



Investigative Article

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Question schemes and question networks based on thought patterns, thought procedures, thought processes, thought patterns – part of the methodology of training and teaching by Prof. Momchil Dobrev from 1985. Based on 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 best way to learn how to think – question networks and question schemes – the new paradigm and 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 learning how to think, learning through learning to think, learning through consciousness and levels of consciousness, learning how to think, we reason, discover ideas – simultaneously involves over 48 types and ways of learning to think – training, understanding, memorizing, based on the methodology developed by Prof. Momchil Dobrev, based on the 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, criticism of Bloom's taxonomy and Maslow's theory.

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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, and mental processes—the new paradigm and the model—the unity of pedagogy, didactics, psychology, neurophysiology, and the “theory of types of consciousness and levels of consciousness at the 12-levels model of Prof. Momchil Dobrev” (1991), including the levels of consciousness with the new goals of teaching how to think, learning through learning to think, and learning through consciousness and levels of consciousness. The teaching and learning system of Lord Prof. Momchil Dobrev, developed since 1985, is based on his methodology, including the 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, the theory of the degree of trust, the theory of the degree of truth (1995), the theory of scientific and any discovery (2004) developed together with Prof. Mariola Garibova Dobreva, the theory of types and degrees of value systems, the theory of the degree of conviction, and the theory of the degree of understanding.

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 Dobrev, 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, criticism of Bloom's taxonomy and Maslow's theory. *Indiana Journal of Multidisciplinary Research*, 5(6), 276-301.

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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 Dobrev, a financier, managed associations in various industries, transport engineering, mechanical engineering, chemical industry, and made hundreds of millions of levs 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 Heinz 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, cognitive psychology, chemistry, various medical sciences, brain sciences, and other sciences.

These are not accidental things: as a first-grade student, Momchil Dobrev solved math problems in mathematics

for grades 3–4; as a third-grade student, he solved 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 and dignity of the dynasty, and the property of the dynasty which is worth billions.

It is no coincidence that Lord Academician Prof. Momchil Dobrev has educations as a physicist – master astronomer, lawyer, economist, engineer, studied archaeology, 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, and revealed that Einstein was wrong about many things in his theories.

Corruption and the mafia in a country destroy democracy, freedoms, human rights, and the rule of law. As a result, Lord Prof. Momchil Dobrev and Lady Prof. Mariola Garibova-Dobrev 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, and the 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 nineteen (19) 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 in 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, and 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 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, and memory – innovations in both pedagogy, psychology, and didactics.

Prof. Momchil Dobrev's methodology simultaneously activates 48 ways of learning-training.

2. RESEARCH METHODS

Presentation of Prof. Momchil Dobrev's methodology for training – the new paradigm in pedagogy, didactics, psychology, and 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 describe all the processes of learning, memory, understanding, and other things from psychology, pedagogy, didactics, and neurophysiology of memory and processes in the human brain

Методиката на проф. Момчил Добрев задейства едновременно 48 начина на учене-обучение.

3). The teaching methodology of Prof. Momchil Dobrev – synergy between thinking, thought processes, logics, psychology, pedagogy, didactic, and consciousness, based on the theory and model of thought networks and their taxonomy of Prof. Momchil Dobrev (1991) with thought nodes, thought templates, thought procedures, and thought processes, involves over 48 types and ways of learning – learning through learning to think, learning through consciousness and levels of consciousness, learning how to think, reason, discover ideas, understanding, and memorizing

Back in 1985, after enrolling in the Ilmenau Technical University in 1984 and graduating in just one year and three months and taking the exams for four years at the Ilmenau Technical University, Germany, Professor Roth, Momchil Dobrev's professor, told him to prepare lectures with which to teach students who were actually 3–4 years older than him. Momchil Dobrev developed the following teaching methodology, which would challenge and teach students to think, provoke attention, concentration, and interest, retain attention, interest, and curiosity in students, and actually created his theory of thought networks – thought nodes, thought networks, thought episodes, thought operators, thought procedures, including thought forms. At the same time, he created a theory of types and levels of consciousness, the generini portati of consciousness, travel through dreams in space and time, and study the word forms of objects in the world network fractal hologram network.

What is the teaching methodology

Before the lecture, the lecture is given to the students printed and prepared in such a way as to provoke different thought processes in the students. Students should only bring text markers and a pen and underline the texts in the printed lecture, which contains everything – graphs, equations, concepts, conclusions, and questions for the students to answer.

The lecture is developed and prepared for presentation with slides. At that time, there were overhead projectors that used slides.

The sequence of the texts and slides is developed in accordance with the requirements of Momchil Dobrev's theory of mental networks.

In each slide, the attention, interest, and curiosity of the student are aroused, and actions are taken to retain and strengthen this attention and interest. Strengthening and retention are done by asking questions written on the slides to which the students must answer.

In each slide, either a concept, relationship, or function is explained, and various questions are asked about the

essence, subject, methods, and meaning of the material under consideration.

The initial lectures were about the theory of mental networks and the various logics developed personally by Momchil Dobrev: the logic of fantasy, the logic of imagination, the complete theory of analogy, various methods of thinking, various mental schemes, mental networks based on neural structures, neural networks of the human brain, the theory of the degree of truth, the theory of the degree of belief, the logic of attention, the logic of concentration, and others. These were various logics that Momchil Dobrev developed while dealing with artificial intelligence and neural networks at the neurophysiological level.

On each slide there was at least one question and points after the question where the student was asked to write the answer to the corresponding question on his sheet.

After the student writes the answer, Momchil Dobrev places the next slide, which contains the same slide as the previous one but also contains the correct answer.

In this way, the students themselves, by answering the question and receiving the correct answer, understand whether they were wrong or correct. This simultaneously acts as a stimulus and a challenge: positive emotion and stimulus if the students answered correctly, and a challenge if the students answered incorrectly. In this way, a dialogue between the subject and the subject is carried out; there is an exchange of information without any spoken conversations.

This is one of the methods of understanding the materials, the subject, and the essence of the issue under consideration by the student.

Since the lecture is printed and copied on sheets of paper, the student does not waste time writing, but concentrates only on the essence of the material. When the student writes during a lecture, he loses concentration and does not really concentrate on understanding the essence of the subject. He concentrates on writing what he heard. The goal is to write it down, and that is where the student's concentration is directed.

After the lecture is printed and the questions are asked and the conclusions are made at each stage, the student's understanding increases. The student is concentrated on the process of understanding the material and its essence.

Momchil Dobrev's methodology aims at several things

- To teach the student to think in the logic of the subject and the problem under consideration.
- To cause assimilation and understanding on the part of the student. The more time spent on concentration, the greater the degree of understanding and assimilation of the material.

- To achieve a high degree of understanding, because the student is forced to concentrate on the essence of the taught subject.
- Through questioning and answering, a real conversation between the teacher and the student takes place, without wasting time on spoken questions and answers. The student participates in an experiment, a personal study, being challenged to give answers, reflect, think, draw conclusions, and make reasoning.
- Through the methodology, the teacher asks questions and the student answers personally on his printed lecture, being challenged to concentrate and participate in the learning process.
- The student is trained to think in the thought schemes, thought nodes, thought procedures, thought functions, and thought operators of the subject under consideration.

In this way, after the question is written on each page, each student has the opportunity to answer personally, participate in a virtual imaginary conversation, and engage in reasoning with the participation of all students and the teacher.

Thus, the personal freedom, interest, curiosity, and search of the student are truly activated.

Through a printed lecture, various structured methods of thinking about the subject, its essence, methods, and connections between concepts are presented, including relationships, dependencies, sequences of thought processes, and thought functions revealing the essence of the subject.

In reality, through this method, various methods and schemes of thinking on the corresponding subject are presented.

Basic postulate

Since each person thinks differently with a different sequence when using different typical thought functions, thought operators, thought schemes, thought templates, thought nodes, and thought connections, the student directly and subconsciously, without knowing, learns and understands materials in this way, which corresponds to his way of thinking.

In this way, the student is taught to understand the materials to the greatest extent by the method of thinking that corresponds to his psyche, emotions, personality, individuality, and intelligence, to his ways and paths of thinking.

Apart from this, each subject and each discipline has an internal specific logic of thought patterns, thought procedures, and ways of thinking, which connects concepts, objects, dependencies, and sequences.

Each person learns in a different way, in which he thinks and through his personal mental operations, personal mental functions, personal mental schemes, personal mental templates, mental nodes.

Learning is actually related to a way of thinking, to structuring concepts, essences, connections, interdependencies, dependencies of concepts, methods, and thus personal memorization—the personal scheme of memorizing the material. Real memorization depends on the way of thinking of the relevant person and personality.

Learning, in addition to being related to the individual way of thinking, is also memorization of the essence of the material in this way.

The different methods and ways of thinking, the different thought patterns, thought functions, thought procedures, thought operators, and thought nodes of the thought network of Momchil Dobrev of each individual, which are personal, also differ in the concepts of ideas, the different ways and methods and paths of birth of ideas, new connections, new nodes, new thoughts, new dependencies, new conclusions, and new strategies.

The memory of each individual and the way of memorization depend on the way of thinking of the individual, the individual thinking of the respective person, which is related to character, value system, morality, goals, strategies, emotions, aspirations, needs, and the thought network, which is characterized by the corresponding personal method of thought functions, operations, patterns, nodes, and connections.

Since the entire learning process must be caused by the student—his attention, interest, and curiosity—it must not only be caused but also retained, increased, and strengthened.

Learning is really a personal and different experience.

Since each area has its own logic of connectivity of objects, subjects, and dependencies, which is fully encompassed and described, the logic and the corresponding thought schemes, thought processes, thought procedures, and the corresponding thought network are personal and characteristic of each individual, depending on character, goals, behavior, morality, values, needs, thoughts, and aspirations.

Mathematics, with its subject, objects, connections, and dependencies, has its own logic. Each mathematical problem has its own logic, its own thought patterns, thought procedures, thought connections, and thought nodes—a thought network. Each mathematical problem can be solved in different ways with different logic and different sequences of thought operations.

By the same logic, physics and physics problems follow their own logic, thought procedures, and thought patterns.

The extraction of information from memory follows a personal logic that depends on the thought operations, thought patterns, thought nodes, and thought connections of the respective person—how through thinking he has structured information, knowledge, concepts, dependencies, and everything else in his memory.

The extraction of information from memory depends on the thought network, on the thought procedures, thought functions, thought patterns, and thought nodes of the person concerned.

Intuition is a process of connecting thought nodes, thought procedures, and thought patterns by analogy and association regarding information in memory about processes, phenomena, and concepts, located both in the subconscious and in the different levels of consciousness of the individual, described in more detail in the theory of types and levels of consciousness by Prof. Momchil Dobrev (1985–1987–1991).

Thought processes depend on the thought network.

The thought network of a given object, product, process, or phenomenon represents a thought form with a precisely defined form, frequency spectrum, and spectral structure, which contains virtually all the information about the respective thought network.

Thought processes have a continuous nature, are wrapped in fractal structures and built holographically, and represent a corresponding thought form with specific visual and frequency characteristics in colors, shapes, geometric figures, and geometric images.

Each thought process depends individually on the respective person and is shaped by support points—support thought nodes, support thought functions, support thought operations, support thought operators, and support thought patterns that are typical for that individual.

The intelligence of each person depends on the complexity of the connections in the individual thought network—the connected coverage of thought nodes, thought processes, thought operations, and thought patterns.

Thought processes, thought functions, thought operations, thought operators, and thought nodes cause the discovery of new connections, new thought nodes, new thought operations, new dependencies, and new conclusions concerning the subject and object of the process.

Therefore, the entire learning process created by Prof. Momchil Dobrev in 1985–1987 aims for students to

come to new ideas and new conclusions—new thought nodes, new thought functions, and new thought connections.

The entire learning process challenges each student to come to new ideas and new conclusions.

The goal of this method is for students to become discoverers and researchers who explore and create new ideas, producing satisfaction that stimulates thinking and learning. Thought forms become emotionally colored with beautiful colors and geometric structures, making knowledge more complete, more beautiful, and faster to access.

Understanding depends on the individual thought schemes, thought procedures, and thought patterns of each person.

Learning is a process of understanding and storage of information in memory depending on thought schemes, thought operations, thought functions, and thought operators.

Learning is complete and its degree depends on the degree of understanding and the degree of coverage of the personal thought network by the objective thought network of the respective concept or connection.

Thought processes are also triggered by questions on each slide. The questions guide thought processes, thought procedures, thought patterns, thought connections, thought operators, and thought operations.

The achievements of each student do not depend on cognitive, metacognitive, or motivational components, but on whether the learner can think, how he thinks, and whether he thinks in the corresponding thought schemes, thought patterns, thought procedures, and thought operations of the subject and task.

The training method of Prof. Momchil Dobrev, created in 1985, made it possible to register the entire thought process at any level—neurophysiological, sensory, energetic, informational, and spectral-geometric.

Motivation, attention, concentration, interest, curiosity, and conviction are central.

The method connects information in all forms—verbal, visual, emotional, speech, dialogic, and communicative—achieving a higher level of understanding and assessment of the material.

Presenting the same idea in different ways increases its emotional coloration and the possibility of understanding.

By posing a question and then providing the correct answer on the next slide, students reach their own

conclusions and become researchers and discoverers, which greatly enhances understanding and assimilation without a verbal dialogue between teacher and student.

Disclosure of the thought network of each individual
Disclosure of thought schemes, thought nodes, thought patterns, thought functions, and thought operators means that the pupil or student is forced to explain, using his own words, a given topic, given connections, dependencies, concepts, quantities, and theories.

In this way, through the sequence of explanation of concepts, connections, and dependencies, the intellectual thought network of the individual is revealed—his way of thinking, thought processes, thought procedures, and thought operators.

The goal of the methodology of Prof. Momchil Dobrev is to create a personal experience, emotion, and knowledge in the learner, which leads to easier understanding and memorization of the material.

The different method of learning in each individual depends on the thought network—his way of thinking.

Therefore, one of the methods of learning by Prof. Momchil Dobrev is called learning through the thought network of the individual and his way of thinking—of creating connections, thought connections, thought nodes, supporting thought nodes, supporting thought connections, supporting thought procedures, supporting thought functions, and supporting thought operators.

The explanations of the learning process by Lev Vygotsky, John Holt, Malcolm Knowles, Hilgard, Feldman, Piaget, Bandura, and Skinner describe only the external manifestations of the learning process in relation to the environment and not the internal structural ones, as the model and methodology of Prof. Momchil Dobrev do at the level of neural structures, energies, thought forms, thought spectra, and thought networks.

The methodology and models of Prof. Momchil Dobrev best connect the learning process with memory, thinking, character, goals, and the emotional and intellectual individuality of each person.

All types of learning through imitation, behavioral models, research, experience, informal learning, and formal learning do not consider structurally processed learning and memory depending on the individual methods of thinking.

The methodology of Prof. Momchil Dobrev challenges and creates in each individual the skills to code and organize incoming information.

Through this methodology, Prof. Momchil Dobrev indirectly increases student motivation.

The learning process is controlled by the teacher through questions that students answer themselves and then verify on the next slide. This creates a positive internal competition, self-reward, self-respect, self-organization, self-control, self-judgment, and self-satisfaction. Students create their own enthusiasm, strengthen self-interest, concentration, and curiosity, set internal goals, and verify them through correct answers. This becomes a system of self-control, self-regulation, self-assessment, self-goals, and self-examination that allows learners to manage their own learning subconsciously.

This teaching methodology covers all the senses and all types of memorization—visual, auditory, kinesthetic, reflective, logical, mental, and sequential.

Using this methodology, the results showed 91–97 percent retention of information in long-term personal thought networks.

The methodology also challenges the numbers from Edgar Dale’s learning pyramid. According to Dale:

1. Lecture – 5% retention
2. Reading – 10%
3. Audio-visual – 20%
4. Demonstration – 30%
5. Discussion – 50%
6. Presentation – 75%
7. Doing/simulation – 90%

In Momchil Dobrev’s methodology, lecture, reading, audio-visual, and self-discussion are combined into one integrated process. Passive and active learning are united, creating very high learning effectiveness.

The methodology includes strategies for encoding, decoding, memorizing, searching, organizing, extracting, and deeply understanding information through structured thought networks.

Every new knowledge is structured automatically according to the personal way of thinking and personal thought network of each individual, based on thought patterns, functions, operators, schemes, templates, nodes, and connections.

4/. The methodology of Prof. Momchil Dobrev – question schemes and theory models of thought schemes

The methodology of Prof. Momchil Dobrev and theory models of thought schemes, question schemes that follow thought schemes, thought patterns, thought procedures, and thought processes.

Thought schemes

The model of “question schemes” that follow thought schemes, thought procedures, thought functions, way of thinking in a specific problem/topic, on the example of methodological development of a lesson for new knowledge from the section on the topic “First principle

of mechanics” and use of “question schemes” at level in 8th grade in physics.

- Basic knowledge in the lesson: basic new.

4.1/. Objectives of the lesson

Educational – to understand, to perceive the essence of the meaning of specific physical concepts, physical phenomena, physical quantities, and to connect them with everyday words, everyday situations, everyday experience, related to the personal experience of a person. The more this is related to the experience, everyday experience, everyday behavior, everyday movement of a person, the better the understanding and the degree of understanding is higher, and the meaning and essence of the corresponding concept, phenomenon, and quantity is actually understood, as it is connected with the concrete personal experience and perceptions of a person.

Since concepts from everyday life and the daily experience of the student are associated analogously with the corresponding physical quantity, physical concept, and physical phenomenon, the better the understanding and the better the memorization of these associations.

The goal is to create mental schemes of associations – forced and subconscious and unforced – which connect everyday concepts, everyday phenomena, and the student’s experience with the corresponding physical quantities.

The goal is to create mental schemes and mental procedures for reaching the correct conclusions, reasoning, and judgments, which best explain a physical concept, physical quantity, physical phenomenon, and physical process.

Through the process of creating mental schemes, the best result of understanding the essence and meaning of things is achieved, since the thought processes, thought patterns, thought procedures, and thought functions are followed.

The goal is for the student to understand and to make sense of concepts such as physical quantities, movement, and rest, having previously associated them with such everyday concepts and phenomena that are known to him. The goal is to combine the student’s everyday knowledge with that of physical concepts and physical phenomena. In this way, memorization is stronger and more lasting because it is related to the student’s daily experience and he connects it with the corresponding physical concept and physical quantity.

Based on these connected associations, memory is greater and the degree of understanding of the corresponding physical concept and physical quantity is more lasting and more complex.

On the other hand, the connection of everyday concepts and those of the corresponding physical concepts and physical quantities provides better understanding, assimilation, and acceptance of the corresponding educational material.

Such associative connections are more stable and lasting and lead to better understanding and a higher degree of understanding of physical concepts and physical quantities.

The connection of concepts from daily life, which is actually already accumulated experience, is connected with the corresponding physical quantity and physical concept, which provides a stronger understanding and a higher degree of understanding.

When a physical concept and physical quantity is connected with the corresponding experience of the corresponding student, then memorization is more lasting and stable and the degree of understanding is higher.

The connection of the word rest with things that do not move – a chair, a table, a box, a textbook placed on a table, a cup placed on a table, and other objects – is well associated with the physical quantity rest.

In the same way, the movement of a bus, a car, and walking gives a good connection with the student's experience in his life and a higher degree of understanding of the physical concept and quantity "motion" and respectively "rest."

When asked a question: if there is a package that weighs 100 kilograms and respectively another that weighs 10 kilograms, which will be easier to move by pushing or pulling?

To the corresponding questions: if we push an object that weighs 10 kilograms forward, will we push it forward? If we try to push an object that weighs 200 kilograms, will we move it forward?

When giving answers to these questions, the student's experience and knowledge is associated with the corresponding state of motion.

In this way, we achieve the result in which the mass is associated with the physical concept of inertia.

After the answers to these questions, to which the student gives his answer and from the next part of the presentation understands the correct answer, we reach the corresponding conclusions.

Through experience and associations and analogies, we reach a better and higher level of understanding of the corresponding concept and quantity, and from there we better reach the corresponding conclusion and definition of the corresponding law.

This is really a dialogue with oneself. A real self-control of knowledge, skills, and understandings to reach the correct answer and the corresponding correction of reasoning if they are not correct.

If the teacher asks questions that the students read, each question asks what answers they gave. There is interest, concentration, attention, increased attention, maintaining a high level of attention, high concentration, and focus on the question. The goal is to understand the essence of the meaning of the question asked and the corresponding answer received.

The goal is thus, with this sequence of asking questions, to create a thought scheme which follows precisely defined steps that lead to connecting experience, everyday experience, and everyday situations with physical quantities and a better and more qualitative understanding of the essence and meaning of the respective phenomenon, quantity, and physical concept.

4.2/. Teaching methods and visual aids used in the lesson

According to the methodology of Prof. Momchil Dobrev, question schemes and methods of Prof. Momchil Dobrev and theory models of thought schemes, question schemes that follow thought schemes, thought patterns, thought procedures, and thought processes.

The topic is presented with a presentation. The presentation includes examples from everyday life that are quickly recognizable by students. After presenting examples from everyday life that show the relevant phenomenon and concept, questions are asked in a specific case. For example, if a person is pulling a box that weighs 200 kg, the question is: will a person be able to pull this box? Will the box fit?

On one slide, a question is asked about the specific case, and behind the question there is an ellipsis, to which the student can write his or her answer in a dialogue.

On the next slide, the case, the question, and the correct answer are given.

With such a sequence of presenting case examples and asking questions about the respective case, the goal is reasoning and explanation by the student, and finding the answer to the question himself or herself.

By asking questions, the goal is to create thinking skills, reasoning skills, and skills to explain the respective case and problem.

With the appropriate targeted questioning, the goal is to create a thought scheme that the student himself or herself can follow and learn accordingly.

This is part of the methodology of Prof. Momchil Dobrev – learning through consequential questions and answers

that follow a certain thought scheme and thought network.

By asking questions, the goal is to attract the student's attention, to participate in the lesson, to retain attention, to strengthen attention, to create motivation, to strengthen the student's motivation, to participate and give an answer to the question asked.

Through the exact sequence of asking questions, the goal is for the student to create conclusions on his own, to think on his own, to find ideas on his own, to find and discover ideas on his own, to discover concepts on his own, and to arrive at a new concept, a new idea, and a new explanation, leading to new reasoning.

Through everyday examples, the goal is for the student to discover the new concept, the new idea, the new conclusion, and the new reasoning in a certain case similar to the everyday one, through associations and analogies.

By asking precisely defined questions, the goal is for the student to follow a precisely defined thought pattern, thought procedure, and thought process of consistent thinking and building a thought pattern that leads to stimulating creativity.

By discovering a solution to a given case, which can trigger a new idea, a new concept, a new meaning of an already known concept, a new phenomenon, essence, and meaning, exploratory thinking is created.

By asking a precisely defined sequence of questions that create the corresponding thought scheme, thought procedure, and thought process in the student, a reality is created and the student learns logical thinking, critical thinking, creative thinking, research thinking, and other types of thinking.

By asking questions in a precisely defined sequence, a precisely defined thought process and thought scheme is followed, and in this way the student:

- discovers a new idea himself,
- reaches new conclusions,
- reaches new concepts and their new essence and meaning,
- reaches new conclusions,
- reaches the formulation of a law,
- reaches the formulation of a formula,
- discovers new dependencies between physical concepts.

The student, by following this exact sequence of questions and answering accordingly, learns to think in the relevant topic, learns to reason, to explain things, and to find and discover the meaning and essence of things – concepts, phenomena, and processes.

In this whole process of questions and answers, the student actively participates in the learning process, is motivated, motivates himself, and concentrates.

By answering the questions asked on the slides, the student also achieves independence and responsibility.

4.3/. Questioning schemes that follow thought schemes, thought patterns, thought procedures, thought processes when conducting experiments

When observing experiments, before the corresponding experiment is conducted, the corresponding sequential questions are asked to the student and he is made to think, to reason, to explain what would happen, to make hypotheses, to make assumptions realistically.

In this way, he learns through the specific sequence of answering questions. The student learns to solve problems, to build strategies for solving them, to create hypotheses, assumptions, and to predict corresponding results of the experiment at the end of the experiment.

In this way, the student learns the entire process of inductive thinking, creative thinking, hypothetical thinking, the process of prediction, and other thinking processes.

Only after the students answer the sequence of questions that concern a specific experiment and make their conclusions, hypotheses, and predictions, and after the experiment is actually implemented, is the feedback realized, in which each student, after writing the answer to the corresponding question during the implementation of the experiment, is given the corresponding correct answers in the same sequence of questions.

In this way, the student learns to think independently in a precisely defined direction, in a precisely defined thought scheme, thought procedure, and thought process, and he or she carries out reverse control of whether he or she has answered the relevant question correctly.

Since the experiment performs both a training, educational, developmental, cognitive, motivational, emotional, practical activity, an activity of creating interest, commitment, and curiosity, a function of observations, and skills for developing various experiences, it is best in these activities for the student to be guided through a question scheme of questions that follow the logical side of the experiment—why it is right, what results are expected, what is the goal, why the experiment was done this way, how the relevant physical quantities are related, what the results prove, and what formulas are used to obtain the results.

When guiding the trainees through a question scheme before the experiment by asking the trainees questions about why this experiment is being done, what the goal is, and what results are expected, this explains the essence and meaning of the experiment and leads to a

greater understanding and degree of understanding, better learning, and remembering and assimilation of both the experiment and the goal of the experiment, the results, and the motives for the experiment.

Through questions that are asked about the sequence of performing the experiment, the use of the devices, and setting up the devices, with the ultimate goal of obtaining correct true results that perfectly describe the phenomenon that is intended to be explained or the dependencies that should be explained, goals and good assimilation of working with the relevant devices that perform the experiment are achieved.

When studying various new concepts and new phenomena, thought experiments that are used in everyday life, it is good to put different versions of these everyday experiments that occur in everyday life in order to achieve more associations and analogies about the phenomena.

It is usual for all types of experiments—frontal, demonstration, laboratory, simulation, virtual, and thought experiments—to include questions to determine the goals of the experiment, directing attention, concentration, and focusing the learner on the important elements of the sequence of the experiment and on obtaining real results, so that he can then correctly interpret and explain them.

The presentation also has tables and graphs to be filled in by the learner, both before the experiment, during the experiment, and after the experiment. As when results are predicted before the experiment in response to a given question, the results are personally written by the learner in black or blue, and the correct answer is written in red. During the asking of questions before, during, and after the experiment, the learner fills in their answers, and a group dialogue can also be provided, with each person stating their answer to the teacher without specifying whether this answer is correct.

After receiving a result, this result is written in the student's own presentations.

Thus, he receives feedback on whether he gave a correct or incorrect answer, and whether his reasoning, explanations, understandings, and knowledge are correct or in the wrong direction.

In a research experiment, initially questions are asked about what we expect from this experiment, what we aim for, what results we expect, what dependencies exist, and whether these results are adequate regarding our hypotheses, assumptions, and model.

When asking questions regarding a research experiment, the aim is to induce critical thinking, analytical thinking, analogous thinking, and other types of thinking. When asking questions in a research experiment, all kinds of

hypotheses are allowed—even imaginary and unreal ones, i.e., any hypotheses—their naming and explanation by each student, as the teacher writes their hypotheses and ideas on the tablet or on his copy of the presentation.

The schemes in question aim to help the learner understand what skills he will acquire and what the goal is, in order to create his motivation, to arouse his attention, and to set himself the relevant goals to follow the experiment, to conduct it and to execute and realize it, and to analyze and evaluate it.

Questions are also asked about what computational methods will be used, what dimension, how the quantities are calculated, and what dimensions they have.

One of the discoveries of the methodology of Prof. Momchil Dobrev is a system of a precisely defined sequence of asking questions, which should follow a precisely defined thought scheme, thought process, and thought procedure that is typical for the corresponding phenomenon, process, and physical quantity.

The method is asking precisely defined questions by a precisely defined thought scheme, thought procedure, and thought process.

In this way, the student learns, acquires, and builds skills for process analysis, conclusions regarding the sequence of the experiment, analysis of dependencies, and future prediction of results from dependencies.

4.4/. Question schemes that follow the thought schemes, thought patterns, thought procedures, thought processes when solving tasks

Here, with the corresponding sequence of asking questions, the thought process of solving the task is followed, and the detailed schedule of the steps for solving the corresponding task.

By asking questions before solving a specific task, the learner aims to choose a methodology, mathematical apparatus, sequence of solving the task, goal, and motivation, to explain the real physical meaning, physical essence, physical concepts, connections, dependencies, and the formula that connects them, the formula that explains the respective law, to explain what physical law will be applied and what formula will be applied.

Aims:

- Logical thinking skills
- Algorithmic thinking skills
- Mathematical thinking skills
- Skills for combining theory and practice, formulas, and laws
- Skills for applying physical laws and physical formulas

- Skills for explaining the application of laws and formulas
- Skills for choosing theories, laws, and formulas

By asking questions before solving a task, the aim is to logically explain the way in which the task will be solved, the sequence in which laws, formulas, and theories will be applied, the logical explanation of the laws and formulas that will be used, how the results will be visualized, how they will be analyzed, and how they will be explained.

By sequentially asking questions, the thought scheme for solving the relevant types of tasks is actually followed. In this way, the learner learns to think about and regarding the meaning and the essence of the specific physical task.

When answering each question by the learner, it is monitored whether the process of his thinking about and regarding the solution of the relevant task is correct.

In case of an error regarding a given question, on the next slide he will understand the correct answer if he got it wrong and will correct himself and learn what he did wrong.

Here there is personal feedback of knowledge and quick correction of knowledge, of erroneous knowledge, and the correct direction of the thought process to the correct thought process for solving the relevant task.

After conducting a preliminary process of asking questions, the actual solution of the task follows in the same relevant sequence.

This is actually a process of learning and consolidating the methods and way of solving the relevant types of tasks.

In this way, one aims and achieves a greater degree of understanding of the entire process, one learns the correct thought process, the correct thought scheme, and the correct thought procedure, which leads to a positive result.

This is the fastest way of learning—through experience, through understanding, through self-study, self-control, and appropriate motivation—and achieving the relevant goals to achieve positive results in the assimilation, understanding, and memorization of the material.

Separately, by combining graphic methods and tabular methods, which encompass more complex knowledge about the processes given in one graph, one table, and one scheme, knowledge is immediately consolidated and immediately assimilated.

This is the fastest method for assimilating knowledge, theories, and methods.

In reality, this is a forced accumulation of experience, immediately, and this experience is strengthened through assimilation and correct understanding of the material.

This is a process of learning how to think in the relevant matter, gaining experience along with learning the relevant thought process that is most stable.

Through the method of asking questions through question schemes—a precisely determined sequence of asking questions that follow the thought scheme, the thought process, the thought procedure, the thought template of the corresponding knowledge and cognition—is realized immediately at each stage and the feedback in the teaching of physics.

Through this instant feedback, knowledge is confirmed, and the highest degree of understanding and assessment of the material is achieved.

At any moment of time, through this feedback, no gaps or empty spaces are obtained, but a full complex understanding of knowledge is achieved by the learner.

Only and only through this method is obtained at each stage of asking each individual question, feedback which acts as a correction for the answer if it is wrong, and if it is positive, the process for achieving a full understanding of the material is followed.

In this way, the learner assesses himself personally, understands his misconceptions, makes corrections, corrects his mistakes, personally corrects his misconceptions, fills the misconceptions, and fills the gaps in his knowledge and understanding of the subject.

- Logical skills, learning to think.
- Nurturing curiosity, attention, concentration, focus.
- Nurturing observation, analysis.
- Basically, a specific scheme for each science—physics, chemistry, mathematics, biology, medicine.
- Prediction and making hypotheses.

4.5/. Question schemes that follow the thought schemes, thought patterns, thought procedures, thought processes learning perception, understanding, understanding

Question schemes achieve:

- reasoning skills
- thinking skills
- explaining skills
- hypothesis-making skills
- predicting skills
- idea generation skills
- solution generation skills
- idea generation skills
- concept generation skills

- graphical and tabular information is used to compress knowledge

Lesson for new knowledge—mastering a new concept, a new law, or a new phenomenon—conversation, discussion, demonstration, observation.

- Exercise lesson—consolidation of knowledge, models, application for solving problems—solving problems, simulation.
- Laboratory lesson—development of experimental skills—experiment, measurements, analysis.
- General lesson—systematization of knowledge and skills.
- Lesson—control—checking knowledge and skills of the results.
- Explanatory illustrative methods.
- Through questions, the goals are—narration, explanation, reasoning, dialogue, communication, demonstration and illustration, explanation, reasoning.
- Visual support of the entire lesson—presentation, on a tablet, on a computer for those who can write.

4.6/. Question schemes that follow the thought schemes, thought patterns, thought procedures, thought processes in modeling physical processes, creating new theories

Creating models—questions about the different possible options for modeling and modeling tools, creating models with different tools, different mathematical modeling apparatuses. Here, a question scheme is followed that follows the thought process, the thought scheme, and the thought network for searching for options for searching for a mathematical apparatus, a mathematical method, a theory, a method, a hypothesis that can describe a theoretical model, a theory that can describe certain processes, to create new theories, new formulas, and new laws.

5/. Different types of learning-training engaged simultaneously by the methodology of Prof. Momchil Dobrev since 1985.

The following types and types of learning from the point of view of psychology and pedagogy and didactics are simultaneously activated by the teaching methodology of Prof. Momchil Dobrev.

1. Learning different variants of ways of thinking, mental nodes, mental schemes, mental procedures, mental functions, mental operators.
2. Learning through consciousness and levels of consciousness.
3. Visual learning: through images, graphics and videos; through images, graphics and videos; by seeing the presented printed lectures on which graphics, images, tables are printed, this learning and training is carried out.

4. Auditory learning: through hearing and music; through hearing; this type of learning is done by listening to the lecture by the student attending the lecture and listening to it.
5. Kinesthetic learning: through practical activities and tactile experiences.
6. Verbal learning: through reading and writing.
7. Logical learning: through logic and reason; different variants of ways of thinking, mental nodes, mental schemes, mental procedures, mental functions, mental operators.
8. Social learning: through interaction with other people.
9. Emotional learning: through the development of emotional intelligence; through the development of emotional intelligence; when he is satisfied that he has answered the questions correctly.
10. Cognitive learning: through understanding and processing information; on the topic of the material different variants of ways of thinking, mental nodes, mental schemes, mental procedures, mental functions, mental operators.
11. Collaborative learning: through group work and knowledge exchange; there is actually a proven feedback with the questions asked and the answers given and the student's self-control.
12. Independent learning: through individual search and research; there is also self-learning, by answering the questions asked, so one learns independently and self-control.
13. Reflective learning: through reflection and critical analysis; through the answers given to the questions, the student also makes a critical analysis and gives himself an answer whether he knows the answer, the knowledge, what he does not know and what he does not know.
14. Explanatory learning: through lectures and presentations; since everything is explained with mental schemes and mental procedures and word nodes.
15. Experiential learning: through experimentation and trial and error. Asking questions and answers gives the student the opportunity to answer through trial and error, through trial and error.
16. Learning through discovery: here learning takes place through research and experimentation, where the individual discovers knowledge independently, in a more autonomous way. Discovery also occurs by giving answers to the questions asked. This is also training by discovering certain dependencies, connections, concepts, etc. different variants of ways of thinking, mental nodes, mental schemes, mental procedures, mental functions, mental operators.
17. Online training: this is real online training – live.
18. Active learning: in this type of training, the student actually participates actively in the process of answering the questions written on the slides, as this dialogue is not really a real dialogue of bound written training between the teacher and the student

without wasting time in communication between the two parties. This type of learning in the methodology of Momchil Dobrev is carried out by increasing the student's attention to the taught material and through the system of asking questions that are written on a certain slide – a visual page, the student answers his copy of the lecture, and then from the next slide or screen he sees the correct answer, it becomes a real process of active learning. In this way, the student really immediately corrects his mistake that he made if he answered the question incorrectly. Different variants of ways of thinking, mental nodes, mental schemes, mental procedures, mental functions, mental operators.

19. Semantic – meaningful learning: Momchil Dobrev's lectures are prepared in connection with Momchil Dobrev's model of thought networks, suggesting that the taught material follow different schemes and procedures of thinking and mental activities – mental procedures, mental schemes, mental templates. This learning is the deepest and most lasting because the corresponding individual thought networks of the individual are created and they concern the corresponding topic, object, subject, dependencies. Different variants of ways of thinking, mental nodes, mental schemes, mental procedures, mental functions, mental operators.
20. Learning through trial and error: this type of learning is created with the process of asking questions with the slides according to the methodology of Momchil Dobrev, and in modern technologies this becomes even better and after the student personally answers the questions asked and after reading the correct answer on the next site – it becomes learning through trial and error.
21. Formal training: this type of training is carried out in structured environments in a hall, classroom, auditorium, at a university.
22. Learning through modeling: here, learning according to the methodology of Prof. Momchil Dobrev with students in a classroom is carried out by observing and imitating the behavior of the student, the behavior, the logic, the thinking of the teacher. In reality, a role model is realized.
23. Learning through feedback: in this type of training according to the methodology of Prof. Momchil Dobrev even with students there is constant feedback through the process of asking questions in writing and the fact that the student himself answers them on his copy of the lecture and then sees the correct answer.
24. Learning through reading: Prof. Momchil Dobrev's methodology implements learning through reading, which is suitable for those students who like to read – because they read text that is on both the slide and their sheet, and the text is the same. Naturally, the student can also make additional notes on the printed text of the lecture.
25. Learning through writing: with the methodology of Prof. Momchil Dobrev, learning through writing also occurs. With this methodology, a large part of the writing is saved because what is on the professor's slide is printed and on the printed one and given to the student in the lecture. In this way, time for writing and loss of attention and the possibility of missing text material explanation is saved. According to the methodology of Prof. Momchil Dobrev, this does not happen – there is no loss of content, since the same text that is on the professor's slide is the same as that printed on the student's lecture.
26. Learning by observation. This type of learning is also known as indirect learning through imitation or modeling, and is based on a social situation in which at least two individuals participate: the model (the person who learns) and the subject who observes such behavior and learns it.
27. Learning by experience / experience. Experiential learning is learning produced as a result of experience. Experience is also achieved by the fact that after answering the questions correctly or incorrectly, the student accumulates experience. Both the positive and negative answers have and give the corresponding experience. What simple experience in learning brings us is self-reflection.
28. Discovery learning. This learning refers to active learning, in which the person, instead of passively learning the content, discovers, connects and reorganizes concepts to adapt them to his cognitive scheme. One of the great theorists of this type of learning is Jerome Bruner.
29. Memory learning. Memorization means learning and memorizing different concepts, mental connections, mental schemes, mental procedures, mental functions, mental operators. This is a type of learning that takes place as a mechanical and repetitive action.
30. Receptive learning. In this type of learning, called receptive learning, the person receives the content to be internalized.
31. Explicit learning. Explicit learning is characterized by the fact that the learner intends to learn and is aware of what he is learning. Therefore, this type of learning requires selective and sustained attention.
32. Associative learning. This is the process by which a person learns the relationship between two stimuli or a stimulus and behavior. One of the great theorists of this type of learning is Ivan Pavlov, who devoted part of his life to the study of classical conditioning, a type of associative learning.
33. Non-associative learning (habituation and awareness). Non-associative learning is a type of learning that relies on a change in our response to a stimulus that occurs continuously and repeatedly.
34. Cooperative learning. Cooperative learning is a type of learning that allows each student to learn not only from, but also together with their classmates. This also applies to students. This is also carried out provided that you organize groups of students.

35. Cooperative learning. Cooperative learning is similar to cooperative learning. However, the former differs from the latter in the degree of freedom with which groups are formed and function. In this type of learning, teachers or lecturers propose a topic or problem, and students decide how to approach it.
36. Emotional learning. Emotional learning means learning to know and manage our emotions more effectively. This learning brings many mental and psychological benefits, as it positively affects our well-being, improves interpersonal relationships, promotes personal development and gives us strength.
37. Experiential learning. Experiential learning is learning produced as a result of experience. The student gains experience after solving each question, task to answer and after seeing the correct answer on the next slide of the lecture, he gains experience.
38. Learning by discovery. The student at a lecture thus actively participates in this process of learning the lecture, through active learning, listening to the lecture and all accompanying activities, learns the concepts, discovers, connects and distinguishes concepts, processes and adapts them to his cognitive scheme. One of the great theorists of this type of learning is Jerome Bruner.
39. Learning by memory. Memorizing means studying and memorizing different concepts without understanding what they mean. At the same time, connecting them in mental nodes, and through mental schemes and mental procedures, he creates the mental networks of Prof. Momchil Dobrev.
40. Receptive learning. In this type of learning, called receptive learning, the person receives the content to be internalized.
41. Logical learning. Logical learning, also known as logical-mathematical learning, refers to a learning style or preference in which people excel in reasoning, logic, and mathematical thinking.
42. Sequential learning. In this scheme, the material taught is provided by the teacher in different types of thought patterns, thought procedures, and mental networks of each learner.
43. Mathematical logical learning. More than context, people with this learning style need logical reasoning to be able to integrate what they are learning. They are more schematic and work better at associating words.
44. Social or interpersonal learning. They are people who prefer to learn in groups because they can share their opinions, ask questions, discuss, and draw conclusions together, therefore they feel more secure in the learning process.
45. Solitary or intrapersonal learning. This is the opposite of the previous learning style, because in this case they prefer to learn and integrate knowledge while they are alone, as this facilitates their concentration. They are usually attentive people who attach great importance to introspection.
46. Multimodal learning.

47. Associative learning.

6/. Theory and model of mental networks by Prof. Momchil Dobrev

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.

6.1./ 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.

6.2./ 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 mental 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 elementary thought operators.
9. There are basic prohibitions for connecting elementary 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. Momchil Dobrev 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, 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.

6.3./ 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

7./ Criticism of taxonomy of Benjamin Bloom and motivational theory of Maslow.

Criticism of taxonomy of Benjamin Bloom. These are real mental elementary procedures, mental elementary functions, mental elementary connections and they never connect in the corresponding pyramid applied by Benjamin Bloom.

The very understanding of thinking as a process covers a different path – a different procedure that is individual for the respective person, depends on his memory – on the structured personal thinking network for the respective person, object, relationship, tasks, problems, etc., and these procedures cover in their procedure – sequence of direction of connection – precisely defined thinking elementary operations, thinking elementary functions, thinking elementary thinking operators.

Hence, Bloom's taxonomy is too virtual and does not concern thought processes – thinking as a process.

Given cognitive functions are actually composite, not elementary.

Above, we specified what understanding is regarding the thinking individual network as well as the objective network of a specific object, subject, procedure, function, process, task, problems, etc.

There is a way in which the objective thought network for a specific object is the collective generalization overlay of all thought individual networks of the respective individuals. This is the thought network of the objective and highest degree of objective consciousness, which is at the 12th level of consciousness.

Criticism of Maslow's motivation theory and other motivation theories.

The same theory is untenable because personality depends on a process of movement from the lowest level to the highest level. This is a real path-procedure of the materialism of modern times – of the financial banking resource mafia-tized materialism. In reality, the path from one level to another depends on the value system of the individual, on morality, goals, aspirations, spiritual development and level of spiritual development of the personality.

Then for a spiritual person, a person of science, this taxonomy and this pyramid do not work.

8./ 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.

8.1./ 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 vortices. From these experiments come out the three equations and forces that hold each planet in its respective orbit depending on the energy electromagnetic informational 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 describe and give this solution.

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 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 and 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.

8.2/. 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.

9/. In the research institute Dobrev – Halachev JSC. there have been performed experiments of testing that prove this. According to the cosmological information theory to reach the chakras of the fourth and fifth measure of the soul, vibrations should be raised. This was in Egypt with a generator. (Fig. 1)

According to the cosmological theory of information, when a man raises his vibrations so that under 45 degrees with a closed eye he generates a light beam with the corresponding vibrational frequency, then that light beam and his eyes – with closed eyes below 45 degrees – pass through a specific symbol – the symbol of Anch, which is also known by Atlantis and the Atlanteans. This is the symbol of the elevation and the corresponding look. (Fig. 1)

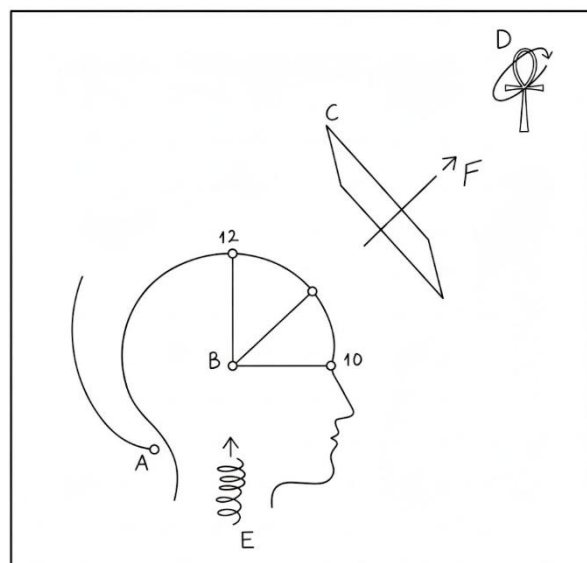


Fig. 1

Another engraving that proves this process of resurrection and elevation is the graph of how Osiris resurrects.

In one of Osiris' hands, he holds a hook – a rod, with a camber at one end as the rod is curved under 45 degrees. In the other hand Osiris holds a bat, which actually is a vibrator.

The point is actually to stimulate the vibrational energy point of Confucius, which point corresponds to the entrance of the thread to the soul of the person concerned.

Only when this cycle is closed and the stimulation of this point results in the process of elevation, in which it is possible to stop the process of reincarnation of the soul in the next life. This is a one-time process, however, which must be in sync with the harmonized frequencies of the universe.

Indeed, the pineal gland is a gateway to both the energy and information world of the universe.

This portal, however, must be followed by specific procedures to be opened.

By making a comparison and analogy, all this is proved once again. Namely the system of the 8 chakras of man proves man's capabilities for these processes, namely:

The three chakras of the pineal gland prove that the angle between the third eye and the chakra chakra at an angle of 45 is the chakra number 11 passes (Fig. 1).

The elevation is a motion in which the vibration is lifted so much the heights are the frequencies of the fourth and fifth dimension of the dimensions that support the corresponding number of chakras – energy center of every soul.

When vibrations are released at frequencies corresponding to the fifth dimension, when natural

10/. Consciousness is this informational energy structure that governs matter, that creates matter. Consciousness is the first cause. Learning – training through consciousness – through the levels of consciousness.

Theory of vortex fields and human energy – based on two types of treatments.

Universe theory – the combination of quantum theory and relativity with some corrections and new views on the vortex nature of space, cosmological information theory.

Forced gene information energy – adaptation –

The reading of DNA at the same input information at the input depends on the energy state of the human energy

system – thoughts, feelings, subconscious – subconscious – past lives, energy interventions from outside, energy karmic bases, as well as the constant influence of the energy field of another a person who lives with that person who is the object of study.

The regulation of gene activity depends entirely on the daily influence of both:

- The energy-information fields from the outside include any kind of fields – human, energy-information fields of the environment, energy-information fields of the environment on the planet earth, the energy-information fields of the environment – the dwelling where one lives,
 - Human energy information fields / сознание /
 - Energy information fields / сознание / of food
 - Energy-information / сознание / relations between people
 - The thoughts of the person himself – which represent an energy-information field / сознание /
 - The thoughts of other people – which are energy-information fields / сознания /
 - The energy-information field of the earth and its influence
 - Hereditary information – energy – information
 - Energy information fields from other dimensions
 - Energy-information fields of the environment
 - From the current energy-information state of the individual cell / сознание на микро ниво /
 - From the energy-information state of the whole human body
 - From long-term energy-information fields-models – epigenetics
 - Energy-information perception from the outside world and information to the brain and the related limbic system
 - From the information-energy structure of stress, fear, apprehension, sadness, anger or other emotional blockages
 - Energy-information structure of past experiences
 - Energy information blocks
 - Energy-informational unconscious impressions – alarm reactions
 - Thoughts / brain / consciousness – information field – physical matter
 - Information field – to the brain – physical matter
- The regulation of gene activity depends on the environment in which a particular human energy system is located – a person – in what environment, in what environment he lives, with what people, with whom a particular person, and the influence of the energy system as a whole on that person on the given person.
- The gene is a fragment of the hereditary DNA molecule, which contains the building code of certain body parts. Each gene also has a so-called "gene trigger" – regulatory sequences.

- The regulation of a gene determines whether and in what quantity the corresponding protein is produced.
- The regulation of gene activity is not determined by the gene itself.
- In the brain, the regulation of genes is subject to the constant influence of psychological signals.
- From the middle – the middle is thoughts, food, fields, feelings, past lives – subconscious.

11/. CONCLUSIONS

The article presents the theory and model of thought networks of Prof. Momchil Dobrev, the training methodology of Prof. Momchil Dobrev – the new paradigm in training – learning with training to think, the new paradigm in training – learning through consciousness and the levels of consciousness.

In reality, this is the true evolution of humanity – the spiritual one, which has actually been forbidden by materialism and the deep mafia for centuries.

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