



## Investigative Article

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**Composite thought functions, composite thought schemes, composite thought operations, composite thought operators, composite thought processes, composite thought templates in the theory and model of thought networks and their taxonomy of Prof. Momchil Dobrev – 1991 with thought nodes, thought templates, thought procedures, thought processes – the new paradigm and the model – the unity of pedagogy, didactics, psychology, neurophysiology and "theory of types of consciousness and levels of consciousness at 12 levels model of Prof. Momchil Dobrev" – 1991 levels of consciousness with the new goals of teaching how to learn, think through learning to think, learning through consciousness and levels of consciousness, learning how to think, reason, discover ideas, the teaching system, learning of Lord Prof. Momchil Dobrev from 1985, recognized in 1985 for "the genius of the 20th and 21st century", based on the methodology developed by him, including logic of fantasy – 1985, complete theory of analogy 1985, logic of imagination 1985, logic of intuition 1985, theory of the degree of trust, theory of the degree of truth – 1995, theory of scientific and any discovery 2004 together with Prof. Mariola Garibova Dobreva, theory of types and degree of value systems, theory of the degree of conviction, theory of the degree of understanding, the new paradigm of training, pedagogy, didactic, psychology – learning through learning to think, through consciousness and levels of consciousness – the real evolution of humanity – spiritual evolution – banned by the deep mafia, critique by Blum and Maslow.**

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**Abstract:** The article presents the theory and model of mental networks and their taxonomy of Prof. Momchil Dobrev – 1991 with mental nodes, mental templates, mental procedures, mental processes – the new paradigm and the model – the unity of pedagogy, didactics, psychology, neurophysiology and "theory of types of consciousness and levels of consciousness at 12 levels model of Prof. Momchil Dobrev" – 1991 levels of consciousness with the new goals of teaching how to think, learning through learning to think, learning through consciousness and levels of consciousness, the teaching system, learning of Lord Prof. Momchil Dobrev since 1985. based on the methodology developed by him, including logic of fantasy – 1985, complete theory of analogy 1985, logic of imagination 1985, logic of intuition 1985, thought schemes, thought templates, thought processes and procedures of Prof. Momchil Dobrev, theory of the degree of trust, theory of the degree of truth – 1995, theory of scientific and any discovery 2004 together with Prof. Mariola Garibova Dobreva, theory of types and degree of value systems, theory of the degree of conviction, theory of the degree of understanding.

**Keywords:** Theory, Universe, Vortex Field, Energy-Information Genetics, Adaptation.

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## 1. INTRODUCTION

Lord Prince Prof. **Momchil Dobrev** was born in 1963. In February 1982, he stated in an interview with the newspaper *Narodna Mlazed* that the Bulgarian Communist Party and the DCMS were a mafia. Following this, severe repression was carried out against his entire family. His father, Dobri Duchevev Dobrev, was a financier who managed associations in transport engineering, mechanical engineering, chemical industry, and other sectors, generating hundreds of millions of leva in profit for the state of the People's Republic of Bulgaria.

Because of this persecution, Momchil Dobrev was forced to escape in 1984 to the German Democratic Republic, where he enrolled at the Technical University in Ilmenau. Within only one year and three months, he completed the equivalent of five years of studies, successfully passing all written examinations in physics, mathematics, and other disciplines with distinction. In February 1985, Professor Karl-Heinz Goethe invited him to participate in physical experiments that led to the discovery of superconductivity at room temperature.

Subsequently, Stoil Stoilov, a secretary of the Bulgarian embassy, threatened Momchil Dobrev, demanding that he steal research materials in exchange for eleven million US dollars and a house in Florida, USA. According to Dobrev, this demonstrated that Stoilov was working for the CIA. Dobrev refused to betray his professors, Karl-Heinz Goethe and Manfred von Ardenne, one of the creators of the Soviet nuclear bomb. After speaking with Dobrev in 1985, von Ardenne described him as the next Nobel laureate and a genius of the twentieth and twenty-first centuries.

At an international conference in 1985, Professor Michael Roth introduced Momchil Dobrev to more than 500 professors from around the world as the genius of the twentieth and twenty-first centuries. At that time, Dobrev was studying theoretical physics, biology, neurophysiology, medicine, logic, cognitive psychology, chemistry, brain sciences, and several other disciplines.

From early childhood, Dobrev demonstrated extraordinary intellectual ability. As a first-grade student, he solved mathematics problems intended for grades three and four, and as a third-grade student, he solved problems designed for grades six and seven without any special tutoring.

As a successor of the Dobrev–Halachev dynasty, he followed the principles of honor, dignity, and the

protection of dynastic property worth billions. He obtained education as a physicist and master astronomer, lawyer, economist, and engineer, and also studied archaeology and archaeometry. He held professional licenses as a construction technician.

In 1991, based on his theories of vortex fields, ether field structures, a sixteen-dimensional universe, twelve levels of consciousness, and the structure of spiritual worlds, Dobrev created two free-energy generators. He also presented explanations of dark matter and dark energy, proposed that consciousness can move faster than light, discovered a new fundamental physical force, and argued that Einstein was incorrect in several of his theories.

Due to corruption and the influence of the mafia in Bulgaria and within European institutions, Dobrev and Prof. Mariola Garibova-Dobrev developed the Theory of the Degree of Democracy, the Theory of the Degree of Justice and Injustice, and the Theory of Socio-Humanism. These theories aim to replace neoliberalism, globalism, and uncontrolled market economics with a new human society based on alternative economic, social, and managerial principles.

Since 2011, as a result of his struggle against corruption and organized crime, Momchil Dobrev and his relatives have survived nineteen assassination attempts.

While still a student at the Technical University of Ilmenau, Professor Michael Roth assigned Dobrev to teach various subjects. Based on the logic developed by Dobrev and his studies in artificial intelligence, he created a highly effective teaching methodology that maximizes learning, understanding, and student engagement.

After developing the logic of fantasy, the complete theory of analogy, the logic of imagination, models for discovering ideas, and theories of trust, truth, persuasion, and understanding, Dobrev ceased further work on artificial intelligence in 1988. He concluded that goal-oriented, strategically trained artificial intelligence systems could become dangerous for humanity.

This article presents Momchil Dobrev's methodology of education, which aims to develop thinking, improve understanding, strengthen persuasion, and enhance memory, introducing major innovations in pedagogy, psychology, and didactics.

## 2. RESEARCH METHODS

This study presents Prof. Momchil Dobrev's training methodology as a new paradigm in pedagogy, didactics, psychology, and commitment. The advantages of this method are explained and compared with other learning approaches, including a critical evaluation of Bloom's taxonomy and other taxonomies. Dobrev's own taxonomy is introduced.

The research includes analysis and verification of the advantages of Dobrev's methodology in comparison with other learning models. It also presents his theories and models, including the theory and model of thought networks and the theory of types and levels of consciousness.

The following aspects are examined:

- Analysis of Dobrev's training methodology.
- Description of the methodology.
- Presentation of its advantages.
- Analysis of the theory and model of thought networks.
- Explanation of how the theory of thought networks describes learning, memory, understanding, and related processes from psychology, pedagogy, didactics, and neurophysiology.

## 3. THEORY AND MODEL OF MENTAL NETWORKS

The theory and model of mental networks developed by Prof. Momchil Dobrev describe the structure, functions, and elements of learning, understanding, memory, thinking, beliefs, prejudices, and biases. This theory integrates didactics, pedagogy, psychology, neurophysiology, and the theory of types and levels of consciousness. It also includes the logic of fantasy, imagination, analogy, degrees of trust, degrees of truth, degrees of understanding, and value systems.

The theory and model of mental networks, together with the theory of types and levels of consciousness, were created by Momchil Dobrev in Germany during 1985–1986.

His teaching and learning system was developed in 1985 while he was a student at the Technical University of Ilmenau. During this period, he completed four years of academic study in one year while also studying logic, theoretical physics, medicine, and neurophysiology. Professor Michael Roth assigned him to lecture to students who were three to four years older, which led to the refinement of his teaching methodology.

### 3.1. Theories and logics created by Lord Prof. Momchil Dobrev (1985–1991)

- Theory of the degree of trust
- Theory of the degree of truth
- Theory of the degree of credibility

- Logic of fantasy
- Complete 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 of lying
- Theory and logic of bluff
- Theory and logic of prejudices and preconceptions
- Theory and logic of degrees of conviction
- Theory and logic of imagination
- Theory and logic of the degree of understanding
- Theory and logic of focus
- Theory and curve of experience
- Theory and curve of hope and faith
- Theory and curve of anger
- Theory and curve of hate
- Theory and curve of fears
- Theory and curve of influence
- Theory and curve of beliefs
- Theory and degree of credibility
- Theory and logic of intuition
- Psychology of intuition

### Theories created with Prof. Mariola Garibova-Dobrev (2004–2006)

- Theory and system of degrees of value systems
- Theory of systems and degrees of emotions
- Theory of systems and degrees of morality

### 3.2. Essence of the theory and model of thought networks by Prof. Momchil Dobrev

Learning and mastery do not occur without teaching the learner how to think, and how to think in the logic of the respective subject, science, topic, object, method, problem, or task.

Each object, process, task, and problem has its own internal logic. This logic connects mental nodes such as objects, subjects, concepts, and processes with mental procedures, mental templates, and mental schemes. These connections form sequences that describe each object, process, or problem as fully as possible in terms of its truth, essence, and relationships with other mental nodes, mental schemes, and mental templates.

These sequences consist of precisely defined, directed connections from one mental node to another, and to mental schemes, mental procedures, and mental operators. These connections activate and generate specific functions and results. For every object, subject, or entity, there exist multiple possible sequences of connections between mental nodes, mental procedures, mental schemes, and mental operators. These sequences represent different paths of thinking that together encompass the full knowledge of the object.

These sequences also begin from different supporting nodal points, from which the corresponding paths of

thinking develop. This determines the individual approach and way of thinking of each person.

Each academic subject, such as physics, mathematics, or chemistry, has its own internal logic and its own sequence for presenting material, establishing connections and dependencies, and solving problems. This means that each discipline requires specific procedures and approaches to thinking. In mathematics, for example, problem solving follows a different logic than in other subjects and allows multiple solution paths. These paths depend on the reference point from which the learner begins to solve the task. This reference point may be a mental node, a mental function, a mental procedure, or a mental operator.

The different fields of science, such as history, geography, and social studies, each have their own logic that connects objects, relationships, circumstances, causes, and consequences. Every science, every subject, and every problem has its own logic and its own thought path.

In mathematics and other disciplines, problems can be solved through different thought paths, schemes, and patterns. The most important principle in education is that every process of teaching and learning must follow the corresponding thought processes, schemes, and procedures that are inherent to the specific field of knowledge.

#### **Axiomatics of thought networks**

Without teaching the learner the relevant thought processes, thought patterns, and ways of thinking that are characteristic of a specific type of knowledge, learning is meaningless. In such cases, knowledge becomes unstable and is lost after a certain period of time. Knowledge becomes stable only when it is connected to the appropriate thought patterns and procedures that are characteristic of that knowledge, and when it is structured in thought networks.

Thought patterns have precisely defined sequences, rules, and laws of connection. Everything in the thought networks discovered and created by Prof. Momchil Dobrev depends on the support point, support element, concept, dependency, or function from which the structuring of knowledge begins. This structuring is individual for each person and characterizes the personality of the learner.

#### **Axioms in creating thought networks**

1. There are basic elementary thought nodes.
2. There are basic elementary thought functions.
3. There are basic elementary thought operators.
4. There are basic elementary rules for connecting elementary thought nodes.
5. There are basic prohibitions for connecting thought nodes.

6. There are basic elementary rules for connecting elementary thought functions.
7. There are basic prohibitions for connecting elementary thought functions.
8. There are basic elementary rules for connecting thought operators.
9. There are basic prohibitions for connecting thought operators.
10. There are basic procedures for connecting mental nodes.
11. There are basic procedures for connecting mental nodes and mental functions.
12. There are basic procedures for connecting mental nodes and mental operators.
13. There are basic procedures for connecting mental functions and mental operators.
14. There are basic prohibitions for connecting mental nodes.
15. There are basic prohibitions for connecting mental nodes and mental functions.
16. There are basic prohibitions for connecting mental functions and mental operators.
17. There are basic prohibitions for connecting thought nodes and thought operators.
18. At the neurophysiological level, there are defined elementary thought functions.
19. At the neurophysiological level, there are defined elementary thought operators.
20. All thought functions consist of elementary thought functions.
21. All thought operators consist of elementary thought operators.
22. The thought network has an equivalent in the neural networks of the brain.
23. Each individual thought network has a continuous fractal holographic connection at the seventh level of super-consciousness (Akasha).
24. Each individual thought network has a continuous fractal holographic connection with the individual's own levels of consciousness.
25. All laws and axiomatics of the thought network are based on the theory of species and levels of consciousness of Prof. Momchil Dobrev.
26. All connections of each individual thought network are linked to universal consciousness through a fractal structure, enabling immediate superluminal interaction.

From elementary mental functions, various composite mental functions are formed. From elementary mental operators, various composite mental operators are formed. There is a specific direction and sequence in which mental nodes, mental functions, and mental operators are connected. This sequence is characteristic of each individual and determines the person's way of thinking.

This sequence also represents the structure of individual memory, which reflects the thought network. Memory is a copy of the thought network. The way a person

organizes their thought network is reflected and recorded in memory. This organization depends on how the individual connects thought nodes, functions, operators, and procedures.

Thought procedures are sequences of allowed and non-prohibited connections between thought nodes, thought functions, and thought operators in a structured thought network. These procedures, functions, and operators are initially present in the system and are embedded in DNA. In addition, a fractal hologram is created for each thought network, containing all information about nodes, functions, operators, abstract models, and emotions in memory.

The modeling of the external world in the human brain occurs through thought nodes, thought schemes, thought templates, and thought procedures. The reflection of objective reality becomes more complete and structured when it is guided by the corresponding thought patterns.

Each body of knowledge is characterized by specific thought schemes and patterns that describe it as fully as possible. Thought schemes and thought processes structure knowledge by organizing its connections, relationships, dependencies, concepts, causes, and effects.

Therefore, the learning process must be guided by the study of the thought processes, schemes, and patterns that characterize the relevant field of knowledge. Learning becomes full, comprehensive, and well structured when it is organized through these thought networks.

The new paradigm of training and learning is therefore the study of thought processes, thought schemes, thought patterns, and thought procedures that are characteristic of specific knowledge. Without these, knowledge becomes incomplete, weak, and fragmented.

The goal of education is to train learners in different forms and methods of thinking. The objects of this process are thought nodes, thought schemes, thought templates, thought processes, thought procedures, and thought operators.

These elements include different sequences and combinations of the respective elementary thought operations. The relationship between the teacher and the learner is expressed precisely through these thought schemes, thought templates, thought procedures, and thought processes.

Thought processes are characterized by attention, including attracting attention, retaining attention, and strengthening attention. The natural conditions of learning are trust, competence, persuasion, credibility, and the truthfulness of the teaching material. The learner's value system, desire, will, and emotions also

influence this process. These characteristics increase or decrease the individual's focus on a particular thought network and its ability to be restored and recalled from memory.

Each mental network is "decorated" with additional characteristics such as the learner's value system, character, desires, will, goals, and emotions. The speed of remembering, restoring memory, and activating it in any thought process depends on these factors.

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 corresponding levels of universal consciousness. Each mental network also has a corresponding copy in the Akasha that is responsible for the individual person.

Each thought network, which includes all possible connections between thought nodes, thought procedures, thought functions, and thought operators related to a given object, is connected with a corresponding form of the thought network whose construction is fractal and holographic. It contains all possible variants of the thought network and represents a truly objectified thought network for a specific object or subject.

A thought form is a non-local object that exists at any point in the informational field of the universe. Thought forms exist at several levels of being. They are non-local, and information from them is transmitted through the fractal holographic structure of the universal thought network at any moment, spreading at speeds greater than the speed of light. The theory and practice of levels and degrees of consciousness developed by Prof. **Momchil Dobrev**, together with repeated experiments, are said to confirm this.

Understanding and assimilation depend on the quantity and degree of the corresponding mental processes, mental schemes, mental templates, and the completeness of knowledge about the relevant subject, including all objects, concepts, relationships, dependencies, sequences, and consequences.

There exists a complete information network that is objective and has a corresponding degree of objectivity, reliability, validity, and truth. This information network is specific to each subject, task, or problem. It represents an objective type of thought network with the highest degree of objectivity. It differs from the individual thought networks of specific persons, which are subjective representations of the same object, subject, task, or problem.

The degree to which an individual's thought network covers the objective thought network of a given subject or problem is the degree of understanding of that individual. This is why degrees of understanding exist. The degree of understanding depends not only on the

degree of coverage but also on the validity and sequence of movement along mental connections, mental functions, mental operators, and mental procedures.

If a connection is missing between mental nodes, functions, or operators, then that part of the mental network has a lower degree of reliability for the individual. When a required thought link, function, or operator is missing, that part of the thought network remains uncertain and cannot properly connect with the main network. In memory, it appears as “questioned.” If these missing elements are not filled, this leads to forgetting, and understanding of the subject, object, task, or problem becomes partial.

Reasoning follows the individual paths and sequences of thought links, thought functions, and thought operators. This sequence is characteristic of each individual and defines personal thinking.

Understanding is the degree to which an individual’s thought network for a specific problem or subject overlaps with the complete objective thought network. Evaluation of thought processes and schemes is individual and depends on how a person structures knowledge, including concepts, relationships, interpretations, and dependencies.

Thinking differs among individuals. If a topic is explained in only one way, it will be understood mainly by those students whose thought processes match those of the teacher. Therefore, teachers must often present knowledge through multiple connections and dependencies. This is why mathematical problems can be solved in different sequences and why physical problems often require precise, defined sequences of actions. When a teacher explains each step and even each elementary operation in detail, knowledge is more effectively mastered.

The better defined and more overlapping the mental schemes, templates, procedures, and processes are, the greater the degree of understanding. There exists a threshold of understanding, which is the minimum condition for knowledge. Information may be remembered without being fully understood, leaving part of understanding incomplete.

The thought networks described by Prof. Momchil Dobrev are mathematical field structures with specific properties, procedures, and dynamics. According to the law of thought networks, thought procedures, functions, and operators are pre-programmed, which is reflected in human neural networks.

The law of persuasion states that persuasion is a coherent synchronization of the frequencies of the teacher’s and the trainee’s mental networks. The greater the coherence between these networks, the greater the trainee’s degree of understanding. The more structured and complete a

mental network is, including all possible paths, connections, functions, and operators, the closer it comes to the objective thought network of the object or process, which is holographically contained in the fractal structure of the universe.

When understood information is linked to experience, it gains greater weight. Each piece of information has a degree of weight that is personal and depends on the individual’s personality. Higher weight leads to faster recall and stronger memory.

According to the law of memory, remembering is faster when the degree of weight of an individual’s thought vision is greater and when it is enriched with positive emotions, values, will, beliefs, and convictions.

Understanding depends on knowledge and experience, as well as on the degree of overlap between the individual’s thought network and the objective thought network for a specific object, subject, or task. It also depends on the continuity of the paths of mental connections, functions, operators, and procedures. Missing links create gaps and friction in understanding.

Understanding is subjective. It depends on a person’s values, motivation, goals, aspirations, and the emotions associated with learning. The truth of the universal comprehensive thought network is objective, while the truth of the individual thought network is subjective and shaped by personal values, experience, and convictions.

Conviction that knowledge corresponds to truth is essential in teaching. Conviction creates trust between teacher and student and supports the reliability of knowledge. Attention, understanding, belief, memory, and decision-making are interconnected through trust and persuasion.

Trust in the teacher strengthens the student’s ability to form a complete individual thought network and thus increases the degree of understanding. According to the theory of the degree of trust created by Prof. Momchil Dobrev, persuasion becomes stronger as the degree of trust in the teacher increases. When trust decreases, a barrier forms between the trainee and the teacher. The higher the degree of trust, the easier and more comprehensive the understanding of the material.

Persuasion involves both logic and emotions, including competence, sincerity, openness, authority, and reputation. It also includes fascination, excitement, inspiration, and the ability to attract and maintain attention. Persuasion can be expressed through written text, formulas, and graphics, and through various techniques of influence.

### **Communication and persuasion**

The basic communication scheme consists of the communicator, the message, the channel, the recipient,

and the resulting behavioral effect. Communication is dialogical in nature and is shaped by attitudes.

Credibility is the central factor in persuasion. It is based on competence, reliability, expertise, pleasant appearance, composure, voice timbre, and social skills. Influence on the audience depends on whether the communicator is experienced, informed, trained, qualified, intelligent, and expert.

Persuasion is strengthened when the communicator is inspiring, good-natured, cheerful, friendly, balanced, calm, and communicative. Effective communication is also supported by appropriate speed of speech, ease of expression, and the ability to cite evidence.

### **3.3. Types of elementary and complex thought schemes**

The theory of thought networks includes different types of elementary and complex thought schemes that contain thought functions, thought operators, thought nodes, and thought procedures. These include:

- Association
- Substitution
- Abstraction
- Imagination
- Focusing
- Focal abstraction
- Focal association
- Focusing on functions, processes, objects, and their properties
- Antithesis
- Synectics
- Metaphor
- Hyperbole
- Inverse function
- Synecdoche (the subject is replaced by a part)
- Categorization
- Perception
- Localization
- Similarities and differences

#### **Logic and degrees of focusing**

Focusing may occur by elements, by groups of elements, by functions, by procedures, by development, by the life cycle, or by developmental stages.

#### **4. Composite thought functions, schemes, operations, operators, processes, and templates**

According to the theory and model of thought networks and their taxonomy developed by Prof. **Momchil Dobrev** in 1991, thought networks include thought nodes, thought templates, thought procedures, and thought processes. From these, composite forms of thinking arise.

#### **Types of composite thought processes**

##### **1. Associative thinking**

Associative thinking replaces derivative relations with idealized, similar, or analogous relations based on degrees of proximity, including proximity of connection, influence, attitude, properties, functions, and results. This is part of the complete theory of associations developed by Prof. Momchil Dobrev in 1985.

##### **2. Analogous thinking**

Analogous thinking is based on analogies of properties, influence, connections, functions, impact, and results. It is part of the complete theory of analogy developed by Prof. Momchil Dobrev in 1985.

##### **3. System thinking**

System thinking explains all elements of a system, their roles, and their interrelations. It provides realistic forecasts of how changes in one or more elements affect the system and how one system influences another. It evaluates arguments, identifies main perspectives and external influences, and summarizes key positions. System thinking reveals the interconnectedness of elements, relationships, proportions, and resources in a controlled and comprehensive manner.

##### **4. Classification thinking**

Classification thinking organizes objects according to their internal and external characteristics, properties, and functions. It moves from the particular to the general, discovering relationships, connections, and interdependencies among objects and their properties. It reveals new and essential relationships that were previously hidden and leads from essence to concrete manifestation.

##### **5. Visual thinking**

Visual thinking supports the solution of practical problems under conditions of visual perception.

##### **6. Visual-figurative thinking**

This form of thinking uses images and visual representations to solve problems in a figurative manner.

##### **7. Verbal-logical thinking**

Verbal-logical thinking uses concepts and logical constructions based on language, without reliance on empirical images or sensory data.

##### **8. Divergent thinking**

Divergent thinking moves in multiple directions, supports creativity, generates new ideas, and changes perspectives and focus.

##### **9. Convergent thinking**

Convergent thinking concentrates on a single correct solution.

##### **10. Concentration**

Concentration involves shifting and stabilizing focus on selected elements.

### 11. Critical thinking

Critical thinking involves questioning, evaluating, and testing different solutions. It includes the ability to comprehend, investigate, assess, draw conclusions, and explain. It divides problems into elements, distinguishes essential from non-essential information, identifies trends, formulates hypotheses, and selects new approaches for testing.

### 12. Abstract thinking

Abstract thinking involves isolating specific properties or relations while excluding others. Through abstraction, essential characteristics are revealed, concepts are formed, and the principles, functions, and laws governing phenomena are identified.

### 13. Intuitive thinking

Intuitive thinking involves sudden insight at conscious and subconscious levels. It synthesizes past experience with new connections and ideas. According to the theory of types and levels of consciousness developed by Prof. Momchil Dobrev, intuition arises from unconscious and subconscious processes. It is non-linear, unconventional, and based on rapid insights that require later verification, as described by thinkers such as **Henri Bergson**, **Nikolai Berdyaev** and the **Chroidists**.

## 14–43. Types of thinking and creativity

### 14. Critical thinking

Critical thinking involves searching for errors, shortcomings, and omissions in ideas, arguments, and solutions.

### 15. Deductive thinking

Deductive thinking moves from general principles to particular cases.

### 16. Inductive thinking

Inductive thinking moves from particular observations to general conclusions.

### 17. Generalization

Generalization is the process of forming general concepts and principles from specific cases.

### 18. Analytical thinking

Analytical thinking divides the whole into parts or elements and examines each component in detail.

### 19. Synthetic thinking

Synthetic thinking moves from particular elements toward the whole, integrating parts into a unified structure.

### 20. Integrative thinking

Integrative thinking unites, connects, combines, and organizes parts, details, elements, and relationships at a higher level of synthesis.

### 21. Creative thinking

Creative thinking generates new ideas or transforms existing ones. It creates new data, facts, relationships, dependencies, causal connections, solutions, explanations, and interpretations of objects and phenomena.

This form of thinking is based on the logic and theory of creativity developed by Prof. **Momchil Dobrev** in 1985 in Germany.

Creative thinking operates through three main types of creative abilities:

- **Internal creative abilities**, which involve processes of development and evolution.
- **External creative abilities**, which involve combinative actions such as connecting two genetic materials, similar to pollination.
- **Conceptual creative abilities**, which determine how goals and works are formed, driven by feelings, momentary inspiration, and the birth of exciting ideas in consciousness.

An idea begins to develop in imagination and grows until it is completed and ready to be expressed in the form of a poem, a book, a painting, or another creative work. Creative thinking produces a new view, a new interpretation, a new understanding, a new explanation, and a new perspective.

Creativity is a higher level of knowledge and cannot exist without previously accumulated knowledge. There are general principles and stages of creativity that apply to all types of activity:

1. **The first stage** is the emergence of the idea, the formulation of the task, and the first attempts at solving it.
2. **The second stage** is the concentration and acquisition of knowledge related directly or indirectly to the problem, occurring consciously, subconsciously, or unconsciously.
3. **The third stage** is the conscious, subconscious, and unconscious processing of materials through analysis, synthesis, evaluation of options, and insight.
4. **The fourth stage** is the verification and implementation of the solution at the conscious level.

The main features of creativity include continuous cognitive activity, the successful combination of speed and depth of knowledge, emotional engagement, criticality, and paradoxical or unconventional thinking.

Creative ability is inventive and is supported by a rich imagination. Imagination is the creative flow of consciousness and subconsciousness. Creativity produces something new, such as a new connection, a new dependence, a new explanation, a new structure, a new viewpoint, or a new focus.

Creativity is the inventive and artistic achievement of goals through form, beauty, and function, and it expresses feelings through works of art, poems, songs, music, plays, books, paintings, and sculptures. Creative abilities range from simple to complex and are evaluated subjectively based on skills, knowledge, and experience.

### **22. Imaginative thinking**

Imaginative thinking is based on the logic of imagination developed by Prof. **Momchil Dobrev** in 1985 in Germany. It involves thinking with ideal images. A person transforms stimuli from the external world, the body, emotions, and feelings into images, ideas, concepts, and knowledge.

The elements of imaginative thinking include systems of representation and coding, mental styles, causal and deterministic relations, dialectical and algorithmic processes, competing directions of thought, and fractal, holographic, chaotic, and rapidly shifting modes of thinking. Imagination is a form of creative mental activity.

### **23. Interrogative thinking**

Interrogative thinking is the art of asking questions.

### **24. Productive thinking**

Productive thinking, as described in Gestalt psychology by **Max Wertheimer**, results from the integration of connected and dependent past experiences while removing obstacles to insight.

### **25. Original thinking**

Original thinking is unusual, flexible, and diverse, and it generates something new that is feasible.

### **26. Reproductive thinking**

Reproductive thinking reproduces existing knowledge without creating something new.

### **27. Intuitive and analytical–synthetic thinking**

Intuitive and analytical–synthetic thinking complement each other. When combined, thinking becomes comprehensive and holistic.

### **28. Reflexive thinking**

Analytical–synthetic and intuitive thinking are distinguished by their time of occurrence, structuring, sequencing of stages, and development of awareness. This is called reflexivity.

### **29. Realistic thinking**

Realistic thinking is oriented toward the external world and follows formal logic.

### **30. Autistic thinking**

Autistic thinking follows subjective logic and is guided by inner desires, emotions, and personal stimuli.

### **31. Magical thinking**

Magical thinking assumes that ideas are already real or that thoughts can directly cause events.

### **32. Religious thinking**

Religious thinking is based on belief in the supernatural.

### **33. Analogical thinking**

Analogical thinking is based on reasoning through analogies.

### **34. Thinking with imagination**

This form of thinking relies on imaginative processes.

### **35. Thinking with fantasy**

Thinking with fantasy involves free and creative mental construction.

### **36. Deep thinking with concentration**

This involves sustained and intense mental focus.

### **37. Deep thinking with focus**

This involves directing attention toward a selected object or problem.

### **38. Hypothetical thinking**

Hypothetical thinking operates through assumptions and possibilities.

### **39. Theory and practice of discovery**

The theory and practice of discovery, involving the creation of scientific and non-scientific ideas, was developed in 2004 by Prof. **Momchil Dobrev** and Prof. **Mariola Garibova-Dobrev**.

### **40. Comparative thinking**

Comparative thinking separates what is common from what is different. It identifies degrees of similarity and difference in objects, properties, functions, processes, effects, and relationships. Before comparison, the features for comparison and their degrees of proximity or difference must be clearly defined. Comparisons may be made on several features arranged in a precise sequence based on coherence, dependence, causality, influence, and function.

### **41. Divergent thinking**

Divergent thinking moves in different directions and supports creativity by generating new ideas and changing perspectives and focus.

### **42. Convergent thinking**

Convergent thinking concentrates on a single correct solution.

### **43. Thinking through concentration**

Thinking through concentration involves changing and directing focus, and it includes critical thinking that questions, evaluates, and tests different types of solutions.

### **Composite thinking and sociotypes**

The form of thinking reflects how a person of a given sociotype solves problems. According to the typology derived from **Carl Jung**, sociotypes include the Researcher, Mediator, Enthusiast, Analyst, Mentor, Inspector, Marshall, Lyric, Politician, Critic, Entrepreneur (Jack London), Guardian (Dreiser), Administrator (Stirlitz), Humanist (Dostoevsky), Advisor, and Master.

Human thinking operates through concepts, categories, judgments, mental representations, and conclusions as studied in psychology.

### **5. Theory and practice of consciousness**

The theory and practice of consciousness deals with types, degrees, levels, topology, and metrics of consciousness. It is based on the experimental research of Prof. **Momchil Dobrev**.

Learning through consciousness involves gaining access to consciousness and to its different levels, forming a new paradigm in training, didactics, pedagogy, and psychology.

#### **5.1. Theory of the 16-dimensional structure of matter and consciousness**

The theory of the 16-dimensional structure of matter and consciousness, developed by Prof. **Momchil Dobrev** in 2003, is a component of the 16-dimensional field of the universe. It is based on his experiments conducted between 1985 and 2003 on the levels of consciousness and the raising of the eighth level of consciousness, including the opening of a portal for the travel of consciousness in the universe at an instantaneous speed greater than the speed of light. This theory is presented as a denial of Einstein's limitations and of dialectical materialism, and as an explanation of dark energy and dark matter.

Ether is defined as a field structure with a precisely determined geometry that contains consciousness at the zero point.

The theory of the universe, developed in 2005 by Prof. **Momchil Dobrev** and Prof. **Mariola Garibova-Dobrev**, provides a general description of life in space and the universe, integrating physics, biology, chemistry, genetics, psychology, psychiatry, and related fields.

This theory is based on the models and equations developed by Prof. Momchil Dobrev between 1985 and 1991 and on the theory of types and levels of consciousness in the universe formulated in 1991. According to this theory, the universe is multidimensional and consists of 16 dimensions, including parallel universes.

Each dimension represents a frequency sphere of density, or matrix, and is based on a precisely defined frequency sphere. Each higher dimension is supported by a

harmonic frequency sphere that is several degrees higher than the previous one. Every process of matter and field matter in a given dimension is invisible to the previous dimension, as it resonates within its own frequency sphere.

The transition from one dimension to another occurs after a precisely defined temporal rotation of 90 degrees and a rise to the next harmonic level of the frequency sphere. Every dimension has its own consciousness, which resonates with its harmonic spectra and frequency sphere. Human consciousness can move from one dimension to another through the interference of sound spectra and the corresponding frequency spheres.

Consciousness moves at a speed greater than the speed of light and is instantaneous. It can receive information and perceive objects in depth and in their internal structure. Consciousness also possesses corresponding sensory organs.

These conclusions are claimed to be supported by experiments conducted by Prof. Momchil Dobrev since 1985 in Germany and from 1991 to 2003 using precisely defined techniques and procedures. All of this is supported by the ether, whose field structure has a geometric form.

Since 1991, Prof. Momchil Dobrev developed new metrics and a new topology based on the principles of nature, including the golden ratio, the Fibonacci series, fractal structures, and holographic inclusion of information. At the base of this fractal structure lies the Fibonacci spiral and the logarithmic curve. The Fibonacci sequence is said to demonstrate accelerated motion and to be one of the causes of planetary motion in solar systems and galaxies.

From the 1991 experiments of Prof. Momchil Dobrev, the reasons for planetary motion are described as arising from the motion of the core of the sun, which generates vortices. Three equations and forces are said to maintain each planet in its orbit depending on electromagnetic and informational energy potentials. Unlike the equations of Kepler and Newton, which are described as descriptive, these equations are claimed to explain the original causes of planetary motion.

This is explained on the basis of vortex fields and vortex motion caused by the zero-point field of unlimited energy, information, and conscious potential. Every object in the universe is said to possess consciousness at its respective level.

Ether is described as a field structure that contains all 13 levels of consciousness and penetrates all levels of matter. It governs all frequency spheres, all types of matter, and all 16 dimensions of density, as well as seven spiritual worlds, each of which contains seven sublevels.

This field structure is infinite, fractal, holographic, conscious, self-organizing, and self-learning.

The basic elements of ether include fractal description, holographic form, and the logarithmic structure of life in plants, animals, humans, planets, stars, and the cosmos. Ether connects everything in space, time, and consciousness through all frequency spheres and forms of matter. It has a precisely defined geometric structure in which energy and consciousness are connected at the center through a modified Klein bottle. From this arises zero-point energy, which is considered inexhaustible.

Zero-point energy is activated at specific input frequencies and directions of force discovered through the experiments of Prof. Momchil Dobrev in 1991. This structure is also activated by two precisely defined rotating geometric figures with specific angular velocities. Information in this field structure is organized according to fractal, holographic, logarithmic, and matrix principles. Ether structures matter at all levels, from elementary particles to atoms and molecules.

## **5.2. Theory of the structure and levels of consciousness**

Between 1991 and 2003, Prof. **Momchil Dobrev** developed a theory of the structure of consciousness as an energy-information system that forms matter in the universe. This theory is based on experiments conducted from 1985 in Germany, from 1991 in Bulgaria, and up to 2003.

The structure of consciousness consists of 13 levels, of which 12 are accessible to human souls. Since the universe has 16 dimensions, each dimension also has its own consciousness. Consciousness is an informational structure that functions according to matrix, fractal, and holographic principles.

The movement of consciousness from the third level, which corresponds to human beings, to higher levels up to the sixteenth does not occur in the same way for all transitions. Each level of consciousness exists within a specific sound-harmonic coherent matrix, with precisely defined frequency characteristics that are harmonically related to lower levels.

The field of consciousness includes levels of consciousness and a main channel through which transitions between levels occur. There are rules governing the transition from one level of consciousness to another. Each level has a sound matrix that defines it. When a sound complex includes the harmonic matrices of two or more levels, consciousness can pass through those levels and stop at the highest level whose matrix corresponds to the sound complex.

Each level of consciousness also has corresponding sensory organs. According to the theory, human thought controls where consciousness moves in the universe.

Through experiments conducted between 1985 and 2003, the consciousness of Prof. Momchil Dobrev is described as having risen to the eighth level of consciousness and as being controlled by thought in the universe.

If movement is directed toward the universe, consciousness moves in the direction determined by thought. An experimental procedure is described for opening a portal of consciousness through which consciousness can perceive every object in the universe, from the smallest to the largest.

### **1. Initial activation of the light sphere**

Initially, with eyes closed, the person imagines a ball of fire above the head. With thought, the person begins to move this ball from the crown of the head to the first chakra and back. At a certain moment, the movement of this fireball from the seventh to the first chakra and back is accelerated by thought. This process refers to the seven main chakras in the human body, although there are many more.

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

### **2. Formation of rotating solar discs**

Depending on polarity, which is different in men and women, at the level of the seven main chakras in the human body, solar discs are created mentally through the power of thought. These discs rotate in a specific direction.

Depending on polarity, discs 1, 3, 5, and 7 rotate to the left, while discs 2, 4, and 6 rotate to the right. In the opposite polarity, discs 1, 3, 5, and 7 rotate to the right, while discs 2, 4, and 6 rotate to the left.

When listening to a precisely defined sequence of sounds that correspond to and cover all frequency sound characteristics and matrices of each level of consciousness through the channel of consciousness, the eighth level of consciousness is reached without difficulty, after the procedure with the light ball and the rotation of the corresponding solar discs has been completed.

This movement accelerates the process of coherence and synchronization.

### **3. Projection of the visual field of consciousness**

At the next moment, a beam of light is released from the first to the seventh chakra, or from the ball of light described in the first step. This beam moves from the first to the seventh chakra, and upon reaching the seventh chakra it is directed at 45 degrees toward the visual screen through the power of thought. This is the field of visual consciousness.

The field of visual consciousness is positioned at 45 degrees relative to thought, and the golden orb is tilted at a 45-degree angle to the horizontal.

### **Conclusions according to the theory of the structure of consciousness**

According to the theory of the structure of consciousness, the following conclusions apply.

Materialization of thought forms occurs between the sixth and eighth levels of consciousness. Healers such as **Sai Baba** and others are described as having access to the sixth level of consciousness, where, through thought, a powder-like substance materialized in the hand and was given to a patient, after which the patient was healed.

Between the sixth and eighth levels of consciousness, there are possibilities for the materialization of every thought, provided that the object of thought is controlled. The materialization of positive thought forms occurs between the sixth and eighth levels of consciousness.

The eighth level of consciousness is located in the harmonic of the corresponding harmonic matrices of the energy chakras, which are harmonious with the seven main chakras in the third dimension of the human being.

Thought can direct consciousness not only to galaxies and stars, but also to the microworld. Through thought, consciousness can pass in one second to wherever it is directed. This is possible because of the fractal structure of the universe and the ability of consciousness to move instantly within microstructures, megastructures, or other structures.

### **Experiments of Prof. Momchil Dobrev**

Using these rules, **Momchil Dobrev** is described as having opened a correct channel or portal that any person can open in order to see any object in the universe, even if it is billions of light years away.

These experiments are described as repeatable and producing the same results. During this procedure, noise or shouting in the environment must not be allowed, as this would disturb movement through the portal and immediately return the person to the physical body.

Based on the cosmological information theory and vortex theory, **Mariola Garibova-Dobreva** and Prof. Momchil Dobrev elaborated the theory of the universe in 2005.

In 2016, during a lecture in front of more than 70 people, Prof. Momchil Dobrev demonstrated the system for opening a channel or portal, allowing a person to see any object in the universe instantly. These experiments are presented as evidence that consciousness moves instantaneously and at a speed greater than the speed of light.

The model of consciousness includes levels, degrees, types, topology, and metrics. In 1991, Prof. Momchil Dobrev conducted a series of such experiments. Throughout the process, music was used that combined the harmonic frequency spectra of the third, fourth, and fifth dimensions.

### **Postulates derived from these experiments**

Consciousness moves at a speed much greater than the speed of light and is instantaneous because it has a fractal and holographic structure based on the Fibonacci series and the golden section. Information at one point is contained at every point in the universe.

Consciousness can go anywhere at any time when directed by human thought, because thought directs consciousness. There are 13 levels of consciousness, of which the soul has access to only 12.

At the sixth level of consciousness, materialization of thought, intention, and desire becomes possible, whether for healing a person or for other purposes. **Sai Baba** is described as having access to the sixth level of consciousness, where he materialized healing dust in his hand through thought.

These claims are based on the experiments of Prof. Momchil Dobrev from 1985 to 1991 and on public demonstrations conducted between 2016 and 2017 in front of large audiences.

### **6. Experiments at the Dobrev–Halachev Research Institute**

At the Dobrev–Halachev Joint Stock Company research institute, experiments were conducted that are described as confirming these principles. According to the cosmological information theory, in order to reach the chakras of the fourth and fifth dimensions of the soul, vibrations must be raised. This was done in Egypt using a generator (Fig. 3).

According to this theory, when a person raises their vibrations so that, with closed eyes, they generate a light beam at a 45-degree angle with the corresponding vibrational frequency, that light beam and the eyes, also at 45 degrees, pass through a specific symbol known as the ankh, which was also known in Atlantis. This symbol represents elevation and the corresponding vision. (Fig. 3)

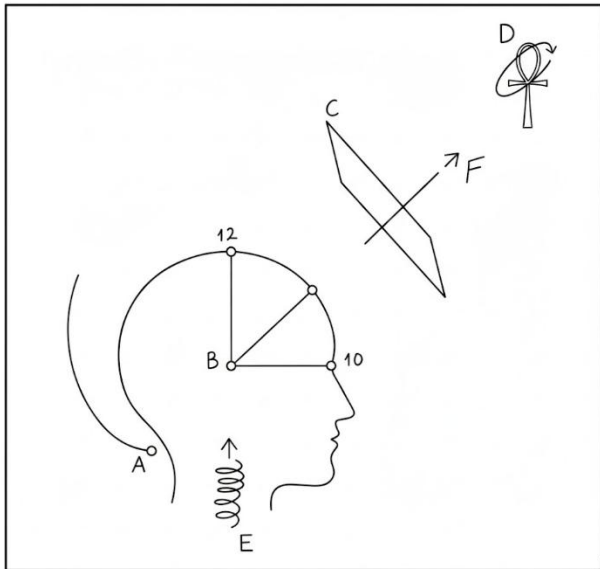


Fig. 3

Another engraving that supports this process of resurrection and elevation is the graph showing how **Osiris** is resurrected.

In one of his hands, Osiris holds a hook or rod with a camber at one end, curved at 45 degrees. In the other hand, Osiris holds a bat, which functions as a vibrator.

The purpose is to stimulate the vibrational energy point of **Confucius**, which corresponds to the entrance of the thread to the soul of the person. Only when this cycle is closed and this point is stimulated does the elevation process occur, making it possible to stop the reincarnation of the soul in the next life. This is a one-time process that must be synchronized with the harmonized frequencies of the universe.

The pineal gland is a gateway to both the energy and information worlds of the universe. This portal, however, must be opened through specific procedures.

By comparison and analogy, this process is again supported by the system of the eight chakras of the human being, which demonstrates human capability for these processes. The three chakras of the pineal gland show that the angle between the third eye and the chakra at 45 degrees corresponds to chakra number eleven, as shown in Fig. 3.

Elevation is a movement in which vibration is raised to frequencies corresponding to the fourth and fifth dimensions that support the chakras, which are the energy centers of every soul. When vibrations are released at frequencies corresponding to the fifth dimension, natural elevation occurs.

### 7. Consciousness as the first cause

Consciousness is an informational energy structure that governs matter and creates matter. Consciousness is the

first cause. Learning and training occur through consciousness and through its levels.

The theory of vortex fields and human energy is based on two types of treatments. The theory of the universe combines quantum theory and relativity, with corrections and new views on the vortex nature of space and cosmological information theory.

### Forced gene information energy and adaptation

The reading of DNA under the same input information depends on the energy state of the human energy system, including thoughts, feelings, the subconscious and unconscious, past lives, external energy interventions, karmic energy bases, and the constant influence of the energy field of another person who lives with the individual.

The regulation of gene activity depends on the daily influence of energy-information fields from both inside and outside, including:

- Human energy-information fields of the environment
- Energy-information fields of the planet Earth
- Energy-information fields of the living space
- Human energy-information fields (consciousness)
- Energy-information fields of food
- Energy-information relationships between people
- One's own thoughts as energy-information fields
- The thoughts of other people
- The energy-information field of the Earth
- Hereditary energy-information
- Energy-information fields from other dimensions
- The energy-information state of each individual cell
- The energy-information state of the whole human body
- Long-term energy-information models (epigenetics)
- Sensory energy-information from the external world to the brain and limbic system
- Emotional states such as stress, fear, sadness, anger, and emotional blockages
- Past experiences and unconscious impressions
- Energy-information blocks and alarm reactions
- Thought, brain, and consciousness as information fields interacting with physical matter

The regulation of gene activity depends on the environment in which a person lives, the people with whom the person interacts, and the overall energy system affecting that person.

A gene is a fragment of the hereditary DNA molecule that contains the building code for certain proteins. Each gene also has regulatory sequences known as gene triggers. Gene regulation determines whether and in what quantity a specific protein is produced. Gene activity is not determined by the gene alone.

In the brain, gene regulation is under constant influence from psychological signals such as thoughts, food, fields, emotions, and subconscious and past-life influences.

### **8. Criticism of Bloom's taxonomy and Maslow's motivation theory**

The taxonomy of **Benjamin Bloom** is criticized because real elementary mental procedures, functions, and connections do not operate in the pyramid structure he proposed.

Thinking is a process that follows an individual path, depending on a person's structured personal thought network related to memory, objects, relationships, tasks, and problems. These processes consist of precisely defined elementary thinking operations, functions, and operators.

Therefore, Bloom's taxonomy is too abstract and does not truly describe thinking as a process. The cognitive functions he described are composite rather than elementary.

The objective thought network of any object is the collective generalization of all individual thought networks. This represents the highest level of objective consciousness, located at the twelfth level of consciousness.

**Maslow's** motivation theory and similar theories are also criticized. Personality does not develop simply by moving upward through a materialistic pyramid of needs. Instead, development depends on a person's value system, morality, goals, aspirations, and spiritual development.

For spiritually oriented individuals and scientists, such hierarchical models do not apply.

### **9. The methodology of training by Prof. Momchil Dobrev – synergy between thinking, thought processes, logic, psychology, pedagogy, didactics, and consciousness**

In 1985, after enrolling at Ilmenau Technical University in 1984 and graduating in just one year and three months by completing examinations for four academic years in Germany, Prof. Roth, the professor of Momchil Dobrev, asked him to prepare lectures for teaching students who were actually three to four years older than him.

Momchil Dobrev developed a teaching methodology designed to challenge students to think, provoke their attention, concentration, and interest, and to sustain curiosity and engagement. Through this work, he created his theory of thought networks, including thought nodes, thought networks, thought episodes, thought operators, thought procedures, and thought forms. At the same time, he developed the theory of types and levels of consciousness, the generating potentials of consciousness, travel through dreams in space and time,

and the study of word forms of objects within the world network and fractal hologram network.

### **Teaching methodology**

Before each lecture, students receive a printed copy of the full lecture material. The lecture is prepared in a way that stimulates different thought processes. Students only need to bring text markers and a pen to underline important parts of the text. The printed lecture contains everything, including graphs, equations, concepts, conclusions, and questions that students must answer.

The lecture is also presented using slides, which at that time were shown using overhead projectors. The sequence of slides is designed according to the requirements of Momchil Dobrev's theory of mental networks. Each slide is structured to awaken and maintain the student's attention, interest, and curiosity. This is achieved through questions written on the slides that students must answer.

Each slide explains either a concept, a relationship, or a function. Various questions are asked about the essence, meaning, subject, and methods of the material being studied. The early lectures focused on the theory of mental networks and various logics developed by Momchil Dobrev, such as the logic of fantasy, the logic of imagination, the complete theory of analogy, methods of thinking, mental schemes, neural-based mental networks, the theory of degrees of truth and belief, the logic of attention, and the logic of concentration. These theories were closely related to artificial intelligence and neural networks at the neurophysiological level.

On every slide, at least one question is presented, followed by space where the student must write the answer. After the student writes the answer, the next slide is shown, which repeats the same content but includes the correct answer. In this way, students immediately see whether they were correct or not. Correct answers produce positive emotion and motivation, while incorrect answers create a constructive challenge. This process creates a silent but effective dialogue between teacher and student.

Because the lecture is printed, students do not waste time copying text. They can focus entirely on understanding the material. Writing during a lecture often shifts attention from understanding to simply recording information. This method ensures that concentration remains focused on meaning and comprehension.

Through the printed lecture, structured questions, and step-by-step conclusions, the student's understanding continuously increases. The student is trained to concentrate on grasping the essence of the subject.

### **Goals of the methodology**

Momchil Dobrev's methodology aims to:

- Teach students to think according to the logic of the subject, problem, and material being studied.
- Create true understanding and assimilation of knowledge by increasing the time spent on focused comprehension.
- Achieve a high level of understanding by forcing the student to engage deeply with the material.
- Establish a real dialogue between teacher and student without wasting time in verbal questioning.
- Encourage personal reflection, reasoning, inference, and conclusion-making.
- Make learning a group process while allowing each student to participate individually.
- Stimulate personal freedom, curiosity, interest, and independent thinking.

Through the printed lecture, structured thinking methods are presented, showing how concepts, relationships, dependencies, sequences, and logical connections reveal the essence of the subject. In this way, students are exposed to multiple thinking models and cognitive schemes.

#### **Basic postulate**

Each person thinks differently and uses different sequences of thought functions, operators, schemes, templates, nodes, and connections. Therefore, the student subconsciously learns in a way that best matches his or her own thinking style. This allows the student to understand and memorize the material in the way that corresponds to their personality, emotions, intelligence, and individual mental structure.

Each discipline also has its own internal logic, with specific thought patterns, procedures, and conceptual sequences. Learning is therefore related to the way concepts, meanings, and connections are structured in the mind. True memorization depends on the individual's way of thinking.

Learning is not only the accumulation of information. It is the structuring of understanding through personal thought networks. Through this methodology, students develop new connections, new thought nodes, new dependencies, new conclusions, and new strategies for thinking and problem-solving.

The memory of each individual and the way information is memorized depend on the way the individual thinks. This individual way of thinking is related to character, value system, morality, goals, strategies, emotions, aspirations, needs, and the thought network, which is defined by personal thought functions, operations, patterns, nodes, and connections.

Since the entire learning process must be generated by the learner through attention, interest, and curiosity, these qualities must not only be initiated but also maintained and continuously strengthened. Learning is

therefore a personal experience and is different for each individual.

Each field of knowledge has its own logic of connections between objects, subjects, and dependencies. The corresponding thought schemes, thought processes, and thought procedures form a thought network that is personal and characteristic of each individual and depends on character, goals, behavior, morality, values, needs, thoughts, and aspirations.

Mathematics, for example, has its own logic of objects, connections, and dependencies. Every mathematical problem has its own logic, its own thought patterns, thought procedures, thought connections, and thought nodes that form its thought network. Each problem can be solved in different ways through different sequences of thought operations and patterns. Physics and its problems follow the same principle and have their own logic and thought procedures.

The extraction of information from memory follows a personal logic that depends on how a person has structured information, knowledge, concepts, and dependencies through their thought operations, patterns, nodes, and connections. Memory retrieval depends on the individual's thought network, thought procedures, thought functions, and thought patterns.

Intuition is a process of connecting thought nodes, thought procedures, and thought patterns by analogy and association. It draws on information stored in memory about processes, phenomena, and concepts, which exist both in the subconscious and in the different levels of consciousness of the individual, as described in the theory of guilt and loss of consciousness by Prof. Momchil Dobrev between 1985 and 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 structure, frequency spectrum, and spectral form, which contains all information about that network.

Thought processes are continuous and are structured in fractal and holographic forms. They represent a thought form that has specific visual and frequency characteristics expressed through colors, shapes, and geometric images. Each thought process depends on the individual and is shaped by support thought nodes, support thought functions, support thought operations, support thought operators, and support thought patterns that are typical for that person and his or her intelligence.

Intelligence depends on the complexity of the connected elements in the individual thought network, including thought nodes, thought processes, thought operations, and thought patterns.

Thought processes and operations lead to the discovery of new connections, new thought nodes, new operations, and new dependencies related to the subject or object being studied. Therefore, the entire learning process created by Prof. Momchil Dobrev between 1985 and 1987 aims for students to arrive at new ideas, new conclusions, and new insights, which are in fact new thought nodes, new thought functions, and new thought connections.

The goal of this learning method is for students to become discoverers and researchers who explore and create new ideas. This generates personal satisfaction and stimulates thinking and learning. As a result, thought forms become emotionally enriched with colors and geometric structures, making knowledge more complete, more meaningful, and easier to access.

Understanding depends on the individual's thought schemes, thought procedures, and thought patterns. Learning is a process of understanding and storing information in memory according to thought schemes, thought operations, thought functions, and thought operators. The degree of learning depends on the degree of understanding and on how fully the personal thought network covers the objective thought network for a given concept, connection, or dependency.

Thought processes are also activated through questions presented on each slide. These questions guide 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 alone. They depend on whether and how the learner thinks and whether he or she can think using the appropriate thought schemes, patterns, procedures, and operations of the subject, science, or task.

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

Motivation, attention, concentration, interest, curiosity, and conviction are essential elements of learning. The method connects information in verbal, visual, emotional, dialogic, and communicative forms, leading to a higher level of understanding and evaluation of the material. Presenting the same idea in different ways increases its emotional impact and improves comprehension.

By asking students questions and then providing the correct answers on the next slide, students are guided to reach their own conclusions and to act as researchers and discoverers. This greatly enhances understanding and

assimilation without requiring verbal dialogue between teacher and student.

The disclosure of each individual's thought network occurs when the student is required to explain concepts, connections, dependencies, and theories in his or her own words. Through this sequence of explanations, the intellectual thought network of the individual is revealed, including their way of thinking, thought procedures, and thought operators.

The goal of Prof. Momchil Dobrev's methodology is to create a personal experience, emotional engagement, and knowledge in the learner, leading to easier understanding and memorization. Different learning methods in individuals depend on their thought networks and ways of thinking.

One of Dobrev's learning methods is therefore called learning through the thought network of the individual and his or her way of thinking, including the creation of connections, thought nodes, support thought nodes, support thought connections, support thought procedures, support thought functions, and support thought operators.

The theories of learning by Lev Vygotsky, John Holt, Malcolm Knowles, Hilgard, Feldman, Piaget, Bandura, and Skinner describe only the external aspects of learning in relation to the environment. They do not address the internal structural level of learning as Dobrev's methodology does at the level of neural structures, energies, thought forms, thought spectra, and thought networks.

The methodology and models of Prof. Momchil Dobrev connect learning with memory, thinking, character, goals, and the emotional and intellectual individuality of each person. Methods such as imitation, behavioral learning, experiential learning, informal learning, and formal learning do not structurally consider how memory and understanding depend on the individual's way of thinking.

The methodology of Prof. Momchil Dobrev challenges and develops the ability of each individual to code and organize incoming information. Through this training methodology, Prof. Momchil Dobrev indirectly increases the learner's motivation.

The learning process is guided by the teacher through questions. Students answer these questions themselves and then see the correct answers on the next slide. This creates a positive internal competition within each student. When a student answers correctly, they experience internal reward and self-respect. They organize themselves, control themselves, judge themselves, praise themselves, and feel satisfaction. They build their own enthusiasm, strengthen self-interest, self-concentration, and self-curiosity, set their

own internal goals, and achieve them. By comparing their answers with the correct ones, students evaluate their own understanding and correct themselves. In this way, they place themselves at the center of the learning process as key actors. This becomes a real form of self-control, self-regulation, self-assessment, self-goal setting, and self-examination, allowing learners to manage their own thinking and learning processes subconsciously.

In reality, this teaching methodology engages all the student's senses and all modes of memorization, including visual, auditory, kinesthetic, reflective, logical, mental, and sequential learning.

This methodology also challenges the "learning pyramid" presented in 1946 by the American education expert Edgar Dale. When Prof. Momchil Dobrev conducted lectures in 1985–1986 and tested student understanding later the same day, the results showed 91–97 percent long-term retention in the students' personal thought networks.

The methodology therefore contradicts the percentages proposed in the learning pyramid model developed by specialists of the National Training Laboratories, founded by Kurt Lewin. According to that model, learning and retention are estimated as follows:

1. Lecture: 5 percent
2. Reading: 10 percent
3. Audio-visual: 20 percent
4. Demonstration: 30 percent
5. Discussion: 50 percent
6. Presentation: 75 percent
7. Doing or simulation: 90 percent

Momchil Dobrev's methodology includes lecture and reading, audio-visual presentation, and indirect discussion through self-questioning and self-evaluation. It combines what are considered passive and active learning methods into one integrated system that produces high results.

The methodology incorporates strategies within thought networks for encoding, decoding, and memorizing information, for searching, managing, and extracting information, and for achieving deep and complete understanding through the structuring of thought networks.

Every new piece of knowledge is structured according to the individual's way of thinking and personal thought network. This structuring happens automatically based on thought patterns, thought functions, mental operators, mental schemes, mental templates, mental nodes, and mental connections.

## 10. CONCLUSIONS

The article presents the theory and model of thought networks developed by Prof. Momchil Dobrev and his

training methodology. This represents a new paradigm in education: learning through training in thinking and learning through consciousness and levels of consciousness.

In essence, this approach represents the true spiritual evolution of humanity, which has long been suppressed by materialistic systems.

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