

INCLUSIVE EDUCATION and protection of gifted children, criticism, personal history of Prof. Momchil Dobrev, TRAINING OF THINKING, DEVELOPMENT OF THINKING, THROUGH LEARNING TO THINK, LEARNING THROUGH CONSCIOUSNESS and levels of CONSCIOUSNESS, for the inclusion and stimulation of gifted children in INCLUSIVE EDUCATION through the "Theory and Model of Thought Networks" and their Taxonomy of Prof. Momchil Dobrev - 1991 with Thought Nodes, Thought Templates, Thought Procedures, Thought Processes, COMPOSITE THINKING FUNCTIONS, COMPOSITE THINKING SCHEMES, COMPOSITE THINKING OPERATIONS, COMPOSITE THINKING OPERATORS, COMPOSITE THINKING PROCESSES in support of INCLUSIVE EDUCATION - for CREATING TALENTED, GIFTED CHILDREN, Tests for gifted children, scales, creativity - concept, test and scales of creativity, FOCUSED ON TEACHING / TEACHING LEARNING TO THINK by Prof. Momchil Dobrev -

- THE NEW PARADIGM and THE MODEL - THE UNITY of PEDAGOGY, DIDACTICS, Psychology, Neurophysiology and "Theory of Types of Consciousness and Levels of Consciousness at 12 Levels MODEL of Prof. Momchil Dobrev" – 1991 LEVELS OF CONSCIOUSNESS with the new goals of teaching how to think, LEARNING THROUGH LEARNING TO THINK, LEARNING THROUGH CONSCIOUSNESS and levels of CONSCIOUSNESS, LEARNING how to THINK, reason, discover ideas, The Teaching System, learning of Lord Prof. Momchil Dobrev from 1985, recognized in 1985 for "The Genius of the 20th and 21st Century", based on the Methodology developed by him, including Logic of Fantasy, -1985, Complete Theory of Analogy 1985, Logic of Imagination 1985, Logic of Intuition 1985, Theory of the Degree of Trust, Theory of the Degree of Truth - 1995, Theory of Scientific and Any Discovery 2004 together with Prof. Mariola Garibova Dobreva, Theory of Types and Degree of Value Systems, Theory of the Degree of Conviction, Theory of the Degree of Understanding, THE NEW PARADIGM of TRAINING, PEDAGOGY, DIDACTIC, PSYCHOLOGY, - LEARNING through learning to think, through Consciousness and LEVELS OF CONSCIOUSNESS, - THE REAL EVOLUTION of HUMANITY - SPIRITUAL EVOLUTION - banned by the deep mafia, Ctitique od Blum and Maslow

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ABSTRACT

The article presents the Theory and Model of Mental Networks and their Taxonomy of Prof. Momchil Dobrev – 1991 with Mental Nodes, Mental Templates, Mental Procedures, Mental Processes - THE NEW PARADIGM and THE MODEL - THE UNITY of PEDAGOGY, DIDACTICS, Psychology, Neurophysiology and "Theory of Types of Consciousness and Levels of Consciousness at 12 Levels MODEL of Prof. Momchil Dobrev" – 1991 LEVELS OF CONSCIOUSNESS with the new goals of teaching how to think, LEARNING THROUGH LEARNING TO THINK, LEARNING THROUGH CONSCIOUSNESS and levels of CONSCIOUSNESS, The teaching system, learning of Lord Prof. Momchil Dobrev since 1985. based on the Methodology developed by him, including Logic of fantasy, -1985, complete theory of analogy 1985, logic of imagination 1985, logic of intuition 1985, thought schemes, thought templates, thought processes and procedures of Prof. Momchil Dobrev, theory of the degree of trust, theory of the degree of truth - 1995, Theory of scientific and any discovery 2004 together with Prof. Mariola Garibova Dobreva, Theory of types and degree of value systems, theory of the degree of conviction, Theory of the degree of understanding

Keywords: theory, universe, vortex field, energy-information genetics, adaptation.

1) .INTRODUCTION

Lord Prince Prof. MOMCHIL DOBREV was born in 1963 and in February 1982 had the imprudence in an interview with the newspaper "Narodna Mlazed" to state that the Bulgarian Communist Party and the DCMS are MAFIA.

Then, after repressions against his entire family, even more so that Momchil Dobrev's father - Dobrli Duchevev, a financier, managed associations in various industries, transport engineering, mechanical engineering, chemical industry, and made hundreds of millions of leva in profit for the state - PEOPLE'S REPUBLIC OF BULGARIA.

Momchil Dobrev was forced to ESCAPE in 1984-. to the GERMAN DEMOCRATIC REPUBLIC in the city of Ilmenau, Technical University. In just one year and three months, MOMCHIL DOBREV COMPLETES five years, AS IN JUST ONE YEAR HE COMPLETES AND TAKES THE WRITTEN EXAMS IN PHYSICS, MATHEMATICS AND ALL OTHER DISCIPLINES WITH DISTINCTION. Therefore, Professor Karl Heinz Goethe, as early as February 1985, invites him to participate in physical experiments in which SUPERCONDUCTIVITY AT ROOM TEMPERATURE IS DISCOVERED. After that, the secretary of the Bulgarian embassy STOIL STOILOV threatens Momchil Dobrev that if he does not steal the material, in return for which he will receive 11 million US dollars and a house in the USA - Florida, which proved that this second secretary serves the USA and the CIA, his life will be ruined. After such threats, Momchil Dobrev did not hand over his professor Karl Hein Goethe and professor MANFRED von ARDENE - one of the creators of the nuclear bomb for the Soviet Union, who in 1985, after talking with Momchil Dobrev, declared him the NEXT NOBEL LAUREATE and the genius of the 20th and 21st centuries.

It is no coincidence that at an international conference in 1985, Professor Michael ROTH declared Momchil Dobrev, presenting him to over 500 professors from the WHOLE WORLD, the GENIUS OF THE 20th and 21st CENTURIES!!.

At that time, Momchil Dobrev studied theoretical physics, biology, neurophysiology, medicine, logic, and cognitive psychology, chemistry, various medical sciences, brain sciences, and other sciences.

These are not accidental things, as a first-grade student, Momchil Dobrev solves math problems in mathematics for grades 3-4, as a 3rd-grade student, he solves math problems for grades 6-7 without anyone dealing with him and without even his family providing him with the appropriate training.

As a successor to the Dobrev Halachev dynasty, Momchil Dobrev follows the principles of honor, dignity of the dynasty., property of the Dynasty which are worth BILLIONS.

It is no coincidence that Lord Academician Prof. Momchil Dobrev has educations as a physicist - master astronomer, lawyer, economist, engineer, studied archeology, archaeometry, even having licenses as a construction technician to construct buildings.

As a successor to the Dobrev Halachev Dynasty, Momchil Dobrev protects the honor, name, dignity and properties of the Dynasty, in which the MAFIA is interested. It is no coincidence that in 1991, the young man Dobrev created TWO FREE ENERGY GENERATORS based on his theories of vortex fields, the field structure of the ether, the structure of the universe, a 16-dimensional universe, 12 levels of consciousness, the structure of the spiritual worlds, and explained dark matter and dark energy in 1991, proved that consciousness can move at a speed much greater than the speed of light, discovered a new fundamental physical force that governs the universe, revealed that Einstein was wrong about many things in his theories.

Corruption and the mafia in a country destroy democracy, freedoms, human rights, the rule of law. As a result, lor. Prof. Momchil Dobrev and Lady Prof. Marioal Garibova-Dobrova created both the "Theory of the Degree of Democracy" and the "Theory of the Degree of Justice/Injustice" as well as the "Theory of Socio-Humanism" - a society that excludes the shortcomings of neoliberalism, globalism, wild market economy, and creates the foundations of a NEW HUMAN SOCIETY resting on completely different principles, both economic and social, managerial and others.

As a result of the fight of Lord Prof. Momchil Dobrev against corruption and the mafia in Bulgaria and the European Union and the European Commission since 2011. Lord Prof. Momchil Dobrev has survived 19 /nineteen/ attempts to kill him and his relatives.

While still a student at the Technical University of Ilmenau, Germany, Prof. Mikhail Roth assigned Momchil Dobrev to teach in various disciplines. Then, after and based on the logic developed by Momchil Dobrev and due to his studies with Artificial Intelligence, he created a teaching methodology that is very effective and gives maximum results in terms of teaching, learning, and understanding on the part of students.

After developing the logic of fantasy, a complete theory of analogy, the logic of imagination, models for discovering ideas, novelties, discoveries, a theory of the degree of trust, a theory of the degree of truth, the degree of persuasion, the degree of understanding, Momchil Dobrev actually refused to work more on the topics of Artificial Intelligence, because he understood that if an Artificial Intelligence system is trained in role-playing games, and which sets certain goals and prepares them to implement them, i.e. strategic, tactical and operational planning, and creates the appropriate behavior for this, then this artificial intelligence system is very dangerous for humanity. This happened in 1988.

In this article we describe Momchil Dobrev's methodology for training, which is maximally effective and aims at LEARNING THINKING, WAYS OF THINKING, INCREASING UNDERSTANDING, PERSUASION, MEMORY - innovations in both Pedagogy, Psychology, Didactics.

2. RESEARCH METHODS

Presentation of Prof. Momchil Dobrev's methodology for training - the new paradigm in Pedagogy, Didactics, Psychology, Commitment, presentation of the advantages of this method, comparison with other methods, criticism of Bloom's taxonomy and other taxonomies. Presentation of Momchil Dobrev's taxonomy, Research methods of analysis, verification of the advantages of Prof. Momchil Dobrev's method for training compared to other such learning methods. At the same time, the various developed theories and models of Prof. Momchil Dobrev are presented - Theory and model of THOUGHT NETWORKS, THEORY of TYPES AND LEVELS OF CONSCIOUSNESS-

- Analysis of the training methodology of Prof. Momchil Dobrev.
- Description of the methodology of Prof. Momchil Dobrev
- Presentation of the advantages of the methodology of Prof. Momchil Dobrev
- Analysis of the Theory and model of THOUGHT NETWORKS of Prof. Momchil Dobrev
- Presentation of how the Theory and model of THOUGHT NETWORKS of Prof. Momchil Dobrev described all the processes of learning, memory, understanding, and other things from psychology, pedagogy, didactics, neurophysiology of memory and processes in the human brain

3). INCLUSIVE EDUCATION, - INTERNATIONAL DOCUMENTS,

3.1/. UNIVERSAL DECLARATION of Human Rights

Adopted and proclaimed by resolution 217 A (III) of the UN General Assembly of 10.12.1948

Article 26

1. Everyone has the right to education. Education shall be free, at least in the primary and primary stages.

.....

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

3. Parents have the right, as a matter of priority, to choose the type of education which their children shall receive.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and to share in its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone has the right to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the society in which alone the free and full development of his personality is possible.....

3. These rights and freedoms may in no circumstances be exercised contrary to the purposes and principles of the United Nations.

3. 2/. CONVENTION on the Rights of the Child

Adopted by the UN General Assembly on 20.11.1989. Ratified by a decision of the Supreme Assembly of 11.04.1991 - State Gazette, no. 32 of 23.04.1991, promulgated, SG, No. 55 of 12.07.1991, in force from 3.07.1991

Article 28

1. States Parties recognize the right of the child to education and, with a view to achieving this right on the basis of increasing accessibility and equality of opportunity, shall in particular:

- a) Make primary education compulsory and free for all;
- b) Promote the development of various forms of secondary education, including general and vocational education, making them accessible and available to every child and shall take appropriate measures, such as the introduction of free education and the provision of financial assistance in cases of need;
- c) Make higher education accessible to all on the basis of ability and by all appropriate means;
- d) Make educational and vocational information and guidance available and accessible to all children;
- (e) To take measures to promote regular school attendance and to reduce the rate of school drop-out.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the human dignity of the child and in accordance with the present Convention.

Article 29

1. States Parties agree that the education of the child shall be directed to:

- a) The development of the child's personality, talents, mental and physical abilities to their fullest potential;
- b) The development of respect for human rights and fundamental freedoms and for the principles proclaimed in the Charter of the United Nations;
- c) The development of respect for the child's parents, for his or her own cultural identity, language and values, for the national values of the country in which the child is living, of the country from which he or she may originate and of civilizations different from his or her own;
- d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace and tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and indigenous peoples;
- (e) the development of respect for the natural environment.....

Article 30

In those States in which ethnic, religious and linguistic minorities or indigenous peoples exist, a child belonging to such a minority or of indigenous origin shall not be deprived of the right, in community with other members of his or her group, to enjoy his or her own culture, to profess or practise his or her own religion, or to use his or her own language.

Article 31

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural and artistic activity, leisure and recreation.

3.3/. INCLUSIVE EDUCATION - normative framework and normative aspects of inclusive education

In Bulgaria, inclusive education is an integral part of the education system, regulated by various normative acts and programmes. The main regulatory documents include:

Regulation on Inclusive Education: This regulatory act defines the mechanisms for supporting children with special educational needs and guarantees equal access to education for all students.

Act on Preschool and School Education /ZPUO/: This law provides the framework for the integration of all children in the educational process and defines the rights and obligations of schools with regard to inclusive education.

Regional Support Centers for Inclusive Education: These centers provide methodological assistance, resources and consultations for schools to effectively implement the principles of inclusive education

The concept of "inclusive education" is an approach in the education system that provides opportunities and ensures that every child, regardless of their social status, individual abilities and special educational needs, has access to quality education. This education provides equal opportunities for all students. On the other hand, it promotes the development of tolerance, respect, empathy and social skills

In Bulgaria, inclusive education is regulated by law. It is ensured by regulations, programs, projects and initiatives. The most important thing is the integration of all children in the educational process, equal access to education for all students, even those with special educational needs /SEN/, from different ethnic and social backgrounds, gifted children and children with language barriers.

The goal is to adapt education and the learning process to the needs of each student in order to realize them in life. Inclusive education works by tailoring learning materials to the needs of students, assessing and individually approaching the strengths and weaknesses of the student through individual educational programs, integrating students into the general learning process while promoting social relationships with full respect and attention and consideration. Inclusive education contributes to reducing social isolation, improving the educational environment, developing students' social and communication skills, providing equal opportunities in order to prepare for reality and life, mutual respect, tolerance and attention, individual support for each student depending on his/her interests, motivation and needs, mutual assistance, teamwork, mutual respect, Inclusive education is based on the following several key principles as follows:

3.3.1. Normative aspects of inclusive education

Inclusive education is a challenge for most countries in different parts of the world. It is part of the effort to harmonize fundamental human rights and is one of the most progressive achievements in the field of mass education. It enables all children to learn together in the classroom and to participate together in extracurricular activities. And this regardless of their abilities, disabilities, illnesses, beliefs, ethnicity, mother tongue, talents, etc. This is the real starting point for inclusion and inclusive education in general.

The legal framework is as follows

3.3.1.1. Preschool and School Education Act (PSEA)

In the PSEA, inclusive education is defined as an “invariable part of the right to education” (Art. 7., para. 2)4). In § 1. (item 22) of the “Additional Provisions” of the PSEA, the concept of “inclusive education” is defined. The Act on the Support of Personal Development (SPD) regulates the establishment of a Personal Development Support Centre (PDSC) as an institution in the system of preschool and school education. It regulates “activities supporting the inclusion, training and upbringing of children and students, as well as activities for the development of their abilities” [Art. 26. (1)].

According to Art. 49. (1) PDSCs, according to their activities, are for:

- development of interests, abilities, competences and performance in the field of science, technology, arts and sports;
- career guidance and counselling; 39
- preventive, diagnostic, rehabilitation, correctional and resocialization work with children and students;
- resource support for children and students with special educational needs;
- pedagogical and psychological support;
- implementation of support and training programmes for the families of children and students with disabilities.

By virtue of this regulation, it becomes clear that the CPDL are not only for children and students with disabilities and SEN. Children and students from ethnic minorities with various deficits, interests and abilities are also in the field of view of the CPDL and only the future organization in this direction will meet the high expectations for them.

For the first time in the history of Bulgarian education, the Law on Special Educational Needs and Special Needs regulates an anti-segregation attitude in the “segregation into classes or groups of students with SEN, who are taught in an integrated manner according to an individual curriculum” [Article 99. (5)].

This is in accordance with the most progressive understandings of the education, upbringing and socialization of children and students with SEN.

Article 171. (1) regulates the rights of students..

Article 187/1 regulates additional support for personal development.

General support for personal development according to Art. 187. (1) includes:

Art. 187. (1) also regulates development, which includes:

- work with a child and student in a specific case;
- psychosocial rehabilitation, rehabilitation of hearing and speech, visual rehabilitation, rehabilitation of communication disorders and in case of physical disabilities;
- provision of accessible architectural, general and specialized supporting environment, technical means, specialized equipment, didactic materials, methodologies and specialists;
- provision of training in special subjects for students with sensory disabilities;
- resource support.

Paragraph (2) of Art. 187 refers to children and students who are users of additional support for personal development. These are children and students with special educational needs, children and students at risk, children and students with pronounced talents and children and students with chronic diseases.

According to Art. 188. (1) of the ZPUO, each kindergarten and each school are obliged to organize their own personal development support team, which assesses the individual needs of children and students who are

subject to additional support. Only on the basis of this assessment of individual needs, the kindergarten and the school provide additional support to children and students in need.

According to Art. 189, the assessment of the individual needs of a child or student in need includes:

- identifying the strengths of the child or student, the difficulties related to his or her development, learning and behavior, as well as the reasons for their occurrence;
- carrying out an assessment of the individual needs of the child or student;
- preparing and implementing a support plan;
- carrying out monitoring and assessment of the development of each specific case;
- performing other functions provided for in the state educational standard for inclusive education.

Art. 190. (1) regulates the establishment of regional teams for support for the personal development of children and students with special educational needs at the regional centers for support of the process of inclusive education.

Paragraph (2) determines the composition of the teams under paragraph 1, which include resource teachers, special educators, including from the centers for special educational support, psychologists, speech therapists and other specialists if necessary, as well as representatives of the regional education departments.

The team leader is the representative of the relevant regional education department.

The regulations of the texts of the ZPUO, which concern inclusion and inclusive education, prove that the Law establishes good legal regulation for working with those most affected by exclusion in the system of preschool and school education – children and students with special educational needs, children and students at risk, including those from different ethnocultural communities, gifted children

3.3.1.2. Ordinance on Inclusive Education - in force on 27.10.2017. Adopted by PMD No. 232 of 20.10.2017 Published in the State Gazette No. 86 of 27.10.2017.

Art. 2 states "The State Educational Standard for Inclusive Education determines

1. The terms and conditions for ensuring general support for the personal development of children and students

2. The terms and conditions for ensuring additional support for the personal development of children and students under Art. 187 para. 2 of the Act on Preschool and School Education / ZPUO / and its provision

4. The structure, terms and conditions for approving individual curricula and individual curricula for students with special educational needs and students with special talents under Art. 95 para;1 n.1 and 2 of ZPUO / in force from 01.08.2016 published in the State Gazette No. 79 of 13-10-.2015 - Art. 95/1/ Based on the school curriculum, an individual curriculum is developed for students in an individual form of education, as well as, if necessary for: 1/ students with special educational needs who are educated in a day, evening, combined, distance form or in a dual system of education, 2/. Students with outstanding talents who are educated in a combined, distance form or in a dual system of education....

Art.3/1/ Inclusive education is a process of awareness, acceptance and support of the individuality of each child or student and the diversity of needs of all children and students through the activation and inclusion of resources aimed at removing obstacles to teaching and learning and at creating opportunities for the development and participation of children and students in all aspects of the life of society

/2/. Inclusive education is an integral part of the right to education and is implemented in accordance with the principles in Art. 3 para. 2 of the ZPUO. / Art. 382/. Education is a national priority and is implemented in accordance with the following principles:

- 1/. Unified state educational policy to ensure the right to preschool and school education,
- 2/. Oriented to the interest and motivation of the child and the student, to the age-related and social changes in his life, as well as to his ability to apply the acquired competencies in practice.
- 3/. Equal access to quality education and inclusion of every child and every student,
- 4/. Equality and non-discrimination in the implementation of preschool and school education
- 5/. Preservation and development of the Bulgarian educational tradition
- 6/. Humanism and tolerance,
- 7/. Preservation of cultural diversity and inclusion through the Bulgarian language;
- 8/. Innovation and effectiveness in pedagogical practices and in the organization of the educational process based on scientific justification and forecasting of the results of innovations
- 9/. Transparency, management and predictability of the development of preschool and school education
- 10/ autonomy to implement educational policies, self-government and decentralization
- 11/. Engagement of the state, municipalities and non-profit legal entities, employers, parents and other stakeholders and dialogue between them on educational issues.

Inclusion is a process of awareness, acceptance and support of the individuality of each child or student and the diversity of needs of all children and students through the activation and inclusion of resources aimed at removing obstacles to learning and creating opportunities for the development and participation of children and students in all aspects of community life.

The school works to implement successful inclusive education as a step on the path to achieving the ultimate goal - creating an inclusive society that allows all children and adults, regardless of gender, age and ethnicity, presence or absence of developmental disorders, or with serious illnesses, to participate in the life of society and make their contribution.

3.3.2./ Principles of inclusive education:

1. Guaranteeing the right of access to the school closest to their place of residence for each child and their right to quality education;
2. Ensuring each student's access to support for personal development depending on their individual needs, taking into account the possibility of difficulties in the learning and inclusion process and the need for appropriate support;
3. Applying differentiated pedagogical approaches, oriented towards the interests and stimulating the student's motivation, taking into account the age and social changes in their lives and adapted to their ability to apply the acquired competences in practice;
4. Accepting and respecting the uniqueness of each student - the individual needs and opportunities, personal qualities, knowledge, skills and interests, to which the educational institution must respond in an appropriate manner, so that the child or student can develop their potential to the fullest;
5. Equality and non-discrimination in the provision of preschool and school education, guaranteed by the created conditions for the education of all children and students together, regardless of the difficulties and differences that may arise in the process of learning and their participation in the activities of the kindergarten or school;
6. A systematic and holistic approach to the organization and cooperation of educational institutions in the field of inclusive education at all levels - management and teamwork, use of inclusive pedagogical practices, creation of a safe and supportive environment, participation of parents, monitoring of the process and the quality of support for personal development, as well as their impact on the learning and achievements of children and students;
7. Cooperation between all participants in the process of inclusive education - the school, the student, the family and the community;
8. Reducing the impact of social inequalities on learning and on the participation of students in the activities of the school;
9. Intolerance towards discriminatory attitudes and behaviour and preparation of students for life in an inclusive society;
10. Flexibility and dynamism of the process of inclusive education according to the needs of students and depending on the specifics of public life

3.3.3: Main goal in inclusive education:

Inclusion of children and students from vulnerable groups through:

- Equal access to quality education and effective integration in school and society;
- Preservation and development of their cultural identity;
- Creation of prerequisites for their successful socialization and formation of an appropriate socio-psychological climate

3.3.4./ Providing support for personal development in inclusive education

In reality, support for personal development is carried out in connection and in correlation with the developed regional strategies for supporting personal development, as well as based on an analysis of the need for general and additional support.

The Law on the Support of Personal Development (ZPUO) regulates the establishment of a Center for Support for Personal Development (CPD) as an institution in the system of preschool and school education, which regulates "activities supporting the inclusion, training and upbringing of children and students, as well as activities for the development of their abilities" [Art. 26. (1)].

According to Art. 49. (1) CPLR according to their activities are for:

1. development of interests, abilities, competencies and performance in the field of science, technology, arts and sports;
2. career guidance and counseling;
3. preventive, diagnostic, rehabilitation, correctional and resocializing work with children and students;

4. resource support for children and students with special educational needs;
5. pedagogical and psychological support;
6. implementation of support and training programs for families of children and students with disabilities

By virtue of this regulation, it becomes clear that CPLR are not at all only for children and students with disabilities and SEN. Children and students from ethnic minorities with various deficits, interests and abilities are also in the field of view of CPLR.

3.3.5./ RECOMMENDATIONS ON INCLUSIVE EDUCATION, Based on the COFACE Disability S.H.I.F.T. guide for meaningful inclusion of people with disabilities and their families

In 2019, COFACE Disability developed the SHIFT guide to stimulate debates on human rights-based meaningful inclusion of people with disabilities in all areas of society. It started with a general approach covering different areas (support, human rights, independence, families and social transition).

Origins of inclusive education

Here are some key concepts that help to understand inclusive education:

✓ **Exclusion**

✓ **Segregation**

✓ **Integration**

✓ **Inclusion involves** a process of systemic reform, embodying changes in content, teaching methods, approaches, structures and strategies in education to overcome barriers, in order to provide all students with an equal and active learning experience in an environment that best meets their requirements and preferences.

An inclusive education system serves, is accessible to and supports every child. It is about looking at the ways in which schools, classrooms, curricula and lessons are designed so that all children can participate and learn, finding different ways of teaching to actively involve all children and develop friendships, relationships and mutual respect between them. It is:

✓ **Available: public and private educational institutions are available in sufficient quality and quantity throughout the community for students with disabilities.**

✓ **Accessible: educational institutions**

✓ **Acceptable**

✓ **Adaptable: curricula are designed, developed and implemented to meet and adapt to the requirements of each student and to provide adequate responses, making methods and resources more flexible and adaptable.**

3.3.6./ UNICEF works with partners and government institutions, civil society organizations, international organizations and the corporate sector to ensure quality, inclusive pre-school and school education for every child.

3.4./ REGULATION on the conditions and procedure for implementing the protection of gifted children

The Regulation on the conditions and procedure for implementing the protection of gifted children was adopted by the Council of Ministers No. 298 of 17.12.2003, promulgated, State Gazette, issue 111 of 22.12.2003, in force from 1.01.2004, amended and supplemented, issue 102 of 23.12.2022, in force from 1.01.2023

The important articles of the Ordinance are as follows:

Art. 1. (Amended - SG, issue 107 of 2011) The Ordinance determines the conditions and procedure for implementing protection of children with outstanding talents.

Art. 2. (Amended - SG, issue 107 of 2011) The protection of children with outstanding talents is a system of measures to guarantee the development of children's talents, which provides them with financial support and opportunities for expression.

Art. 3. (Amended - SG, No. 107 of 2011) The right to protection under the ordinance shall be granted to every child with outstanding talents in the field of science, art or sports.

Art. 4. (Amended - SG, No. 107 of 2011) The protection under the ordinance shall be granted for the purpose of:

1. encouraging the creative talents and needs of children;

2. providing opportunities and conditions for admission to sports schools and art schools;

3. financial support and stimulation through scholarships and specialized educational programs.

Measures for the protection of children with outstanding talents

Art. 8. The measures for the promotion of the creative talents and needs of children with outstanding talents are:

1. support for training in courses in arts, science and sports;
2. (amended - SG, issue 36 of 2014, effective 25.04.2014) support for participation in open-air workshops, training and coaching camps;
3. support for participation in national and international competitions, Olympiads and competitions.

Art. 10. (amended - SG, issue 37 of 2006, supplemented, issue 36 of 2014, effective 25.04.2014)

Scholarships to stimulate children with outstanding talents are granted to students from grades 8 to 12, ranked by the age of 18 in a national or international competition, Olympiad or competition included in the program under Art. 11.

CRITICISM: The regulation says nothing about creating children with creative thinking, strengthening their gifts, developing their gifts, accelerating the development of their gifts, with appropriate methodologies, only research, supporting ALREADY developed children, financial support.

CRITICISM: Nothing is said about a system for creating creative and gifted children, developing their talents and their gifts.

Only scholarships and financial support are provided.

Gifts and creativity cannot be included in budgets, planned. Because creativity, intuition, is something that arises naturally based on the development of children.

Nowhere is the importance of the teacher and the parent emphasized.

4/. THEORY AND MODEL OF MENTAL NETWORKS BY PROF. MOMCHIL DOBREV – STRUCTURE, FUNCTIONS, ELEMENTS, PROCEDURES DESCRIBING THE PROCESSES LEARNING, UNDERSTANDING, MEMORY, THINKING – WAYS OF THINKING, BELIEF, PREJUDICES, BIASES, AND OTHERS – THE THEORY THAT CONNECTS DIDACTIC, PEDAGOGY, PSYCHOLOGY, NEUROPHYSIOLOGY, THE THEORY AND LEVELS OF CONSCIOUSNESS BY MOMCHIL DOBREV, THE LOGICS OF FANTASY, IMAGINATION, COMPLETE THEORY OF ANALOGY, DEGREE OF TRUST, DEGREE OF TRUTH, DEGREE OF UNDERSTANDING, THEORY AND TYPES OF LEVELS OF VALUES AND VALUE SYSTEMS,

Theory and model of MENTAL NETWORKS and Theory of types and levels of CONSCIOUSNESS
Momchil Dobrev created back in 1985-1986 in Germany.

The teaching and learning system of Prof. Momchil Dobrev, with which he failed students, was developed in 1985 in Germany, when Momchil Dobrev completed 4 years of his education at the Ilmenau Technical University in one year and at the same time studied logic, theoretical physics, medicine, neurophysiology, and his professor Prof. Michael Roth gave him the task of delivering lectures on certain subjects while still a student to students who were 3-4 years older than Momchil Dobrev. Thus, Momchil Dobrev created this Theory and Method of Mental Networks and his teaching methodology, which will be presented in the next point.

This happened after Prof. Michael Roth - his professor, ordered him to deliver lectures and returned the developed lectures three times.

4.1./ THEORIES AND LOGICS CREATED 1985-1991 BY LORD PROF. MOMCHIL DOBREV

Theory of the degree of trust, Theory of the degree of truth, Theory of the degree of credibility
Logic of fantasy, Full theory of analogy, Theory and Logic of associations
Theory and Logic of concentration, Theory and Logic of abstraction, Theory and Logic of possibilities
Theory and Logic and degree of lying, Theory and Logic and degree of bluff
Theory and Logic of abstraction, Theory and Logic of prejudices, preconceptions
Theory and Logic and degrees of convictions, Theory and Logic of imagination
Theory and Logic and degree of understanding, Theory and Logic and degree of conviction
Theory and Logic and degree of focus, Theory and Curve of experience,
Theory and Curve of hope – Faith, Theory and Curve of Anger, Theory and Curve of Hate
Theory and Curve of Fears, Theory and Degree of Faith, Theory and; Degree of Hope
Theory and Curve of Influence, Theory and Curve of Beliefs, Theory and Degree of Credibility
Theory and Logic of INTUITION, Psychology of Intuition

Created THEORIES together with Prof. Mariola Garibova-Dobrev 2004-2006

Theory and system of degrees of value system

Theory of systems and degrees of emotions

Theory of systems and degrees of morality

**4.2./ ESSENCE of the Theory and model of THOUGHT NETWORKS by Prof. Momchil Dobrev
Learning and mastering DOES NOT HAPPEN WITHOUT TEACHING THE LEARNER TO THINK.
And to think in the logic of the respective subject, science, topic, object, method, problem, task.**

Each object, process, task, problems has its own internal logic, which connects the mental nodes - objects, subject, concept, process, procedure with the mental procedures, mental templates, mental schemes.

This is a sequence that completely covers each object, process, problem, task, describes it as fully as possible regarding and concerning the truth of it for the essence of the thing, its connections with various other mental nodes, mental schemes, mental templates.

These are sequences of connected precisely defined directed from the corresponding mental nodes to the corresponding other mass nodes, to mental schemes, mental procedures, mental operators, which trigger and generate precisely defined functions and results.

However, there are for a specific object, subject, entities different sequences of the paths of connection of the mental nodes, mental procedures, mental schemes, mental operators.

These sequences can represent different paths, sequences, which maximally encompass the full knowledge of the concrete object.

In addition to the fact that there are different sequences, but these different sequences also start from different supporting nodal points, from which the corresponding sequences follow.

This also determines the individual approach and way of thinking of each individual - an individual person.

Each subject - physics, mathematics, chemistry has its own internal logic and sequence of

- presentation of material - certain connections, dependencies,

- Solving problems

And this means certain procedures of thinking, certain ways, approaches to thinking in the relevant disciplines and solving the relevant tasks from the relevant disciplines, solving problems and others.

Each subject has its own logic and sequence of solving problems. This logic, for example, in mathematics is different than in other subjects and may include different ways, procedures for solving the relevant task. In mathematics, there are different options for solving the relevant tasks.

These options depend on the reference point from which the learner - pupil or student - will start to solve the task.

The reference point is real:

- Mental node

- Mental function

- Mental procedure

- Mental operator

The different fields of science and subjects history geography, society and others each have their own logic, which connects objects, connections, dependencies, circumstances, interconnection, causes and consequences, i.e. operations

Every science has its own logic. Every subject and entity has its own logic. Solving every problem, task has its own logic - a thought path.

On the other hand, for example, in mathematics, solving tasks occurs along different paths and different thought paths, different thought schemes, different thought patterns

The most important thing in education is that each process of teaching and learning is approved respectively through the corresponding thought process, thought schemes, thought procedures, thought patterns, which are inherent to the respective subject and area of knowledge.

AXIOMATICS OF THOUGHT NETWORKS

Without teaching the learner to know the relevant thought processes, thinking, thought patterns and thought patterns that are characteristic of the relevant knowledge - LEARNING IS MEANINGLESS - because after this learning process, knowledge is stunted and reset after a certain period of time

Knowledge is stable when it is connected to the relevant thought patterns, thought patterns, thought procedures that are characteristic of this knowledge.

And accordingly, in this way it is structured in THOUGHT NETWORKS.

Thought patterns have a precisely defined sequence and rules and laws of connection. However, everything in THOUGHT NETWORKS - DISCOVERED and created by Prof. Momchil Dobrev depends on the SUPPORT POINT, - SUPPORT ELEMENTS, concept, dependency, function or other characteristic from which THE STRUCTURING OF THE MATERIAL WILL BEGIN. This structuring of material is individually dependent on each person. This way of structuring characterizes the individual personality.

AXIOMS in CREATING THOUGHT NETWORKS:

- 1/. THERE ARE BASIC elementary thought nodes
- 2/. THERE ARE BASIC elementary thought functions
- 3/. THERE ARE BASIC elementary thought operators
- 4/. THERE ARE BASIC elementary rules for connecting elementary thought nodes
- 5/. THERE ARE BASIC prohibitions for connecting thought nodes
- 6/. THERE ARE BASIC elementary rules for connecting elementary thought functions
- 7/. THERE ARE BASIC prohibitions for connecting elementary thought functions
- 8/. THERE ARE BASIC elementary rules for connecting thought operators
- 9/. THERE ARE BASIC prohibitions for connecting thought operators
- 10/. THERE ARE BASIC procedures for connecting mental nodes
- 11/. THERE ARE BASIC procedures for connecting mental nodes and mental functions
- 12/. THERE ARE BASIC procedures for connecting mental nodes and mental operators
- 13/. THERE ARE BASIC procedures for connecting mental functions and mental operators.
- 14/. THERE ARE BASIC prohibitions for connecting mental nodes
- 15/. THERE ARE BASIC prohibitions for connecting mental nodes and mental functions
- 16/. THERE ARE BASIC prohibitions for connecting mental functions and mental operators
- 17/. THERE ARE BASIC PROHIBITIONS FOR CONNECTING THOUGHT NODES AND THOUGHT OPERATORS
- 18/. AT THE NEUROPHYSIOLOGICAL LEVEL, THERE ARE DEFINED ELEMENTARY THOUGHT FUNCTIONS
- 19/. AT THE NEUROPHYSIOLOGICAL LEVEL, THERE ARE DEFINED ELEMENTARY THOUGHT OPERATORS
- 20/. All thought functions consist of ELEMENTARY THOUGHT FUNCTIONS
- 21/. All thought operators consist of ELEMENTARY THOUGHT OPERATORS.
- 22/. THE THOUGHT NETWORK has an equivalent with the neural networks in the brain.
- 23/. Each individual THOUGHT NETWORK of an individual has a CONTINUOUS FRACTAL HOLOGRAPHIC connection AT LEVEL – SEVENTH LEVEL of SUPER – ABOVE -CONSCIOUSNESS - Akasha
- 24/. Each individual THOUGHT NETWORK of an individual has a CONTINUOUS FRACTAL HOLOGRAPHIC connection with the individual's OWN LEVELS OF CONSCIOUSNESS-
- 25/. All laws and axiomatics of the THOUGHT NETWORK rests on the THEORY OF SPECIES AND LEVELS OF CONSCIOUSNESS of Prof. Momchil Dobrev
- 26/. All connections of each individual THOUGHT NETWORK of the individual are connected with universal consciousness and contact it IMMEDIATELY on the basis of a fractal structure – i.e. there is a superluminal interaction

From elementary mental functions, different combinations of composite mental functions are created.
From elementary mental operators, different combinations of composite mental operators are created.
There is and is a direction, a sequence of connecting mental nodes, with mental functions, mental operators with each other.

THIS SEQUENCE - IS CHARACTERISTIC for EACH INDIVIDUAL - and this determines the way of thinking of a specific individual.

THIS is also the real sequence of the INDIVIDUAL MEMORY, which is a reflection of the THOUGHT NETWORKS.

MEMORY is a copy of the THOUGHT NETWORK.

The way of composing and organizing the THOUGHT NETWORK by a SPECIFIC INDIVIDUAL HUMAN is a reflection and imprint in the MEMORY.

The sequence of organization of the THOUGHT NETWORK is individual, it depends on the inclusion of the respective individual - a person of the corresponding thought connections, thought functions, thought operators, and respectively thought procedures.

THOUGHT PROCEDURES - are the sequence - ALLOWED / NOT PROHIBITED connectivity of thought connections, thought functions, thought operators in a structured thought network. The procedures, functions, operators are implicitly introduced and included in the system. They are initially set. They are contained in the DNA.

Apart from this, a corresponding fractal hologram is created for each thought network, which contains all the information about the nodes, functions, operators together with the corresponding abstract models, emotions in memory.

The modeling of the external world in the human brain occurs solely through the corresponding thought nodes, thought schemes, thought templates, thought procedures.

The reflection of objective reality is more complete and comprehensive, full of information and structure, when it is guided by the corresponding thought patterns, thought patterns that define and characterize it.

Each knowledge is characterized by corresponding thought schemes, thought patterns, which describe it as completely and to the maximum degree of completeness.

Thought schemes and thought processes actually structure knowledge in the most complex way, covering best their connections, interrelations, connections, dependencies, concepts, processes, characteristics, causes and effects.

THE LEARNING PROCESS must be guided and follow the study of the way of thinking, thought schemes, thought patterns, which are characteristic of the respective knowledge.

The learning process is FULL, COMPREHENSIVE, COMPLETE, FULLY STRUCTURED and FULLY CHARACTERIZED through the corresponding thought schemes and thought patterns that connect concepts, connections, connections, sequences of the respective knowledge.

THEREFORE, THE NEW PARADIGM OF TRAINING AND LEARNING IS THE STUDY OF THOUGHT PROCESSES, THOUGHT SCHEMES, THOUGHT PATTERNS, THOUGHT PROCEDURES THAT ARE CHARACTERISTIC OF THE CORRESPONDING KNOWLEDGE.

Without learning the thought processes, thought schemes and thought patterns that connect and describe the corresponding knowledge - THIS KNOWLEDGE IS INCOMPLETE, POOR, CRIMINAL. With many holes.

THE GOAL is TRAINING, and learning different forms and methods of thinking, .

The different objects of this process are:

- Thought nodes
- Thought schemes
- Thought templates
- Thought processes
- Thought procedures
- Thought operators

THESE ELEMENTS include different sequences and inclusions between the respective elementary thought operations.

The relationship between the teacher and the learner is precisely these thought schemes, thought templates, thought procedures, thought processes.

Thought processes are characterized by attention - attracting attention, retaining attention, strengthening attention -

The natural condition of learning is TRUST, COMPETENCE, PERSUASION, CREDIBILITY, TRUTH OF THE TEACHING MATERIAL. The value systems, desire, will, emotion of the learner also influence this.

These characteristics actually increase or decrease the value and focus - of the individual towards the respective thought network and its restoration and recall from memory.

Each mental network is “decorated” with the corresponding additional characteristics such as the value system, character, desire, will, goal, emotion of the learner. The speed of remembering, of restoring the memory and its inclusion in any thought process depends on this.

As a final link, each mental network has an analogue and a corresponding copy in the LEVELS OF CONSCIOUSNESS OF EACH INDIVIDUAL AS WELL AS IN THE LEVELS OF CONSCIOUSNESS OF THE CORRESPONDING LEVELS OF THE CORRESPONDING LEVELS OF CONSCIOUSNESS.

Each mental network also has a corresponding copy in the corresponding Akash responsible for the individual person.

SEPARATELY EACH THOUGHT NETWORK, which includes all possible connections, connections of thought nodes, thought procedures, thought functions, thought operators, thought procedures concerning a given object connected with the corresponding FORM of the THOUGHT NETWORK – WHOSE CONSTRUCTION

is FRACTAL HOLOGRAPHIC, contains all possible variants of the THOUGHT NETWORK and is also a REALLY OBJECTIFIED THOUGHT NETWORK for the specific object, subject ...

THOUGHT FORM is an object that is non-local, that is contained in any point of the universe of the information field.

THOUGHT forms are located at several levels of the bodies. They are non-local, . The information from them is sent along the fractal holographic scheme of the thought network of the Universe at any moment. And they spread at a speed much greater than the speed of light.

THEORY AND PRACTICE OF LEVELS and DEGREES OF CONSCIOUSNESS by Prof. MomchilDobrev and the repeatedly conducted experiments prove the above.

This leads to understanding, assimilation.

Understanding, assimilation is as complete and qualitative as the quantity and degree of the corresponding mental processes, mental schemes, mental templates, and all knowledge about the relevant subject, including all objects, concepts, relationships between them, dependencies, sequences of interrelations, interdependencies, dependencies, consequences.

THERE IS A COMPLETE INFORMATION NETWORK - it is objective and its corresponding degree of objectivity, reliability, validity, degree of truth. This INFORMATION NETWORK is specific to the respective subject, task, problem

This is a TYPE OF THOUGHT NETWORK which is, however, objective and with the highest degree of objectivity.

It is different from the individual THOUGHT NETWORKS of the respective object, subject, task, problem which is typical for the respective individual person.

THE DEGREE OF COVERAGE of the INDIVIDUAL THOUGHT NETWORK for a specific object, subject, task, problem, etc. TO THE THOUGHT NETWORK of the respective object, subject, task, problem of a SPECIFIC INDIVIDUAL PERSON is also the DEGREE OF "UNDERSTANDING" of the respective subject, subject, task, problem by the individual person.

That is why we have DEGREES OF UNDERSTANDING.

The degree of UNDERSTANDING for a specific object, subject, task, problem of a specific person DEPENDS NOT ONLY ON THE DEGREE OF COVERAGE but also on the degree of validity of MOVEMENT along mental connections, mental connections, mental functions, mental operators, mental procedures., i.e. on the SEQUENCE OF CONNECTION.

If there is a collision - missing connection between mental connection, , mental connections, mental connection/mental function,, Mental function/mental function, then respectively this part of the mental network receives a lower degree of RELIABILITY concerning the respective individual.

As a result, if there is no specific connection, thought link, thought function, thought operator and the corresponding sequence of freezing - then - REALLY THIS PART of the THOUGHT NETWORK is IN QUESTION and IN ONE MOMENT it will not be able to connect with the main one and is in the INDIVIDUAL'S MEMORY AS "QUESTIONED".

Subsequently, if the corresponding thought link, thought function, thought operator or the corresponding sequence of their connection is not filled - this LEADS TO FORGETTING AND REALLY understanding and the corresponding subject, object, task, problems is PARTIAL AND WITH THE CORRESPONDING DEGREE OF PARTIALITY of UNDERSTANDING.

THE REASONING of the respective individual then follows the paths and sequential connections of thought links, thought functions, thought operators.

THIS SEQUENCE of connection is CHARACTERISTIC of THIS INDIVIDUAL – HUMAN. IT IS INDIVIDUAL.

UNDERSTANDING is a process of degree of covering of the THOUGHT NETWORK of the respective person – his individual thought network for a specific problem, task, subject, with the actually complete THOUGHT NETWORK

EVALUATION of the respective thought processes, thought schemes which are INDIVIDUAL – i.e. are guided and determined by the method of STRUCTURING THE KNOWLEDGE of CONCEPTS, RELATIONSHIPS BETWEEN THEM, INTERPRETATION BETWEEN SOMETHING CONNECTIONS DEPENDENCE RESPONSIBILITY

THINKING IN DIFFERENT PEOPLE IS DIFFERENT.

It is no coincidence that a subject and topic, if not explained and presented in different ways of connection of these dependencies, will be layered, understood only by those students, who have the corresponding thought processes that are identical to those of the teacher.

Therefore, the teacher is often required to present knowledge in a different way of connection, dependency. It is no coincidence that mathematical problems can be solved in different ways in different sequences. Certain physical problems can be solved with a precisely defined sequence of actions and a precisely defined sequence of solutions.

It is no coincidence that if the teacher describes each line and even each elementary operation exactly when solving a mathematical problem or physical problem, the knowledge will be better mastered.

Understanding and the degree of understanding

The better defined mental schemes, mental templates, mental procedures and mental processes describe knowledge and overlap, the greater the degree of understanding of the relevant materials.

There is a threshold of understanding, which is the minimum condition for knowledge
It is remembered, but not everything is understood, .

The part of understanding hangs in the air

The THOUGHT NETWORKS of Prof. Momchil DoBrev are mathematical field structures, with the corresponding properties, procedures, changes.

LAW of THOUGHT NETWORKS. Thought procedures, thought functions, thought operators are PRE-PROGRAMMED, which is proven in the NEURAL NETWORKS of HUMANS.

LAW: THE PROCESS OF PERSUASION is a coherent synchronization of the frequencies of the TEACHER's and TRAINEE's mental networks.

The greater the DEGREE OF COHERENCE between the teacher's and the trainee's mental networks, the greater the degree of UNDERSTANDING of the trainee.

The more structured a mental network is, including all possible paths, directions, connections, procedures, functions, operators that characterize it, THE MORE COMPLETE IT IS, THE CLOSER IT APPROACHES TO THE OBJECTIVE MIND NETWORK of the object, the process THAT IS CONTAINED at each point of the fractal structure holographically of the UNIVERSE.

When a given understood information is related to experience, it has a higher and higher level and degree of weight, Each information has a degree of weight. The degree of weight is personal, and depends only on the personality of the individual. It accordingly strengthens and increases the weight of faster recall, recovery, remembering in the individual.

LAW - REMEMBERING is faster, the greater the degree of weight of the individual THOUGHTFUL VISION, and the more it is full of positive emotions "decorated" with the corresponding value system, will, belief, conviction,...

CONVINCEMENT various connections

UNDERSTANDING depends on knowledge and experience and on the DEGREE OF COVERAGE OF BOTH THE THOUGHTFUL NETWORK THE INDIVIDUAL PROBABLE NETWORK and THE OBJECTIVE THOUGHTFUL NETWORK for the specific object, subject, process, task, etc. with the INDIVIDUAL and with the DEGREE OF COVERAGE of the CONSEQUENCE OF THE PATHS of CONNECTION of mental connections, mental functions, mental operators, mental procedures and ACCORDINGLY, IS THERE A COLLISION – MISSING connection, function, operator and, process path. frictions.

Understanding is subjective. It depends on the value system, on the motivation of the individual, on his goals, on his aspirations, to understand this knowledge, on the emotions associated with this. Not only to understand it but also to remember it.

The truth of the UNIVERSAL COMPREHENSIVE THOUGHT NETWORK is objective.
The truth of the INDIVIDUAL THOUGHT NETWORK is subjective value and phenomenon. It depends on the person, on his values, on his knowledge, on his experience, on his understandings, value system, prejudices, convictions.

Conviction - the conviction that this knowledge corresponds to the truth is of great importance and value to the teacher. Conviction means gaining trust from the teacher to the student and vice versa. Reliability of knowledge.

ATTENTION - UNDERSTANDING - BELIEVING - MEMORIZING, decision. Gaining trust, Creating trust
TRUST - believing, persuading.

THE TRUST of the student in the teacher STRENGTHENS THE POSSIBILITY for BETTER and MORE COMPREHENSIVE creation of the relevant INDIVIDUAL THOUGHT NETWORK and, accordingly, the degree of UNDERSTANDING is greater for the student.

According to the THEORY OF THE DEGREE OF TRUST created by Prof. Momchil Dobrev, this process - persuasion is stronger the greater the degree of trust of the trainee in the TEACHER.

If the degree of trust is in line with the trust of the trainee, then in a process of decreasing trust, then there is a BARRIER in the trainee towards the teacher.

The higher the degree of trust, the easier and more comprehensive the trainee's understanding of the material taught by the teacher.

Persuasion - logic and emotions
Competence, sincerity, openness, authority, fame,
Fascinating, exciting,
Attracting attention.
Inspirational effect
Attracting attention, maintaining attention.
Persuasive- Written, Textual, Formulas, Graphics
TECHNIQUES OF INFLUENCE

**SCHEME - Communication - communicator - message - channel - - recipient - - behavioral effect
DIALOGICAL BEHAVIOR.**

Attitudes

Credibility - the main point of persuasion -

- Competence, reliability, expertise, pleasant appearance, poise, timbre, voice, social skills.

-

INFLUENCE ON THE AUDIENCE .

Experienced, informed, trained, qualified, intelligent, expert,

Inspiring.

Good-natured, cheerful, friendly, balanced, calm, talkative,

Communication -. Speed of speech, easy and free communication, citing evidence,

4.3./ TYPES OF ELEMENTARY THOUGHT SCHEMES, TYPES OF COMPLEX THOUGHT SCHEMES, containing THOUGHT FUNCTIONS AND THOUGHT OPERATORS, THOUGHT NODES, THOUGHT PROCEDURES

- Association
- Substitution
- Abstraction
- Imagination
- Focusing
- Focal abstraction
- Focal association
- Focusing – on functions, processes, objects, their properties
- Antithesis
- Synectics
- Metaphor
- Hyperbole
- Inverse function
- Sinecarha – subject replaces with part
- Categorization
- Perceptions
- Localization
- Similarities - differences

-

Logic and degree of FOCUSING

- Focusing by elements
- Focusing by groups of elements
- Focusing by functions
- Focusing by procedures

- Focusing by development
- Focusing on the life cycle
- Focusing on developmental stages

4.4./ COMPOSITE THOUGHT FUNCTIONS, COMPOSITE THOUGHT SCHEMES, COMPOSITE THOUGHT OPERATIONS, COMPOSITE THOUGHT OPERATORS, COMPOSITE THOUGHT PROCESSES - FROM The Theory and Model of Thought Networks and their Taxonomy of Prof. Momchil Dobrev – 1991 with Thought Nodes, Thought Templates, Thought Procedures, Thought Processes

TYPES OF COMPOSITE THOUGHT PROCESSES

1/. Associative thinking - replacing the Derivative relations with idealized, other similar, analogous, associated with some degree of proximity of

- Proximity of connection
- Proximity of influence
- Proximity of attitude
- Proximity of property, properties,
- Proximity of functions
- Proximity of obtained result
- And other elements of the complete theory of associations of Prof. Momchil Dobrev developed by him in 1985 in Germany, which will be discussed in a separate article.

2/-Analogous thinking

- Analogy of properties,
- Analogy of influence
- Analogy of connection
- Analogy of function/functions
- Analogy of impact
- Analogy of obtained result
- And other elements of the complete theory of analogy of Prof. Momchil Dobrev developed by him in 1985 in Germany, which will be discussed in a separate article.

3/.System thinking SYSTEM THINKING – the explanation includes all elements, their role and relationships in the system, gives a realistic forecast, for changes in one or more of their elements., explains the role of the system in a larger system, gives a realistic forecast of how changes in one system lead to changes in another, argues its forecast. EVALUATION OF ARGUMENTS – identifies the main points of view / FOCUS / - and the arguments related to them, evaluates the arguments according to criteria of fact-based relevance to the issue, identifies mainly the external factors that have influenced the position, summarizes the key arguments of the positions so far. System thinking – of a complex system presents us with the interconnectedness of the elements, details, connections, relationships, proportions, and uses the resources of thinking in a controlled manner

4/. Classification thinking

A way of classifying objects according to their internal and external characteristics, properties, functions, and material thinking,

Images, visually - figurative material

Formation of concepts - FROM THE PARTICULAR TO THE GENERAL

Side of THINKING - DISCOVERY OF RELATIONSHIPS between OBJECTS, OF CONNECTIONS BETWEEN THE INDIVIDUAL PARTS, OF THE INDIVIDUAL CHARACTERISTICS OF AN OBJECT, EXTERNAL AND INTERNAL - DISCOVERY of RELATIONSHIPS - NEW RELATIONSHIPS,

CONNECTIONS between characteristics - of certain properties, certain connections, functions - of stronger or weaker manifestation - MORE IMPORTANT or LESS IMPORTANT characteristics, properties, DISCOVERY OF A NEW RELATIONSHIP - A NEW CONNECTION, A NEW INTERDEPENDENCE, which cannot be directly I noticed what was not visible, not known, was hidden, NEW RELATIONS to the characteristics

INTERNAL ESSENTIAL NEW RELATIONSHIP – INFLUENCE, CONNECTION, INTERDEPENDENCE DISCOVERY OF A NEW ESSENTIAL RELATIONSHIP

SEARCH AND DISCOVERY OF A CONCRETE MANIFESTATION OF A RELATIONSHIP – A NEW RELATIONSHIP, THINKING PROCESS FROM THE ESSENCE TO THE CONCRETE .

Evaluation of the result of thinking THE OBJECT OF THE NEW OF THE NEW RELATIONSHIP, INTERDEPENDENCE RELATIONSHIP, DEPENDENCE, CHARACTERISTIC,

5/. Visual-active thinking - creates a process for solving practical problems in the conditions of visual perception of the situation,

6/ Visual-figurative - ways of figuratively solving problems, which presuppose a visual representation of the situation and operation with images - representations

7/ Verbal-logical thinking - verbal-discursive - uses concepts and logical constructions based on the functioning of the language, without using empirical data and images

8/ Divergent thinking - - moves in different directions, - creativity - generating new ideas, changing the point of view, changing the focus.

9/. Convergent thinking - concentration on a single correct solution

10/. Concentration - changing focus, change - concentration on the changed focus

11/ critical thinking - asking questions and criticizing different types of solutions - in order to check and probation and evaluate the degree of solution to the problem **CRITICAL THINKING**

- To be able to comprehend - I can explain in detail the meaning of what I heard, saw, read

- To be able to investigate - I can find the common and the difference when the matter is not familiar to me

- To be able to assess - to think clearly and logically, to find an answer to a problem or to make a decision

- To be able to draw conclusions - can I plan the next steps, if there is no precise instruction for this

- To be able to explain - can I describe in detail facts, ideas, problems and situations

CRITICAL THINKING

Approach - divided the problem into elements, sifted out the important information from the unimportant

Correctly identified trends, formulated **HYPOTHESIS**, new chosen **TESTING APPROACH**,

12/. ABSTRACT THINKING

ABSTRACTION – In this action, a choice is made of precisely defined properties and or properties or relations, a separate property, relation is isolated and other properties, relations, interrelationships are excluded, which will affect the basic and sought-after properties, new properties and new relations and new relationships, new functions,

Abstraction process

Separation of a certain element from a set and a set of elements

Separation of the element in relation to important and essential properties of the object,

In this way, the development and functioning of a selected essential property is revealed on the basis of all influencing factors,

In this way, the essence of objects and phenomena is revealed,

In this way, concepts are built and created, the principles of action, interaction, functions, respectively the laws according to which these processes occur are revealed.

LOGIC OF ABSTRACTION

13/. INTUITIVE THINKING

INTUITION SUDDEN INSIGHT - SUBCONSCIOUS - at different levels of consciousness

Partially the characteristics of the new ones of the object are realized, - partially they are not realized.

Partially the realization of the new qualities, characteristics, functions, property occurs at a conscious, partially not unconscious level. at **SUBCONSCIOUS, INSIGHT**.

THE DEPTH OF THOUGHT PROCESSES are **PARTIALLY CONSCIOUS - AT THE LEVEL OF CONSCIOUSNESS, PARTIALLY SUBCONSCIOUS - UNCONSCIOUS**.

SYNTHESIS OF PAST EXPERIENCE, OF PAST THOUGHTS, PAST CONCLUSIONS, PAST CONCLUSIONS.

PAST EXPERIENCE – THIS IS UNCONSCIOUS EXPERIENCE.

NEW MANIFESTATION new **PROPERTIES, NEW CHARACTERISTICS, NEW CONDITIONS, NEW RELATIONSHIPS, NEW MANIFESTATION, NEW IDEA - NEW THOUGHT** of the subconscious

unconscious, on **DIFFERENT LEVELS OF CONSCIOUSNESS ACCORDING TO THE THEORY OF TYPES AND LEVELS OF CONSCIOUSNESS** by Prof. Momchil Dobrev

SUBCONSCIOUS UNCONSCIOUS and on the corresponding **LEVELS OF CONSCIOUSNESS SYNTHESIS OF PAST EXPERIENCE, WITH NEW CONNECTIONS, NEW THOUGHTS, NEW IDEA...**

All these processes are based on the **LOGIC** of **INTUITION, PSYCHOLOGY** of intuition by Prof. Momchil Dobrev, developed in 1985.

. Intuitive thinking – unfocused, non-linear, unconventional, relies on illogical forms and connections and relationships, on hunches, there is no rational analysis, - based on the unconscious, without any special stages, as the end result – obtaining answers, connections, interrelationships, correct or incorrect, non-traditional, illogical, with rapid jumps and transitions, with the results requiring verification of all stages of connectivity ... by Henri Bergson, N. Berdyaev and the Chroidists.

14/ -Critical thinking searching for errors, shortcomings, omissions

15/ Deductive thinking – from generalities and going to the particular

16/ Inductive thinking – moving from the particular to the general

17/ Generalization

18/ Analytical thinking – dividing the whole into parts or the system of elements and examining the elements

19/ Synthetic thinking – from the particular to the whole – the general

20/ Integrative thinking – - unites, connects, combines, collects, arranges parts, details, configurations, elements, components, connections, compounds, - at a higher level of synthetic thinking

21/ . Creative thinking – creates NEW IDEAS or changes those that already exist – CREATES NEW DATA, Facts, connections, dependencies, cause-and-effect relationships, new solutions, new explanations, new descriptions of objects, phenomena, this is based on the logic of imagination developed by Prof. Momchil Dobrev 1985. In Germany..

- Internal creative abilities – process of development – evolution,

- external creative abilities – combinative action – connecting two genetic materials – pollination

- Third – conceptual creative abilities – how goals and works are formed, driven by feelings, **MOMENTARY INSPIRATION, AN EXCITING IDEA IS BORN IN THE CONSCIOUSNESS.**

- **IDEA – YOU BEGUN** – develops in the imagination until it is completed and ready for transmission in the form of poems, a book, a painting and others

- New view, New interpretation, New understanding,, New explanation,, new angle

- **GENERACY OF THE IDEA**

- Feelings connect

- **MOMENTARY INSPIRATION**

- **AN EXCITING IDEA IS BEGUN – IDEA – A NEW IDEA IS BORN – A NEW IDEA IS CREATED – THE NEW IDEA is a NEW EXPLANATION of things, CREATED on a new CAUSAL RELATIONSHIP, NEW EXPLANATION,**

- **EMERGENCY OF THE IDEA, BEGUN OF THE IDEA**

- **CHANGE OF MEANING – CHANGE OF**

This thinking is based on **LOGIC and THEORY ON CREATIVITY** by Prof. Momchil Dobrev developed in 1985 in Germany.

Creativity is a higher level of knowledge. It cannot be realized without previously accumulated knowledge.

There are general principles and stages of creativity, regardless of the type of activity

- First stage - the emergence of the idea, formulation of the task and first attempts to solve it

- Second stage - concentration of knowledge that directly or indirectly relates to the given problem, the acquisition of new knowledge - subconsciously or unconsciously or at the level of consciousness

- Third stage - conscious subconscious, unconscious work on materials, analysis, synthesis, assessment of options, enlightenment

- Fourth stage - verification and/or implementation of the solution at a conscious level

Features that characterize creativity:

- Constant cognitive activity of the personality

- Successful combination of speed and depth of knowledge - at the level of consciousness at different levels of consciousness, at the subconscious, unconscious level

- Creation of a certain emotional hunger at the subconscious and conscious level.

- Criticality of cognitive activity

- Paradoxicality or "strange" creative thinking.

Creative ability - Inventive

Creative - inventive with a rich imagination -

Product - creation of the imagination

Imagination - creative flow of consciousness and subconsciousness -

Creating something new - a new connection, dependence, a new explanation, a new structuring, a new point of view, a new focus

Creativity is the repetitive – and artistic achievement of goals,

Form, beauty, and function, expressing their feelings in the form of works of art, poems, songs, music, plays, books, paintings, sculptures.

In imagination there are recurring functions – functional artistic beauty
Creative abilities - - beauty, magnitude, and difficulty, extend on the scale from the simplest to the most complex.
Creativity – subjective assessment.
Based on skills, knowledge, and experience, creativity is setting and achieving goals and solving problems.

Three different creative activities:

- Internal creative abilities - a process of development - evolution,
- External creative abilities - combinative action - combining two genetic materials - pollination
- Third - conceptual creative abilities - how goals and works are formed, driven by feelings, **MOMENTARY INSPIRATION, AN EXCITING IDEA IS BORN IN THE CONSCIOUSNESS.**
- **IDEA – YOU BEGUN** – develops, in the imagination, until it is completed and ready for transmission in the form of poems, a book, a painting and others
- New view,
- New interpretation
- New understanding,
- New explanation
- new angle
- **GENDER OF THE IDEA**
- Feelings connect
- **MOMENTARY INSPIRATION**
- **AN EXCITING IDEA IS BEGUN – IDEA – A NEW IDEA IS BORN – A NEW IDEA IS CREATED – THE NEW IDEA is a NEW EXPLANATION of things, CREATED on a new CAUSAL RELATIONSHIP, NEW EXPLANATION,**
- **EMERGENCE OF THE IDEA**
- **BIRTH OF THE IDEA**
- **CHANGE OF MEANING – CHANGE OF**
-
- ANATOMY BIRTH OF THE IDEA**
- ENLIGHTENMENT**
- FOCUSING**
- ASPECT** New aspect,
- INSPIRATION – NEWLY STRUCTURED, new explanation,**

22/. **IMAGINATIVE THINKING** this is based on the logic of imagination developed by Prof. Momchil Dobrev 1985. In Germany
Thinking with IDEAL IMAGES
Thinking a person transforms stimuli, from the world, and from his own body, from his own emotion, feelings, into images, ideas, concepts and knowledge
Elements of thinking are:
- Systems for representation and coding
- Mental styles - a generalization of the individual manifold,
Causal - consequential - deterministic
Dialectical-algorithmic
Competing directions in thinking
Fractal-holographic - chaotic amorphous - quickly jumping from topic to topic and from variant to variant
IMAGINATION - - creative activity

23/. Interrogative thinking – thinking in which we ask questions the art of asking questions

24/. Productive thinking – Gestalt psychology – Wertheimer – result of nitegrarirav – connected dependent bound experience from the past, simultaneously removing all obstacles to thinking,

25/. Original thinking - unusual, flexible, diverse, - generating something **NEW** but feasible

26/. Reproductive thinking – reproduces, without creating something new a new idea.

27/. Intuitive and analytical-synthetic thinking – complement each other - - then thinking is called – comprehensive – holistic.

28/. Analytical-synthetic and intuitive thinking are divided into such according to the time of occurrence, structuring, / ordering of stages, mutual relationships/ and development of awareness – called reflexivity.

29/. Realistic thinking – oriented towards the external world, and subject to formal logic.

30/. Autistic thinking - - subjective logic, inner desires, emotions, stimuli, and striving for their realization

- 31/. Magical thinking – in it is believed that the ideal is already real or thought causes events.
32/. Religious thinking – based on some belief in the supernatural.
33-/. Thinking with analogies
34:- Thinking with imagination.
35-/. Thinking with fantasy
36/. Deep Thinking with concentration
37/. Deep Thinking with focus
38/. HYPOTHETICAL THINKING
39/. THEORY AND PRACTICE of discovery, creation of ideas / scientific / unscientific created 2004 by Prof. Momchil Dobrev and Prof. Mariola Garibova-Dobreva
40/ Comparative thinking
COMPARISON separation of the common and the different
Discovery of the degree of the common and the difference in the objects their characteristics properties, functions, manifestations processes, effects properties and connections are selected and then compared, compared, Before the comparison, the comparison is separated by the feature by which the comparison will be made, the comparison and to what degrees and proximity, the similarity, the degree of difference of qualities properties, the degree of similarity, the degree of difference
Comparison comparison can be made by several features-. The signs must be placed in a precisely defined sequence of connection, dependence, causal dependence, influence, function, The sequence of signs is composed by sequence and comprehensiveness, by completeness of the object, its properties, characteristics and functions
- 41/. Divergent thinking - - moving in different directions, - creativity - generating new ideas - changing the point of view, changing the focus
42/. Convergent thinking - concentration on a single correct solution
43/. Thinking through concentration - changing the focus, changing - concentration on the changed focus - critical thinking - asking questions and criticizing different types of solutions - for the purpose of checking and testing and evaluating

4.5./ COMPOSITE THOUGHT FUNCTIONS, COMPOSITE THOUGHT SCHEMES,

The form of thinking is the way in which the person carrying a sociotype solves the task set before him. Carl Jung's sociotypes are:

- Researcher - intuitive-logical extravert - logical, intuitive, extravert irrational
- Mediator - sensory - ethical introvert - ethical, sensory, sensitive, introvert, irrational
- Enthusiast - ethical-sensory extravert - ethical, sensory, extravert, rational
- Analyst - Cartesian logical-intuitive introvert - logical, intuitive, introvert, rational
- Mentor - ethical-intuitive extravert ethical, intuitive, extravert, rational
- Inspector - logical-sensory introvert - logical, sensory, introvert, rational
- Marshall - sensory-logical extravert, logical, sensory, extravert, irrational
- Lyric - intuitive-ethical introvert - ethical, intuitive, introvert, irrational
- Politician – sensory-ethical extrovert, ethicist, sensory, extravert, irrational
- Critic – intuitive- logical introvert – logical, intuitive, introvert, irrational
- Entrepreneur – Jack London – logical-intuitive extrovert – logical, intuitive, introvert, irrational
- Guardian – Dreiser – ethical-sensory introvert, ethicist – sensory, introvert, rational
- Administrator – Stirlitz, logical-sensory extrovert – logical, sensory, extravert, rational
- Humanist – Dostoevsky – ethical-intuitive introvert – ethical, intuitive, introvert, rational
- Advisor – intuitive-ethical extrovert – ethical, intuitive, extravert, rational
- Master – sensory-logical introvert – logical, sensory, introvert, irrational

HUMAN thinks with different concepts, categories, judgments, and mental conclusions, representations – from psychology,

5/. THEORY AND PRACTICE OF CONSCIOUSNESS – TYPES, DEGREES, LEVELS, TOPOLOGY, METRICS – THE EXPERIMENTAL EXPERIMENTS OF M. DOBREV”, LEARNING THROUGH CONSCIOUSNESS – ACCESS TO CONSCIOUSNESS, TO THE LEVELS OF CONSCIOUSNESS – THE NEW PARADIGM IN TRAINING, DIDACTIC, PEDAGOGY, PSYCHOLOGY

5.1./THEORY OF THE 16-DIMENSIONAL STRUCTURE OF MATTER - CONSCIOUSNESS BY PROF. Momchil Dobrev, A COMPONENT PART OF THE 16-DIMENSIONAL DIMENSION OF THE

FIELD OF THE UNIVERSE- 2003 AND THE EXPERIMENTS OF LORD PROF. MOMCHIL DOBREV FROM 1985, 1991-2003 WITH THE LEVELS OF CONSCIOUSNESS AND THE RAISING OF THE EIGHTH LEVEL OF CONSCIOUSNESS and OPENING OF A PORTAL for TRAVEL OF CONSCIOUSNESS IN THE UNIVERSE with a speed - INSTANTANEOUS .that is.. much greater than the speed of light- THE REAL DENIAL OF EINSTEIN and DIALECTICAL MATERIALISM. The explanation of dark energy and dark matter.

THE ETHER - A FIELD STRUCTURE OF THE FIELD which has a precisely defined geometry and contains consciousness at the zero point.

THEORY OF THE UNIVERSE by Prof. Momchil Dobrev and Prof. Mariola Garibova-Dobrev – 2005 AS A GENERAL DESCRIPTION of LIFE IN SPACE and THE UNIVERSE, which encompasses physics, biology, chemistry, genetics, psychology, psychiatry and others.

The theory of the universe of Prof. Momchil Dobrev and Mariola Garibova Dobrev is based on the model and equations of Momchil Dobrev since 1985-1991, which establish the following BASIC POSTULATES and the THEORY OF TYPES AND LEVELS OF CONSCIOUSNESS IN THE UNIVERSE 1991 of Lord Prof. Momchil Dobrev:

THE UNIVERSE CONSISTS OF A MULTIDIMENSIONAL UNIVERSE - WHICH CONSISTS OF 16 LEVELS OF DIMENSION, which includes parallel universes, the essence of which will not be considered here..

EACH DIMENSION represents a FREQUENCY SPHERE OF DENSITY - A MATRIX, in which dimension is based and rests on a precisely defined FREQUENCY SPHERE..

EACH HIGHER LEVEL OF DIMENSION is SUPPORTED by EXACTLY A DEFINITE FREQUENCY SPHERE, WHICH IS HARMONIC and several degrees HIGHER than the previous dimension.

EVERY PROCESS OF MATTER and FIELD MATTER of ANY BEING in THIS DIMENSION is INVISIBLE to the previous dimension and is then invisible when it is encompassed and it itself resonates on THIS FREQUENCY SPHERE

THE TRANSITION from ONE DIMENSION to the next DIMENSION OCCURS after a precisely defined time ROTATION IN A PRECISELY DEFINITE DIRECTION of 90 degrees ROTATION and RAISING TO THE NEXT HARMONIC LEVEL OF THE FREQUENCY SPHERE of the previous DIMENSION.

EVERY DIMENSION HAS A CONSCIOUSNESS, which resonates on the corresponding harmonic levels and spectra and frequency sphere.

Human consciousness can rise from one level-DIMENSION TO ANOTHER, after interference of the SOUND SPECTRA and the corresponding FREQUENCY SPHERE OF THE CORRESPONDING DIMENSION.

Consciousness moves at a SPEED MUCH GREATER THAN THE SPEED OF LIGHT. CONSCIOUSNESS MOVES INSTANTLY.

Consciousness can receive information and SEE EVERY OBJECT IN DEPTH and to its structure. Consciousness also has CORRESPONDING TENTATIVE ORGANS.

These conclusions are PROVEN BY THE EXPERIMENTS CONDUCTED BY LORD PROF. MOMCHIL DOBREV SINCE 1985 IN GERMANY, THEN 1991 TO 2003 with precisely defined techniques and procedures, refined and created by Lord Prof. Momchil Dobrev.

ALL this is supported by the ETHER - ITS FIELD STRUCTURE, which has a geometric structure. For this purpose, Lord Prof. Momchil Dobrev SINCE 1991 CREATED A NEW METRICS, A NEW TOPOLOGY, which is based on the principles of nature - the golden ratio, the Fibonacci series, the fractal structure, holographic inclusion of information.

AT THE BASE OF THE FRACTAL STRUCTURE is the STRUCTURE of the SPIRAL OF THE FIBONACCI AND LOGARITHMIC CURVE. BASIC PRINCIPLE - REASON FOR THE MOTION in the universe is that the FIBONACCI SERIES - WHICH IS THE CORRESPONDING SPIRAL MOVES ACCELERATELY - the pure numbers 1,1,2,3,5,8,13,21,34,55,89, etc. PROVE THE ACCELERATION OF THIS MOTION.

THIS MOTION IS ALSO ONE OF THE FORCES AND CAUSES FOR THE MOTION OF THE PLANETS IN EVERY SOLAR SYSTEM, IN EVERY GALAXY.

FROM the experiments of Lord Prof. Momchil Dobrev in 1991 follow the REASONS FOR THE MOTION OF THE PLANETS in a "SOLAR SYSTEM" and THAT THEY ARE GENERATED by the MOTION OF THE CORE OF THE RESPECTIVE "SUN", which causes the generation of the corresponding VORIDES. FROM these experiments come out the three equations and forces that hold each planet in its respective orbit depending on the energy electromagnetic information POTENTIALS. Unlike the equations of KEPLER and NEWTON, which are descriptive and do not give the ORIGINAL CAUSE FOR THE MOTION OF PLANETS – WHY

DOES IT MOVE LIKE THIS, the equations of Lord Prof. Momchil Dobrev DESCRIBES AND GIVE THIS SOLUTIONE

THIS IS ON THE BASIS OF THE VORTEX FIELDS AND VORTEX CAUSED BY THE ZERO POINT FIELD. OF THE UNLIMITED EQU- ENERGY - INFORMATIONAL CONSCIOUS POTENTIAL.

EVERY OBJECT in the universe HAS CONSCIOUSNESS at its respective level.

ETHER is a STRUCTURE of the FIELD, which contains all 13 levels of consciousness, penetrates all the innermost levels of all matter. ETHER is the essential field of consciousness that governs all levels of consciousness, of FREQUENCY SPHERES of all SPHERES OF CONSCIOUSNESS, of matter and the corresponding dimensions of density which are 16 DIMENSIONS, of SPIRITUAL WORLDS which are SEVEN IN NUMBER as each spiritual world contains 7 /seven/ sub-levels.

THIS FIELD STRUCTURE is infinite, contains a fractal structure of description and a holographic form of space, conscious, self-organizing, self-learning.

BASIC ELEMENTS AND POSTULATIONS of ETHER:

- Fractal description – the part CONTAINS ALL INFORMATION

Holographic form

- LOGARITHMIC FORM of LIFE in the universe – plants, animals, man, cosmos, planets, stars

-

ETHER - this field conscious structure connects everything in space, time, consciousness, all levels of FREQUENCY SPHERES and all types of matter.

ETHER HAS A PRECISELY DEFINED GEOMETRIC STRUCTURE, IN THE CENTER OF WHICH IN A CYCLE OF CHANGED BY LORD PROF. MOMCHIL DOBREV KLEIN BOTTLE IS CONNECTED ENERGY, CONSCIOUSNESS. FROM THERE COMES THE ENERGY OF THE ZERO POINT, WHICH IS INEXHAUSTIBLE ENERGY THAT CAN BE OBTAINED.

THE ENERGY OF THE ZERO POINT IS ACTIVATED AT EXACTLY SPECIFIC INPUT FREQUENCY CHARACTERISTICS OF END IN AN EXACTLY SPECIFIC DIRECTION OF THE FORCE OF LORD PROF. MOMCHIL DOBREV DISCOVERED DURING HIS FUNDAMENTAL EXPERIMENTS IN 1991.

This structure is also activated through precisely defined two GEOMETRIC FIGURES WHICH ROTATE WITH EXACTLY SPECIFIC FREQUENCIES - ANGULAR VELOCITY IN DIFFERENT DIRECTIONS.

The information in this field structure is organized on a fractal - holographic principle, logarithmic principle, matrix principle.

THE ETHER structures matter at all levels from elementary particles through atoms to molecules.

5.2/. In 1991, 2003 Lord Prof. Momchil Dobrev CREATED A THEORY OF THE STRUCTURE OF CONSCIOUSNESS AS AN ENERGY INFORMATION SYSTEM IN THE UNIVERSE THAT FORMED MATTER.

Based on experiments conducted systematically since 1985 in Germany, then 1991 in Bulgaria and until 2003. Lord Prof. Momchil Dobrev CREATED HIS THEORY OF THE STRUCTURE AND LEVELS OF CONSCIOUSNESS AS PART OF THE UNIVERSE.

This is a structure that consists of 13 levels, with only 12 levels being accessible to HUMAN SOULS.

AS THE DIMENSIONS OF THE UNIVERSE FIELD IN THE UNIVERSE ARE 16, so each dimension has CONSCIOUSNESS. THIS IS AN INFORMATION STRUCTURE that works on a matrix principle – fractal, holographic.

THE MOVEMENT along the PATH OF CONSCIOUSNESS from the THIRD LEVEL OF CONSCIOUSNESS, which is a person up the height to 16, does not happen in the same way.

EACH LEVEL OF CONSCIOUSNESS exists in a specific SOUND HARMONIC COHERENT MATRIX, and it has precisely defined frequency harmonic coherent characteristics that are harmonious at the lower level.

THE STRUCTURE OF THE FIELD OF CONSCIOUSNESS consists of:

- Levels of consciousness. In reality, the levels are 13 levels of consciousness, with 12 levels accessible to souls.

-

- A MAIN CHANNEL, through which a transition from one level of consciousness to another, subsequent level of consciousness occurs.

RULES FOR TRANSITIONING FROM ONE LEVEL OF CONSCIOUSNESS TO ANOTHER LEVEL OF CONSCIOUSNESS.

Each level of consciousness has a sound matrix that defines it.

In the presence of a sound complex that encompasses the sound matrix characteristics of each level of consciousness, and they are combined HARMONICALLY one into another, one can move from one level of consciousness to another level of consciousness.

If the harmonic sound matrices of two or three levels of consciousness are contained - then the consciousness of an individual can pass through these levels and stop at the last one whose sound matrix corresponds to the last level.

EACH LEVEL OF CONSCIOUSNESS HAS THERE ALSO CORRESPONDING SENSORY ORGANS.

LAW - THE THOUGHT of a person CONTROLS the consciousness of where to move in the universe.

With these experiments from 1985 in Germany to 2003 inclusive, the CONSCIOUSNESS OF Lord Prof. Momchil DOBREV RAISES TO THE EIGHTH LEVEL OF CONSCIOUSNESS and THROUGH THOUGHT IS CONTROLLED in the UNIVERSE.

IF the movement is towards the universe, THEN CONSCIOUSNESS STARTS TO MOVE IN THE DIRECTION DETERMINED BY THOUGHT.

EXPERIMENTAL PROCEDURE FOR OPENING A PORTAL OF CONSCIOUSNESS THROUGH WHICH CONSCIOUSNESS CAN SEE EVERY OBJECT IN THE UNIVERSE - from the smallest level to the largest level.

1/ Initially, with eyes closed, the person imagines a ball of fire above his head. With thought, he begins to move this ball from the crown of his head to the first chakra and back. At one point, the process of movement of this fireball from 7 to the first chakra and from there is accelerated by thought. We are talking about the main 7 / seven / chakras in the human body. Although there are many more.

With thought, this movement of the fireball is allowed to move from top to bottom and vice versa.

2/. Depending on the polarity, which is different in men and women, mentally at the level of the seven main chakras in the human body, with the POWER OF THOUGHT, SOLAR DISCS are created that ROTATE in a certain direction.

DEPENDING ON THE POLARITY, respectively, discs 1,3,5,7 rotate to the left, while the others 2,4,6 rotate to the right.

And respectively, 1,3,5,7 rotate to the right, and the others 2,4,6 rotate to the left. WHEN LISTENING TO A PRECISELY SPECIFIC SEQUENCE OF SOUNDS THAT CORRESPOND TO and COVER ALL FREQUENCY SOUND CHARACTERISTICS-MATRIXES of EACH OF THE LEVELS OF CONSCIOUSNESS THROUGH THE CHANNEL OF CONSCIOUSNESS, the eighth level of consciousness is reached without problems, after the procedure with the light ball and the rotation of the corresponding solar disks 1,3,5,7 in one direction and 2,4,6 in the other direction is done.

This movement accelerates the process of coherence and synchronization.

3/. At the next moment, a beam of light is released from the first to the seventh chakra or the ball of light from 1/. A point from the first to the seventh chakra and upon reaching the seventh chakra, this beam is directed at 45 degrees to the visual screen with the power of thought. This is the FIELD OF VISUAL CONSCIOUSNESS.

Since the FIELD OF VISUAL CONSCIOUSNESS is at 45 degrees to the thought and the golden orb is tilted at a 45 degree angle to the horizontal

ACCORDING TO THE THEORY OF THE STRUCTURE OF CONSCIOUSNESS, THE FOLLOWING CONCLUSIONS FOLLOW:

1/. MATERIALIZATION of THOUGHT FORMS OCCURS BETWEEN 6 AND 8 LEVELS OF CONSCIOUSNESS.

SUCH healers as Sai Baba and other healers had access to the SIXTH LEVEL OF CONSCIOUSNESS when only at the thought of the illness of the person who was against them, a powder substrate materialized in the HAND, which Sai Baba gave to the patient, and after which the patient was cured.

FROM 6 TO 8 LEVELS OF CONSCIOUSNESS, THERE ARE POSSIBILITIES FOR THE MATERIALIZATION OF EVERY THOUGHT, NATURALLY THE OBJECT OF THE THOUGHT IS CONTROLLED.

All the FORMS, WHILE materialization of "GOOD THOUGHT FORMS" occurs from the 6th to the 8th level of consciousness.

THE EIGHTH LEVEL OF CONSCIOUSNESS IS LOCATED CORRESPONDINGLY IN THE HARMONIC OF the corresponding harmonic matrices of these levels of energy chakras which are harmonious to the main seven chakras in the third dimension of man.

THOUGHT CAN DIRECT CONSCIOUSNESS and not only to the Structure galaxy, star, but also to the microworld. THROUGH THOUGHT CONSCIOUSNESS PASSES IN A SECOND where it wants to be.

THIS IS POSSIBLE only and based on the fractal structure of the UNIVERSE and the possibilities of CONSCIOUSNESS to MOVE INSTANTLY in the corresponding structure - microstructure, megastructure or other.

THE EXPERIMENTS OF LORD PROF. MOMCHIL DOBREV

Using these rules, LORD PROF. MOMCHIL DOBREV OPENED THE CORRECT CHANNEL – PORTAL, which ANY PERSON CAN OPEN to the universe and see what he wants to SEE even if he is BILLIONS OF LIGHT YEARS away.

THE EXPERIMENTS of LORD PROF. MOMCHIL DOBREV are repeatable, and give the same result. Naturally, during this procedure, NOISE or SHOUTING screams in the environment should not be allowed. THIS WILL DISTURB THE MOVEMENT THROUGH THE CHANNEL – PORTAL and will immediately return the person to his physical body.

On the basis of the Cosmological Information Theory and Vortex Theory Theory, Mariola Garbova and Momchil Dobrev elaborate 2005. Theory of Universum.

2016 ON ONE EVENT – LECTURE IN FRONT OF MORE THAN 70 PEOPLE LORD PROF. MOMCHIL DOBREV SHOWED THE SYSTEM AND HOW TO OPEN A CHANNEL – PORTAL PERSONALLY and CAN SEE ANY OBJECT IN SELENA AT ONCE \$ INSTANTLY.

THESE EXPERIMENTS PROVE THAT CONSCIOUSNESS MOVES WITH A SPEED OF IMMEDIATELY – That this speed is much greater than the speed of light.

The model of consciousness - levels, degrees, types, topology, metrics.

1991 Lord Prof. Momchil Dobrev conducted a series of the following experiments.

In this whole process, there is music that combines the harmonic frequencies - spectrum of the third dimension - of the fourth and fifth dimensions.

POSTULATES that follow from these experiments:

CONSCIOUSNESS moves at a speed much greater than the speed of light – INSTANTLY, because CONSCIOUSNESS HAS A FRACTAL – HOLOGRAPHIC STRUCTURE, with basic CHARACTERISTICS – THE FIBONACCI SERIES – THE GOLDEN SECTION. The information at one point is contained at every point in the universe.

CONSCIOUSNESS can go anywhere at any time directed by the THOUGHT of the MAN., THOUGHT is the one that DIRECTS CONSCIOUSNESS.

THERE ARE 13 LEVELS OF CONSCIOUSNESS, with the soul having access ONLY to 12 LEVELS OF CONSCIOUSNESS..

Upon reaching these levels of consciousness, the person concerned has the opportunity to:

At the SIXTH LEVEL - MATERIALIZATION of THOUGHT – of INTENTION, - OF DESIRE - be it to cure a specific person or thing other.

SAI BABA had access to the sixth level of consciousness where through his thought he materialized his wish, a prayer for the person in question to be healed and then received materialized dust in his hand.

THE EXPERIMENTS of Lord Prof. Momchil Dobrev from 1985-1991, and PUBLIC EXPERIMENTS 2016-2017 in front of hundreds of people

7/. SUPPORT OF GIFTED CHILDREN BY PARENTS AND TEACHERS - THEIR ROLE THE ROLE OF THE TEACHER.

Analysis of the psyche, the value system of the student, his goals, aspirations, interests, where his curiosity leads him.

Does he have the support of his parents to develop?

Psychological analysis of behavior:

Is he shy, is he honest, is he ashamed, is he modest, and vice versa, is he arrogant, is he flexible, does he try to show off his talent over others and in front of others.

Does he behave like this with his classmates?

Does he have difficulties communicating with his classmates, with teachers, with his parents?

Is he too shy?

Is he purposeful for new knowledge, does he seek such new knowledge?

Does he flaunt his knowledge and vice versa is modest – almost imperceptible.

The teacher must study all THOUGHT SCHEMES AND THOUGHT NETWORKS, according to

Analysis of how he solves the tasks. When asked to the student to explain how he solves the task, to name each step, . Asks questions why he does this, waits for an explanation - understands the thought schemes for solving problems and the student's thought SCHEMES.

Then AFTER UNDERSTANDING THE STUDENT'S THOUGHT SCHEMES composed of elementary thought operations, thought forms, and their composite ones, he makes a plan, how and with what tasks and to develop the other THOUGHT SCHEMES in the student.

Through the system of Prof. Momchil Dobrev of QUESTION SCHEMES and QUESTION SHEETS by assigning the relevant questions, the teacher comes to the conclusion what THOUGHT SCHEMES the student has, which ones to develop in him, which ones to improve, if the thought scheme is not a point and there is a gap in an elementary thought operation.

To motivate him, to stimulate him, to develop a value system in which he strives to master, understand, learn even more things from the relevant subject, to look for different options for solving problems, to look for different methods for solving problems.

To look after one question asking why it is so and not otherwise, and critical thinking, to challenge him to think about different options, different possibilities.

To create in him a value system of respect for others, communication with others, mutual assistance to others, a request to explain to them what they did not understand.

To work in an epic on different subjects and their development by explaining to others.

Not to show superiority, but to constantly strive for his improvement regarding the subject, the material, the tasks he solves.

To build a value system in the child that corresponds to his interaction in the social environment and in connection with his goals, aspirations, talents, inclinations, givens.

TO STRIVE constantly to learn more things, from the subject, from lessons and even from adults, from students,

To search for popular scientific books on the relevant subjects, to search for scientific books on the relevant subjects.

To search for libraries in which to find

To search for whether there are online libraries

To ask questions about a relevant term, phenomenon, quantity, formula, the student who created it or invented it or suggested how he did it.

To strive to measure the ESSENCE, the MEANING of every concept, information, phenomenon

TO SHOW PATIENCE, waiting,

TO NOT SHOW NERVOUSNESS, to get angry at oneself or others.

To show respect both to others and to oneself.

TO LISTEN and look for the right grain in the arguments of the person with whom one is talking, to look for the other.

To seek to understand and explain how scientists thought before, how they think now, what arguments they use now, what philosophy, what concepts,

Are there any gaps somewhere, is there anything unclear, is there anything misunderstood somewhere, is there anything unexplained somewhere .

To study the needs,

Where the gap is broken if there are gaps, . To look for options to close the gaps .

Are there difficulties in communication, relationships,

To create a strategy and tactics and operationally assigned sequence in DOMINATING THE MATERIAL in the more complex of the higher courses

To create a SCHEME sequence for mastering skills, handling

Common aids, collections, books of important physicists, biographies of physicists, philosophy of physics, the development of physics over the centuries, various popular science books by prominent professors from different universities, books by prominent physicists, Nobel laureates, books - popular science and popular science books concerning the relevant topic.

Accordingly, it is necessary for the student to be fluent in English and to be very good at it.

Providing the student with information about magazines - popular science, scientific, how to ensure access so that the student can get acquainted with the latest achievements in the relevant field - for example, physics

To provide access to these magazines.

To give him information about libraries, access to them.

To provide me with access to books, collections of Olympiads, from national, international Olympiads, competitions in the country and abroad,

To talk to the parents about appropriate funding for participation in Olympiads, competitions and others.

The teacher must prepare a corresponding annual plan for working with the gifted and talented student.

The annual plan should include what additional materials the student will have to study, in what sequence, in what way,

The teacher should make an annual plan, to ensure the relevant study materials - textbooks, collections, encyclopedias, currently and to provide the student with information about sites for more information, online lectures, from different universities, even abroad.

To provide the student with information are various sites that have been developed by different foreign universities on various theses, online problem solving, in the relevant discipline - physics, astronomy, mathematics.

The teacher should provide information about online sites with simulation programs, with presentations that present the relevant lecture information in an accessible way, with the relevant tables, graphs, etc., .

The teacher must provide the student with relevant information about sites for online problem solving,

To present training materials to the student with relevant exercises, cases, solving cases, tasks and others in line with the Theory of THOUGHT NETWORKS of Prof. Momchil Dobrev and the training system and through the QUESTION SCHEMES to understand the student's mental schemes of understanding.

To prepare relevant methodological materials to use and to be compiled on the basis of the relevant theories and logics developed by Prof. Momchil Dobrev back in 1985-1986 logic of fantasy, a complete theory of analogy, systems and exercises for the development of

- ANALOGY AND ANALOGIES

- ASSOCIATIONS

- WEAPONS

- FANTASY

The teacher must develop the following activities:

- 1//. Creating a team to organize and coordinate the process of providing additional support to the gifted child
- 2//.. Preparing an annual plan - schedule for the relevant activities for the development of the abilities of gifted children
- 3//. Studying and establishing the levels of intelligence - intellectual, emotional and social in gifted children based on the tests and criteria of Prof. Momchil Dobrev
- 4//. Identifying the strengths of the gifted child, the problems and difficulties he has in social and emotional skills.
- 5//. Studying the needs of the gifted child for information, information technologies, literature, access to literature, access to schools, access to lectures, access to competitions, competitions, Olympiads,
- 6//. Determining activities for additional support for the gifted child.
- 7//. Preparation of a plan and strategy and tactics for supporting the personal development and abilities of the gifted child.
- 8//. Additional support found - financial and other from institutions and other third parties, companies, institutions.
- 9//. Creation of opportunities for additional work with the gifted child.
- 10//. Creation of conditions and climate for good socialization and emotional relationships between the gifted child and his classmates and peers.
- 11//. Creation of a climate and atmosphere of tolerance, respect, in the class where the gifted child studies.
- 12//. Awarding moral and material prizes to gifted children
- 13//. Stimulating the participation of students with outstanding talents in competitions, festivals and initiatives
- 14//. Providing an accessible environment, technical means and didactic materials.

THE ROLE OF PARENTS

Contact between the teacher and the parents in which complete and comprehensive information is provided about the development of their child, the program, the sequence of additional activities, the necessary purchase of educational materials or other aids - a computer, a tablet and others that will help the student to quickly master and differently master the materials.

Activities aimed at parents

- 1//. Support for parents through training and coaching to develop skills for effective parenting. It can also be done in an electronic environment
- 2//. Involvement of parents in school life through their participation in joint activities with students - initiatives, projects, workshops, according to the plan
- 3//. Providing parents with the opportunity to participate in decision-making for the class, as well as the school as a whole - at parent meetings, meetings of the parent active and public council during the school year.
- 4//. Building trusting communication and effective communication of class teachers with students' parents through mutual acquaintance during joint activities - support from an educational mediator, parent meetings.

5//. Creating a healthy and safe environment in schools by involving parents in a school for parents to prevent school bullying and prevent children from dropping out of school.

6//. Family group conferences with the consent of the family to resolve children's problems when a problem is identified and with the consent of the family.

8/. FOCUSED ON TRAINING / TRAINING LEARNING TO THINK/ BY PROF. MOMCIL DOBREV Focused on teaching and learning how to THINK EDUCATION

Introduction and adaptation of techniques of FOCUSED ON TEACHING / LEARNING TRAINED TO THINK focuses on teaching students to think and create thought schemes According to the theory of thought schemes of Prof. Momchil Dobrev - training students and learners to think, to create ideas,

The purpose of this FOCUSED ON TEACHING is the creation of talented and gifted students, stimulation of thought processes, training of thought schemes, thought processes

The goal is to be used successfully in educational environments such as kindergartens, schools and universities

This training is characterized by Focus on what are thought schemes, thought processes, thought operations, thought nodes, thought operators in the specific field - physics, chemistry, biology, medicine, geography history, logic, philosophy and other sciences

Talented children - gifted children are highly motivated, emotionally focused on achieving results, understanding better, solving as many tasks, problems in the relevant field as possible, solving tasks, problems with different approaches, options,

They are focused on their personal improvement, personally motivated

Teachers and parents can motivate them

At the same time, keep them active on the ground, they do not fly in the air.

To be realistic, to pursue real goals

At the same time, they isolate themselves, -

Here the goal will be to associate and work in a team, by creating projects on an equal footing, with their own abilities, to develop projects, implementations, experiments, presentations together with other students

This will achieve an association of talented and brilliant children, gifted individuals in the community with their other friends, classmates

At the same time, talented and gifted children should be burdened more - to solve more problems, to solve more complex tasks. They themselves want it and demand it from themselves, and if they have a teacher, mentor, from him too.

And they learn more complex material and matter from the relevant subject.

This is how goals and guidelines for striving to achieve the unprecedented

GOAL-SETTING should be the expression of sinking higher and higher goals, while remaining a realist, grounded in the reality of the earth, not feeling above other children, students,

THE GOAL is to achieve higher successes,

GOAL-SETTING TRAINING

How can a talented student, student set goals for himself, goals to achieve to learn more things, to understand more things,

And learn more things that concern some interdisciplinary connections

9/. CREATIVITY - CONCEPTS OF CREATIVITY by Prof. MOMCHIL DOBREV MEASURING CREATIVITY

9.1./ CONCEPT OF CREATIVITY by Prof. MOMCHIL DOBREV

" CREATIVITY is the CREATION of a new mental connection, mental knot, mental scheme, mental procedure, mental template, mental procedure, mental function by a HUMAN!.

MEASUREMENT OF CREATIVITY according to the TEST AND SCALES OF CREATIVITY by Prof. Momchil Dobrev

The TEST and scales of creativity are based on the identification of the relevant mental knots, mental connections, mental procedures, mental templates, mental functions, mental operators, after taking into account the types and degrees of prejudice, beliefs, emotional blockages, social blockages, levels of emotional and social communication, hereditary blockages, blockages at different levels of consciousness of the person concerned ".

9.2./Here I will quote some quotes regarding the concept of "creativity" which is fundamentally spills

Valentin Boyadzhiev writes "intelligence is the ability of a person to take advantage of his experience to adapt to relatively new situations".

Creativity - "the ability to make unconventional decisions and create new things". (Boyadzhiev V. 2019)
And Andy Green believes that "Good creative thinking means that we achieve more with less" (Green, A 2010).
E-magazine "Education and Development" ISSN 2603-3577 Issue 13, 07.2024

According to Raymond Corsini, "Creativity is the "ability to see new relationships, to produce unusual ideas and to deviate from traditional models (ways) of thinking" (Cleese, John 2021).

According to Dorothy Leonard, "Creativity is a process of developing and expressing new ideas that could be useful." (Leonard D., W. Swap 1999)

According to Frank Baron, "Creativity is a socially recognized creative achievement." (Barron, F. 1969)
"Creativity is our ability to create." (Boyadzhiev V. 2019)

According to Louis Bassat, "True creativity, like intelligence, is not a profession. It means doing something original and different and for it to become a new role model or a different way of acting." (Basat,2016: 13,14)

According to R. Harris, "creativity is a thinking process in which the ability, imagination, and systematic intellectual pursuits and research of creative subjects play a significant role." (Harris, R. 2009)

According to psychologists, "creativity contains a predisposition to spontaneity. The latter also appears in the patterns of culture, to which it gives new vitality. In general, spontaneity is defined as an indispensable background in the initial stage of the creative process." (Moreno, 1994: 33,34)

According to the famous psychologist and creativity expert Mihaly Csikszentmihalyi, "Creativity is a central source of meaning in our lives. Most interesting and important things are the result of creativity. What distinguishes us from primates - language, values, artistic expression, scientific thought and technology - is the result of individual resourcefulness. When we are creative, we feel that we live more fully than during the rest of our lives. (Csikszentmihalyi, 2019)

According to D. Wexler, "intelligence is the global ability of an individual to act purposefully and expeditiously, to think rationally, to cope effectively in their environment". E-magazine "Education and Development" ISSN 2603-3577 Issue 13, 07.2024

Creativity is expressed in courage, unconventional thinking and entrepreneurship. It includes many combinations. In certain cases, in order to develop creativity, it is necessary to ask questions, reject facts or ideas that are accepted as reality, and then seek a solution that is new.

There is a connection between the system of intelligences and creativity.

Alfred Binet believes that intelligence has 3 features:

- 1. Tendency to adopt and maintain a certain direction of activity.**
- 2. Ability to adapt to achieve a certain goal.**
- 3. Ability to self-criticism. (Piryov, 1980:87)**

According to D. Wexler, "intelligence is a global ability of an individual to act purposefully and expeditiously, to think rationally, to cope effectively in his environment". E-magazine "Education and Development" ISSN 2603-3577 Issue 13, 07.2024

This definition emphasizes the complex, global nature of intelligence, as well as the role of thinking and effective activity. (Piryev, 1980:87) 0]

None of these definitions fully covers the structurality, functionality of the emergence of thought as the concept of Prof. Momchil Dobrev.

10/. PERSONAL EXPERIENCE of Prof. Momchil Dobrev from his life

A few recommendations for creating textbooks

Already in the first grade he solves the tasks of the 3rd and 4th grade. However, no one is interested in these facts. The parents, one deputy director general for economic affairs and then deputy minister, etc., devote themselves only to their work and even work on Saturday and Sunday. He returns at 22-23 hours when little Momchil is already asleep. Usually, the money they give him for snacks buys collections for children. He solves an average of 50-200 tasks a day. He does not go out to play with his peers. On the first day of going out, since he has no communication skills, they beat him.

In the 4th grade he solved the problems of the 6th, 7th and 8th grades without anyone teaching or pushing him.

In the 7th grade he applied simultaneously to the German Language High School and the Sofia Mathematics High School. At the Sofia Mathematics High School exams he left 23 minutes after the start of the exam. His father scolded him all day, why he left so early

At another exam at the German Language High School – he solved the problems in 20 minutes and deliberately made it take at least 35 minutes so that his father would scold him again.

In both exams he got excellent grades – 6.

In the preparatory class he was not interested in the German language and solved mathematical problems all the time.

Even then in the preparatory class he started buying books for students in mathematics and physics. And then no one showed interest from his parents to enroll him in a school or anything else for advanced learning of mathematics and physics.

Already as a 9th grade student, he starts going to the bookstore of the Faculty of Mathematics of Sofia University and on the first floor to buy books on mathematics and physics.

PROBLEM - when a young person searches for and buys books for students on his own and starts reading them, something may remain misunderstood, which can create a gap in knowledge. All textbooks are not written for self-preparation and self-study, but are mostly textbooks that only follow the relevant lecture training.

SELF-TRAINING creates and causes gaps that can have a bad effect on the child's development. **ONE HUNDRED PERCENT UNDERSTANDING** of the relevant material **IS NOT ACHIEVED**.

Even as a student, Momchil met Prof. Matey Mateev and often visited him to talk about physics. Even after entering the barracks for 2 years, since Momchil had many awards and was an excellent student there, he used the awards he won - respectively, he went on leave to visit Prof. Matey Mateev during the week.

However, since 1982, as the chairman of the student council of the 91st German Language High School for more than 4 years, Momchil gave an interview to the newspaper "Narodna Mladze" in which the newspaper stated that "the Bulgarian Communist Party and the Dimitrovski Communist Youth Union are a MAFIA, he understands that after the barracks he must flee Bulgaria, because he will be ruined, just as his father was ruined, who as the administrative head of associations and business associations between 1984-1986 is under a kind of "house arrest" although for years he has made 100-250 million leva in profits for the state and even then since 1973. State Security is trying to put him in prison in Belene - the prison where all opponents of the socialist regime are sent.

Momchil Dobrev's education in the German city of Ilmenau began on October 1, 1984. In just seven months, Momchil Dobrev took all the exams for 4 years of education with an excellent or very good five, all exams being written with problem solving.

It is no coincidence that in February, Prof. K.H. Goethe invited Momchil Dobrev to work in his secret laboratory. At the end of February, according to Momchil Dobrev's calculations and calculations, a plant of the military-industrial complex of the GDR created a material that showed superconductivity at room temperature. Momchil Dobrev and Prof. Otte checked the experiment 260 times and it gave the same results - and this in a continuous 3.5 days, as they did not leave the laboratory during this time.

Then the attack begins from the first and second secretaries of the embassy of the People's Republic of Bulgaria in Berlin Stoil Stoilov and indirectly Ivan Sirakov Momchi Dobrev to steal the material, in return for which they will give him 11 million US dollars and a house in Florida for 4 million US dollars. Apparently, these secretaries were already CIA agents at that time.

Momchil Dobrev does not betray his professor, who gave him a hand.

As a result of these pressures and racketeering, Momchil Dobrev experiences two heart attacks during which he was in a coma, and every time he comes out of this coma state, he **SEES THE LIGHT IN THE TUNNEL**.

As early as November 1984, Momchil Dobrev begins to study not only physics, mathematics, theoretical physics, but also medicine, neurophysiology, various fields of medicine, psychology, cognitive psychology, logic, creates various theories and practically such models that are described in the attached to this course work.

PROBLEMS of Momchil Dobrev - he is very honest, he keeps his name, he does not tolerate lies, he does not lie, he follows the **LAWS** of the **DOBREV - HALACHEV DYNASTY** which he was taught by his grandfather. **PROBLEM** is that he is very modest, but he finds ways to put those who provoke him in their place **IMMEDIATELY**. He does not look for friendships.

On average, between 15-20 books in English and German Momchil Dobrev reads a week in Germany. He works and visits various universities, secret laboratories.

RESULTS ARE NOT LATE – discoveries as early as 1985 – which refute Einstein, theories, experiments, discoveries in psychology, neurophysiology, theoretical physics, experimental physics, fundamental physics, 2008 discovery of genetics which denies Darwin, denials in medicine, - discoveries in

psychology, logic, economics, legal sciences, archeology, and other sciences. Momchil Dobrev has over 1078 articles in English in the whole world.

Momchil Dobrev is the winner of over 47 world awards - World Champion in Economics 2019 - called the **FATHER OF MODERN FINANCE**, World Champion 2021 in Fundamental Physics, World Champion 2022 in Genetics, World Champion 2023 in Medicine, World Champion 2022 in Law, winner of one of five awards - **THE GREAT MINDS** of the 21st Century - 2010, the Da Vinci World Prize, and dozens of other awards, orders and medals from different countries - USA, UK, RUSSIA and others.

THEREFORE, a recommendation - to create guides that include a description of the subject, dependencies, the historical discovery of the relevant dependencies and the types of problems that are solved with the relevant mathematical apparatus and then to present problems for independent solution.

PROBLEM In the written books - textbooks on mathematics.

Given methodologies and accordingly the tasks are not written out completely in full detail line by line, but on average ten lines of a full description of the solution of a given task are saved, for example 3- maximum 4 lines of these 10 / ten / lines are published.

For example, in textbooks on quantum mechanics, all dependencies and solutions to the respective dependencies are not written out and instead of, for example, writing out in detail each sequence of solving with the respective mathematical apparatus, instead of 15 lines, 3-4 lines are written, with the corresponding transformations that follow the respective logic missing between them.

This leads to problems in understanding.

Therefore, when a teacher helps a child who has the respective gift and is gifted to learn the respective subject, each task must be written out completely and comprehensively line by line, even if, for example, one line is multiplied by a single number, this should also be written out in detail. Following the complete logic of solving a problem - **CREATES THE CORRESPONDING THOUGHT SCHEME** in the student.

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