



## Investigative Article

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**Inclusive education and protection of gifted children, criticism, personal history of Prof. Momchil Dobrev, training of thinking, development of thinking, through learning to think, learning through consciousness and levels of consciousness, for the inclusion and stimulation of gifted children in inclusive education through the “theory and model of thought networks” and their taxonomy of Prof. Momchil Dobrev (1991) with thought nodes, thought templates, thought procedures, thought processes, composite thinking functions, composite thinking schemes, composite thinking operations, composite thinking operators, composite thinking processes in support of inclusive education – for creating talented, gifted children, tests for gifted children, scales, creativity – concept, test and scales of creativity, focused on teaching / teaching learning to think by Prof. Momchil Dobrev. The new paradigm and the model – the unity of pedagogy, didactics, psychology, neurophysiology and the “theory of types of consciousness and levels of consciousness at 12 levels model of Prof. Momchil Dobrev” (1991), levels of consciousness with the new goals of teaching how to think, learning through learning to think, learning through consciousness and levels of consciousness, learning how to think, reason, discover ideas. The teaching system and 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, didactics, 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 of 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, 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 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 and learning of Lord Prof. Momchil Dobrev since 1985 is based on the methodology developed by him, including logic of fantasy (1985), complete theory of analogy (1985), logic of

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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 Dobrev, theory of types and degree of value systems, theory of the degree of conviction, and 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 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 Hein Goethe and Professor Manfred von Ardene – one of the creators of the nuclear bomb for the Soviet Union, who in 1985, after talking with Momchil Dobrev, declared him the next Nobel laureate and the genius of the 20th and 21st centuries.

It is no coincidence that at an international conference in 1985, Professor Michael Roth declared Momchil Dobrev, presenting him to over 500 professors from the whole world, the genius of the 20th and 21st centuries. At that time, Momchil Dobrev studied theoretical

physics, biology, neurophysiology, medicine, logic, cognitive psychology, chemistry, various medical sciences, brain sciences, and other sciences.

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

As a successor to the Dobrev Halachev dynasty, Momchil Dobrev follows the principles of honor and dignity of the dynasty, property of the dynasty which are worth billions. It is no coincidence that Lord Academician Prof. Momchil Dobrev has educations as a physicist – master astronomer, lawyer, economist, engineer, studied 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 19 (nineteen) attempts to kill him and his relatives.

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

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

In this article we describe Momchil Dobrev’s methodology for training, which is maximally effective and aims at learning thinking, ways of thinking, increasing understanding, persuasion and memory – innovations in both pedagogy, psychology and didactics.

## 2. RESEARCH METHODS

Presentation of Prof. Momchil Dobrev’s methodology for training – the new paradigm in pedagogy, didactics, psychology, commitment, presentation of the advantages of this method, comparison with other methods, criticism of Bloom’s taxonomy and other taxonomies. Presentation of Momchil Dobrev’s taxonomy, research methods of analysis, verification of the advantages of Prof. Momchil Dobrev’s method for training compared to other such learning methods. At the same time, the various developed theories and models of Prof. Momchil Dobrev are presented – theory and model of thought networks, theory of types and levels of consciousness.

- Analysis of the training methodology of Prof. Momchil Dobrev.

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

## 3. Inclusive education – international documents

### 3.1 Universal declaration of human rights

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

#### Article 26

- Everyone has the right to education. Education shall be free, at least in the primary and primary stages.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.
- Parents have the right, as a matter of priority, to choose the type of education which their children shall receive.

#### Article 27

- Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and to share in its benefits.
- Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

#### Article 28

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

#### Article 29

- Everyone has duties to the society in which alone the free and full development of his personality is possible.
- These rights and freedoms may in no circumstances be exercised contrary to the purposes and principles of the United Nations.

### 3.2 Convention on the rights of the child

Adopted by the UN General Assembly on 20.11.1989. Ratified by a decision of the Supreme Assembly of 11.04.1991 – State Gazette No. 32 of 23.04.1991, promulgated SG No. 55 of 12.07.1991, in force from 03.07.1991.

#### Article 28

- States parties recognize the right of the child to education and, with a view to achieving this right on the basis of increasing accessibility and equality of opportunity, shall in particular:
  - a) Make primary education compulsory and free for all.
  - b) Promote the development of various forms of secondary education, including general and vocational education, making them accessible and available to every child and shall take appropriate measures, such as the introduction of free education and the provision of financial assistance in cases of need.
  - c) Make higher education accessible to all on the basis of ability and by all appropriate means.
  - d) Make educational and vocational information and guidance available and accessible to all children.
  - e) Take measures to promote regular school attendance and to reduce the rate of school drop-out.
- States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the human dignity of the child and in accordance with the present convention.

#### Article 29

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

#### Article 30

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

#### Article 31

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

#### 3.3 Inclusive education – normative framework and normative aspects of inclusive education

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

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

**Act on preschool and school education (ZPUO):** This law provides the framework for the integration of all children in the educational process and defines the rights and obligations of schools with regard to inclusive education.

#### Regional support centers for inclusive education:

These centers provide methodological assistance, resources and consultations for schools to effectively implement the principles of inclusive education.

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

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

The goal is to adapt education and the learning process to the needs of each student in order to realize them in life. Inclusive education works by tailoring learning materials to the needs of students, assessing and individually approaching the strengths and weaknesses of the student through individual educational programs, integrating students into the general learning process while promoting social relationships with full respect and attention and consideration.

Inclusive education contributes to reducing social isolation, improving the educational environment, developing students' social and communication skills, providing equal opportunities in order to prepare for reality and life, mutual respect, tolerance and attention, individual support for each student depending on his/her interests, motivation and needs, mutual assistance, teamwork and mutual respect.

Inclusive education is based on several key principles as follows.

### 3.3.1 Normative aspects of inclusive education

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

The legal framework is as follows.

#### 3.3.1.1 Preschool and school education act (PSEA)

In the PSEA, inclusive education is defined as an "invariable part of the right to education" (Art. 7, para. 2).

In §1 (item 22) of the "Additional provisions" of the PSEA, the concept of "inclusive education" is defined. The act on the support of personal development (SPD) regulates the establishment of a personal development support centre (PDSC) as an institution in the system of preschool and school education. It regulates "activities supporting the inclusion, training and upbringing of children and students, as well as activities for the development of their abilities" (Art. 26, para. 1).

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

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

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

organization in this direction will meet the high expectations for them.

For the first time in the history of Bulgarian education, the law on special educational needs regulates an anti-segregation attitude in the "segregation into classes or groups of students with SEN, who are taught in an integrated manner according to an individual curriculum" (Art. 99, para. 5). This is in accordance with the most progressive understandings of the education, upbringing and socialization of children and students with SEN.

Article 171 (1) regulates the rights of students. Article 187 (1) regulates additional support for personal development.

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

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

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

According to Art. 188 (1) of the ZPUO, each kindergarten and each school are obliged to organize their own personal development support team, which assesses the individual needs of children and students who are subject to additional support. Only on the basis of this assessment of individual needs do the kindergarten and the school provide additional support to children and students in need.

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

- identifying the strengths of the child or student, the difficulties related to his or her development, learning and behavior, as well as the reasons for their occurrence;
- carrying out an assessment of the individual needs of the child or student;
- preparing and implementing a support plan;

- carrying out monitoring and assessment of the development of each specific case;
- performing other functions provided for in the state educational standard for inclusive education.

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

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

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

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

### 3.3.1.2 Ordinance on inclusive education

In force on 27.10.2017. Adopted by PMD No. 232 of 20.10.2017. Published in the State Gazette No. 86 of 27.10.2017.

Art. 2 states: “The state educational standard for inclusive education determines:

- The terms and conditions for ensuring general support for the personal development of children and students.
- The terms and conditions for ensuring additional support for the personal development of children and students under Art. 187 para. 2 of the act on preschool and school education (ZPUO) and its provision.
- The structure, terms and conditions for approving individual curricula and individual curricula for students with special educational needs and students with special talents under Art. 95 para. 1 n.1 and 2 of ZPUO (in force from 01.08.2016, published in the State Gazette No. 79 of 13.10.2015).”

Art. 95(1): Based on the school curriculum, an individual curriculum is developed for students in an individual form of education, as well as, if necessary, for:

- Students with special educational needs who are educated in a day, evening, combined, distance form or in a dual system of education.
- Students with outstanding talents who are educated in a combined, distance form or in a dual system of education.

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

Art. 3(2): Inclusive education is an integral part of the right to education and is implemented in accordance with the principles in Art. 3 para. 2 of the ZPUO.

Art. 3(2): Education is a national priority and is implemented in accordance with the following principles:

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

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

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

### 3.3.2 Principles of inclusive education

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

### 3.3.3 Main goal in inclusive education

Inclusion of children and students from vulnerable groups through:

- equal access to quality education and effective integration in school and society;
- preservation and development of their cultural identity;

- creation of prerequisites for their successful socialization and formation of an appropriate socio-psychological climate.

### 3.3.4 Providing support for personal development in inclusive education

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

The law on the support of personal development (ZPUO) regulates the establishment of a center for support for personal development (CPD) as an institution in the system of preschool and school education, which regulates “activities supporting the inclusion, training and upbringing of children and students, as well as activities for the development of their abilities” (Art. 26 para. 1).

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

1. Development of interests, abilities, competencies and performance in the field of science, technology, arts and sports.
2. Career guidance and counseling.
3. Preventive, diagnostic, rehabilitation, correctional and resocializing work with children and students.
4. Resource support for children and students with special educational needs.
5. Pedagogical and psychological support.
6. Implementation of support and training programs for families of children and students with disabilities.

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

### 3.3.5 Recommendations on inclusive education

Based on the COFACE Disability S.H.I.F.T. guide for meaningful inclusion of people with disabilities and their families.

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

### Origins of inclusive education

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

- ✓ Exclusion
- ✓ Segregation
- ✓ Integration

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

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

It is:

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

✓ Accessible – educational institutions.

✓ Acceptable.

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

### 3.3.6 UNICEF and inclusive education

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

### 3.4 Regulation on the conditions and procedure for implementing the protection of gifted children

The regulation on the conditions and procedure for implementing the protection of gifted children was adopted by the Council of Ministers No. 298 of 17.12.2003, promulgated in the State Gazette, issue 111 of 22.12.2003, in force from 01.01.2004, amended and supplemented in issue 102 of 23.12.2022, in force from 01.01.2023.

The important articles of the ordinance are as follows:

**Art. 1** (amended – SG, issue 107 of 2011). The ordinance determines the conditions and procedure for implementing protection of children with outstanding talents.

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

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

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

- encouraging the creative talents and needs of children;
- providing opportunities and conditions for admission to sports schools and art schools;
- financial support and stimulation through scholarships and specialized educational programs.

### Measures for the protection of children with outstanding talents

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

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

**Art. 10** (amended – SG, issue 37 of 2006, supplemented issue 36 of 2014, effective 25.04.2014). Scholarships to stimulate children with outstanding talents are granted to students from grades 8 to 12, ranked by the age of 18 in a national or international competition, Olympiad or competition included in the program under Art. 11.

**Criticism:** The regulation says nothing about creating children with creative thinking, strengthening their gifts, developing their gifts, accelerating the development of their gifts with appropriate methodologies, but only research and support for already developed children and financial support.

**Criticism:** Nothing is said about a system for creating creative and gifted children and developing their talents and gifts. Only scholarships and financial support are provided.

Gifts and creativity cannot be included in budgets or planned, because creativity and intuition are something that arise naturally based on the development of children.

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

### 4. Theory and model of mental networks by Prof. Momchil Dobrev

Theory and model of mental networks by Prof. Momchil Dobrev – structure, functions, elements and procedures describing the processes of learning, understanding, memory and thinking – ways of thinking, belief, prejudices, biases and others – the theory that connects didactics, 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.

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

The teaching and learning system of Prof. Momchil Dobrev was developed in 1985 in Germany when Momchil Dobrev completed four years of his education at the Ilmenau Technical University in one year and at the same time studied logic, theoretical physics, medicine and neurophysiology. His professor Prof. Michael Roth gave him the task of delivering lectures on certain subjects while still a student to students who were three to four 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 ordered him to deliver lectures and returned the developed lectures three times.

#### **4.1 Theories and logics created 1985–1991 by Lord Prof. Momchil Dobrev**

- Theory of the degree of trust, theory of the degree of truth, theory of the degree of credibility.
- Logic of fantasy, full theory of analogy, theory and logic of associations.
- Theory and logic of concentration, theory and logic of abstraction, theory and logic of possibilities.
- Theory and logic and degree of lying, theory and logic and degree of bluff.
- Theory and logic of abstraction, theory and logic of prejudices and 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-Dobreva (2004–2006)**

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

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

Learning and mastering does not happen without teaching the learner to think, and to think in the logic of the respective subject, science, topic, object, method, problem or task.

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

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

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

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

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

In addition, these different sequences 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 person.

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

- presentation of material – certain connections and dependencies;
- solving problems.

This means certain procedures of thinking, certain ways and approaches to thinking in the relevant disciplines and solving the relevant tasks and problems.

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 and 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 such as history, geography and society each have their own logic which connects objects, connections, dependencies, circumstances, interconnections, causes and consequences, i.e., operations.

Every science has its own logic. Every subject and entity has its own logic. Solving every problem or 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 and different thought patterns.

The most important thing in education is that each process of teaching and learning is approved through the corresponding thought process, thought schemes, thought procedures and 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 procedures that are characteristic of the relevant knowledge, learning is meaningless, because after the 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 procedures and thought schemes that are characteristic of that knowledge. 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, and this way of structuring characterizes the individual personality.

Axioms in creating thought networks:

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

5. There are basic prohibitions for connecting thought nodes.
6. There are basic elementary rules for connecting elementary thought functions.
7. There are basic prohibitions for connecting elementary thought functions.
8. There are basic elementary rules for connecting thought operators.
9. There are basic prohibitions for connecting thought operators.
10. There are basic procedures for connecting mental nodes.
11. There are basic procedures for connecting mental nodes and mental functions.
12. There are basic procedures for connecting mental nodes and mental operators.
13. There are basic procedures for connecting mental functions and mental operators.
14. There are basic prohibitions for connecting mental nodes.
15. There are basic prohibitions for connecting mental nodes and mental functions.
16. There are basic prohibitions for connecting mental functions and mental operators.
17. There are basic prohibitions for connecting thought nodes and thought operators.
18. At the neurophysiological level, there are defined elementary thought functions.
19. At the neurophysiological level, there are defined elementary thought operators.
20. All thought functions consist of elementary thought functions.
21. All thought operators consist of elementary thought operators.
22. The thought network has an equivalent with the neural networks in the brain.
23. Each individual thought network of an individual has a continuous fractal holographic connection at level – seventh level of super-above-consciousness – Akasha.
24. Each individual thought network of an individual has a continuous fractal holographic connection with the individual's own levels of consciousness.
25. All laws and axiomatics of the thought network rest 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 a direction and a sequence for connecting mental nodes with mental functions and mental operators with each other. This sequence is characteristic of each

individual and 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 by the respective individual person of the corresponding thought connections, thought functions, thought operators, and thought procedures.

Thought procedures are the sequence of allowed and not prohibited connectivity of thought connections, thought functions, and thought operators in a structured thought network.

The procedures, functions, and operators are implicitly introduced and included in the system. They are initially set and 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, and operators together with the corresponding abstract models and emotions in memory.

The modeling of the external world in the human brain occurs solely through the corresponding thought nodes, thought schemes, thought templates, and 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 that define and characterize it.

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

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

The learning process must be guided by and follow the study of the ways of thinking, thought schemes, thought patterns, and thought procedures that 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, relationships, and sequences of the respective knowledge.

Therefore, the new paradigm of training and learning is the study of thought processes, thought schemes, thought patterns, and 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 and weak, with many gaps.

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, and thought processes.

Thought processes are characterized by attention – attracting attention, retaining attention, and strengthening attention.

The natural condition of learning is trust, competence, persuasion, credibility, and the truth of the teaching material. The value systems, desire, will, and emotions of the learner also influence this.

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

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

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 consciousness.

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

Separately, each thought network that includes all possible connections of thought nodes, thought procedures, thought functions, thought operators, and thought procedures concerning a given object is connected with the corresponding form of the thought network whose construction is fractal holographic. It contains all possible variants of the thought network and is also a really objectified thought network for the specific object or subject.

A thought form is an object that is non-local and contained at any point in the universe of the information field.

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

The 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 and assimilation.

Understanding and assimilation are 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, and consequences.

There is a complete information network. It is objective and has a corresponding degree of objectivity, reliability, validity, and truth. This information network is specific to the respective subject, task, or problem.

This is a type of thought network which is objective and has the highest degree of objectivity.

It is different from the individual thought networks of the respective object, subject, task, or problem which are typical for the respective individual person.

The degree of coverage of the individual thought network for a specific object, subject, task, or problem compared to the thought network of the respective object, subject, task, or problem is also the degree of understanding of that subject, object, task, or problem by the individual person.

That is why we have degrees of understanding.

The degree of understanding for a specific object, subject, task, or problem by a specific person depends not only on the degree of coverage but also on the degree of validity of movement along mental connections, mental functions, mental operators, and mental procedures, that is, on the sequence of connection.

If there is a collision or a missing connection between mental connections, mental functions, or mental operators, then that part of the mental network receives a lower degree of reliability for the respective individual.

As a result, if there is no specific connection, thought link, thought function, thought operator, or the corresponding sequence of connection, then this part of the thought network is questioned and at some moment will not be able to connect with the main network. It remains in the individual's memory as "questioned".

If the corresponding thought link, thought function, thought operator, or the corresponding sequence of connection is not completed later, this leads to forgetting. As a result, the understanding of the corresponding subject, object, task, or problem becomes partial and has a corresponding degree of partiality of understanding.

The reasoning of the respective individual then follows the paths and sequential connections of thought links, thought functions, and thought operators. This sequence of connection is characteristic of that individual human; it is individual.

Understanding is a process involving the degree of coverage of the thought network of the respective person—his individual thought network for a specific problem, task, or subject—with the actually complete thought network.

Evaluation of the respective thought processes and thought schemes is individual; it is guided and determined by the method of structuring knowledge of concepts, relationships between them, interpretation between connections, dependencies, and responsibilities.

Thinking in different people is different. It is not a coincidence that if a subject and topic are not explained and presented in different ways of connection of these dependencies, they will be understood only by those students whose thought processes are identical to those of the teacher.

Therefore, the teacher is often required to present knowledge through different ways of connection and dependency. It is also not a coincidence that mathematical problems can be solved in different ways and 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 also not a coincidence that if the teacher describes each line and even each elementary operation exactly when solving a mathematical 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 with it, the greater the degree of understanding of the relevant material.

There is a threshold of understanding which is the minimum condition for knowledge. Something may be remembered, but not everything is understood. The part of understanding remains incomplete.

The thought networks of Prof. Momchil Dobrev are mathematical field structures with corresponding properties, procedures, and changes.

**Law of thought networks:** Thought procedures, thought functions, and 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, and operators that characterize it, the more complete it is. The closer it approaches the objective mind network of the object or process that is contained at each point of the fractal structure holographically in the universe.

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

**Law:** Remembering is faster when the degree of weight of the individual thoughtful vision is greater and when it is filled with positive emotions and "decorated" with the corresponding value system, will, belief, and conviction.

#### **Convincement and understanding**

Understanding depends on knowledge and experience and on the degree of coverage of both the individual probable thought network and the objective thought network for the specific object, subject, process, or task. It also depends on the degree of coverage of the sequence of paths of connection of mental links, mental functions, mental operators, and mental procedures. Accordingly, if

there is a collision or missing connection, function, operator, or process path, friction occurs.

Understanding is subjective. It depends on the value system, motivation of the individual, goals, aspirations to understand the knowledge, and the emotions associated with it—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 a subjective value and phenomenon. It depends on the person, his values, knowledge, experience, understanding, value system, prejudices, and convictions.

Conviction—the belief that this knowledge corresponds to the truth—is of great importance and value to the teacher. Conviction means gaining trust between teacher and student and ensures the reliability of knowledge.

Attention – understanding – believing – memorizing – decision making – gaining trust – creating trust.

Trust leads to believing and 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 for the student becomes greater.

According to the **Theory of the Degree of Trust** created by Prof. Momchil Dobrev, persuasion becomes stronger as the degree of trust of the trainee in the teacher increases.

If the degree of trust decreases, a barrier forms in the trainee toward 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, fascination, excitement, attracting attention, inspirational effect, attracting and maintaining attention.

Persuasive communication may be written, textual, through formulas or graphics. These are techniques of influence.

**Scheme:** Communication – communicator – message – channel – recipient – behavioral effect.

Dialogical behavior and attitudes are also important.

Credibility is the main point of persuasion and includes competence, reliability, expertise, pleasant appearance, poise, voice timbre, social skills, and communication abilities.

### **Influence on the audience**

Experienced, informed, trained, qualified, intelligent, expert, inspiring, good-natured, cheerful, friendly, balanced, calm, and communicative.

Communication factors include speed of speech, ease of communication, and the use of evidence.

### **4.3 Types of elementary thought schemes and complex thought schemes**

These contain thought functions, thought operators, thought nodes, and thought procedures.

Types include:

Association

Substitution

Abstraction

Imagination

Focusing

Focal abstraction

Focal association

Focusing on functions, processes, objects, and their properties

Antithesis

Synectics

Metaphor

Hyperbole

Inverse function

Sinecarha – replacing the subject with a part

Categorization

Perceptions

Localization

Similarities and differences

### **Logic and degree of focusing:**

Focusing by elements

Focusing by groups of elements

Focusing by functions

Focusing by procedures

Focusing by development

Focusing on the life cycle

Focusing on developmental stages

### **4.4 Composite thought functions, composite thought schemes, composite thought operations, composite thought operators, and composite thought processes**

From the **Theory and Model of Thought Networks and their Taxonomy** by Prof. Momchil Dobrev (1991), including thought nodes, thought templates, thought procedures, and thought processes.

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

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

Associative thinking replaces derivative relations with idealized or analogous relations based on degrees of proximity such as:

- Proximity of connection
- Proximity of influence

- Proximity of attitude
- Proximity of properties
- Proximity of functions
- Proximity of obtained result

and other elements of the complete theory of associations developed by Prof. Momchil Dobrev in 1985 in Germany.

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

This includes:

- Analogy of properties
- Analogy of influence
- Analogy of connection
- Analogy of functions
- Analogy of impact
- Analogy of obtained result

and other elements of the complete theory of analogy developed by Prof. Momchil Dobrev in 1985 in Germany.

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

System thinking explains all elements of a system, their roles, and relationships. It provides realistic forecasts of changes in one or more elements and explains the role of the system within a larger system.

It evaluates arguments by identifying main points of view, focusing on arguments related to them, assessing them according to factual relevance, identifying external factors influencing positions, and summarizing key arguments.

System thinking in a complex system presents the interconnectedness of elements, details, connections, relationships, and proportions, and uses the resources of thinking in a controlled manner.

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

Classification thinking is a way of classifying objects according to their internal and external characteristics, properties, functions, and material aspects. It uses images and visually figurative material.

The formation of concepts moves **from the particular to the general**.

One side of thinking is the discovery of relationships between objects, connections between individual parts, and the individual characteristics of an object—both external and internal. This includes discovering new relationships and connections between characteristics, certain properties, and functions, whether they have stronger or weaker manifestations, or whether they are more important or less important characteristics and properties.

It involves the discovery of a new relationship, a new connection, or a new interdependence that cannot be directly observed. Something that was not visible, not known, or hidden becomes revealed as new relationships with the characteristics.

An internal essential new relationship may appear in the form of influence, connection, or interdependence. This is the discovery of a new essential relationship.

It also involves searching for and discovering a concrete manifestation of a relationship—a new relationship—through a thinking process that moves **from the essence to the concrete**.

Finally, there is an evaluation of the result of thinking—the object of the new relationship, interdependence, dependence, and characteristic discovered.

### **5. Visual–active thinking**

Visual–active thinking creates a process for solving practical problems under conditions of visual perception of the situation.

### **6. Visual–figurative thinking**

Visual–figurative thinking involves ways of solving problems figuratively. It presupposes a visual representation of the situation and operations with images and representations.

### **7. Verbal–logical thinking**

Verbal–logical thinking is verbal-discursive thinking. It uses concepts and logical constructions based on the functioning of language without relying on empirical data or images.

### **8. Divergent thinking**

Divergent thinking moves in different directions and is connected with creativity. It generates new ideas, changes points of view, and shifts focus.

### **9. Convergent thinking**

Convergent thinking concentrates on a single correct solution.

### **10. Concentration**

Concentration involves changing focus and concentrating on the changed focus.

### **11. Critical thinking**

Critical thinking involves asking questions and criticizing different types of solutions in order to check, test, and evaluate the degree to which a problem has been solved.

It includes the ability:

- To comprehend and explain in detail the meaning of what is heard, seen, or read.
- To investigate and find similarities and differences when the matter is unfamiliar.

- To assess clearly and logically in order to find answers to problems or make decisions.
- To draw conclusions and plan next steps when no precise instructions exist.
- To explain facts, ideas, problems, and situations in detail.

Critical thinking also includes an approach where the problem is divided into elements, important information is separated from unimportant information, trends are correctly identified, hypotheses are formulated, and a new testing approach is chosen.

### **12. Abstract thinking**

Abstraction is an action in which a choice is made of precisely defined properties or relations. A separate property or relation is isolated while other properties and relations are excluded so that the essential properties, new properties, new relations, and new functions can be examined.

The abstraction process involves:

- Separating a certain element from a set of elements.
- Separating the element in relation to the important and essential properties of the object.

Through this process, the development and functioning of a selected essential property are revealed based on all influencing factors. In this way, the essence of objects and phenomena is revealed. Concepts are created, and the principles of action, interaction, functions, and the laws governing these processes are discovered.

This constitutes the **logic of abstraction**.

### **13. Intuitive thinking**

Intuition is sudden insight arising from subconscious processes at different levels of consciousness.

Partially, the new characteristics of an object are realized, while other aspects remain unrealized. The realization of new qualities, characteristics, functions, and properties may occur partly at the conscious level and partly at the subconscious or unconscious level.

The depth of thought processes is partly conscious and partly subconscious or unconscious.

Intuition represents a synthesis of past experience, past thoughts, and past conclusions. Past experience often exists at the unconscious level.

A new manifestation may appear as new properties, characteristics, conditions, relationships, ideas, or thoughts emerging from subconscious processes at different levels of consciousness, according to the **Theory of Types and Levels of Consciousness** developed by Prof. Momchil Dobrev.

These processes are based on the **logic and psychology of intuition**, developed by Prof. Momchil Dobrev in 1985.

Intuitive thinking is unfocused, non-linear, and unconventional. It relies on illogical forms and connections, hunches, and subconscious processes. It does not involve rational analysis and occurs without clearly defined stages. The final result is the appearance of answers, connections, or relationships—correct or incorrect—through rapid jumps and transitions. These results require verification of all stages of connectivity. Similar ideas are also discussed by Henri Bergson, N. Berdyaev, and the Chroidists.

#### 14. Critical thinking (error detection)

Critical thinking also involves searching for errors, shortcomings, and omissions.

#### 15. Deductive thinking

Deductive thinking moves **from general principles to particular cases**.

#### 16. Inductive thinking

Inductive thinking moves **from particular cases to general principles**.

#### 17. Generalization

Generalization involves forming broader concepts from specific observations.

#### 18. Analytical thinking

Analytical thinking divides the whole into parts or separates a system into its elements and examines those elements individually.

#### 19. Synthetic thinking

Synthetic thinking moves from the particular toward the whole or the general.

#### 20. Integrative thinking

Integrative thinking unites, connects, combines, collects, and arranges parts, details, configurations, elements, components, and relationships at a higher level of synthetic thinking.

#### 21. Creative thinking

Creative thinking creates new ideas or modifies existing ones. It produces new data, facts, connections, dependencies, cause-and-effect relationships, solutions, explanations, and descriptions of objects and phenomena.

This thinking is based on the **logic of imagination** developed by Prof. Momchil Dobrev in 1985 in Germany.

Creative thinking includes:

- **Internal creative abilities** – processes of development and evolution.
- **External creative abilities** – combinative actions such as combining two genetic materials (analogous to pollination).
- **Conceptual creative abilities** – formation of goals and works driven by feelings, momentary

inspiration, and the birth of an exciting idea in consciousness.

An idea begins and develops in the imagination until it becomes complete and ready to be expressed in forms such as poems, books, paintings, or other works.

Creative thinking includes:

- New views
- New interpretations
- New understandings
- New explanations
- New perspectives

The emergence of an idea represents a new explanation of reality created through a new causal relationship.

Creativity is a higher level of knowledge and cannot occur without previously accumulated knowledge.

General stages of creativity include:

1. The emergence of an idea and formulation of the task.
2. Concentration of knowledge related to the problem and acquisition of new knowledge.
3. Conscious and subconscious work on the materials, including analysis, synthesis, and evaluation of options.
4. Verification or implementation of the solution.

Characteristics of creativity include:

- Constant cognitive activity
- Combination of speed and depth of knowledge
- Emotional motivation
- Critical thinking
- Paradoxical or unusual thinking

Creative ability involves inventiveness, imagination, and the production of new ideas, structures, and viewpoints.

Creativity also involves form, beauty, and function and may be expressed through works of art such as poems, songs, music, plays, books, paintings, and sculptures.

#### 22. Imaginative thinking

Imaginative thinking is based on the logic of imagination developed by Prof. Momchil Dobrev in 1985 in Germany.

It involves thinking through ideal images. A person transforms stimuli from the external world and internal emotions into images, ideas, concepts, and knowledge.

Elements of thinking include:

- Systems for representation and coding
- Mental styles as generalizations of individual cognitive patterns

Forms of thinking include:

- Causal–consequential deterministic thinking
- Dialectical–algorithmic thinking
- Competing directions of thinking
- Fractal–holographic thinking characterized by rapid movement between topics and ideas

Imagination represents a creative activity of both consciousness and subconsciousness.

### **23. Interrogative thinking**

Interrogative thinking is thinking through asking questions and mastering the art of questioning.

### **24. Productive thinking**

Productive thinking, associated with Gestalt psychology and Max Wertheimer, involves integrating and organizing past experience while removing obstacles to thinking.

### **25. Original thinking**

Original thinking is unusual, flexible, and diverse. It generates something new but feasible.

### **26. Reproductive thinking**

Reproductive thinking reproduces existing knowledge without creating new ideas.

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

Intuitive thinking and analytical–synthetic thinking complement each other. Together they form comprehensive or holistic thinking.

### **28. Reflexive thinking**

Analytical–synthetic and intuitive thinking can also be classified according to the time of occurrence, structuring of stages, relationships between stages, and development of awareness, which 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 based on inner desires, emotions, and personal motivations.

### **31. Magical thinking**

Magical thinking assumes that ideas or thoughts themselves can cause real events.

### **32. Religious thinking**

Religious thinking is based on belief in supernatural forces.

### **33. Thinking with analogies**

This involves reasoning through analogies and comparisons.

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

Thinking based on imaginative visualization.

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

Thinking driven by fantasy and imaginative creativity.

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

Deep thinking that relies on strong concentration.

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

Deep thinking characterized by sustained focus.

### **38. Hypothetical thinking**

Hypothetical thinking involves forming and examining possible explanations or assumptions.

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

The theory and practice of discovery and creation of ideas (scientific and non-scientific) were developed in 2004 by Prof. Momchil Dobrev and Prof. Mariola Garibova-Dobrev.

### **40. Comparative thinking**

Comparative thinking involves comparing objects by separating what is common and what is different.

It examines the degree of similarity and difference between objects in terms of characteristics, properties, functions, manifestations, processes, effects, and relationships.

Before comparison, the specific feature used for comparison must be selected, and the comparison must be structured according to degrees of similarity or difference.

Comparison may involve several characteristics arranged in a defined sequence based on connection, dependence, causal relations, influence, and function.

### **41. Divergent thinking**

Divergent thinking moves in different directions, generating new ideas and changing points of view and focus.

### **42. Convergent thinking**

Convergent thinking focuses on a single correct solution.

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

Thinking through concentration involves shifting focus and concentrating on the new focus. It may also include critical thinking that questions and evaluates different types of solutions in order to test and assess them.

### **4.5./ Composite thought functions, composite thought schemes**

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

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

Humans think with different concepts, categories, judgments, and mental conclusions, representations – from psychology.

### **5/. Theory and practice of consciousness – types, degrees, levels, topology, metrics – the experimental experiments of M. Dobrev**

Learning through consciousness – access to consciousness, to the levels of consciousness – the new paradigm in training, didactic, pedagogy, psychology.

#### **5.1./ Theory of the 16-dimensional structure of matter–consciousness by Prof. Momchil Dobrev**

A component part of the 16-dimensional dimension of the field of the universe – 2003 and the experiments of Lord Prof. Momchil Dobrev from 1985, 1991–2003 with the levels of consciousness and the raising of the eighth level of consciousness and opening of a portal for travel of consciousness in the universe with a speed – instantaneous, that is much greater than the speed of light – the real denial of Einstein and dialectical materialism. The explanation of dark energy and dark matter.

The ether – a field structure of the field which has a precisely defined geometry and contains consciousness at the zero point.

The 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 the 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 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 from 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 and a new topology, which is based on the principles of nature – the golden ratio, the Fibonacci series, the fractal structure, and holographic inclusion of information.

At the base of the fractal structure is the structure of the spiral of the Fibonacci and logarithmic curve. The basic principle and reason for motion in the universe is the Fibonacci series, which is the corresponding spiral that moves accelerated – the numbers 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, etc., proving 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 and 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, the equations of Lord Prof. Momchil Dobrev describe and give this solution.

This is on the basis of vortex fields and vortices caused by the zero point field of the unlimited energy–information–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 and penetrates all the innermost levels of matter.

Ether is the essential field of consciousness that governs all levels of consciousness, the frequency spheres of all spheres of consciousness, matter and the corresponding dimensions of density which are 16 dimensions, and spiritual worlds which are seven in number, each spiritual world containing seven sub-levels.

This field structure is infinite and contains a fractal structure of description and a holographic form of space that is conscious, self-organizing and 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, humans, cosmos, planets and stars.

Ether is the conscious field structure that connects everything in space, time and 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 the Klein bottle modified by Lord Prof. Momchil Dobrev is connected energy and 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 in an exactly specific direction of the force discovered by Lord Prof. Momchil Dobrev during his fundamental experiments in 1991.

This structure is also activated through precisely defined 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 and matrix principle.

The ether structures matter at all levels from elementary particles through atoms to molecules.

**5.2/.** In 1991 and 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 in 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, each dimension has consciousness. This is an information structure that works on a matrix principle – fractal and holographic.

The movement along the path of consciousness from the third level of consciousness, which is a person, up to the height of 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, there 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 when they are combined harmonically into one 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 also has 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 rises 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 the seventh to the first chakra and from there is accelerated by thought. We are talking about the main 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, and 7 rotate to the left, while the others 2, 4, and 6 rotate to the right.

Respectively, 1, 3, 5, and 7 rotate to the right, and the others 2, 4, and 6 rotate to the left.

When listening to a precisely specific sequence of sounds that correspond to and cover all frequency sound characteristics-matrices 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 discs 1, 3, 5, and 7 in one direction and 2, 4, and 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 step 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 the sixth and eighth 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 before them, a powder substrate materialized in the hand, which Sai Baba gave to the patient, after which the patient was cured.

From the sixth to the eighth levels of consciousness, there are possibilities for the materialization of every thought, naturally with the object of the thought being controlled.

Materialization of good thought forms occurs from the sixth to the eighth level of consciousness.

The eighth level of consciousness is located correspondingly in the harmonic matrices of these levels of energy chakras which are harmonious with the main seven chakras in the third dimension of man.

Thought can direct consciousness not only to the structure of a galaxy or star, but also to the microworld. Through thought, consciousness passes in a second where it wants to be.

This is possible only 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 it 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 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, Mariola Garbova and Momchil Dobrev elaborated in 2005 the Theory of the Universum.

In 2016, at one event – a lecture in front of more than 70 people – Lord Prof. Momchil Dobrev showed the system and how to open a channel–portal personally and see any object in the universe instantly.

These experiments prove that consciousness moves with a speed that is immediate, much greater than the speed of light.

The model of consciousness includes levels, degrees, types, topology, and metrics.

In 1991, Lord Prof. Momchil Dobrev conducted a series of experiments.

In this whole process there is music that combines the harmonic frequencies spectrum of the third dimension with those 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 such as the Fibonacci series and 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 human. Thought is what 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:

At the sixth level – materialization of thought, intention, and desire, such as curing a specific person or another action.

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

The experiments of Lord Prof. Momchil Dobrev from 1985–1991 and the public experiments in 2016–2017 were conducted in front of hundreds of people.

#### **7/. Support of gifted children by parents and teachers – their role**

##### **The role of the teacher**

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

Does he have the support of his parents to develop?

Psychological analysis of behavior:

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

Does he behave like this with his classmates?

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

Is he too shy?

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

Does he flaunt his knowledge, or vice versa, is he modest – almost imperceptible?

The teacher must study all thought schemes and thought networks according to the analysis of how the student solves tasks. When the student is asked to explain how he solves the task and to name each step, the teacher asks questions about why he does this, waits for an explanation, and understands the thought schemes for solving problems and the student's thought schemes.

Then, after understanding the student's thought schemes composed of elementary thought operations, thought forms, and their composite ones, the teacher makes a plan on how and with what tasks to develop the other thought schemes in the student.

Through the system of Prof. Momchil Dobrev of question schemes and question sheets, by assigning the relevant questions, the teacher comes to the conclusion about what thought schemes the student has, which ones should be developed in him, and which ones should be

improved if the thought scheme is incomplete or there is a gap in an elementary thought operation.

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

The teacher should encourage the student to ask why something is so and not otherwise, to develop critical thinking, and to challenge him to think about different options and different possibilities.

The teacher should create in the student a value system of respect for others, communication with others, mutual assistance to others, and a willingness to explain to them what they did not understand.

The student should work in a team on different subjects and their development by explaining to others.

The student should not show superiority but should constantly strive for improvement regarding the subject, the material, and the tasks he solves.

The teacher should build a value system in the child that corresponds to his interaction in the social environment and in connection with his goals, aspirations, talents, inclinations, and abilities.

The student should constantly strive to learn more from the subject, from lessons, and even from adults and other students.

The student should search for popular science books on the relevant subjects and also search for scientific books on the relevant subjects.

The student should search for libraries in which to find such materials and also search for online libraries.

The student should ask questions about a relevant term, phenomenon, quantity, or formula, and about the scientist who created, invented, or proposed it and how it was developed.

The student should strive to understand the essence and meaning of every concept, information, and phenomenon.

The student should show patience and avoid showing nervousness or anger toward himself or others.

The student should show respect both to others and to himself.

The student should listen and look for the correct ideas in the arguments of the person with whom he is speaking.

The student should seek to understand and explain how scientists thought before, how they think now, what arguments they use now, what philosophy and concepts they use.

The student should search for gaps, unclear points, misunderstandings, or unexplained issues.

The teacher should study the needs of the student.

If gaps exist, the teacher should look for ways to close them.

If there are difficulties in communication or relationships, appropriate measures should be taken.

The teacher should create a strategy, tactics, and operational sequence for mastering complex material in higher courses.

The teacher should create a scheme for mastering skills and working with various learning materials.

These may include collections, books of important physicists, biographies of physicists, philosophy of physics, the development of physics over centuries, and various popular science books written by prominent professors from different universities, as well as books by Nobel laureates.

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

The teacher should provide the student with information about popular science and scientific magazines and ensure access so that the student can learn about the latest achievements in the relevant field, for example physics.

The teacher should provide access to these magazines and information about libraries and access to them.

The teacher should provide access to books, collections of Olympiad problems from national and international Olympiads, and competitions in the country and abroad.

The teacher should talk to the parents about appropriate funding for participation in Olympiads, competitions, and other activities.

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

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

The teacher should ensure the availability of study materials such as textbooks, collections, encyclopedias, and information about websites for additional learning,

online lectures from different universities, including those abroad.

The teacher should provide information about online platforms developed by foreign universities that offer problem solving, lectures, and learning materials in fields such as physics, astronomy, and mathematics.

The teacher should provide information about online simulation programs and educational platforms with presentations, tables, graphs, and interactive lecture materials.

The teacher should also provide access to websites for online problem solving.

Training materials should be presented to the student with exercises, cases, case-solving tasks, and other activities in accordance with the theory of thought networks of Prof. Momchil Dobrev and the training system through question schemes to understand the student's mental schemes of understanding.

Relevant methodological materials should be prepared based on the theories and logics developed by Prof. Momchil Dobrev in 1985–1986, including the logic of fantasy, the complete theory of analogy, and systems and exercises for developing:

- Analogy and analogies
- Associations
- Fantasy

#### **The teacher must develop the following activities:**

1. Creating a team to organize and coordinate the process of providing additional support to the gifted child.
2. Preparing an annual plan and schedule for activities aimed at developing the abilities of gifted children.
3. Studying and establishing the levels of intelligence – intellectual, emotional, and social – in gifted children based on the tests and criteria of Prof. Momchil Dobrev.
4. Identifying the strengths of the gifted child and the problems and difficulties he has in social and emotional skills.
5. Studying the needs of the gifted child for information, information technologies, literature, access to literature, access to schools, lectures, competitions, and Olympiads.
6. Determining activities for additional support for the gifted child.
7. Preparing a plan, strategy, and tactics for supporting the personal development and abilities of the gifted child.
8. Finding additional financial or institutional support from companies, institutions, and other organizations.
9. Creating opportunities for additional work with the gifted child.

10. Creating conditions and a climate for good socialization and emotional relationships between the gifted child and classmates and peers.
11. Creating a climate and atmosphere of tolerance and respect in the classroom where the gifted child studies.
12. Awarding moral and material prizes to gifted children.
13. Stimulating the participation of students with outstanding talents in competitions, festivals, and initiatives.
14. Providing an accessible environment, technical means, and didactic materials.

#### **The role of parents**

There should be continuous contact between the teacher and the parents, where complete and comprehensive information is provided about the development of their child, the program, the sequence of additional activities, and the necessary educational materials or aids such as a computer, a tablet, and others that will help the student master the materials quickly and effectively.

#### **Activities aimed at parents**

1. Support for parents through training and coaching to develop skills for effective parenting, which can also be conducted in an electronic environment.
2. Involvement of parents in school life through participation in joint activities with students such as initiatives, projects, and workshops according to the plan.
3. Providing parents with the opportunity to participate in decision-making for the class and the school as a whole through parent meetings and meetings of the parent council during the school year.
4. Building trusting and effective communication between teachers and parents through meetings, joint activities, and educational mediation.
5. Creating a healthy and safe environment in schools by involving parents in programs aimed at preventing school bullying and preventing children from dropping out of school.
6. Organizing family group conferences, with the consent of the family, to resolve children's problems when issues are identified.

#### **8/. Focused on training / training learning to think / by Prof. Momchil Dobrev**

##### **Focused on teaching and learning how to think education**

Introduction and adaptation of techniques focused on teaching and learning trained to think focuses on teaching students to think and create thought schemes according to the theory of thought schemes of Prof. Momchil Dobrev—training students and learners to think and to create ideas.

The purpose of this focused teaching is the creation of talented and gifted students, stimulation of thought

processes, and training of thought schemes and thought processes.

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

This training is characterized by a focus on what thought schemes, thought processes, thought operations, thought nodes, and thought operators are in specific fields such as physics, chemistry, biology, medicine, geography, history, logic, philosophy, and other sciences.

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

They are focused on their personal improvement and are personally motivated.

Teachers and parents can motivate them.

At the same time, they should keep them grounded and active, not “flying in the air.”

They should be realistic and pursue real goals.

At the same time, they sometimes isolate themselves.

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

This will achieve association of talented and brilliant children—gifted individuals—with their friends and classmates in the community.

At the same time, talented and gifted children should be given more workload—to solve more problems and more complex tasks. They themselves want this and demand it from themselves, and if they have a teacher or mentor, they expect it from them as well.

They also learn more complex material from the relevant subject.

In this way, goals and guidelines are created for striving to achieve the unprecedented.

Goal-setting should express striving toward higher and higher goals while remaining realistic, grounded in reality, and not feeling superior to other children or students.

The goal is to achieve higher successes.

### **Goal-setting training**

How a talented student can set goals for himself—goals to learn more things, understand more things, and learn knowledge that involves interdisciplinary connections.

### **9/. Creativity – concepts of creativity by Prof. Momchil Dobrev**

#### **Measuring creativity**

##### **9.1/. Concept of creativity by Prof. Momchil Dobrev**

“Creativity is the creation of a new mental connection, mental knot, mental scheme, mental procedure, mental template, mental function, or mental operator by a human.”

##### **Measurement of creativity according to the tests and scales of creativity by Prof. Momchil Dobrev**

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

##### **9.2/. Quotes regarding the concept of creativity**

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

Creativity is **“the ability to make unconventional decisions and create new things.”** (Boyadzhiev, 2019)

Andy Green believes that **“good creative thinking means that we achieve more with less.”** (Green, 2010) E-magazine *Education and Development*, ISSN 2603-3577, Issue 13, 07.2024.

According to Raymond Corsini, **“creativity is the ability to see new relationships, to produce unusual ideas, and to deviate from traditional models of thinking.”** (Cleese, John, 2021)

According to Dorothy Leonard, **“creativity is a process of developing and expressing new ideas that could be useful.”** (Leonard & Swap, 1999)

According to Frank Baron, **“creativity is a socially recognized creative achievement.”** (Barron, 1969)

“Creativity is our ability to create.” (Boyadzhiev, 2019)

According to Louis Bassat, **“true creativity, like intelligence, is not a profession. It means doing something original and different so that it becomes a new role model or a different way of acting.”** (Bassat, 2016)

According to R. Harris, **“creativity is a thinking process in which ability, imagination, and systematic intellectual pursuit and research play a significant role.”** (Harris, 2009)

According to psychologists, **“creativity contains a predisposition to spontaneity. This spontaneity appears in cultural patterns and gives them new vitality. In general, spontaneity is an indispensable background in the initial stage of the creative process.”** (Moreno, 1994)

According to psychologist and creativity expert Mihaly Csikszentmihalyi:

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

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

Creativity is expressed in courage, unconventional thinking, and entrepreneurship. It includes many combinations.

In certain cases, to develop creativity it is necessary to ask questions, reject facts or ideas accepted as reality, and then seek a new solution.

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

Alfred Bien believes that intelligence has three features:

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

According to D. Wexter, **“intelligence is the global ability of an individual to act purposefully and expeditiously, to think rationally, and to cope effectively in his environment.”**

This definition emphasizes the complex and global nature of intelligence as well as the role of thinking and effective activity.

None of these definitions fully covers the structural and functional emergence of thought as described in the concept of Prof. Momchil Dobrev.

## **10/. Personal experience of Prof. Momchil Dobrev from his life**

### **Recommendations for creating textbooks**

Already in the first grade, he solved tasks from the 3rd and 4th grades. However, no one showed interest in these facts.

His parents, one a deputy director general for economic affairs and later a deputy minister, devoted themselves only to their work and even worked on Saturdays and Sundays. They returned home at 22–23 hours when little Momchil was already asleep.

Usually, with the money they gave him for snacks, he bought collections of tasks for children.

He solved an average of **50–200 tasks a day**.

He did not go out to play with his peers. On the first day he went out, because he lacked communication skills, the other children beat him.

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

In the 7th grade, he applied simultaneously to the **German Language High School** and the **Sofia Mathematics High School**.

At the Sofia Mathematics High School exam, he left **23 minutes after the start of the exam**, which caused his father to scold him all day for leaving early.

At another exam at the German Language High School, he solved the problems in **20 minutes** but deliberately stayed **35 minutes** so his father would not scold him again.

In both exams he received **excellent grades (6)**.

During the preparatory class he was not interested in the German language and spent his time solving mathematical problems.

Even then he started buying books for students in mathematics and physics.

However, no one from his parents showed interest in enrolling him in advanced learning programs for mathematics and physics.

As a **9th grade student**, he began visiting the bookstore of the Faculty of Mathematics at **Sofia University** to buy books on mathematics and physics.

### **Problem**

When a young person independently searches for and buys books intended for university students and starts reading them, some parts may remain misunderstood, which can create gaps in knowledge.

Most textbooks are not written for self-preparation and self-study; they are written mainly to accompany formal lecture-based training.

Self-training creates and causes gaps that can have a negative effect on the child's development. One hundred percent understanding of the relevant material is not achieved.

Even as a student, Momchil met Prof. Matey Mateev and often visited him to talk about physics.

Even after entering the barracks for two years, since Momchil had many awards and was an excellent student there, he used the awards he won to go on leave and visit Prof. Matey Mateev during the week.

However, since 1982, as the chairman of the student council of the 91st German Language High School for more than four years, Momchil gave an interview to the newspaper “**Narodna Mladze.**” In that interview, the newspaper stated that “the Bulgarian Communist Party and the Dimitrovski Communist Youth Union are a mafia.” After this, he realized that after finishing the barracks he would have to flee Bulgaria, otherwise he would be ruined just as his father had been.

His father, who served as the administrative head of associations and business organizations between 1984–1986, was placed under a form of “house arrest,” although for years he had generated profits of **100–250 million leva** for the state. Even earlier, since 1973, State Security had attempted to imprison him in **Belene prison**, where opponents of the socialist regime were often sent.

Momchil Dobrev’s education in the German city of **Imenau** began on **October 1, 1984**. In just seven months, he completed all the exams for four years of education, receiving excellent or very good grades, with all exams consisting of written problem-solving.

In February, Prof. K. H. Goethe invited Momchil Dobrev to work in his secret laboratory. At the end of February, according to Momchil Dobrev’s calculations, a plant of the military-industrial complex of the **GDR** created a material that showed superconductivity at room temperature.

Momchil Dobrev and Prof. Otte checked the experiment **260 times**, obtaining the same results. They worked continuously for **3.5 days** without leaving the laboratory.

After this, pressure began from the first and second secretaries of the Embassy of the People’s Republic of Bulgaria in Berlin, **Stoil Stoilov**, and indirectly **Ivan Sirakov**, who attempted to persuade Momchil Dobrev to steal the material. In return, they promised **11 million US dollars** and a house in **Florida worth 4 million US**

**dollars**. According to the narrative, these secretaries were already CIA agents at that time.

Momchil Dobrev refused to betray his professor, who had supported him.

As a result of these pressures and racketeering, Momchil Dobrev suffered **two heart attacks**, during which he fell into a coma. Each time he emerged from the coma, he reported **seeing light in a tunnel**.

As early as **November 1984**, Momchil Dobrev began studying not only physics, mathematics, and theoretical physics but also medicine, neurophysiology, various medical fields, psychology, cognitive psychology, and logic. During this period, he developed various theories and models that are described in the materials attached to this course work.

### **Problems and personal characteristics of Momchil Dobrev**

Momchil Dobrev is described as very honest. He keeps his word, does not tolerate lies, and does not lie. He follows the laws of the **Dobrev–Halachev dynasty**, which he learned from his grandfather.

One challenge mentioned is that he is very modest, although he quickly responds when provoked and puts people in their place immediately. He does not actively seek friendships.

While in Germany, Momchil Dobrev reportedly read **15–20 books per week** in English and German. He also worked and visited various universities and laboratories.

### **Reported results**

According to the narrative, discoveries were made as early as **1985**, including theories, experiments, and discoveries in psychology, neurophysiology, theoretical physics, experimental physics, and fundamental physics. It is also claimed that in **2008** he made a discovery in genetics challenging Darwinian theory, as well as developments in medicine, psychology, logic, economics, legal sciences, archaeology, and other fields.

Momchil Dobrev is reported to have written **over 1,078 articles in English worldwide**.

He is also described as the recipient of **more than 47 world awards**, including:

- World Champion in Economics (2019), described as the “Father of Modern Finance.”
- World Champion in Fundamental Physics (2021).
- World Champion in Genetics (2022).
- World Champion in Medicine (2023).
- World Champion in Law (2022).
- Recipient of one of the five “**Great Minds of the 21st Century**” awards (2010).
- Recipient of the **Da Vinci World Prize** and numerous other awards, orders, and medals from

countries including the USA, UK, Russia, and others.

### Recommendation regarding textbooks and teaching materials

A recommendation is made to create educational guides that include:

- A description of the subject
- The dependencies within the subject
- The historical discovery of those dependencies
- The types of problems solved using the relevant mathematical apparatus

After this explanation, problems for independent solution should be presented.

### Problem in existing textbooks

Many textbooks, particularly in mathematics, do not present the methodology and solutions in full detail.

Often, a complete solution may require **about ten lines**, but textbooks publish only **three or four lines**, omitting intermediate logical steps.

For example, in textbooks on **quantum mechanics**, not all dependencies and derivations are written in detail. Instead of showing the full sequence of mathematical reasoning—perhaps **15 lines of explanation**—only **3–4 lines** are shown, leaving out the intermediate transformations and logical steps.

This creates difficulties in understanding the material.

Therefore, when a teacher helps a gifted child learn a subject, **each task should be written out fully and comprehensively, line by line**. Even simple steps—such as multiplying a line by a number—should be written explicitly.

Following the complete logical sequence of solving a problem **creates the corresponding thought scheme in the student**.

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