RGe ISSN: 2177-3246

MIND CONTROL AND NEUROLOGY IN TEACHING AND LEARNING

CONTROLE MENTAL E NEUROLOGIA NO ENSINO E NA APRENDIZAGEM

CONTROL MENTAL Y NEUROLOGÍA EN LA ENSEÑANZA Y EL APRENDIZAJE

10.56238/revgeov17n6-095

Patricia Silvana Peratto Costa[1]

ABSTRACT
This article is multi-disciplinary, putting together neurology, mind control and didactics. We expect it to be a progress for these fields. It was thought for teachers and for professionals of health.

Keywords: Didactics. Learning. Mind Control. Neurology. Teaching.

RESUMO
Este artigo é multidisciplinar, reunindo neurologia, controle mental e didática. Esperamos que represente um avanço para esses campos. Foi pensado para professores e para profissionais da saúde.

Palavras-chave: Didática. Aprendizagem. Controle Mental. Neurologia. Ensino.

RESUMEN
Este artículo es multidisciplinario, reuniendo neurología, control mental y didáctica. Esperamos que sea un progreso para estos campos. Fue pensado para docentes y para profesionales de la salud.

Palabras clave: Didáctica. Aprendizaje. Control Mental. Neurología. Enseñanza.

[1] Master's in Computer Science from PEDECIBA. Instituto Normal de Enseñanza Técnica (Technical Education Teacher-Training Institute), Consejo de Formación en Educación (Council for Teacher Education), Administración Nacional de Educación Pública (National Public Education Administration).
E-mail: pperatto@docente.ceibal.edu.uy

1 INTRODUCTION

Thinking is an eye that is open between two immensities: the exterior and the interior, the objective world and the subjective world, the one of the material and the one of the imagination. In the first we have advanced a lot, encompassing with the look of our telescopes the universes. In the second we must perceive the magnificence that is the origin of all, the world of the mind (Guzman, E., 1988).

As is said in (Winter, A. & Winter, R.,1988), medicine, psychiatry and neurology study the cerebrum and their behavior to know it and to repair if neccesary. To scientists, cerebrum is a fascinating and mysterious matter. Constantly, there are realized new discoveries and there are many variables to reveal.

In what respect to the understanding of brain performance there are being realized great progress. Limits depend on motivation. If we increase the mental power, thinking of professors and students is improved, have a better capacity.

In the same way as we can train our body to increase, recover and improve our force and skill we can train our cerebrum to retain, recover and better our intellect by means of selective encouragement.

Our brain has the capacity of retaining and storing an infinite quantity of information, and can manipulate the information inmediately. Treats to understand it constantly. As is said in (Winter, A. & Winter, R.,1988), we can listen our cerebral cells. We use our cereber to realize a task and to think in it. Our mind can work better if we train it.

When you chalenge your cerebrum, you mantain it in optimal conditions what is vitail not only for your nervous system but for all your body. The cerebrum is the most important part of our nervous system, is the chief of the organization. When we study we apply our senses, we see, we listen, we touch (our pen, our notebook). This happens automatically. By example, if we drink a cup of tea, we hot the water, we put it upon the tea, we wait the water to get the taste of the tea and we drink it. To drink it we take the cup with our hand, we incline the cup in our mouth and we swallow the infusion. All this is done automatically, without ourselves thinking in that we do this (Winter, A. & Winter, R.,1988).

If we understand the way in which our mind behaves it works better. In research done with human beings was shown that persons that remain intellectually active can think better that the ones that does not use their mind, without mattering their age. It was shown that our cerebrum can overcome deficiencies through relearning. Applying this in teaching and learning, we iterate the process of studying, we repeat this process, we progress in the repetition, we undertand ideas that we didn´t understand before, because we see

propositions that we didn´t see before, we see the mistakes that we have done what allows to find new and better solutions (by example in the performance of exercises), all this through relearning.

Motivation is a vital capacity and constitutes a positive factor in our lifes; this includes the motivation of the students to study and work. This can be through the assignment of scores, of positive evaluation for them if solve exercises, that can be in practices or in partials. The motivation is that they approve the course if study and understand.

Brain development involves motivation and repetition to better cognition. Cognition is defined as the process of perceiving and knowing. It comprises the following activities (Winter, A. & Winter, R.,1988) :

a) concentrate the attention and support it.
b) to stablish differences between what is relevant and what is not.
c) to memorize deciphering and accumulating information.
d) to organize and integrate
e) to solve exercises
f) to transmit and comunicate
g) to create new methods of procesing and employment of data

The brain can be developed to increase its capacity. Like the muscles that need training, we need to use it continually. It was shown that cerebrum and nervous system are like telephone cords. Stimuli can mantain fluency of the information necessary for internal and external thinking and actions.

Internal thinking also called internal dialog is the flow of ideas, reflections and "voices" that occur in our mind without being expressed verbally, useful to process information, planify, solve problems, reflect about emotions and self motivate being a form of intrapersonal communication crucial for self knowledge and self regulation.

External thinking refers to the practice of using tools, representations and the environment as to write, diagram and talk to process ideas and solve problems, implying to think aloud and creativity to get clarity and innovative solutions. It is a way of making visible thinking to organize, explore and share thinking, helping our mind to overcome conventional limits.

Internal thinking happens into our organism. The nervous system achieves it by means of the processing of the information that recieves through the senses, by example in the case of drinking a cup of tea explained before. Another example is to take an apple with our hands, or to write the solution of an exercise, in the last case we need to read the formulation of the

exercise, what stimulate the nervous cells of our eyes, which inform to the brain that we are reading the formulation of an exercise. When is written the solution, the nervous system informs to the brain that we need to take a pen, a notebook and write. We do this automatically, any change that affects our senses affects the perception degree.

Nervous termination sensitives to movement or presure are hosted inside our body. Through spinal cord they send vital information that control automatically the body and their limb.

In neurology is studied the relations between senses, by example the senses of taste and smell are close. In specific didactic is usual to relate diferent units in a curriculum. Our body is like a computer. The body is the hardware. The processing unit is the cerebrum. The nervous system and the veins are like a network protocol that comunicates diferent layers. The layers correspond to the organs. The information travels from one organ to another being comunicated by the nervous system. The cerebrum is like "the chief" of the body. The "program" that controls each organ is part of the operating system. In our body we have "systems" (nervous system, digestive system, circulatory system) all working in paralell and concurrently. In the operating system we have applications that control the dispositives. This works automatically, if there is a deficiency in an organ in our body we need to correct it. If there is a mistake in a program of the operating system has to be corrected.

2 METHODOLOGY

Mind Control can be applied as a means to learn things that require relief as: give up smoking, loose weight, improve the memory, study with greater efficiency. As it says, beside the five senses with which we born, there are other called "powers" or senses, known by the mystics, that have developed them in lifes set aside of active world. Mind Control consists in training to awake this powers.

Silva methodology (Silva, 1989) was precise and in agreement with the practices of scientific research. He has made observations and formulated theories that inmediately put to the test. When the theories were verified he continued, when they were not, he correct them and begin again. His rule was that the experiment could be repeated and all that couldn´t ought to be revised. In his tireless work there were two conditions that he didn't lose sight off: repeatable experiment and the practical application to human life.

To observe the universe that we have had, we have count with the five senses that were sharpened in the exploration of the physical world that surround us. Nevertheless, to observe, analyze and measure the mind, we have only one instrument, the own mind. Silva has established a convention that allows to communicate : defines the mind as the world of

thinking that we divide in two clasifications : the subjective world, of internal perceptions and the objective world that surrounds us and that we perceive by means of our senses.

When we talk of mind and its subjective world we must understand that it comprehends: consciousness, reason, imagination, feelings, aspirations, soul, spirit and all that constitutes the internal world of men.

Defines parapsychology as the branch of the psychology that studies the psychic fenomena. The definition in dictionaries is: the study of the phenomenas such as telepathia, clairvoyance, psychokenesis, that are not explainable by the known natural laws. The phenomena studied in parapsychology is called ESP (extra sensory perception).

J. Silva has shown that the EPS is a faculty latent in all men that can be developed by the techniques of mind control. Between what was established by Silva we have:

a) the physical five senses of men have their counterpart in subjective senses with whom every human being can perceive information that is not inside the limitations of ordinary sensorial catchment.
b) that the mind, from its subjective level can influence the proper and alien matter, at any distance that it is.

The most trascendental principle in human mentalization is the imagination. It is the key of all the triumphs of men and when analizing its function we see that for each objective is formed an image, plane or design by means of a concious or volitional process; it is produced an impresion over the subconscious mind that impulses to the conformation of the created image.

In all that exists there are precisely the manifestations that seems negative, the ones that allow to appreciate the positive values. Think that there is no posibility of establishing the concept of the good if didn´t exist the bad.

By this reason, needs must not be accepted with a false sense of resignation. It is in the problems that life present to us where lie the opportunities of forge forward and grow.

Thinking and words are joined in a indissoluble way, and if the word is the seed of human thinking and thinking is the seed of creative imagination we can consider it as the seed from whom will spring the expected results.

Dr. Paul Broca, researcher in neurology, studious of the cerebrum has said: if an accurate place in the brain is the center of the brain, it is also the center of thinking, because without word it is no possible to think. Here occurs the transformation of animal in men, it is in its cerebrum where occurs the miracle of word (Wikipedia, Palacios L, 2022).

The word is so thigtly asociated with thinking that it is nearly impossible without words. We can feel without words but we can not think. By means of the word we can put in movement the mechanism of sugestion that implies ourselves.

Is necessary concentration, is the key to success. The regressive count serves as a way of meditation. To count from 100 to 1, stops our mind, stops the sequence of thoughts, allowing to change them. When we reach a silent mind, we can listen outside it and comunicate with the others in an state that we can call of telepathy.

2.1 SILVA METHOD OF MIND CONTROL

Says P. Miele: Mind Control can be used for improvement of humanity. Each result you reach will modify the point of view you have had about yourself and the world. Together with this will come the responsability of using it for this improvement.

Dr. Silva has explored many paths, including: Yoga, Zen Budism, Meditation, and others from which has taken their secrets to incorporate to modern science and condense this in a mental control course (Silva, J, 1989). This research has had as policy scientific technique, every day life application and repeatable experiments.

Mind Control teachs how to recover memories where a mind without trainig can not find. There are surprising powers in our mind. Maybe the more surprising are the facilty and speed with which you can learn. Mr. Silva has dedicated most part of his life to research what our mind can do when trained. Mind Control allows to remember, to control pain, to acelerate healing, to give up undesirable habits, to stimulate intuition with the objective of developing a "six" sense in such a way that it becomes a creative part applicable to every day problems. With this arrives an interior peace and a calmed optimism based in direct proofs that we have control over our life, more than what we have never imagined. It exists scientific testing that our mind is capable of carrying on miracles.

2.2 USING YOUR MIND IN SPECIAL WAYS

There are training exercices that lead to a meditative level of the mind.This is an state of deep relaxation more profound that the dreams but preceded by a special kind of conscience. This is practiced usually in all the disciplines of meditation and deep prayer. It is called alpha level.

Alpha level is a pattern that follow cerebral waves produced by the cerebrum, and can be measured by means of an electroencephalograph (EEG). The rithms of this energy are measured in cycles per second (CPS). Generally from 14 CPS for above we talk of beta

waves, from 7 to 14 of alpha, form 4 to 7 of theta and from 4 to below of delta (Guzman, E,, 1980, Silva, J,1989).

When we are awake, active and capable of acting in every day world, we are in beta level called external consciousness. When one is dreaming awake but not completely is in alpha. In terms of mind control this is called "internal conciousness". When one sleeps is in alpha, theta or delta. With mind control you can enter to alpha level while staying at the same time alert.

2.3 BETA WAVES

When we are in beta level, or completely awake, it is not produced any particular sensation. One can feel confidence, fearfull, ocupied or idle, absorbed or boring, etc.

2.4 ALPHA WAVES

Were used electronics encelographs to study the waves on the cerebrum during mental activity and when men sleeps. It was stablished that it is inside waves alpha where humans can reach lucid and fertile frame of mind that cause to heal, success and happiness. Mind Control allows to make use of these waves and control that the cerebrum enters and get out of alpha rithms (Guzman, E., 1980).

Alpha brain waves are electrical, rhythmic patterns associated with a calm, relaxed, alert and wakeful state, often called "awake relaxation". They bridge the gap between conscious (Beta) and subconscious (Theta) mind states, reducing stress and enhancing creativity. Techniques like meditation, deep breathing and biofeeback are used to voluntarily increase alpha wave activity for improved mental control.

Alpha waves can improve memory, focus and cognitive performance. Promote enhanced learning by reducing stress and anxiety, allowing for better memory retention and faster cognitive processing.

Key Aspects of Alpha Waves:

State of Mind : Alpha Waves are dominant when the brain is alert but idle, relaxed, and not actively focusing on the outside world.

Benefits : increased alpha activity is linked to lower stress, improved immune function, and enhanced creativity.

Brain Function : they play a role in filtering out distractions and regulating attention, acting as an "inhibitory filter" that helps focus on internal processes.

How to Increase Alpha Waves:

Meditation and Mindfulness : deep breathing, closing your eyes and visualization exercises help shift the brain into an apha state.

Biofeedback : tools that measure EEG signals allow users to learn how to produce more alpha waves.

Environment : a quiet, relaxing environment encourages the production of these waves.

Mental Techniques : techniques like the Silva Method focus on voluntarily entering the alpha state to improve memory and mind control.

Key Details on Alpha Waves and Memory:

Optimal State : Alpha waves are dominant when you are awake but calm, such as when meditating, closing your eyes or daydreaming.

Memory and Learning : research indicates a positive correlation between higher, alpha wave activity and improved memory performance, particularly in working memory and word recognition in older adults.

Mental Benefits : increased alpha activity is linked to enhanced creativity, focus and reduced mental fatigue.

Generation Techniques : you can boost alpha waves through meditation, deep breathing, yoga, visualization and listening to binaural beats.

Other Potential Benefits : they may act as a natural, calming force that aids in lowering stress.

Bioretroalimentation and alpha-waves is a technique of biofeedback that trains the cerebrum to increase the production of alpha-waves associated with alert relax and the reduction of stress.

Alpha waves are cerebral oscilations that prevail when we are awake but relaxed, with eyes closed or in a meditation state. The objective of increasing alpha-waves being to reduce anxiety, better creativity and productivity. The increase of alpha-waves betters concentration.and the answer of the nervous system to the stress.

2.5 ACCELERATED LEARNING

New ways of learning: first learn to enter in meditative level, then create a mental screen that serves to remember information. Not only facilitate to remember but also intensify the comprenhension of what you want to learn. Suppose you have to learn a complete chapter of a text book, it is not only necessary to remember but you have also to understand.

Imagination focus in an objective and achieve what wishes. When willforce and imagination are in dispute, it is the imagination who triumphs. Mentally review what you have

to learn, read it, memorize the terms used in the units. Write what you have to learn and repeat it in loud voice. Be sure you understand the definitions and the formulation of the exercises.

2.6 CEREBRUM AND NEURONAL CHAINS

Inside of the electrochemical process, by means of which works the human cerebrum, is established the easy so that hereafter any repetition of a thinking is easier. So, when presenting the same impulses, obeying the laws of chemistry and physics, tend to follow a line of less resistance, and this is a trace that was marked before. In this way, it is in the repetition of our thinking that are established the habits in human beings.

This mechanisms can be observed in any phenomena of physical kind, as the water that when run over the earth forms a cause from whom tends to pass again other water that after will be poured in the same point. Says Guzman 1980 that Dumont has said: things function better when is repeated the same phenomena. It is in this way that are adquired habits that establish the easy to repeat its function when the elements that govern they have created a path. There are the neuronal chains formed by thinking that one time are linked, left created the facility for the passage of new impulses of the same kind.

One time thinking has formed some chains, there are established the marks that will make more easy to find the path the second time that is presented a likely function.

Adepts to budism Zen control consciouly the internal states of mind. The techniques used by oriental disciplines to meditate are based in repetition. In Zen meditation the first exercises are limited to count their breath one after the other. It seems that these methods provide a focal point to make the individual to focus in it and gradually retract inside him. In Yoga it is called abstract to the vacuum, a place where exterior world does not exist. The physiological explanation seems to be that the mind in vigil state requires continuous and varied estimulation and shun repetition. So, when submitted to monotone exercises, mind travels to its interior.

In mind control the mind is induced to alpha frecuencies by mean of relaxation. One time then, is open a world of new possibilities and the states of superior conscious can lead to the exploration of the internal space and know those about which talk visionaries, mediums, musicians.

3 RESULTS AND DISCUSSION

With the application of mind control we can develop extrasensorial perceptions and intuition. In oriental disciplines have been reached realizations that seem supernatural. The

meditations in which is sublimated thinking, control over functioning of autonomous mechanisms that normally belong to subconscious seem to be objectives accomplished by initiated and adepts in distant regions of the planet. Applying this one reachs extrasensorial perceptions or direct knowledge (Guzman, E., 1920).

For these capacities to be taken into account by the human beings it was fundamental that these methods could be traduced to the circumstances prevailing in our medium, instead of withdraw to the mountains to learn the secrets of relaxation and meditation. It was neccesary to find methods accessible to humans; in mind control was created an approach to get solutions for effective results as the ones that follow.

Mind Control develops a neuronal evolution in human cerebrum that develop in it forces that lead to the adquisition of extrasensorial powers. Between the objectives of the application of mind control we find (Guzman, E., 1920):

a) development of mental powers latent in all
b) fisical, mental, voluntary and autonomous relaxation
c) elimination of tensions and anxieties
d) methods to dissolve preocupations
e) techniques to renew energies and eliminate fatigue
f) affirmation of confidence in oneself
g) aplomb, security and dominance of serene word
h) human coexistence, good temper and tolerance
i) centred personality
j) even dynamism
k) recognition of positive and negative values
l) development of optimist actitudes
m) aim in life, comprehension and scope of exit
n) vocacional orientation of the subconscious
o) control of habits, tobaco and fatness
p) memory development, concentration and learning
q) communication with internal mechanisms
r) goodness and ethics concepts, service to humanity
s) serene acceptance in adversity
t) health and happiness proyections to the others
u) how to capture the solution to human problems
v) the power of creative imagination

w) extrasensorial perception

3.1 THE CONCEPT OF ONESELF

Matters the concept of oneself that have the students. Good concepts involve audacious, enthusiastic, self-confidents. Expected results, serenity, distancing oneself from impatience, insecurity and isolation. The point of view that we have about ourselves vary each day, as a consecuence of the changes produced in the guidelines that govern our life.

An habit is nothing more than impressions in cerebral cells that have been reinforced by means of repetition. Students with problems usually need to overcome abandonment feelings, failure and culpability to acquire confidence in themselves and serenity. Good things happen when one has a positive perspective in front of life. Is surprising the cordiality that is generated between different persons when one is pleasant and mutually tolerable.

The necessary confidence to understand what one studies, a greater security with which the students conduce themself in the exams. Meditation can be used to relax and solve problems.

Mind Control consists, between other techniques, in repeating beneficial phrases in a level of relax mind-body. Positive thinking is always valid, but positive thinking in a relaxed state is yet more valid.

3.2 NEUROLOGY : ADAPTATION AND ASSOCIATIONS

When is submited an individual to proofs of recognition of diverse themes, is neccesary to pause some time before the recognition. The exposition to one exercise diminishes the dificulty of exposing to another. Is probable that the asociation with previous experiences influences in this reactions.

An exercise for the students: when faced with the exercises of a theme, have to take pencil and sheet and write the definitions given in theoretical clases that introduce the theme about which are the practices. For this have to search the nouns corresponding to which are the exercises. If the noun chosen does not correspond with what the exercise asks, has to reread the material or search in the web books, articles or videos. Together with the nouns have to write the associations that these nouns suggest. Once completed the list of nouns and associations read it. This exercise acts as a incentive for the students. Also, it is factible the adquisition of skills through practice, what is normal in humans in the same way that the execution of piano or to play tenis (Winter, A. & Winter, R.,1988). Researchers arrived to the conclusion that "cerebral maps" can be modified by use. Then to learn to study as to play piano or make a sport needs practice.

Winter & Winter say that the cerebrum benefits through its practice when one realizes exercises for the mind like cross words, sudoku, labyrinths, etc. By the same reason, it benefits when the students face to study and solve exercises.

3.3 TRAINING OUR CEREBRUM

If exercise betters our physical state, what happens with the mental state?. Can the physical exercise better mental state? I call cognition to the mental state. I understand by cognition the capacity of knowledge. It includes perception, recognition, conception, judgement, reasoning and imagination.

By analogy between physical and mental training, we can better our mental state exercising it by reading, writing, reasoning, imagining, thinking, making proofs, learning to study. There exist proofs that the act of thinking produces an increase in the caudal of blood that flows to the cerebrum what better its work (Winter, A. & Winter, R.,1988).

3.4 MEMORY AND INTELLIGENCE

We have to train our memory. Inteligence is the capacity of learning. Learning is based in the adquisition of new knowledge related with the medium. Memory is the retention of this knowledge. One can retain knowledge when learning if understands what wants to learn. This gives place to remember.

The attention, motivation, and environment created by the professors together with the students have to stimulate learning and retention. Physicians says this produces benefits in cerebral cells.

Treat to soar to a fact far from your past. Something that has been in your mind during many years of your life. This is to employ your long term memory. The mnemonics can be used to remember both in short and long term memory. Consists in asociating new information with known, in establishing an asociation with something already existing in our memory.

By example, to exercise the memory, make the matematical operations without using calculator. Organize the information. Underline what is important. Make lists, take notes, resume, try, repeat. Read news papers, magazines, books.To concentrate is better to attend one thing per time.

Stimulate the creativity. Is to use the cerebrum to change, renovate and combine diferent aspects of our life.

To develop our mental processes we must give time for the inactivity and tranquillity. Be disciplined. Chaotic environment does not promote creativity. Is necessary to be ordered to create.

Have a pencil and a notebook to write fleeting ideas that we can have at any moment and that can be useful after.

3.5 RELAX AND CONTROL

We can control, even, those functions that the occidental medicine describe as involuntary, as the digestion and the cardiac rithm. The state of consciousness can also be controled in accordance with the way in which we employ, voluntarily the cerebrum.

This was known from time ago by religious oriental physicians. By example, yoguis have given great importance to the study and expansion of consciousness. They sustain that is posible to guide in a positive way our body so that it employs its sensorial capacity to auto-regulate many organic functions and avoid tensions of every day life that makes ourselves to grow old.

Yoguis perform movements that induce to the conscious exercise of the body and the mind together, and have proved that human beings can exercise extraordinary control over their cardiac and respiratory rithm.

3.6 BIORETROALIMENTATION

Is based in the principle that we learn the correct answer when the received information in feedback has produced the expected answer. This is called bioretroalimentation. We employ continuosly a form of bioretroalimentation when we study, work and research.

Neal Miller, profesor of a laboratory of phychologic physiology in New York is the father of the bioretroalimentation. Sustain that by means of the retroalimentation was proved that the mind can not direct organic functions unless that it possess information about what happens in the organism. We must know that the cerebrum can not work without the information that receives from the body and that the body can not function without the information that receives from the cerebrum. This means that both exist and function as a unity.

Dr. Miller afirms that the most of us can control the movements of arms and legs, of the eyes, the face and other muscles employing the control called voluntary. But few time before, medical science believed that the organic functions as blood circulation, temperature of the body, cerebral waves and muscular tension where regulated automatically and were outside our control.

Says Winter (1988) that the doctor Tansey has informed that in the sensorimotor cortex are the learning centers of the cerebrum. The cerebrum is considered as a biological computer and the mind is the mean by which the students solve exercises in a course.

Dr, Tansey affirms that when are controled the cerebral waves, it betters the coordination hand-eye, cease erratic ocular movements, betters motricity and increases the attention capacity, are achieved progress in the capacity of informing and processing of the memory and the intelligence quotient increases.

3.7 DECISION MAKING

Better to take a wrong decision that not to take none. Mistakes can be corrected but undecision provokes stress and this can provoque damage to your cerebrum and body. If you are anxious by something and you can not avoid it, try to ancitipate the event that makes you tense. Check you have survived to the event and think in this when you get concerned by a future success. Sleep enough, the cerebrum does not work right when the body is tired. When you are tired relax. If you wait until being completely exhaust you will be tense and it will be more dificult to recover.

4 DIDACTICS AND MIND RELATIONSHIP

The relationship between didactics (methods and theory of teaching) and the mind (cognitive emotional and neural processes) is a dynamic, interdisciplinary connection often refered as "Mind, Brian and Education" or neurodidactics. It focuses on pedagogical approaches based on how the human brain, processes, stores and retrieves information moving from traditional instruction to brain-compatible learning.

4.1 NEURODIDACTICS OR TEACHING TO THE BRAIN

Brain Compatible Instruction : effective teaching and brain functions are aligned because the brain is social and emotional.

Cognitive Load Management : didactics involves structuring information to match brain's limited working memory while leveraging long term memory, often requiring active participation rather than passive listening.

Emotion as a driver: positive emotions and reduced stress enhance learning by triggering the release of neurotransmitters that facilitate memory formation and motivation.

4.2 COGNITIVE AND EMOTIONAL PROCESSES IN LEARNING

Atention and engagement : didactic methods must catch and hold attention to switch the brain in reception mode which involves both cognitive interest and emotional engagement.

The role of emotion: positive teaching-student relationship are crucial for creating a safe, high- functioning cognitive environment.

Subjectivity and learning : learners need to make personal meaning from information utilizing "theory of mind" to relate, comprehend and apply knowledge.

4.3 KEY COMPONENTS OF MIND-BASED DIDACTICS

Active Learning : to maximize cognitive engagement learners should be active 70 % of the time (discussing, doing) while the teacher instructs only 30%.

Active Processing : encouraging students to manipulate information, predict and apply it to new problems helps develop neural connections and metacognition.

In summary, the relationship between didactics and the mind is symbiotic, effective didactics are informed by psychological and neuroscientific research which leads to enhanced learning and better emotional well-being or students.

5 HOW TO CONTROL THINKING

To have mind control helps to get success in our life. For this we need to identify thinking causative of mental discomfort. Beside this there exist attitudes and exercises to control the mind.

To be consciouss : to be in present and to be conscious of body and thinking is primordial to control the mind. Is essential to detect negative thinking. Is vital to detect the origin of negative thinking, to be conscious of it, to exercise control over the mind. To dominate negative thinking we have to substitute the negative ideas by positive ones.

To know how to control the mind and thinking is vital to detect and analize their content. This is vital to recover their power and be the owner of our mind.

Controling your thoughts isn´t about stopping them entirely, its about changing your relationship with them. You can master your mind by practicing awareness, letting go of unhelpful thought loops and taking actionable steps to defuse anxiety.

6 METACOGNITIVE REGULATION

We have to develop metacognition, this implies to learn, to observe, to direct our own thinking processes. To do this, we have to planify, to tackle how to abord a task, evaluate results to adjust strategies. This improves autonomy and decision taking.

Three phases of metacognitive regulation are: planification, monitoring and evaluation.

Planification: before beginning, define what you know about the topic, establish goals and decide estrategies to use to administer time and effort.

Monitoring: while you execute the task observe yourself, you understand what you read and do? Identify if the strategy is not working to correct it in the mean time.

Evaluation: analize the results when you finish, ask yourself what you have learn, what was right and what you can do different the next time.

6.1 PRACTIC STRATEGIES

To develop metacognition we can apply autoreflection habits. We can question ourselves about: how is related this with what we know from before, what was the most difficult part of this task and why.

Register daily tasks: write your thinking or about how you solve a problem, observe mental patterns and modify repetitive behaviors.

Use auto-evaluation. When you finish a project, review your own work using clear criteria and evaluation matrix to identify strengths and weaknesses.

We learn when we understand in which way our cerebrum works.

6.2 BENEFITS OF METACOGNITION

Autonomy to learn without depending on external instructions. Greater resilience because minstakes are transformed in useful information instead of being insuperable frustration.

Optimize your efforts knowing which cognitive tools (memory, attention, analysis) adapt better to each situation.

6.3 THEORY OF MIND

Is the cognitive hability to understand that others have their own beliefs, desires, intentions and perspectives that differ from one's own. Key aspects are : recognize that people have inner thoughts, emotion and intentions that are not directly observables.

7 CONCLUSION

Chronic fear affects our organs and tissues. Has been proved that influences and makes damage to the cerebrum. Illness and health as well as success and failure are ingrained in mental and emotional states.

It is imperative to incorporate in men evolution the faculty to develop states of healty relaxation. It is here where disciplines of the mind driving cerebral activities to level alpha gives solution to this need, it is for this that science searchs in urgent way by diverse paths.

While J. Silva has found the path to enter in level alpha following his intuitions other researchers have followed the path of electronics. In experimental centers have made proofs in which a subject connected to an electroencephalograph has to say when it sounded a bell if he was in level alpha or beta. The first time this was proved, the subject guess 50 %, the second 65 % and the fourth 100%. Afterwards it was find that any subject could situate himself in one or the other level voluntarily. This was more dificult but it was viable for subjects without previous preparation.

There were conceived pedagogical applications bccause some scientists assert this will facilitate learning paths and establish training to develop the memory.

It can be possible for men, to conceive in the objective world, all that can be conceived in the subjective world. For the so called conservative minds, this concept can seem fanciful. It has to be seen how, one after the other are falling the walls with whom has been pretended to establish the frontiers of humans conquers, and jump to the perception that "all that human mind can conceive, men can realize".

Contemplating the creation, we see there is a great piramid formed by the species that being part of the kindoms of nature, share in one or another the manifestation of life over the planet. Without doubt the cusp of this piramid is men. Undoubtely, humans hold the leadership in terrestrial species.

8 AUTHOR CONTRIBUTION

In occidental med, particularly in neurology and psychiatry, there are mental illness that in mind control and in oriental med are considered as extrasensorial perceptions.

In this article we try to relate both, mind control and neurology and its application to didactics, since to learn, students have to experiment, develop their intuition, memory and concentration and train their mind (Winter, A. & Winter,R., 1988; Silva, J.,& Miele, P., 1989).

9 FUTURE WORK

We think, can serve to relate, occidental and oriental med particularly how to enter to alpha-level and meditation. There are other developments of alternative med as hand imposition (Brennan, Barbara Ann,1987, 1993), bioenergetics (Lowen Alexander, 1996)., formative causation (Sheldrake, R., 1981), holographic paradigm (Wilber K. *et al*, 1984, 1986; Brennan, Barbara Ann,1987), that complement different med.

REFERENCES

Brennan Barbara Ann, 1987, Manos que Curan, El libro guia de las curaciones espirituales, Ediciones Martinez Roca, S. A., Barcelona.

Brennan Barbara Ann, 1993, Hágase la Luz, Manos que Curan 2, Ediciones Martinez Roca, S. A., Madrid.

Broca Paul, https://es.wikipedia.org/wiki/Paul_Broca

Guzman Emilio, 1980, Control Mental, Nueva dimensión del pensamiento humano. Ed. Diana.

Lowen Alexander, 1977, Bioenergetica, Editorial Diana, Mexico.

Palacios, Leonardo, 2022, Paul Broca y sus aportes a la Neurociencia. https://anmdecolombia.org.co/paul-broca-y-sus-aportes-a-la-neurociencia/

Sheldrake Rupert, 1981, A new Science of Life, Editorial Kairos.

Silva José & Philip Miele, 1989, El Método Silva de Control Mental, Javier Vergara Editor.

Wilber K. *et al*, 1986, El paradigma Holográfico, Ed. Kairos, Argentina

Wilber Ken, 1985, La conciencia sin fronteras, Aproximaciones de Oriente y Occidente al crecimiento personal. Kairos/ Troqvel.

Winter Arthur & Winter Ruth, 1988, El Poder de la Mente, Las últimas técnicas para mejorar, conservar y restaurar su capacidad mental. Javier Vergara Editor.