them to work hard, but also to enjoy his/her studies; let us help him/her to develop their vision. We must encourage them to study and experience more, to gain skills that will be useful in the post­studies period, but also to develop their creative possibilities with higher competences... But among all this, we must "produce" students with the urge for self-education! Without that urge, there is no life-long learning.

36. 我们必须激励我们的学生依据理科硕士学习（3+2）标准进行学习和思考，为博士学位（3+2+3）培养更优秀的人才。我们应该采用所有可能的方法鼓励学生制定他们对未来的愿景，在普通生活环境中有远见。他们应该克服对黑山这种小国家的偏见，不担心与众不同！我们必须也这么做！

1. We must motivate our students to work and think in accordance to the standards of Master of Science studies (3+2), and prepare the best ones for the PhD studies (3+2+3). In all the possible ways, student must be encouraged to develop his/her vision in the future and to see beyond the ordinary life circumstances. They have to overcome the prejudices of small country like Montenegro is and not to be afraid to be different! We must do the same!

37. 年轻的助教必须注意以下事项：你必须完善自己，阅读和研究、发表文章、当众演出，首先，你必须享受生活和体验人生！这是**创造自己以及寻找自己**的唯一方式。成为一名大学教授至少需要15年的工作经验，其中包括努力工作（一天至少10个小时），并将一天之中剩下的时间用于增长经验。成为教授需要的不仅仅是职称和文凭！职称和文凭不是UDG采用的标准。除了文凭以外，一名真正的教授应完全献身于教学，而且有丰富的经验！作为一所私立大学，只有在教授和助教了解到只有持续发展和改进才能取得进步时，UDG才能获得自己的机会。但首先，他们应该意识到致力于自身的精神！只有利用在UDG的所有机会，教职工才会取得成功，而这些机会每天都有。他们必须始终牢记竞争日益激烈，还有来自国外的应聘人员！**如果没有相应的资格，没有人能够在UDG工作一辈子！**

1. Young teaching assistants must pay attention to the following: you must work on yourself, read, and research, publish, perform in public and first of all - you must live and experience life! That is the only way to create yourself and find yourself. In order to become a university professor, you need at least 15 years of experience, composed of hard work (minimum 10 hours a day) and the rest of the day you should use to widen your experience. It is not just the title and diploma that make one person a professor! The title and diploma is not the criteria implemented at UDG. A real professor, besides diploma, is completely devoted to teaching and has experienced a lot! As a private university, UDG has a chance only when its professors and teaching assistants understand that there is no progress without continuous development and improvement. But first of all, they have to be aware that they have to work on their spirit! Teaching staff will succeed in this only by using all the opportunities they have at UDG, and that are provided to them every day. They must never forget that competition is rising, there are candidates from abroad! No one will be engaged at UDG forever, if they do not deserve so!

38. 我们必须意识到，成为一名大学教授的过程开始于他们顺利毕业的那一天！文凭并不等于教授职业！年轻的助教不得用他们从未经历过的事情教育年轻一代并为他们提出建议。我们也不得变得智力自恋。智力自恋一般意味着知识和技能的匮乏，以及缺乏创造力。

1. One must be aware that a process of becoming a university professor starts when he/she successfully graduates! Diploma is not equal to the professor vocation! Young teaching assistants must not permit to themselves to teach and advice young generations about something they have not experienced. We must not permit to ourselves to become intellectual narcissus. Intellectual narcissism usually implies the lack of knowledge and skills, lack of creativity.

从助教岗位成长为一名大学教授的过程类似于学徒（补鞋匠、理发师或铁匠）成为一名大师。如果不是一名优秀的学徒，你也不可能成为一名优秀的大师。因此，在职业生涯之初，**所有助教最初都是学徒。**当学徒（在现代世界，学徒被称为实习生）是一个一步步学习的过程，然后才会成长为大师（导师）。年轻的助教必须要求自己像导师一样做事。导师是激励你创造、鼓励你创造并追随你的愿景的人……**导师是你的激励者！**很多人的经验表明，与导师毫无沟通的人通常也不会成功。

A road to becoming a university professor from teaching assistant position is analogous to apprentice (cobbler, hairdresser or blacksmith) becoming a master. You cannot become a good master if you were not a good apprentice first. Therefore, at the beginning of their career, all teaching assistants are apprentices first. Apprenticing (in a modern world, apprentice is called a trainee) is the step by step studying process, followed by the master (mentor). Young teaching assistants must ask themselves do they all have their mentor. Mentor is someone who inspires you to create, someone who encourages you .to create and follow your vision... Mentor is your inspirer! According to experiences of many individuals, people who lost communication with their mentors have usually failed more.

39. 传统的教学方法就是完成规定的工作，文学和考试应该摒弃！我们应该听取学生的反馈，他们是如何发现你的授课，他们是否获得想要的东西，我们需要做些什么来提升他们的知识、技能等等。**我们应该单独了解每一名学生！**必须采用交互式的教学方法！教授和助教必须遵守他们学生的个性以及他们各自的能力和知识。学生有权不去了解，但这不是我们对学生分类的理由。我们必须尊重他们的尊严与自由！我们必须顾及学生的隐私。学生的分数低和知识水平不足必须成为教授/助教鼓励他们更加努力工作和学习的额外动力……

1. The classical teaching method composed of fulfillment of workload, literature and exams should be abandoned! It is necessary to look for a feedback from your students - how did they find your lectures, did they get everything, what do we need to do to upgrade their knowledge, skills, etc. Every student should be approached individually! The teaching method must be interactive! Professors and teaching assistants must respect their student's individuality, respectively his/her capabilities and knowledge. Student has a right not to know and it is not something based on which we should classify our students. Their dignity and freedom must be respected! We must take care of our student's privacy. Low grades and ignorance of our student must be seen as an additional motive for a professor/teaching assistant to encourage him/her to put additional effort in work and study harder.

40. 不管学生们在高中的平均分数如何，进入UDG的学生都有死记硬背和记忆不必要信息的能力，他们的词汇量较差、没有培养好奇心、有未知的恐惧，对提出问题和发表意见感到畏惧……对于这些学生应该采用什么样的教学方法？我们是否应该采用“传统的教学方法”，与学生们严格沟通，还是应该愿意帮助我们的学生并与他们谈话，改正他们的缺点，以及提高他们的品德和才能！不能用低分数的形式惩罚学生，但应该在交互式教学方法的范畴内要求他们更努力地学习！

1. Regardless the average score they had in high school, students come to UDG with ability to study by heart and memorize unnecessary facts, with a poor vocabulary, undeveloped curiosity with a fear from unknown, fear to ask questions and to comment... What teaching method should be implemented in approaching to these students? Should we use the "classical teaching method", be strict in communication with students, or we should be open to help and talk to our students and eliminate their flaws and defects, as well as improve their virtues and talents! Students should not be "punished" by giving them low marks, but by requesting them to work harder within the context of interactive teaching method!

41. 为了提高能力和创造力，学生们必须学习如何将现实与他们所学的学科联系起来。我们所有人必须培养学生将单一信息与**单个单元**联系起来的能力，基于此，他们将**产生新的思想**。建立**精神网络**（建立事实之间的连接）应成为在UDG教学的基础……每一位教授和助教都应该确保其教学方法与其性格一致。学生必须根据思想的联系和比喻、对书籍和文章的讨论进行学习。

1. In order to improve his capabilities and creativity, students must learn how to link the facts and disciplines they study about. We all must think of a way on how to enable our students to connect single information into a single unit, based on which they will produce new ideas. Building a mental network (making connections between the facts) should be the basis for teaching at UDG. Each professor and teaching assistant should align his/her teaching method with his/her character. Students must study based on associations and metaphors, discussions about books, articles, etc.

根据上文的理念，现代技术的大量使用使得家庭作业毫无意义，因为每个人都能够从网上抄袭，不仅仅是家庭作业，甚至整个博士学位论文都能够抄袭……UDG的学习模式以学校中的**工作时间为基础**。最后是博洛尼亚宣言的意图！如果我们有遵守这条规则的所有必备条件，我们应该找到方法让学生尽可能长时间地留在学校里。学生必须在UDG的学术和知识氛围中取得发展，而不是在咖啡馆和商场等地方。这也是在当前位置建造UDG的一个原因。

Within the afore explained concept, mass usage of modern technologies makes homework nonsensical, since everyone can copy from the internet - not just the homework, but the whole PhD dissertation. Homework should foster the creativity of our students, liberate our students to express themselves and forget about copying it from the internet. UDG model of studies is based on spending working hours at University. The last is the intention of Bologna declaration! If we have all the necessary conditions to comply with this rule, we have to find a way to make our students stay at the University as much as possible. Students must develop in academic and intellectual ambience of UDG, and not in cafes, malls etc. This is also one of the reasons for building UDG at its current location.

42. **“13条戒律”**笔试是UDG每个人必须完成的任务，其中包括学生和教职工。必须严格遵守这些规则。与UDG签署合同的每个人必须遵守所制定的规则。**“13条戒律”可能会有变更，但只要实施这些规定，我们所有人必须遵守。**我们（尤其是年轻的助教）应该意识到，长期来看，学生将会尊重专业人员而非那些试图让他们无忧无虑的人。

1. "The 13 commandments" of written examination are obligatory for everyone at UDG - the students, but the teaching staff as well. These rules must be followed strictly. Everyone who signed a contract with UDG must follow the rules that are set. "The 13 commandments" may be a subject to change but as long as these rules are valid, we all must comply with them. We should all be aware, especially younger teaching assistants, that in a long term, students will respect more the professionals instead of those who try to ease them.

43. 我们应该特别关注专业、硕士和博士论文的写作上。（这一点和研究原则将单独讨论。）题目、结构、研究方法和指导应该识破学生的**可疑意图**。我们必须牢记，大学的品牌化在学习层次上实现。因此，每一个可疑行为和违反论文写作规定都会导致对学生、教授和助教的犯罪刑罚。这是我们所有人签署的学习合同上的规定。

1. Special attention should be put on preparation of specialist, master's and doctoral thesis. (This and the research principles will be discussed separately.) The topic, the structure, research methods and mentoring should disable students in his suspicious intentions. We must never forget that branding of university is done at this level of studies. That is why every suspicious act and obeying the rules of thesis preparation are a subject to criminal punishment of students, professors and teaching assistants. This is the provision of the study contract that we have all signed.

44. 在实施UDG规则中任何形式的不透明、冷漠和不负责任都会影响UDG的形象（这意味着我们的毕业生以及UDG聘用的行政人员和教职工形象受到破坏）。我们不允许出现这种学习方法，这对我们的形象和学习质量都会产生非常坏的影响！我们必须时刻记住，当我们在大学工作，我们就有**个人责任**！UDG的形象取决于你！对任何在UDG工作人员的所有批判，你必须承担责任。

44. Any kind of non-transparency, nonchalance and irresponsibility in implementing the rules of UDG affect the image of UDG (which implies that it ruins the image of our graduated students and administrative and teaching staff engaged at UDG). It is impossible to tolerate this kind of approach to our studies, since it has a very bad impact on the image and the quality of our studies! We must never forget that when we work at University we have a personal responsibility! The image of UDG depends on you! You must take personally all the critiques regarding anyone engaged at UDG.

45. UDG教授和助教必须增加所使用和交谈语言的数量。当然，这也与学生相关！但是，如果教授和助教没有做到这一点，我们不能“强迫”我们的学生学习外语！从现在开始两三年内，我们必须准备好使用**英语**教学。同时也会使用其他外语。这样会吸引外国人！这是**扩大我们市场**的关键条件，而市场是我们资金的唯一来源！意识到自我改善对自己和学校均有利、且继续提升自己的教授和助教将会吸引外国学生！同时，只有这种教师才会成为学生的行为榜样。**现在有多少教授和助教正在学习外语？**英语已经不再被视为外语。当今的一代将仅追随**个人榜样**！言语不会影响到他们！国家认可的外语中心为愿意学习并提高语言技能的人提供了良好的条件。从明年开始，入学的学生将必须使用至少三门外语方可获得毕业证书。当今的一代必须能够讲4-6门语言，以确保工作时有竞争力。多数欧洲企业和研究机构要求应聘人员必须了解至少三门语言！2030年进入这些企业将会是什么条件！我们应该为那个时代做好准备！

45. UDG professors and teaching assistants must increase the number of languages they use and speak. Of course, this regards to students too! Still, we cannot "force" our students to learn foreign languages if our professors and teaching assistants do not do the same! In two, three years from now, we must be ready to teach in English language. But also in other foreign languages. In this way we will attract foreigners! This is the key condition to expand our market which is the only source of our funds! Professor and teaching assistant who is aware that his/her self-improvement is beneficial both to them and the University, and continues to work on h(er)imself, is kind of individual that will attract foreign students! Also, only that kind of teachers will be a role model to students. How many professors and teaching assistants are studying foreign language at this moment? English language is not considered a foreign language anymore. Today's generations will follow only personal examples! Words will not affect them! The Center for foreign languages, accredited by the state offers good conditions to anyone who is willing to study and improve his language skills. From the next year, enrolled students will be obliged to use at least three foreign languages in order to get a diploma. Today's generations must be able to speak 4-6 languages in order to be competitive when they start to work. Most European companies and research institutes look from their candidates to know at least three languages! What do we expect to be the condition to enter such companies in 2030? Let us prepare them for that era!

46. 为了提高教学质量，我们必须关注于提高科研水平。研究是每个学习计划必不可少的一部分！学习和研究在“教授的等式”（S = z • i2）中有牢不可破的联系！这意味着我们的学生必须更主动地参与到研究中，并培养学生的研究能力，另一方面，我们必须更多地在知名期刊上发表文章。所有以上内容对UDG的形象和认可度极为重要！未遵守这些规定的人将从教学中除名，其博士论文将被拒收，不会有机会获得奖学金或博士后学位……对于UDG的所有教职工，我的问题是 – 在帮助我们的学生了解**UDG研究日**（每年4月4日举行，也称为学生日）概念方面，你付出了多少？

46. In order to enhance the quality of teaching, we must focus on improving the research component of science. The research is the integral component of every study program! Studies and research have the unbreakable bond in the "Professor's equation" (S = z • i)! This implies that our students must be involved more actively in the research and develop research capabilities of our students and on the other side we must publish more of our articles in renowned journals. All the aforementioned is of high importance for the image and recognition of UDG! The ones who do not comply with this will be excluded from teaching, will be denied for their doctor dissertation, will not get the chance to get a scholarship or a postdoctoral specialization... My question to all the teaching staff engaged at UDG - How much did you do to help our students understand the concept of The research Day at UDG, held every 4th of April, which is the Day of students.

47. UDG教职工应根据UDG的计划提高信息技能和能力！我们正在走进新时代！因此了解从**工业社会向信息社会**的转变至关重要。这种转变意味着以全新的方式了解世界和我们的环境。正如J. 里夫金所说，我们正在进入“路径时代”。

1. Informatics skills and capabilities of the teaching staff at UDG will have to be improved in the accordance to the program prepared at UDG! We are approaching to the new era! Therefore it is essential to understand the transfer from the industrial to informatics society. This transfer represents the completely new approach to the world and our environment. We are entering the "age of access", as J. Rifkin would say.

48. 备课十分重要！教授和助教必须认真对待。每个在UDG工作的人都应充分做好准备，不得出现即兴讲演和漠不关心的表现、政治言论或俚语。教职工应根据以下原则备课：**没有什么事情比安排有序更自发和自然！**

1. Preparation of lectures is of high importance! Professors and teaching assistants must approach to it seriously. Full preparation, with no improvisation and nonchalant behavior, political discussions or slang terms is required of anyone working at UDG. Teaching staff should prepare their lectures based on the principle that there is nothing more spontaneous and natural-looking than something that is well organized!

课堂是一个研讨会，需要所有学生的合作、学习和实践，激励学生积极主动。每位教授和助教的一个重要任务是激励学生积极参与。这一点没有任何理由。如果学生不愿意参与到研讨会中，教授和助教也不能激励他们。这些教授没有资格在UDG教学，我们将调查他们的劳动合同。如果教师在进入教室时没有热情也没有教学能力，UDG不会接受这类教师。

The lecture is the workshop which engages all the students to cooperate, study and practice, and motivates them to be active. One of the important tasks of each professor and teaching assistant is to motivate the students to be actively involved. There are no excuses for this. If students are not willing to get involved in the workshop, then their professors and teaching assistants are incapable to motivate them. These professors are not capable of teaching at UDG and therefore their working contracts will be enquired. The behavior of teachers who act with no enthusiasm when entering the sutdyroom and with no pedagogical capabilities will not be tolerated at UDG.

49. UDG的课程是**强制性的**！UDG的所有活动都是**强制性的**！**学习合同**规定了这一点。合同规定将提前公布。学生有权利选择是否在UDG就读。如果学生进入UDG，缔约方之间的所有问题将在法庭上解决。如果没有明显的证据证明学生出勤，该学生将不得参加考试。对此条规定的任何曲解均视为违反规定，并将受到惩罚。此举视为违反UDG的劳动合同。**为学生支付学费的父母希望上课期间他们的子女在UDG，而不是在有可能接触到当今世界恶习的其他地方。**

1. The lectures at UDG are obligatory! All the activities at UDG are obligatory! This is prescribed by The Studying contract. Provisions of the contract are known in advance. Student has the right to decide whether to enroll UDG or not. If a student enrolls UDG, all the issues between the contracting sides will be resolved at the court. A student will not be able to do the exam if there is no clear evidence of his attendance. Any misinterpretation of this rule is considered as violation and will be punished. This may lead to breaking the working contract at UDG. Parents who are paying for their children's studies expect their children to be at UDG during their lectures, and not somewhere else where they can be exposed to vices of today's world.

50. 投影仪的使用必须**受到限制**。教授和助教不得使用幻灯片讲课，或者，不得将整堂课的内容都做成幻灯片。他们应该列出促使学生思考和发挥想象力的关键词和思路，但首先，应该参与到课堂中！教师不得通过使用幻灯片讲课而失去自己的权威性，幻灯片不如图片、图标以及单词能够激励学生讨论。因此，重要的是禁止学生根据幻灯片准备考试。他们必须参加基础课程以及额外的课程、使用教材、在课堂上讨论，以便于为考试做准备……当然，使用“充满活力的词语”极为重要！

1. The usage of projector must be limited. A professor and teaching assistant should not read form the slides, or put the entire lecture on the slide. He should think about the key words and ideas that will force the students to think and develop their imagination, but first of all, to be involved in the lecture! A teacher must not permit h(er)imself to lose authority simply by including lectures based on slides, which will never motivate students as good as pictures, graphics, words over which they should discuss. Therefore, it is essential to disable our students to prepare for the exam based on the slides. They must have the basic and additional literature, use books, discussions from the class in order to prepare for the exam... Of course, the usage of "live words" is of high importance!

51. 每一门课程均应开发学生理解**关键词**含义的能力！这些词语是关于使用词语的学科。应激励学生对关键词给出自己的定义。我们必须以丰富学生的词汇量以及开发学生的抽象思维为目标……对一个句子进行理解时，我们必须首先理解词语。句子是表达你观点的方式！如果我们无法理解组成句子的词语，我们如何理解句子含义？

1. Each course should develop the student's ability to understand the meaning of key words! These words concern the discipline within which they are used. Students should be motivated to give their own definition of the key words. We must aim at enriching our student's vocabulary as well as developing the abstract thought of our students. In order to understand the sentence, one must firstly understand the word. The sentence is the way to express your opinion! How to understand the meaning of the sentence if we are not able to understand the words of which it is composed?

52. 必须严格遵守上课的开始和结束时间。不得迟到，也不得拖堂！学生必须明白，尊重日程表是一种基本的专业态度，在职业发展过程中极为重要。

1. The starting and the ending hour of the lecture must be respected strictly. No one is allowed to be late for the class, as well as to extend it! Students must learn that respecting the Agenda is one of the basic professional manners, which will be very important in their professional development.

53. 系主任必须参加除了“他们”学院教授所教课程以外的其他课程。我的座右铭是：“**信任固然很好，但控制更有效率。**”大学校长有同样的责任，但他的出现经常会引起人们的惊叹。这是我们对学习质量内部评估理念的贡献方式。

1. Faculty deans are obliged to attend the lectures of professors that teach not just at "their" faculties. My motto is: "It is good to have trust, but controlling is much more efficient."

Rector of the University has the same duty, notwithstanding the fact that his appearance usually induces wonderment. This is our way to contribute to the concept of internal evaluation of the quality of our studies.

54. 将UDG不同学院之间的教授联系起来（通过组织项目、讲座、教学……）将会激励学生扩大他们的联络网，而不考虑他们在UDG的学院（目前有12个学院）。商务网络（“**老朋友网络**”）对加入UDG的学生较为有利！UDG是一所罕见的大学，**所有学院都设置在同一幢建筑物上**。如果一个学院拒绝与UDG的其他学院合作及沟通，这会影响学生的质量以及UDG的形象。UDG不允许出现此类事件。在马斯洛需求层次理论中，势利低于创造、产生新思想以及自尊的需求。我们在UDG也坚持这一点。

54.Connecting professors from different Faculty units of UDG (by organizing projects, lectures, teaching.) will motivate our students to enhance their networks, regardless the UDG Faculty they are coming from (at this moment, there are 12 Faculty units). Business network ("the network of old friends") is beneficial for students who enroll UDG! UDG is one of the rare Universities whose Faculty units are set within one building. A faculty that is not willing to cooperate and communicate with other faculty units at UDG threatens to erode the quality of his students, as well the image o UDG. This will not be tolerated at UDG. Snobbishness is below the need for creation, production of new ideas and self-respect in the Maslow's hierarchy. This is something we insist on at UDG.

55. **与学生家长更密切地合作**至关重要。这是UDG与该地区其他大学相比的优势。我们应该为学生家长提供书面的半年度报告，其中包括学生的分数、行为、课堂出勤以及课外活动出勤情况等信息……这对大一新生而言极为重要。在此情况下，应进一步加强与家长的书面沟通。除了家长支付学费以外，我们还应牢记，他们还相信我们能够把他们的孩子培养成好人，甚至是专家。

1. It is crucially important to cooperate with the parents of our students more intensively. This is one of the advantages of UDG over other universities in the region. We should prepare written semi-annual reports for the parents of our students, which should contain information on the marks, the behavior, the attendance to class and extracurricular activities... This is especially important for the freshmen. In that case, the written communication with parents should be even more intensive. We must not forget that besides the fact that parents are the ones who pay the tuition fee, they are the ones who gave us their trust to help their children become expert, but first of all good people.

56. 对于如何与**高中**建立良好的关系，这个问题的答案是进一步提高我们学习计划质量的必要条件。招生活动是建立这一关系的唯一方式。在今年（2013年）的米洛切尔发展论坛上，与会人员为高中教师，他们就教育质量进行讨论，你是否同意这种论坛是改进与高中关系的途径？我们应该寻找方式与高中合作，组织研讨会、会议和讲座；寻找方式让高中教师参与到UDG的课堂。我们必须同意，根据学生的质量，高中教师的质量决定了大学的课堂质量。即使是现在，我们也能够根据学生的知识水平区分出特定高中的学生。UDG的所有教授和助教应试图建立这种关系。近期将针对该主题组织圆桌会议。届时将邀请黑山高中的所有代表。

1. The answer to the question on how to build a good relationship with high schools is one of the necessary conditions to bring the quality of our study program to the higher level. The enrollment campaign is only one of the ways to establish that. Do you agree that this year's (2013) Milocer Development Forum, on which the quality of education was discussed and which attendants were high school teachers, was the way to improve the relationship with high schools? We should look for the way to cooperate with high schools and organize seminars, conferences and lectures; find a way to involve high school teachers in the lectures held at UDG. We must agree that the quality of high school teacher defines the quality of lectures at university, based on the quality of students. Even now, we can differentiate students coming from certain high schools, based on the quality of their knowledge. All professors and teaching assistants at UDG should try to contribute to building this relationship. Round tables on this topic are going to be organized in the near future. All the representatives of high schools in Montenegro will be invited.

57. 根据基于“教授的等式”（S = z • i2）的学习理念，与**企业部门、公共机构、国际组织、大使馆**之间的联系非常重要。UDG教授和助教参与到经济和企业部门极为重要且值得推荐！学习计划必须包含企业部门人员的讲座，以及为我们的学生提供实习机会，使学生将理论与实践联系起来。一直坐在办公室且贬低实践价值的教授即将消失。没有人会为这种服务付费，即使国家也不会。

1. Within the concept of studies based on the "Professor Equation" (S = z • i), the connections with the business sector, public institutions, international organizations, embassies is very important. The involvement of UDG professors and teaching assistants in the economic and business sector is highly important and recommendable! Study program must contain the lectures of people from the business sector, as well as offer to our students the opportunities for the internship, which will enable them to link the theory and practice. Professors who sit in their offices and undermine the value of practice are about to evanish. No one, not even the state, will pay for that kind of service.

58. UDG的基本原则是**自由**。责任！个人责任！精神的自由！创造的自由！提出思想的自由！多样化的自由！自由是“不平等的权利”（N.别尔嘉耶）。无所畏惧拥有自由的自由！与埃里克·弗罗姆的“逃离自由”理念对立的自由！从对政治的畏惧中解放自己的机会！将自己从静止不动中解放出来的机会！在UDG，自由被认为是为自己的行动和行为负责。这也意味着一个人的自由受到其他人自由的限制！

1. The basic principle of UDG is liberty. Responsibility! Personal responsibility! The liberty of spirit! The liberty to create! The liberty to produce ideas! The liberty that produces diversity! The liberty seen as "the right to inequality" (N. Berdjajev). Liberty without the fear to have the liberty! The liberty that is opposite to ideas of Eric From's "Escape from Freedom"! The opportunity to liberate oneself from the fear of politics! The opportunity to liberate oneself from the fear of being stationery! At UDG, liberty is considered as being personally responsible for your own actions and behavior. It also implies that one's liberty is limited by the liberty of others!

59. UDG支持学生、教职工和行政人员的创造性。UDG鼓励针对风险的智慧爆炸，因此，每个人都有权利犯错。从畏惧失败中解放出来以后，我们的学生、教授和助教就不会惧怕尝试和提出新事物。

1. UDG supports creativity of its students, teaching and administrative staff. UDG encourages intelligent explosions to risks, and therefore it considers that everyone has a right to make a mistake. Liberated from the fear to fail, our students, professors and teaching assistants are not afraid to try and bring something new.

爱因斯坦之所以出名并非因为他提出的方程式E = m • c2，而是因为他**尝试了数千次，证明这个方程式“毫无作用”！**我们必须提出一种方式，将学生解放出来且不畏惧失败！

We supports Einstein's statement that he is not famous for his equation E = m • c , but for the thousands of trials bv which he proved that this equation "does not work"! We must think of a way to liberate our students not to be afraid to fail!

毕竟如卡尔·波普尔所言，仅“尝试和错误”的方法才能使人类和其他生物体（自然选择）在地球上找到自己的位置。这种尝试和错误的方法促使知识不断提升和改进。这类似于物种进化论，仅在克服重重困难之后，物种才得以生存。

After all, as Karl Popper states, only by "trial and error" method, humans, as well as o ther organisms (natural selection), have found their place on earth. This method of trials and errors leads to continuous enhancements and improvements of knowledge. This is analogous to the theory of evolution of species, according to which only by overcoming the obstacles the species can survive.

60. 虽然提出了自由理念，但UDG还营造了“健康”的竞争氛围。尽管UDG的学生天生互相竞争，但引导学生宽容与合作是UDG的一个重要目标。在UDG，我们必须摒弃一种想法，即一个人的成功就是另一个人的失败。每个人必须相信“共赢”这一逻辑，教授、助教和学生之间的关系应基于该理念。

1. Even though it is based on the liberty concept, UDG creates the ambience of "healthy" competition. Nonetheless the fact that UDG students naturally compete with each other, building the tolerance and cooperation among the students is one of the most important aims of UDG. A competition based on a concept that someone's gain is other person's loss must be abandoned at UDG. Everyone must believe in the logic of "win-win" situations and the relations between professors, teaching assistants and students should be based on this concept.

61. UDG试图提出独特的竞争理念。竞争基于个体持续提高自身知识和技能以及逐日提升自己的欲望。这不是生死竞争，也不是与其他人一起对机遇的竞争。在UDG，每个积极主动、有意向努力学习以及创造新思想的人都有机会……这意味着一个人的思想不会受到空间或其他人的限制。在UDG，每个人都有机会！我认为一个学科有五名教授更有效率……因此，在UDG，在国外完成硕士或博士学业的教授数量有所增加。

1. UDG tries to develop a specific concept of competition. Competition is based on a desire of individuals to continuously improve their knowledge and skills and to become better day by day. It is not seen as a struggle for life or death or as a fight with others in order to seize the opportunity. At UDG, there is place for everyone who has the initiative, who wants to work hard and create new ideas... This implies that one person's idea is not limited by space or other people. At UDG, everyone has a chance! I believe that it is more efficient to have five professors teaching one discipline. That is the reason why the number of professors who finished their Master or PhD studies abroad engaged at UDG is rising.

无论是哪个学科，UDG欢迎世界各地所有愿意塑造和发展自己的人。

No matter the discipline, any individual from all around the world willing to create and develop h(er)imself is welcomed at UDG.

62. 学生必须有**自主创业**的动力！我们的学生必须愿意经营自己的生意！为了达成此目标，UDG建立了**学生商业中心**以及**新企业孵化器**……学生必须做好准备独立解决问题，不期待别人（一般是国家）为他们解决。我们应该引导学生在私营部门找工作；自主创业，避免在公共部门就业。企业和公共部门之间创造附加价值（利润）的理念存在很大的差异。

1. Students must develop the urge to be self-employed! Our students must be willing to run their own business! In achieving this goal, Student Business Center was established at UDG, as well as New enterprises incubator. Students must be prepared to solve problems by their own and not to expect someone else (usually the state) to do it for them. We have to direct our students to look for a job in a private sector; to start their own businesses and try to avoid employment in public institutions. There is a big difference in a concept of creating added value (profit) between the business and public sector.

63. UDG的员工应特别注意使用邮件沟通。邮件的质量、样式、语法和内存必须高度专业。UDG的教职工、行政人员和学生之间的整体沟通应遵守商务和职场礼仪。我们必须意识到，我们写出来的所有内容（论文、书或邮件）在公布之后可能会被任何人阅读。因此，这会对我们的形象造成很大的影响。显然，任何形式的粗鲁、冷漠或不专业的沟通都有可能损害UDG的整体形象。通过这种方式，我们的学生也将为未来的职业发展做好准备，而职场礼仪是最低要求。为了实现这个目标，我们将安排邮件书写方法的课程。

63. Communication via e-mail is something that UDG employees should put a special attention on. The quality, the style, the grammar and the content of e-mails must be highly professional. The overall communication between the teaching, administrative staff and students of UDG is expected to comply with the business and professional etiquette. We all must be aware that everything we write (paper, book or e-mail) can be read by anyone, after we publish it. Therefore, it can seriously impact our image. It is clear that any kind of rude, nonchalant or unprofessional communication can harm the overall image of UDG. This is also a preparation of our students for the future professional development, where professional etiquette will be the minimum requirement. In order to achieve this, we will organize the course on methodology of writing an e-mail.

正式信息或邮件应视为在发出后七个小时被阅读，我们应该遵守此条规则，这一点很重要。当提及这一点时，没有任何理由。本条规则适用于UDG的每一个人。

It is essential to comply with the rule that an official message or e-mail shall be deemed as read seven hours after it was sent. When it comes to this, there are no excuses. This rule concerns everyone at UDG.

64. 我们的学生将生活在一个人口稠密的世界，即一个全球化的世界，这个世界没有界限。为了在这个世界上取得成功，最低的要求是商务礼仪和文化意识。**文化意识**对我们学生的职业生涯极为重要！我希望我们都能意识到，至少两万人将从全球各地来到Lustica海湾定居。你是否想过，黑山进入欧盟之后，将开始“欧洲人口迁移”？在不远的将来，我们的国家将包括价值观体系不同、不同国家、不同性格和观点的人。因此，我们必须增加所讲语言的数量（4-6门）以及学习和接受其他文化，以做好准备。你是否同意语言是不同国家之间沟通的唯一方式？人们认为黑山应该发展旅游业。如果我们不会讲除了英语以外的外语，也不了解其他文化，我们如何发展？

64. Our students will be living in a densely populated world - a global world, where there will be no boundaries. In order to succeed in this world, the minimum requirements will be the business etiquette and cultural awareness. Cultural awareness will be of high importance for the professional career of our students! I hope that we are all aware that Lustica Bay will have at least 20.000 inhabitants coming from all over the world. Have you ever thought that when Montenegro enters the EU "the migration of European population" will start? In the near future, our environment will be composed of individuals with different systems of values, coming from different countries, different characters and opinions. Therefore, we must prepare ourselves by increasing the number of languages that we speak (4-6), as well as by learning and accepting other cultures. Do you agree that language is the only mean of communication between different countries? Development of Montenegro should be based on its tourism, they say. If we do not speak any foreign language besides English and do not know anything about other cultures, how can we expect to grow?

我们必须教导我们的学生，**说出来的话（承诺）**是任何成功的商务关系之基础！他们必须了解如何根据职场礼仪行事。UDG必须培养学生以及在UDG工作的教职工和行政人员的整体（职业）精神！

We must teach our students that a given word (promise) is the basis of any successful business relation! They have to know how to behave in accordance to professional etiquette. UDG must develop the global (professional) spirit among its students and teaching and administrative staff engaged at UDG!

65. UDG十分支持学生的流动性。UDG鼓励学生前往其他大学学习。UDG承认所有考试。尤其是美国、中国、韩国和澳大利亚的暑期班。学生在网络平台www.course.org上通过的所有课程都将获得认可。

1. UDG highly supports the mobility of its students. UDG students are encouraged to go and study at other universities. All the exams will be acknowledged by UDG. This specially concerns summer schools in USA, China, South Korea and Australia. All the courses that students passed on web platform [www.course.org](http://www.course.org/) will be acknowledged too.

66. UDG必须遵守上述所有规定，违反规定可能会导致学生不满，学生**将有权利在UDG免费上课，或退回学费**……当然，学生也应当遵守学习合同的规定，对UDG以及合同中相关人员并未抱有很高期望的人也应遵守这些规定。

1. UDG has to comply with all the aforementioned rules, and any violation of rules that can cause dissatisfaction of our student will give him/her the right to attend UDG lectures for free, or to be returned the money back... Of course, this concerns individuals who comply with rules of the studying contract too and who do not have higher expectations from UDG from the ones highlighted in the contract.

67. 积极参加对本年鉴相关思想的探讨是UDG学生和教职工的职责。这些思想将在UDG组织的圆桌会议上讨论。（圆桌会议的规则是本年鉴的一个单独部分）

与UDG签署合同的每位教授、助教或学生必须意识到，UDG大学属于追求个人和职业发展的**每个人**。因此，**雇主和员工**有权利根据UDG事先提出的规定**做出选择**。

1. The duty of UDG students and teaching staff is to actively participate in discussions regarding the ideas of Almanac. Ideas will be discussed at round tables organized by UDG. (the rules of Round tables are separate part of Almanac)

Every professor, teaching assistant or student who signed the contract with UDG has to be aware that UDG is the university which belongs to everyone who sees the opportunity for personal and professional development. Therefore, both employers and employees have a right to choose within the pre-prescribed rules at UDG.

68. 在UDG工作的每个人都必须遵守着装要求的规定。着装要求极其重要，显示了一个人对单位的尊重。因此，我们没见到过有人穿着短裤或无袖T恤上法庭。你见过没穿上衣进入国务院的人吗？

我们的学生从哪里能够学到着装要求的规定？当然是在学校里！教授将教学生着装要求的规定和商务礼仪。

1. It is obligatory for everyone engaged at UDG to comply with the rules of dress-code. Dress- code is something extremely important, since it shows the respect an individual has for the institution. Therefore, it is impossible to see someone entering the Court in his shorts or sleeveless t-shirt. Have you ever seen someone entering the State Department without a blazer? Where can our students learn about the rules of dress-code? Of course, at University! Students will learn about the dress-code rules and business etiquette from their professors.

69. UDG相信，每名学生都有自己的天赋，年轻人愿意努力学习以取得成功。UDG相信，每个年轻人都有梦想！我们相信，遵守本文件 – UDG学习年鉴基本规则的所有人都会**取得成功而且幸福**！当然，UDG有意招收最好的学生，但也寻找有生活经验的个人。UDG寻找已经了解到人生需要努力学习以不断奋斗的人。每个相信自己意志以及为梦想奋斗的人都会被UDG录取！我们需要奋斗者，而不是懒散的个人！没有人需要娇生惯养的个人！我们正在寻找已经准备好寓乐于学以及拥有远大梦想的人！

1. UDG believes that every student is gifted for something and that young individuals are willing to work hard in order to succeed. UDG believes that every young person has a dream! It is considered that everyone who follows the basic rules of this document - Almanac of studies at UDG, can be successful and happy. Of course that UDG is interested to enroll the best students, but it also seeks for individuals with life experience. UDG seeks for persons who have learned that life represents a continuous struggle which requires hard work. Every young individual who believes in his/her willpower and who are ready to fight for what they want will be admitted to UDG! We need fighters, not lazy individuals! No one needs spoiled individuals! We are looking for individuals who are ready to have fun while working hard, as well as to dream big!

70. 在UDG，我们推崇**成功和成功人士**。我们鼓励**幸福**和**快乐**！我们支持创造者！创新者！企业家！我们支持勤奋工作者！我们严禁流言蜚语！我们支持有魄力的人！我们支持人性！**我们鼓励学生以及其智力和精神力量**。我们推崇**历史的未来**这一理念！

1. At UDG, we promote success and successful people. We promote happiness and fun! We support creators! Innovators! Entrepreneurs! We support hard workers! We strictly prohibit gossiping! We support individuals with guts! We support humanity! We promote student and his intellectual and spiritual power. We promote the idea of THE HISTORY OF FUTURE!

71. 我希望本文件能够促使你思考一下你的职业和个人价值观。

我希望本文件将激励你制定自己的教学方法，并培养自己的个性和性格。但最重要的是，我希望你能够认真对待本文件，**十分仔细地多读几遍**。

希望你能够尊重自己的责任、你的学生和时间，希望我们将在**未来的历史**中长期同行，向你致以深切地祝福！

1. I hope that this document will make you think about your professional and personal values. I hope that it will inspire you to develop your teaching method, but also your personality and character. But most of all, I hope that you will take it seriously and read it few times, very carefully.

Wishing you to respect your own responsibilities, your students and time, hoping that we will sail along for a long time in THE HISTORY OF FUTURE, I am sending you lots of greetings!



UDG校长韦塞林•武科蒂奇教授

Professor Veselin Vukotic, the Rector of UDG

UDG学习年鉴理念的创造者

Creator of idea of Almanac of studies at UDG



**年鉴的理论和操作平台**

***Philosophical and operational platform of Almanac***

1）诗歌：

■ R.吉卜林《如果》

■ H.G. 柏格森《此刻》；

■ W.D.温特尔《思考》

**1) Poems:**

* **If-,** R. Kipling
* **Moments,** H.G.Borhes;
* **Thinking,** W.D.Wintle

1. 彼得二世·彼得洛维奇·恩杰戈斯《Noc skuplja vijeka》

**2) Noc skuplja vijeka,** Petar II Petrovic Njegos

1. S = z • i2（教授的等式）

**3) S = z • f** (Professor's Equation)

1. “13条戒律”

4) "The 13 commandments"

1. 圆桌会议

5) Round tables



|  |  |
| --- | --- |
| **此刻 \*** | **如果- \*\*** |
| 如果我能够重新活一次，  在下一生——我将试着，  ——犯更多的错误，  我不再设法做得这样完美，  我将让自己多一点放松，  我将变得更加愚蠢 - 比起我现在，  事实上，我将认真地做更少的事，  我将不那么讲卫生，  我将冒更多的风险，  我将更多去旅行，  我将看更多的落日，  我将爬更多的高山，  我将在更多的河水中游泳，  我将去更多地方 - 那些我没有去过的，  我将吃更多的冰奶酪和更少的酸橙豆，  我将问更多真实的问题 - 少问那些假想的，  就象那些人中间的一个，我会  谨慎而丰富地  活在我生命里的每一时刻，  当然，我也会有许多欢乐的瞬间 - 可是，  如果我能重新活着，我将试着只要那些好的瞬间。  如果你不知道 - 怎样建造那样的生活，  那就不要丢掉了现在！  我是那些人中间的一个：他们哪儿也没有去过，  没有一支温度计，没有一个热水袋，  没有一把雨伞也没有降落伞。  如果我能重新活一次 - 我将向着光明旅行，  如果我能再活一次 - 我将轻装上阵，  从春天的开端一直走到  秋天结束，  我将坐更多的马车，  我将看更多的黎明，和更多的孩子游戏，  如果我还有生命去活着 - 可是我现在85岁了，  ——我知道我即将死去……  **豪尔赫·路易斯·博尔赫斯** | 如果在你周围，所有人都失去冷静，  责怪你，而你还能保持头脑清醒；  如果所有人都怀疑你，  你仍然相信自己，并且容忍他人的怀疑；  如果你能等待，不会因等待失去耐性；  或者面对谎言，不会以谎言作为回应，  或者面对仇恨，不会让仇恨蒙蔽理性，  既不贪慕虚荣，也不夸夸其谈；  如果你有梦想……而不会成为梦想的奴隶；  如果你有思想--而不会把思想作为目的；  如果你能面对成功和失败  对这两个骗子一视同仁；  如果你能容忍，听到你说过的真理  被恶人歪曲，用来欺骗傻子，  或者，看到你毕生的心血碎落一地，  你却能弯下腰，用破旧的工具悉心修理；  如果你能将赢来的所有堆成一堆  冒险赌一局，玩个掷币游戏，  输掉了，却还能从头再来，东山再起  而对失去的辉煌永不再提；  如果你能打起精神，鼓起勇气  即使早已筋疲力尽，却还能坚守阵地，  坚守，即使你内心已一无所有  只剩下意志在告诫自己："坚持下去！"  如果你能与大众攀谈并保持谦卑，  或者与国王同行却依然平易近人，  如果敌人和挚友都无法将你伤害，  如果所有人对你都很重要，但又不过于依赖；  如果你能将每一分无情的时光  都化作六十秒忙碌的奔跑，  那么，整个世界，一切的一切，都会属于你，  而且，我的孩子，你将会成为男子汉，顶天立地！  **拉迪亚德·吉卜林** |
| MOMENTS \*  If I could live again my life,  In the next - I'll try,  - to make more mistakes,  I won't try to be so perfect,  I'll be more relaxed,  I'll be more full - than I am now,  In fact, I'll take fewer things seriously,  I'll be less hygienic,  I'll take more risks,  I'll take more trips,  I'll watch more sunsets,  I'll climb more mountains,  I'll swim more rivers,  I'll go to more places - I've never been,  I'll eat more ice creams and less (lime) beans,  I'll have more real problems - and less imaginary ones,  I was one of those people who live prudent and prolific lives - each minute of his life,  Of course that I had moments of joy - but, if I could go back I'll try to have only good moments,  If you don't know - that's what life is made of, Don't lose the now!  I was one of those who never goes anywhere without a thermometer, without a hot-water bottle, and without an umbrella and without a parachute,  If I could live again - I will travel light,  If I could live again - I'll try to work bare feet at the beginning of spring till the end of autumn,  I'll ride more carts,  I'll watch more sunrises and play with more children,  If I have the life to live - but now I am 85,  - and I know th at I am dying...  Jorge Luis Borhes | IF- \*\*  If you can keep your head when all about you Are losing theirs and blaming it on you;  If you can trust yourself when all men doubt you, But make allowance for their doubting too:  If you can wait and not be tired by waiting,  Or, being lied about, don't deal in lies,  Or being hated don't give way to hating,  And yet don't look too good, nor talk too wise;  If you can dream—and not make dreams your master; If you can think—and not make thoughts your aim,  If you can meet with Triumph and Disaster And treat those two impostors just the same:.  If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools,  Or watch the things you gave your life to, broken, And stoop and build'em up with worn-out tools;  If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss,  And lose, and start again at your beginnings,  And never breathe a word about your loss:  If you can force your heart and nerve and sinew To serve your turn long after they are gone,  And so hold on when there is nothing in you Except the Will which says to them: "Hold on!"  If you can talk with crowds and keep your virtue,  Or walk with Kings—nor lose the common touch,  If neither foes nor loving friends can hurt you,  If all men count with you, but none too much:  If you can fill the unforgiving minute With sixty seconds' worth of distance run,  Yours is the Earth and everything that's in it,  And—which is more—you'll be a Man, my son!  Rudyard Kipling |
| \*这首诗强调了花费高品质时光享受生活的重要性；我们所有人都应该意识到，我们的生活是上帝赐予的礼物！ | \*\*\*自我意识的重要性，区分与志向相关挑战的重要性！\*\* The importance of self-awareness, the importance of differentiating |
| **思考\*\*\*** | |
| \* The poem highlights the importance of spending quality  time enjoyinglife; we should all be aware that our life is a gift  of God!  THINKING | |
| 如果你自认被打败，你就已经失败。如果你认为你不敢，你就真的不敢。  如果你想要获胜却认为自己不可能，那么你就几乎和胜利无缘。  如果你认为你会输，你就已经输掉。因为这世上我们发现，成功始于人的意志，成败在于人的信念。  If you think you'll lose, you're lost For out of the world we find, Success begins with a fellow's will It's all in the state of mind.. | 如果你自认为会被超越，你就已被超越。你必须定下目标。  你必须相信自己，然后才能最终赢得胜利。  生活之战中，胜利并非总是属于更强和更快的人，  胜利者终究是认为自己能行的人！    If you think you are outclassed, you are You've got to think high to rise. You've got to be sure of yourself before You can ever win a prize. |
| **沃尔特D.温特尔** | |
| \*\*\*这首诗强调了在实现人生目标中精神力量的重要性。无论你认为自己行或者不行，你都是正确的！ | |

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| --- | --- |
| 美妙的明月穿梭在晴朗的夜空中  繁星下是夜晚的美景，魔术般的稀疏光线唤醒了隐秘的情感，凡人渴望的目光在性感的甜蜜中徘徊。  上方是簇拥的星星在表演闪耀的圆舞；  下方是无数水滴聚集而成的天堂般的水：  夜莺在橡树上唱着悦耳的歌曲，成群结对的萤火虫像小彗星一样盘旋起舞。  我在帐篷前多彩的地毯上陷入沉思  我专心地凝视着这些美景。  我的激情开始清醒，但我的思想飞向远方更宽阔的地方。  在我心底，上帝的美丽让我开始自由思考，  每一次回归自我，这个微不足道的存在，  我就像一个小神，但被剥夺了王位；  一些甜蜜的预兆，戴安娜高贵的步伐使我的灵魂沉醉，我凝视着她鲜艳的花环。喔，你是理想的传承，为我们培育不朽，因此人类的灵魂与天堂紧密联系！  聆听和灵魂在希望中航行，视力敏锐。  因此人类的灵魂与天堂紧密联系！  聆听和灵魂在希望中航行，视力敏锐。  在这片运动的草地上，一切匆忙而至：花蕾猛然开放或露珠从树枝上滴落  透过敏锐的听觉、雷声，我听到一声可怕的咆哮：  鸟儿在茂密的草丛中扇动着翅膀，  天堂的震动使我颤抖，头晕目眩。对于我而言，每一刻每一个小时，我的时间开始停止，我所有的力量被唤醒，我的眼睛四处观看，这时，一个曼妙的仙女从远方迈着轻盈的脚步向我走来，  - 喔，我是如此羡慕，在这个神圣的时刻，我的女神向我走来！她走路时，步态比极光还要美妙，  她从银色的大门中踏着春天而来。  这位面容甜蜜的少女扫视了一眼，像雅典娜一样可爱：她的容貌如此精致，使得镜子和化妆粉黯然失色。喔，停下来，喔，月亮是你的白色马车，为我延长这个甜蜜的时刻  仙女如同往常一样使得太阳停止照耀。 | 我看着这个迷人的少女，上帝命令我拥抱她，  我带她到我的帐篷完成上帝的旨意；  在皎洁的月光下和点燃蜡烛的灯光下，  燃烧的灵魂与红色灵魂融合，火热而激情  神圣的吻融化了挚爱的灵魂 –  喔吻！喔上帝的吗哪倾泻着所有天堂般的美好！  那神圣而又治愈的香脂是最芳香的香水，是天堂给予地球的礼物 – 吸吮，吸吮双唇！造物的完美 – 上帝的神秘力量 – 没有什么比这更美好。  她小而香甜的嘴，她天使般的精致脸庞 – 纵然我有千言万语，我也一时语塞！  她圆润而雪白的乳房随着神圣的火焰颤抖着；  乳房上两个乳白色的乳头带着甜蜜的疯狂竖立起来。  她黑色的长发波浪般地从天堂般的乳房上垂下，  在黑色波浪般头发的衬托下，她的乳房更加雪白  比白雪皑皑下的山峰还要白，  在破晓时分，我看向花团锦簇的平原，透过薄雾，我欣赏着它的高贵。  我玩弄着她的乳房 – 两个神圣的地方，使得男人陷入不朽的陶醉；她的头发渗出细密的汗珠，像是眉毛的带有帘子的阁楼，  所有其他的欢乐都无关紧要，我愿意为此放弃所有荣誉。  嘴对嘴 – 亲吻一整个晚上！  如果没有这名白色的仙女，我的女王，我的吻不会得到满足，  我们两个人的眼神被一种甜蜜而强大的力量锁在一起。  当太阳的光线洒满海洋的海湾，  月亮从地平线上消失，回到福柏的统治，然后，在那里，我失去了我美妙而又年轻的爱。  **彼得二世·彼得洛维奇·恩杰戈斯** |
| \*将想象力、情感和激情融入生活和学习计划的重要性……UDG历史之根 -恩杰戈斯的思想！ | |

Wonderfully the bright moon flowed thro the clear air  
Beneath the starry fields into the beauty of evening  
And scattering rays of magic awakened secret emotions,  
And the mortal's thirsting glances wandered in sensual  
sweetness.

Above her the stars in swarms performed their brilliant ring-

dance;

Beneath her, paradisiac waters were affire with swarming  
droplets:

In an oak tree the nightingale chanted its harmonious song,  
And in crowds the firefiles were circling and dancing, like tiny

comets.

Before my tent, deep in thought, on a many - hued carpet I

sat

And, with attentive gaze, looked upon all this beauty.

Now were my passions sober, but my thought flew far and  
wide.

This, God's beauty, within me, let loose my powers of  
thought,

Yet once more returned to myself, to this paltry human  
existence,

I was like a minor deity, but deprived of its throne;

By some sweet foreboding, the majestic pace of Diana  
Had intoxicated my soul - and I gazed upon her bright wreath.  
Oh you, ideal inheritance, do nurture for us immortality,  
And so the human soul possesses its ties with haeven!

The hearing and the soul, voyaging in hope, see subtly.

And so the human soul possesses its ties with haeven!

The hearing and the soul, voyaging in hope, see subtly.

In this meadow of movement, all comes to them in haste:  
Let the flower - bud burst open or the dew - drops drip from a

branch

All this, to the keen hearing, thunders and I hear a dreadful  
roaring:

Should birds flutter their wings in a clump of dense - grown  
grasses,

The convulsions of haeven shake me and a dizziness besets.  
For me each moment an hour - my time no longer counted,  
All my powers were alerted, my eyes watched every side,  
When, behold there, to me flew on light feet a wonderous  
nymph,

- Oh envy me, all you immortals, this one so sacred moment!  
Her gait was yet more wondrous than Aurora's when she  
walks,

When, from her silver threshold, she moves above the  
Springtime.

The sweet - faced maiden's glance was as lovely as Athena's:  
Her features, so refined, despised the mirror and powder.  
Oh halt, oh moon, your white chariot, prolong me these sweet  
moments

As once, above Inone, the nymphs did halt the sun.

THE NIGHT MORE PRECIOUS THAN A CENTURY \*

When I saw this charming maid, I embraced her as God  
commands us,

And to my tent I led her to fulfil his divine will;  
Beneath the fair moon's rays, by the light of the lighted  
candle,

A flaming soul united with a soul red - hot with passion  
And sacred kisses melted the soul with beloved soul -  
O kisses! O God's manna, that pours down all haevenly  
beauty!

Sacred, healing balsam - that most fragrant of perfumes  
That haeven has given to earth - to suck, to suck those lips!  
Perfection of creation - the mysterious powers of God -  
Nothing more beautiful ever could be created than this.

Her small, sweet mouth, her dear, angelic cheeks -  
Of the thousands of words I felt, I knew not one to speak!  
Her rounded breasts were snow - white and trembled with  
holy flame;

And on them two ivory nipples stood up with a sweet  
madness.

Her black tresses in waves danced down her heavenly  
bosom,

Oh wonder, oh miracle, what mortal would not go mad!  
Her white breasts were whiter beneath the black waves of  
her hair

Than the proud mountain showing from beneath the  
eternal snows,

When, at the break of dawn, I look on the flowery plains  
When, through the web of thin mist, I observe its majesty.

I played with her breasts - two blessed worlds  
That raised the man deprived to a deathless ecstasy;  
Light perspiration in her hair, from the curtained garret of  
her brow,

All other bliss is of small account, for this I'd relinquish all  
honours.

Mouths to mouths - one kiss the whole night long!

Nor of this white nymph, my empress, had I yet kissed my

fill,

Our two glances locked together by a sweet, majestic  
force.

As the sun, with its rays, flew over the sea's gulf,

The moon fled its horizon and gave way to Phoebe's reign,  
And then and there I lost my wondrous young love.

Petar II Petrovic Njegos

\* The importance of putting imagination, emotions and passion into life and the study program... The thoughts of Njegos - historical roots of UDG!

**如何将知识转化为个人能力**

**教授的等式：**

**S = z • i2\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UDG学生的个人能力（能力）** | **=** | **UDG学生的知识** | **\*** | **UDG学生的生活强度** |
| \* 解决问题  \* 认清机遇  \* 富有同情心（与他人）  \* 行动  \* 自信  \* 高尚的精神  \* 思想  \* 愿景  \* 抱负  \* 需求  \* 能量  \* 生命是一场游戏  \* 创造  \* 未来感  \* 个体  \* 性格  \* 个性  \* 智力  \* 风险  \* 批判性思维  \* 文化  \* 竞争精神  \* 认清机遇，而不争夺职位 | = | \* 联想式（而非仅仅复制式）的学习  \* 情感（记下知识）  \* 使用笔记本记录知识  \* 教授（黑山，区域，世界） - 知识和品格  \* 实践专家  \* 知名大学以及知名作者所著的教科书  \* 国内外科技期刊  \* 国际经验网络  \* 跨学科  \* 互动  \* 专业  \* 英语课程  \* 课程的实践方面（与现实生活相关）  \* 上课要求  \* 使用知名作者所著的原创论文集逐步取代课本（称为hrestomatia）  \* 建立不同区域的知识网  \* 培养学生提问和独立寻找答案的密切关关系的重要性  \* 学生确定（研究）搜索方向以及查阅已知（未知）信息的重要性 | X | \* 积极的大学氛围  \* 成功的决心  \* 专心学习  \* 班级学习环境、组织和技术水平  \* UDG的活动（公开辩论、讲坛、展览会、文学活动、音乐会等）  \* 体育活动（UDG学生的奥运会）  \* 学生自我介绍  \* “思想与品格”项目 – 自我教育和自我创造的实施原则  \* 创业精神和培养创业能力  \* 商务和创造性进取精神  \* 着装要求和商业守则  \* 沟通文化  \* 普通教育（优美的文学作品和诗歌）  \* 艺术  \* 外语（4-6）  \* 学习期间赚钱  \* 学生组织和论坛  \* 国际合作  \* 暑期班（采蒂涅酒吧）  \* 创业和创新冬季学校  \* 学生商业中心  \* 民俗学  \* 辩论，演讲  \* 图书馆的生活  \* 健身房  \* 墙上的教育海报  \* 上课必须出勤  \* 必须参加的非课程活动  \* 洛夫琴山比赛  \* 与学生家长合作  \* 组织硕士和博士答辩  \* 与家长长期联学院  \* 使学生做好创业准备  \* UDG研究日  \* 创业理念展览会  \* 学术会议  \* 校友俱乐部  \* 英语课程  \* 与企业合作  \* 开发沟通技能 |

\*如何培养学生的能力；如何将知识转化为能力？（答案：寻求经验）

爱因斯坦E=m• c2 –如何将质量转化为能量？（答案：速度）

How can the knowledge be converted into the ability of an individual?

Individual ability  
(capacity) of UDG  
student

* solving problem
* recognize the opportunity
* compassionate (with others)
* action
* selfconfidence
* noble spirit
* ideas
* vision
* ambition
* need
* energy
* life as a game
* creation
* sense of future
* individual
* character
* personality
* intellect
* risk
* critical thinking
* culture
* competition spirit
* recognize opportunities, not struggle for positions
* Professor’s equation:
* *s*=z•i\*
* Knowledge of UDG  
  student
* associative (not only reproductive) learning
* emotions (scribing knowledge)
* notebook as the method of binding knowledge
* professors (Montenegro, region, world) - their knowledge and character
* experts from the practice
* textbooks from famous universities and written by well known authors
* foreign and domestic scientific journals
* network of international experience
* interdisciplinary
* interactive
* professionalism
* classes in English
* practical aspect of classes (related to real life)
* attending classes requirement
* gradual displace of textbooks with collections of original papers written by well known authors (so called hrestomatia)
* building the network of knowledge from different areas
* importance to develop students' affinity to ask questions and looking for the answers on their own
* importance of students' orientation to (re)search and look what they (don't) know
* Life intensity of UDG student
* positive university atmosphere
* determination to success
* devotion to studies
* working conditions, organization and
* technology level in classes
* activities at UDG (public debates, tribunes,
* exhibitions, literary events, concerts, etc.
* sport activities (Olympic Games of UDG
* students
* students' presentations the project "Ideas and Character" - implementing principles of self-education and self-creation
* entrepreneurship and promoting
* entrepreneurial abilities
* business and creative entrepreneurship
* dress code and business code
* communication culture
* general education (nice literature and poetry)
* fine arts
* foreign languages (4-6) earning money during studies students' organization and forums international cooperation summer schools (Bar, Cetinje)
* Winter school of entrepreneurship and innovation
* Student business center folklore
* debates, oration life in library gym
* educative posters on the wall required attendance of classes required non-curriculum activities Lovcen race
* cooperation with students' parents
* organization of master and PhD defenses
* The UDG Day (11.11.) and celebrating
* graduation ceremony
* permanent contact with parents
* preparing students for self-employing
* UDG Research Day
* Fair of Entrepreneurial Ideas
* academic conferences
* Alumni-club
* classes in English
* cooperation with businesses
* developing communication skills
* \* How to develop the student's capability; how to convert knowledge into capability? (The answer: Seek the experience)
* Einstein E=mc2 - how to convert mass into energy? (The answer: Speed)

**笔试规则，适用于UDG所有学院\***

**“十三条戒律”**

The rules of written examination, valid for each UDG Faculty unit \*

„The 13 commandments"

1. 学生进入教室前进行点名，必须对学生点名。只有在点名之后，学生才能进入教室。

1. Students are called-on before entering the examroom, students must be called-on. They are able to enter only after their name was called.

2. 除了笔以及/或计算器（必要时）以外，学生不能携带任何东西。所有其他物品（书本、书包、手机、电脑等）必须放在教室外。

1. Students cannot take with themselves nothing but a pen and/or a calculator (when needed). All other things (books, bags, cell phones, computers, etc) must be outside the classroom.

3. 外套、夹克、围巾和类似物品必须挂在衣架上。所有物品必须挂起来；否则学生立刻考试不合格，下次点名时无权参加考试。

1. Coats, jackets, scarves and the like must be posted on the hanger. Everything must be hung on; otherwise the student will fail the exam immediately, with no right to take the exam in the next call.

4. 考试负责人将决定如何确定学生的座位。学生应仔细查看课桌周围，丢掉所有禁止带入教室的纸张和其他物品。

否则，在学生周围发现的所有禁止带入物品均视为该学生的随身物品，并将对该学生进行纪律处分。

1. The leader of examination will decide on how to place the students. A student is obliged to look carefully around his/her table and remove all the papers and other things that are forbidden to be taken to the exam.

Otherwise, all forbidden items that are found near the student will be treated as they belong to him and disciplinary punishment will be carried out.

5. 将对学生发放一张已签名的纸张，用于书写答案。所有发放给学生的纸张必须与试卷一并交回。

如果未交回纸张，将不会审阅测试，学生将自动受到处罚，不得参加下一场考试。

1. Student will get a signed paper that is necessary for writing the answers. All the papers that are given to him/her must be returned, together with examination test.

In the case that students do not return the papers - the test will not be reviewed and the student is automatically being punished with the prohibition of taking the exam in the next call.

6. 将对学生发放带有试题的试卷。学生必须按照测试题的顺序回答问题。否则不会审阅测试，成绩也不会被评为优秀。

1. Student will get a test with examination questions. Student must answer the questions in the order that is given on the examination test. Otherwise, the exam will not be reviewed and a therefore cannot be evaluated.

7. 如果学生低声说话、转身、使用不适宜和禁止使用的材料（其中包括学生将手机放在口袋中），该学生将自动从考试中除名。此条规定适用于学生附近的任何物品（纸张、笔记本等）以及禁止带入考场的物品。**没有必要对这些物品进行证明，教授/助教的质疑已足够。**

1. In the case when student whispers, turns around himself/herself, uses inappropriate and forbidden materials (this also includes the cell phone in the student's pocket), (s)he is automatically being removed from the exam. This applies to anything that is near the student (a paper, a notebook, etc) and that is forbidden to be taken to the exam. It is not necessary to prove these things - the doubt of a professor/teaching assistant is enough.

8. 学生有五分钟的时间解决与试题相关的问题和疑问。必须大声提问，以便于考场的每一个人都能听到对问题的解释。此后严禁询问任何形式的问题，也不得要求进一步进行解释。禁止学生与助教之间进一步沟通。

1. Students have five minutes to address their questions and doubts regarding the examination questions. The questions must be asked loudly, so that everyone who is on the exam can hear the potential explanation. After this, it is strictly forbidden to ask any kind of questions and additional explanations. Any further communication between the student and a teaching assistant is forbidden too.

9. 未遵守笔试规定的助教或教授将接受纪律处分，且有可能被学校辞退。

1. Teaching assistant or professor who does not comply with the rules of written examination will suffer a disciplinary punishment with the possibility to the exclusion from the University.

10. 任何违反规定的行为都会受到纪律处分。其中至少包括不得参加下一场考试。对学生最高的惩罚是勒令退学。处罚结果将在学院和学校官网上公布。

1. Any violation of rules implies disciplinary punishment. It consists of prohibition of taking the exam in the next call, at least. The maximum penalty is exclusion of a student from the University. The sanction is published on the official website of the Faculty and University.

11. 每一门考试的时间均充分，助教或教授应在黑板上清晰写出时间。试卷递交截止时间过后不接受任何试卷。助教或教授不得更改考试的时间（试卷递交截止时间）。

1. Each exam has appropriate duration and a teaching assistant or professor is obliged to highlight it clearly on the blackboard. No papers will be accepted after the deadline for the submission. Teaching assistant or professor is not authorized to change the duration of the exam (the submission deadline).

12. 考试期间，除了学院管理人员、系主任或校长以外，考场入口不允许任何未经授权的人进入。

1. During the exam, the entrance is not allowed to anyone who is not authorized to enter, except the manager of the faculty, the dean or a rector.

13. 严禁助教或教授随身携带自己的手机。学生应警告使用手机的教授或助教。考试结束之后学生们还可以向系主任汇报。

1. It is strictly forbidden to teaching assistants or professors to take their cell phones with themselves. Students are obliged to warn professor or teaching assistant who is using a cell phone. They can also report him to the Dean after the examination has been done.

\*本文件强调了在教育学生期间，教授和助教遵守上述规定的重要性。

\*The document highlights the importance of complying with the afore-defined rules in educating the students,

professors and teaching assistants.

**圆桌会议：**

**身处全球市场的UDG**

**-组织原则-**

Round tables:

UDG IN A GLOBAL MARKET \*

* Principles of organization -

**目标：**实施年鉴的思想，承担个人责任，承担作为教授、助教或学生的责任。

The goal: Operationalization of Almanac ideas and taking personal responsibility and a responsibility as a professor, teaching assistant or student.

• 导读课程和圆桌会议管理人员：思想创造者和推广者韦塞林•武科蒂奇教授；

* The introductory lecture and round tables management: Professor Veselin Vukotic, creator and promoter of idea;

• 小组成员：

- 教授和助教中选出四名率先申请圆桌会议讨论的小组成员；

- UDG理科硕士和博士课程学生中选出一名小组成员；

- 学士课程学生中选出两名小组成员；

* Panelists:
* Four panelists that are first to apply for the Round tables discussion among professors and teaching assistants;
* One panelist among UDG students at Master of Science and PhD program;
* Two panelists among UDG students at Bachelor program;

小组成员有7分钟的时间陈述他们的观点。

• 公众讨论会参加者（最多五名）- 4分钟陈述时间；

• 选择小组成员和讨论会参加者的原则 – 第一名申请获得讨论机会的人员。

• 提问和提出建议的权利将直接在圆桌会议上申请 – 他们将有2分钟的陈述时间；

• 将对讨论进行录像；

• 圆桌会议的持续时间 – 最长111分钟；

• 圆桌会议的行政秘书：UDG学生Marija Radunovic；

• 申请讨论的邮箱：os@udg.edu.me；

**\*\***

Panelists have 7 minutes to present their ideas.

* Discussants from the public (up to five of them) - 4 minutes for presentation;
* The principle of choosing panelists and discussants - the first to apply gets the chance to discuss.
* The right to ask questions and give comments will have those to apply directly on the Round table - they will have 2 minutes to present;
* Discussions will be video recorded;
* Duration of the Round table - up to 111 minutes;
* Administrative secretary of Round tables: Marija Radunovic, UDG student;
* E-mail to apply for the discussion: [os@udg.edu.me;](mailto:os@udg.edu.me)

\*\*

**圆桌会议的主题\*\***

TOPICS OF ROUND TABLES\*\*

**- 2013/2014学年-**

* Academic year 2013/2014 -

一）S = z- i2（“教授的等式”），2014年3月。（申请截止日期为2013年12月1-5日）；

1. S = z• i2 ("Professor's Equation"), March 2014. (application deadline from 1st to 5th December 2013);

二）如何实现自主创业？2014年4月。（申请截止日期为2014年3月1-5日）；

1. How to reach self-employment?, April 2014. (application deadline from 1st to 5th March 2014);

三）如何在年鉴背景下与高中建立联系？2014年5月 – 高中代表参加（特殊规则和组织）；

1. **How to establish connections with high schools within the context of Almanac? ,** May

2014 - together with participation of high school representatives (special rules and organization);

\*本文件对于年鉴的进一步讨论和发展极为重要。

\*This document is of essential importance for the further discussion and development of Almanac.

\*\*所有讨论均将录像，并将对特定时间内的思维方式进行证明。

\*\* All discussions will be video recorded and will witness the way of thinking in a certain period of time.



**喷泉平台 – 未来的历史**

**Geyser platform - the history of future**

**（如何避免陷入已知和普遍接受信息的“安全区”**

**如何解放我们的思想和情感？如何创造未来的历史？）**

(How to avoid getting stuck in a "safe zone" made of already known  
and generally accepted information? How to liberate our mind and  
emotions? How to create the history of the future?)

1. “未来”学习计划 – 从未来（未来的角度）看待今天的形势
2. **"F**UTURISTIC**"** STUDY PLAN - a view from the future (future perspective) on today's circumstances
3. 教育和平等（不平等）- 今天的误解

**2) EDUCATION AND (in)equality** - today's misconceptions

1. “谁培养了教育家？”- 如今我们是否关注这一点？

**3)"WHO EDUCATES the EDUCATORS?" -** Do we take care of that nowadays?

1. 当今政治的结束 – 我们是否能够想象没有一党专政的生活？

**4)T**HE END OF TODAY**'**S POLITICS **-** Can we imagine the life without partocracy?

**喷泉平台 – 来自内心直觉的思想 –**

**- 如何看待当今的未来发展问题？-**

GEYSER PLATFORM - idea's from the heart's intuition -

- How to look on nowadays problems of development from the future?-

**一）未来学习计划 – 2030年**

1. FUTURISTIC STUDY PROGRAM - Year of 2030

2030年，你将如何与全世界的教授和导师（目前不在UDG）一起获得下述UDG的学习计划？

How would you find the following study program of UDG, with professors-mentors from all around the world (who are not present physically at UDG) in 2030?

梦想家计划的理念是对知识的全面整合，避免了今天的科学封建化。如果世界越来越全球化，我们如何将科学分成数个部分？我们能否发展“僵尸”逻辑？我们是否应该重新回到亚里士多德时代或甚至人类第一个哲学家特斯拉？我们无法根据今天的标准确定亚里士多德的职业，他从事多个学科。你如何认为？亚里士多德今天能被任命为教授吗？尼古拉·特斯拉呢？或者……我们是否生活在正规教育时代？**正规教育**时代仍需要**能力**。

The idea of a visionary plan is the overall integration of knowledge, avoiding today's feudalization of science. If the world is becoming increasingly globalized, how can we expect the science to be divided into parts? Can we proceed in developing the "zombie" logic? Shall we get back to Aristotle or even Tales, the first philosopher of human kind? Based on today's criteria we would not be able to determine Aristotle's profession - he was into several disciplines. What do you think - could Aristotle be appointed for a professor today? What about Nikola Tesla? Or... Are we living in the era of formal education? Still, capability is required over formal education.

|  |  |
| --- | --- |
| **第一年（两个学期）** | **第二年（两个学期）** |
| 1. 宇宙大爆炸和演化的发明；  2. 鲁宾逊漂流记 – 自然中的人类；  3. 人口 – 大迁徙；  4. 思想和文明的历史；  5. 神话学和宗教；  6. 哲学和玄学；  7. 艺术和艺术史；  8. 文学和发展；  9. 外国语言与文化；  10. 工艺以及与生活的联系；  11. 运动和游戏；  （所有学生的共同科目） | 1. 数学和数学思想的历史；  2. 物理、化学和自然理念历史；  3. 生物和人类生命的秘密；  4. 人类学和考古学；  5. 诗歌的哲学；  6. 天气的哲学（气候、气象学）；  7. 道德和伦理的哲学；  8. 外语和文化；  9. 工艺以及与个人生活的联系；  10. 运动和游戏；  （所有学生的共同科目） |
| 第三年 | 第四年 |
| 1. 宇宙学和空间的征服；  2. 工艺 – 个人的生活经验；  3. 外国语言与文化；  4. 能源和文化的哲学；  5. 哲学和职业的思想史（如经济学、法学……）；  6-10. 通往职业的道路（根据学习情况对学生进行划分 – 学院）； | 1. 工艺 – 个人的生活经验；  2. 外国语言与文化；  3. 运动和游戏；  4. 国际社会的精神哲学；  5. 哲学和职业的思想史（如经济学、法学……）；  6-10. 通往职业的道路（根据学习情况对学生进行划分 – 学院）； |

|  |  |  |  |
| --- | --- | --- | --- |
|  | I year (two semesters) |  | II year (two semesters) |
| 1. | The Big Bang and inventions of evolution; | 1. | Mathematics and the history of mathematical |
| 2. | Robinson Crusoe - a human in nature; |  | ideas; |
| 3. | Population - the big migration; | 2. | Physics, chemistry and the history of ideas of |
| 4. | The history of ideas and civilizations; |  | nature; |
| 5. | Mythology and religion; | 3. | Biology and the secret of human life; |
| 6. | Philosophy and metaphysics; | 4. | Anthropology and archeology; |
| 7. | Art and the history of art; | 5. | Philosophy of poetry; |
| 8. | Literature and development; | 6. | Philosophy of weather (climate, meteorology); |
| 9. | Foreign languages and cultures; | 7. | Philosophy of morals and ethics; |
| 10. | Crafts and connections with life; | 8. | Foreign languages and culture; |
| 11. Sport and game; | | 9. | Crafts and connections with the life of an |
|  | (the common subject for all the students) |  | individual; |
|  |  | 10. | Sport and game; |
|  |  |  | (the common subject for all the students) |
|  | III year |  | IV year |
| 1. | Cosmology and the conquest of space; | 1. | Craft - life experience of an individual; |
| 2. | Craft - life experience of an individual; | 2. | Foreign languages and cultures; |
| 3. | Foreign languages and cultures; | 3. | Sport and game; |
| 4. | Philosophy of energy and culture; | 4. | Psycho-philosophy of a global society; |
| 5. | Philosophy and the history of ideas of | 5. | Philosophy and the history of ideas of |
|  | profession (e.g. economics, law,...); |  | profession (e.g. economics, law,...); |
| 6-10. A road to profession (division of students by | | 6-10. A road to profession (division of students by | |
| studies - faculties); | | studies - faculties); | |

如果对学习进行组织，但并没有实际存在的学生将会如何？远程教育……是不是听起来很疯狂？这是否由一个“疯狂的人”提出？未来是否属于**经济人、政治人**或**游戏人**？所有人都在讨论形势或文明的改变，但仍坚持着普通的事情……

How would this all look like if the studies were organized virtually, with no physical presence of students? Distance learning... Sounds crazy, right? It is proposed by a "crazy man"? Does the future belong to homo oueconomicus, homo politicus or maybe to homo ludens? Everyone talks about changing of paradigm or civilization, but still firmly sticks to ordinary things.

你是否将年鉴作为未来教育的路径？也许你会发现，教育是保守的，不应该成为改变的主题？

How do you find Almanac - as the path to futuristic education? Maybe you find education to be conservative and as something that should not be a subject of changes?

喷泉平台的主要目标是让我们走出“安全区”！

The main goal of Geyser platform is to get us out of the "safe zone"!

所提议的学习计划是否令人满意？

Is the proposed Study program good?

这不重要，重要的是发现**改变的趋势。我们应该意识到我们必须改变！**我们应该去往哪个方向？如何去？这是个人的自由选择！我们不应该期待教育部告诉我们该做什么以及我们的学习计划中包含哪些课程！在教育部存在之前，教育就已经存在已久……即使教育部不再存在，教育也将一直存在！我们不应考虑临时机构的逻辑，而是应该在我们的自然逻辑和自然精神背景下思考！

It is not important! What is important is to spot the trend of changes. We have to be aware that we have to change! In which direction should we go? How? It is the individual freedom of choice! We must stop expecting the Ministry of education to tell us what to do and which courses to include in our study program! Education existed long before the Ministry of education. And it will continue to exist after the Ministry ceases to exist! Instead of having logic of temporary institutions, try to think in a context of the logic of nature and natural spirit within us!

**二）教育和平等（不平等）[[1]](#footnote-1)**

1. EDUCATION AND (IN)EQUALITY1

当今的学习体系是否即将消失？你如何认为？未来学习的组织是否将基于当前实施的教育理念？很多未来学家表示，当今的学习体系已经开始走向尽头。首先，我要提及的是一个错觉，很多人认为自从世界创造以来，教育体系就开始存在。实际上，教育体系的存在是从资本主义时代开始。1489年，法国率先引进儿童教育（奥博德印刷厂营业3年后）。但是，在引入教育体系之前，人们一直在学习。即使是今天，人们也在教育体系的环境之外学习。在启蒙时代（18世纪），人们认为人类天性愚蠢，是一块“白板”（是指空白的板子），如未经过教育，不会有生存的能力……问题是，在关注正规教育的启蒙运动之前，人类是如何成功生存了二十万年？科技时代开发高水平智力如何取得成功？是否存在“愚蠢的人”如何实现教育理念这种历史解释？教育理念（“保护教育理念的学校和国家机构”）的推广是为了实现**社会的公平和正义**。但是，你是否同意反过来也适用？我认为接受良好教育的人是社会上的新“皇家阶级”，你是否同意我的观点？我们是否同意这种观点，教育使得个体之间存在社会和阶级差异？我们为什么要对国会成员（参加机构内教育培训以培养他们保护官僚制国家体制的个人）进行教育？为什么所有“人民的代表”均为受教育水平较高的人，占黑山人口的12%？你是否考虑过未接受教育的其他88%的人？如果他们未成为“人民的代表”，我们是否会声称是教育带来的社会公平？你是否同意通过**抽签**而非**选举**的方式选择“人民的代表”更公平？通过这种方式，国会中八分之一的人将由受教育水平较高的人组成（人口的12%）。你是否认为这种国会结构更现实？你是否认为这种组织方式“愚蠢”？你是否是声称精英主义扭曲了民主主义的一员？我确信，在今天的形势下，几乎没有人能够想象以上述结构组成的国会。但我们应该意识到，形势在改变！为了了解这种改变的方式，我建议你读一下库恩的《科学革命的结构》。俗话说：“一动则快！”

Is nowadays system of studies about to evanish? What do you think - will the future organization of studies be based on concepts of education that are implemented nowadays? According to many futurists, the end of today's organization of studies has already started. At the beginning, I have to mention the delusion that educational system exists ever since the world was created. The fact is that it started with capitalism. The education of children was firstly introduced in France in the year of 1489 (3 years after Obod printing house started to work). Still, people were studying before the educational system was introduced. Even today, people study outside the context of educational system. In the Age of Enlightenment (18th century) it was considered that a man was born stupid, as "tabula rasa" (meaning blank slate) with no capabilities to survive without education. The question is - how has man succeeded to survive for 200.000 years without the movement of Enlightenment, where the focus was put on formal education? How is it possible that it succeeded in developing the high level of intelligence in the era of science and technology? Is there some historical explanation on how did a "stupid man" came up to the idea of education? The idea of education ("the school and the state institutions which protect it") was promoted in order to achieve equality and justice in the society. But, would you agree that the opposite applies? Do you agree with me that the ones who have better education are the new "royal class" in a society? Do we all agree that education brings out the social and class differences between individuals? Why do we have educated members of Parliament (individuals who were attendants of educational trainings within institutions that prepared them to protect the bureaucratic state system)? How come that all "representatives of people" are highly educated individuals, which represent 12% of Montenegrin population? Have you ever think about other 88%, who are not

educated? If they cannot be "representatives of people", can we claim that education introduces equality in society? Do you agree that it would be fairer to choose "people's representatives" by draw, instead of elections? In this way, one eight of the Parliament would be composed of highly educated individuals (12% of population). Do you agree that this structure of Parliament would be more realistic? You think it would be "stupid" to organize it this way? Were you the one who said that elitism distorts democracy? I am sure that there are few people who could be able to imagine a Parliament structured in aforementioned way in today's paradigm. But we all have to be aware that paradigms change! In order to understand how they change, I recommend you to read Kuhn's book "The structure of scientific revolutions". There is a saying: "Whatever moves, comes fast!"

我们是否同意，在当今的教育体系下，受教育水平最高的人拥有最高的权力？鉴于以上所述，我们是否能够得出结论，这种教育体系的关键因素是**不平等**？我们是否可以说，国家其实是保护受教育水平最高人的权力和特权的工具？如今，受教育程度较高的精英（其中也包括我）正在使用其他人（纳税人）的钱免费接受教育！实际上，持续了25年的整个学校教育时期（从小学到博士后学习）是由社会阶梯最底层的人所资助的。我们可以称之为**社会正义**吗？出租车司机、设备工人或农民为所谓的**权力精英**支付教育费用，这是否公平？当然，在今天的情况下，这称为国家关怀！

Can we agree that in today's system of education, the highest power is given to the most educated ones? Given all that, can we conclude that in this educational system the key factor is inequality? Can we say that the state is used as a tool for protecting the power and privileges of the most educated ones? Today's highly educated elite, to which I personally belong, was using other people's (the tax payer's) money to educate for free! Actually, the whole period of schooling that lasts 20-25 years (from elementary school to post-doctoral studies) was financed by individuals from the bottom of the social ladder? Can we call it social justice? Is it fair that taxi drivers, utility worker or farmer pay for education of so called power elite? Of course, in today's circumstances, this is called the state care!

你是否同意，在今天的教育体系下，仍存在**歧视**？所有国家机构比私有机构更好，因此“追求社会争议和公平”的新一代会保护今天的再分配制度（尤其是欧洲）。今天的政治和组织理念基于民主。该制度的主导原则是：“**我们都是平等的，但有些人比其他人更平等。**”

Would you agree that even today there is discrimination within the educational system? All state institutions are preferred over the private ones, so that new generations of "fighters for social justice and equality" could protect today's state redistribution system (this is especially true for Europe). The concept of today's politics and organization is based on democracy. The ruling principle of such system is: "We are all equal, but there are individuals who are more equal than others."

基于国家（以及私有）机构的教育体系是否为将人们培养成为具有生活经验且能够应对诱惑的唯一方式？是否是获取知识的唯一方式？我们应该做些什么？使用经过检验的教学方式教育新一代如何**了解世界**，或者实施新的学习计划，使他们能够**从世界上（生活中）学到知识**？如何将我们从当前的教育局限性中解放出来？**只有了解这些局限性，我们才能提高在UDG的学习水平，以及遵守学习计划年鉴的理念。**

Is the educational system based on state (but also private) institutions the only way to prepare individuals for life experiences and temptations? Is it the only way to gain knowledge? What to do - use the already tested teaching method and teach new generations how to learn about the world or is it much better to implement the new study program which will enable them to learn from the world (life)? How to liberate ourselves from the current education's limitations? Only if we are aware of these limitations we can bring the studies at UDG to the higher level, as well as comply with the ideas of Almanac of study program.

**三）“谁培养了教育家？”[[2]](#footnote-2)**

1. "WHO EDUCATES THE EDUCATORS"2

对于教育体系，尤其是高等教育体系，聘用分数最高的人作为教授和教师是否已经足够？在一些有影响力的期刊上发表文章是否可以作为保证教育家（教授和助教）质量的标准？某些作家引用教育家科学价值论证和学识的次数是否可以作为标准？如今，多数引用的文章无人阅读（“**势利效应**”），这些文章也不会作为文章撰写的基本文献（“**轻视熟悉事物的效应**”），这一点是否仍适用？

Is it enough to have individuals with the highest grades as professors and pedagogues, especially in the high education system? Can an article published in some prestige journal be the criteria that will guarantee us the quality of an educator (professor and teaching assistant)? Is the frequency of citation of some author the proof of his scientific value and wisdom? Does this hold true

nowadays, when the most cited articles are the unread ones ("the effect of snobbism") and not the articles that were used as a basic literature for writing that article ("the effect of despising the familiar")?

在如今的价值观体系下，亚里士多德能否在大学中教学？尼古拉·特斯拉呢？恩杰戈斯能否教文学？尼古拉国王能否教政治学？苏拉·拉多夫能否教自由哲学？马尔科·米尔詹诺夫呢？这只是大多数人的一部分，但仍不适宜将他们纳入今天的教育体系中，为什么？他们的精神存在于今天的教育体系中。但是，如果现在他们还活着，从职业和学术地位上来看，他们都不会是“合格”的教授。我们能否说精神是永恒的？如果是，我们为什么使用官僚主义标准选择教授？我们为什么不根据精神选择教授？

Could Aristotle be chosen to teach at university in today's system of values? What about Nikola Tesla? Could Njegos teach literature? Could king Nikola teach political science? Could Sula Radov teach liberal philosophy? Or maybe Marko Miljanov? How come that these are one of the most cited people, but still it would be inappropriate to include them in today's system of education? Their spirit lives in today's educational system. Still, if they were alive today, they would not be "eligible" for the vocation and academic position of professor. Can we say that spirit is timeless? If so, why do we keep on having bureaucratic criteria for choosing the professors? Why don't we focus on choosing the professors based on their spirit?

我们是否都意识到文化（精神）和文明（技术）并不相同？文明消失了，但文化永存！罗马帝国衰亡了，但罗马法的精神仍存在于法学院的教室中。

Are we all aware that culture (the spirit) and civilization (technology) are not the same? Civilizations fail, but the cultures keep living! Roman Empire has fallen, but the spirit of Roman law still lives in the classrooms of law faculties.

如何将教育更多地关注于文化（精神、价值观体系、思维方式、传统、习惯、思想史、运动、神话学、宗教等）而不是关注于**如今面向用户的文明**、现实的机械方法以及受官僚主义限制的思维定势？我们所生活的文明摒弃了精神、情感和热情。

How to focus education more on culture (spirit, the system of values, the way of thinking, tradition, habits, the history of ideas, sport, mythology, religion, etc.) and less on today's user- oriented civilization, mechanical approach to reality, stereotyped thinking limited by bureaucracy? We live in a civilization where the spirit, emotions and passion are abandoned.

我们不应该期待今天的文明（经济人和政治人）经过**量子跃迁**转变为文化文明（思想和游戏）- 即游戏人。

We should not expect quantum leaps in a transition from today's civilization (homo oeconomicus and homo politicus) to civilization of culture (ideas and games) - homo ludens.

历史表明（“历史是生活的老师”），这种转变将是长期的。但是，与在改变中自我封闭以及在追求幸福的过程中相信熟悉的解决方案是最佳方案的其他人相比，最成功的人一般是有未来意识且准备好为未来改变做出调整的人。

The history has shown ("Historia magistra vitae est") that this transition will be long. Still, the most successful individuals are always those who have a sense for future and who are ready to adjust to the coming changes, compared to other individuals who are closed to changes and who believe that familiar solutions are the best in pursuance of happiness.

接受教条式的事实、不质疑任何事情以及在生活中相信现在的解决方案会永远适用，这样做往往更简单。“但那时候我将不再活着！”……你是否询问过自己，一旦你死去，你的精神是否继续存在？对于教授职位而言，教学时最重要的特性是，其死去之后精神仍将长存。

It is way easier to accept dogmatic facts, not question anything and live the life in a belief that nowadays solutions will be applicable forever. "But I will not be alive then!"... Have you ever questioned yourself if your spirit would continue to live once you die? It is the most required characteristic for a Professor title - to teach in a manner so that his spirit continues to live long after his death.

遵守年鉴原则即可实现这一点！年鉴原则应激励你致力于自己的精神！

Complying with Almanac principles is the way to achieve that! Almanac principles should inspire you to work on your spirit!

**四）当今政治的结束[[3]](#footnote-3)**

1. THE END OF TODAY’S POLITICS3

如今，政治基于对从公民手中夺取的金钱（通过国家机构和纳税体系）使用之决定的概念。你能预测到这种体系的终结吗？

Politics nowadays functions on a concept of deciding on usage of money which is taken by force from the citizens (through state institutions and the tax payment system). Are you able to foresee the end of such system?

你是否同意，世界或至少西方文明正在遭受一种称为**预算赤字**的癌症？如果支出高于人们的创造，基于公共机构（民族国家）的文明还会继续存在吗？

Do you agree that the world or at least Western civilization suffers from a cancer called budget deficit? Can the civilization based on public institutions (national state) survive if it spends more than individuals who live in it can produce?

如今的政治一党专政模式是否增加了行政管理雇员的人数？我们是否能够阻止在赢得权力时聘用支持者的政党不再解雇正在公共机构工作的人？

Does today's partocratic model of politics enhances the number of employees in public administration? Can we prevent political parties which win power to employ its supporters, without firing people who already work in public institutions?

对保护主义的倾向性更高以及国家干预更有力是否会增加对行政管理雇员人数的需求？

Whether greater orientation towards protectionism and stronger state regulation increase the demand for enhancing the number of employees in public administration?

长期来看，人口因素的重要性迟早会更大。

In a long term, the importance of demographical factor will become greater in time.

**平均预期寿命正在延长。**这意味着人口中老年人的数量也会增加。同时，**出生率降低**导致人口中年轻人数量减少。人口年龄结构的形状从橡树果形状转变为蘑菇形状！如果没有年轻人，也不会有税收维持老年人的生活！如果没有年轻人，也不会有新企业！

Average life expectancy is increasing. It implies that the number of old people in population increases too. At the same time, reductions in a birth rate affect the reduced number of young people in population. Shape of the population age structure is transformed from the shape of acorn to the shape of mushroom! No young individuals - no taxes from which the old ones will be maintained! No young individuals - no new businesses!

如果这种蘑菇形状继续发展，政治将会发生什么，将会是什么样子？

What will happen with politics and how will it look like if it continues to develop in the shade of the aforementioned mushroom?

**五）如何理解UDG的模式[[4]](#footnote-4)**

1. HOW TO UNDERSTAND THE MODEL OF UDG?4

也许我们应该从历史中吸取经验：**奥博德印刷厂**位于从东部通往采蒂涅的路上，聂古斯村位于从西部通往采蒂涅的路上，如何跟踪新“行星神话”的方向 – 即全球化的神话？这很难定位，全球化的动向和趋势无处不在。不确定性成为日常生活的一部分……但是，未来的方向还是有一些迹象。年鉴中列出了一些迹象……UDG的所有人都应该试图尽可能认识到更多迹象！

Perhaps we should learn from history: print house Obod was located on the way to Cetinje - from East, while village Njegusi was located on the way to Cetinje - from West How to track directions of the new planetary myth - the myth of globalization? It is not easy to orientate - currents and winds of globalization are coming from everywhere. Uncertainty is the becoming the ordinary life component... Still, there are some signs of future directions. Some of them are highlighted in the Almanac... Everyone at UDG should try to recognize as much signs as they can!

六）你是如何构想自己在2111年11月11日UDG授予毕业证书时的样子？

每个人都应该自己写下这部分年鉴！

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1. HOW DO YOU CONCIEVE YOUR PRESENCE AT THE DAY OF UDG AND DIPLOMA AWARDS ON 11.11.2111?

Everyone is obliged to write this part of the Almanac by himself!

1. 重要的是，不要再认为学校教育为社会带来平等。同时，重要的是，应该在不久的将来理解“校外”教育的重要性。

   It is important to stop thinking that schooling brings equality into society. Also, it is important to understand the importance of education „outside the school" in the near future. [↑](#footnote-ref-1)
2. 重要的是，应该克服任何有高分数的人都能成为教授的偏见，以及培养教授是学生的精神教育家这种意识。

   It is important to overcome the prejudice that anyone who has good grades can become a professor, as well as to develop the sense that professors are spiritual educators of students. [↑](#footnote-ref-2)
3. 克服对当前一党专政政治模式的偏见是永恒的，具有重要的价值；我们必须意识到黄昏时太阳最高！

   Overcoming the prejudice that current political model of partocracy is eternal, is of essential value; we have to be aware that sun is highest at twilight! [↑](#footnote-ref-3)
4. 我们必须克服认为UDG基于主流学习理念的偏见；我们必须意识到UDG正在走向未来的历史！

   4 We have to overcome the prejudice that UDG is based on a concept of main-stream studies; we have to be aware that UDG is on a track of the history of future! [↑](#footnote-ref-4)