

## *Original Paper*

# The Significance of My Edu-Political Theories and Approach to Teaching Thinking and Creativity for the Upcoming *Era of* *Artificial Intelligence*

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### ***Abstract***

*Having shed light on the significance of thinking and creativity for survival and prosperity in the present world context, I give a brief introduction to my revolutionary teaching approach and its 6 strategic focal areas, one of which is promoting our people's thinking and creativity savvy. More importantly, I will bring to the forefront my approach theoretical foundations that I presented after criticizing and rejecting current theories in the field of education. I will define and distinguish the types of high-level thinking, which include creative thinking, emphasized by me in my innovative approach. Also, after enumerating the characteristics of creative people, I will go on to define and explain the role of professors who intend to develop higher levels of thinking of our people in their classes, by employing my approach and the culture accentuated by me. I have explained some of my effective techniques for improving thinking skills, along with some concrete examples from my personal experiences. In the end - before concluding - I have given suggestions to teachers, professors, researchers and educational policy makers to improve the quality of education for improving the conditions of humanity and guiding them to our common utopia. Many theses and booklets have been written and published about my approach in different parts of the world which could be noticed in the references section of my first article in the references of this article.*

### ***Keywords***

*Competitive Team Based Learning, Political Socio-cognitive Language Learning Theory, Multimodal input output feedback hypothesis, creative thinking; critical thinking, self-founded thinking*

## 1. Introduction

Soon after I came to the conclusion that because of my attitude, THEY would not let me continue my study here in Iran, I decided to peruse my Ph.D. in India. In the incredible biggest democracy of the world, I amazed how peaceful people with different backgrounds were living and flourishing together while we, in the Middle East have been living under extreme pressure in highly horrifying stressful circumstances. As an educator, I thought it is the education system of different nations that is the root of their miseries or prosperities. Particularly our teaching methods are not suitable for educating citizens who can successfully interact, work and live in the complex and highly competitive world of today and the more complex and competitive world of tomorrow. This is in lieu of the fact that they do not have the potential to contribute to the all-round development of learners and actually today and tomorrow citizens and leaders. This in its turn refers to the fact that our methods do not have the potential to institutionalize rationality, civility, anti-totalitarianism, and truth- and justice-oriented attitudes and values in personal, cultural, social and political affairs. One of the important principal reasons for these destructive deficiencies is that our present immaterial methods and approaches cannot and do not have the potential to promote our people, leaders and decision and policy makers' higher levels of thinking such as creative-, critical- and self-founded thinking, let alone empowering them with such habits of mind. These are as to why our **flawed** classes and education regimes are actually the graveyard of thinking and the hell of elite and thinkers/theoreticians. It is in such a situation that I have formulated and presented my strategic revolutionary teaching approach - based on my edu-political theories - to solve these destructive problems and contribute to peace making and more civilized nations and more compassionate civilizations building.

As you will notice, the sort of thinking that I aim at via the implementation of my approach is systematic, methodical and self-based and leads to solutions or real understanding of issues that can be referred to and trusted for judgment and decision making. Such sort of thinking and the skills needed by them are very important and open the way, especially in the present age and conditions where we are surrounded by an ocean of fake news and abusers. In addition, they play a decisive role in all matters, dimensions and aspects of life and in solving problems at home, school, workplace and also in interactions (at the local, national and international levels) for the greater success of our people and nations. Dreaming, for instance - which requires flexible, creative and critical thinking - has led to human growth, civilization and prosperity. Since the United Nations has listed creative and critical thinking savvies among the ten essential skills for the success of every human being in the current world context, in this article I will focus more on whyabouts and howabouts of increasing such thinking skills. Another main reason for me to deal with creative thinking in this article is due to the fact that in the current era, which I have called the era of Artificial Intelligence (AI), humanity is facing and will continue to face complex and ever-increasing problems - due to the spread of AI. Among these problems are the disappearance of various jobs and professions and the emergence of newer alternatives concurrent with the evolution of AI! The only way to save humanity from such problems is to be

creative - to be creative to make maximum use of AI and virtual space technologies for survival and success in different professions, basins and fields. It is not necessary to remember that creativity also requires creative thinking. As mentioned, one of the goals of my educational approach is to improve citizens' different aspects of thinking skills, including creative thinking. Therefore, before briefly introducing my approach and its theoretical foundations - which I have presented after criticizing and rejecting current theories in the field of education - let me have a short and precise definition of critical and creative thinking, which are closely related, and try to distinguish them:

*Critical thinking* includes researching and analyzing a problem or an issue (which can be a subject, person, group, event or phenomenon) - to find out or explore its true nature or to reach a conclusion for a wise judgment and decision making. Such kind of thinking requires inventing via a focused look. This is while *creative thinking* is the ability to recognize the problem and think about it unorthodoxly, from outside the framework defined for it, which requires an open and comprehensive look from different directions and angles. This type of thinking results in a new and *useful* decision, idea or solution.

Creativity and creative thinking necessitate the following skills and abilities:

1. Diagnosing and, if needed, redefining the problem;
2. Ideation and development of ideas and solutions;
3. Providing multiple different possible new, useful and unique ideas and solutions for each problem;
4. Categorizing and separating ideas and solutions, and
5. Evaluating problems or solutions through systematic and methodical thinking.

A significant part of creativity and creative and critical thinking are inherited, just like intelligence, talent, personality and temperament, and they are the heritage of our ancestors that come to us through our genes and blood. But the good news is that all these features can be taught and learned. For this reason, I have repeatedly recommended that the educational systems should consider teaching these important issues along with courses such as philosophy - from kindergarten to university.

For more comprehensive understanding of *critical* thinking in particular, whyabouts and howabouts of teaching it, and its miraculous benefits for humanity, see the article and video I have included in the references section. I have also provided useful content and videos about this on my Instagram, Aparat and YouTube channels.

### **A little more about *Competitive Team-Based Learning*, my educational catalyst for transformation and change and de facto my weaponizing weapon**

My revolutionary approach to teaching foregrounds the significance of systematic and methodical *teamwork in highly competitive* as well as *exciting environments* amidst democratic ambience not only to foster academic progress of students but also to more significantly contribute to their future success, in their interactions, careers and lives. In Competitive Team Based Learning (CTBL) environments,

students of potentially diverse ethnic-, and socio-political backgrounds with different attitudes, (language) learning strategies and styles, social skills, dispositions, and abilities shape heterogeneous teams of usually four members each. They attempt to work/live together in highly motivational dialogic-based learning environments, in atmospheres which emphasize their adherence to some pre-established learning/living culture/my ethos and manifesto. (See Appendix)

Before continuing this article, I suggest you watch the video introducing my intellectual background that led to the creation of my approach through the following links: Farsi <https://www.aparat.com/v/RVEud> English <https://www.aparat.com/v/mfx1q>

As mentioned, one of the most important features of my at-the-international-level unique approach is that it has the potential to conduce to the *whole development* of our today and tomorrow people and leaders. For this purpose - as you can see in the below video links of using my approach in one of my classes Aparat <http://www.aparat.com/v/i32tK> English <https://youtu.be/cPtOUalkJlk>, in my classes, the stress is not on translation, repetition, memorization, recitation, and reproduction of factual or descriptive statements in contrived circumstances that are negligent of the majority. Rather the emphasis is on higher order of incisive and analytical thinking skills such as clarification, evaluation of causes and effects, analysis, prediction, comparison, synthesis, elaboration, generalization, and application of concepts during problem solving activities. These happen via activities such as role playing, negotiating, questioning, criticizing, challenging, note taking, outlining, paraphrasing, and summarising, to cite some examples. These activities are scaffolded by authentic, interactive, relaxing, and motivating environments which ensure the involvement of *all* learners in the process of shared (language) learning. Such environments are most likely to contribute to the development of not only learning strategies and language and social skills, but also some crucial habits of mind such as objectivity and critical and creative thinking, which in their turn have positive relationship with language learning. This is possible because, as Angelo (1995) also confirmed, "intentional application of rational higher-order thinking skills such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation" (p. 6), that are common practices in CTBL situations, are characteristics of creative and critical thinking.

Therefore, in parallel with teaching my specialized course (English language), I - directly or implicitly-teach learning strategies, social skills and thinking and reasoning savvies as well. Meanwhile, I attempt to promote my peoples' social, cultural, religious, economic and especially political awareness and insight, and modify and humanize their attitudes, beliefs, character, personality and behavior. All these are possible as the free, lively and relaxed atmosphere in my classes encourage and facilitate doubt, thinking, reasoning and creativity through dialogue and challenging one another and beliefs in the course of discussions. In such situations, students learn many other effective things from their teammates in their teams.

(Language) learning via CTBL is hence viewed as an act of learning to share language learning skills and strategies by equipping students to learn it as an FL or as an L2 through critical and creative thinking, with the scaffold of their teams' members.

Due to the mechanisms that I have provided for my approach, not only are there many opportunities, but also the learning becomes more meaningful, deeper and more lasting. All these, in turn, significantly contribute to the all-round growth and creativity of our today and tomorrow builders. More importantly, because of the unique evaluation system that I have designed for CTBL, I not only transform my students' external motivation into internal motivation - which is very important and strategic - but also keep them motivated for the entire semester or academic year to cooperate with me and with their teammates. I even subordinate testing to teaching and use tests to improve the quality of learning, for the final goal of transforming our sheeple.

After reading my bookticles and watching my videos on my Instagram, Aparat and YouTube channels, you will realize that by focusing on the following 6 strategic goals, I have in actual fact transformed my approach into an educational catalyst for my ultimate goal of transforming our present peasant world :

1) Establishing a humane and civilized culture that contributes to the all-round growth of my people, through cherishing diversity, higher levels of thinking and reasoning, shared learning and creativity. This constructive culture emphasizes on preserving the freedoms and sanctity and dignity of all citizens and fundamental non-negotiable human rights and core values, and ensures humanity is not violated in my lands/classrooms. More importantly, it institutionalizes my cordial virtues, values, principles and norms in the subconscious minds of our actually citizens and leaders of today and tomorrow. See Appendix 1.

2) Cherishing and reaping best results out of diversity through technical management of mutual cooperation and humanitarian competition among my people. This is because as opposed to our teachers and rulers who envision diversity an obstacle or even a peril in the course of managing our societies, diversity matters to me as I visualize it as the cradle to success, development, and prosperity of our nations. I cherish diversity via systematic teamwork -in heterogeneous teams, amidst democratic and competitive ambiance that reassures individual accountability of all teams members and inter-team competition, which facilitates negotiation, discussion and tolerance. Meanwhile, I teach the importance, benefits and whyabouts and howabouts of living peacefully with different people through different strategies, mechanisms and methods. All these, in the long run though, conduce to the formation of different union centers, parties, presidential and even leadership councils.

3) Acquainting the citizens with the different taste of living in my land/utopia, under my democratic, civilized and humane management and leadership. - A dream land where the respected principles, values and styles of life in real civilized societies are honored and taught. This strategy will lead to the institutionalization of such principles, values and leadership skills in the subconscious minds of my people. All these will improve the quality of their communications and interactions with others, in the course of reconstructing their realities and surroundings.

4) Prioritizing the all-round growth of citizens in the course of teaching and exchanging ideas and opinions. Presenting and distinguishing complex realities diplomatically and implicitly or through irony to my people and giving them the opportunity to judge and make decisions is among my other techniques for fulfilling the above objective. For example, differentiating real Islam, democracy and civilization from the fake ones or from kleptocratic kakistocracies are among my activities to critically awaken people about their surroundings and their visible and hidden truths that affect their lives and fates. Discussing about these issues increases the skills and potentials of citizens to influence on their surroundings at the family, local, national and international levels as well.

5) Teaching whyabouts and howabouts of strategically, rationally and self-founded thinking for improving our people's different aspects of thinking. I do so by implicit or explicit teaching of effective and higher levels ways of creative, critical, analytical, and cause-and-effect thinking in appropriate matrices via different strategies and mechanisms. This will help our people discover liberating truths from among the ocean of false information that has engulfed them, become more aware of their reality, and solve their problems and conquer unpredictable challenges of the real world they face daily. And

6) Bringing to the forefront the magnificence and miraculous role of language as an effective tool for accomplishing our holly goals on our way to our utopia. I, meanwhile, teach the whyabouts and howabouts of useful, constructive and effectual utilization of language as an emancipator, by the application of my capacity building approach in my classes. In order for you to understand the magical role of language and its relation to the type, way and level of thinking, from my vantage point, see the section on my edu-political theory.

As you realized one major strategic goals of my civilization building approach is to promote different aspects of thinking abilities of citizens, chief among which are creative and critical/self-founded thinking. In the following, I will discuss the theoretical foundations of my instructional approach - through which I will explain my 6th main goal above and the direct relationship between language and style, method and level of thinking. Likewise, I discuss how to improve such kind of thinking through my approach.

### **My Political, Socio-Cognitive Language Learning Theory: Theory of Language of Competitive Team Based Learning (CTBL)**

Unlike today's theorists, especially constructionists who believe

1. Language is a social phenomenon and a tool for everyday communication;
2. Learners are social beings;
3. Teachers should only present their lessons and help learners to build the knowledge they want and that
4. Make learners responsible for their own learning.

I believe that

1. Language is a social-"political" phenomenon because it is not only a tool for social, cultural and economic interactions but also an effective tool for thinking and political interactions and changing the nature of people and even reform and revolution. - To build freer, more civilized, prosperous and developed societies.
2. Our students and actually citizens, especially in today's world, are socio-political beings and not just passive and indifferent beings towards their surroundings and the fate of themselves and their fellows.
3. In addition to empowering learners to build knowledge, we must also make them civilization builders and empower them to build their ideal society. And
4. We should encourage citizens to be responsible for their own learning in the path of building their ideal society and play an effective role. As it was mentioned, for this purpose in our classes - which are a fraction of our societies - we must focus on the education and all-round development of citizens according to the realities of the real world. Among these realities are competition, social and political issues, and skills required for successful interactions, life, work, and management. The output of such classes will be citizens and leaders who are successful in facing various issues in the real world and lead to the formation of a better world.

If I want to explain more about my first belief that I mentioned above and which is also the focus of my theory, I must first remind that in my opinion, language is also a tool for thinking. The reason for this is that we cannot think without the use of language (verbal or mental). For example, we cannot think of the beauty of the beach of a beautiful island without related words such as beautiful and joyful not at least facilitating our thinking process. Even when we read with our eyes, we have no choice but to use language - in our minds - to think in order to understand the text. In the discussions that I have had in many international conferences with experts about this theory, some of them, in opposition to me, put forward the idea that there are many people who are deaf and dumb and have the ability and opportunity to use the rules governing language. They don't have it, but they are smart and successful! However, I believe that these experts in the field of education are trying to reject my theory with wrong assumptions. I have reminded them many times that even animals have the same language because they talk and exchange thoughts and opinions with each other and sometimes they think better than many humans. But the point is that the higher and better the level and quality of a creature's language and the productivity conditions for it, it leads to the further improvement of his thinking powers and as a result, he becomes more effective and successful. The reason for this, as mentioned, is that language is a tool that organizes, facilitates and accelerates our mental activities and thinking process. - Of course, there are some exceptions, because of which they should not reject this universal theory of mine.

The important thing here is that self-thinking - which perhaps only has the oppressed, the oppressed, and the oppressed in history, that no satanic totalitarian and anti-civilizational fascist can take it away from them by force and intimidation - is not only a tool for interactions and learning. It is also the foundation stone of any kind of change, reform and revolution. This is possible because our thoughts

shape our attitudes and our attitudes shape our beliefs. And there is power in our beliefs because they give direction and meaning to our behavior, which in turn determine our destiny. - Hazrat Ali (as) has also mentioned this importance. Therefore, the ability to think - through the use of language - is the most effective gift and tool that God Almighty has entrusted to change the existence of human beings in order to free them and guide them to their utopia.

The most important of all these things is that the language also gives us teachers, professors and elite people of the society the possibility to present and transfer our ideas, beliefs, dreams and thoughts to the learners and citizens of today and future makers - in different ways. This is very important because in this context - in the complex and political conditions of today's world - we will be able to engineer and change the ways of thinking and ultimately their thoughts and attitudes that lead to our common destiny, our society and our world. It is based on such thinking that I believe that we can play our role as architects and surgeons of attitudes, thoughts and beliefs of societies, nations and countries around us. As an example, in my classes, I institutionalize the following things that are necessary for high-quality and effective thinking - directly and indirectly - in the subconscious mind of citizens in order to improve their intellectual foundation, attitude and thinking in order to improve their conditions and ultimately human civilization:

1. First of all - for the sake of self-sacrifice - we must cleanse our minds from the colonization of superstitions and false thoughts and beliefs that have been instilled, dictated and injected over the years and in fact free us. More importantly, we should try to investigate and analyze issues, people, events, ideologies, philosophical schools or different phenomena around us without prejudices and assumptions and philosophizing based on feelings - to judge and make decisions.
2. In thinking, we should also be willing to take risks and cross the red lines that the totalitarians, colonialists, and exploiters have drawn for us, because especially the liberating truths have been kept behind and beyond these secret lines. Emancipation - for a lifetime behind all kinds... they were kept secret at the international level.
3. In addition to thinking objectively and concretely - and not subjectively and abstractly - we should try to think from a higher level and not get too engrossed and involved in details and sidelines that are often fake and seductive.
4. We should try to use higher levels of our thinking to be able to understand not only the lines and between the lines, but beyond the lines and issues and even the relationships between them.
5. During the process of thinking - in order to achieve real, reliable and referable knowledge - we must be logical, methodical, analytical, argumentative and find cause and effect. For example, to know the true nature of a party or leader, we should check to see if what they say is in line with what they do in practice. More importantly, before making a final judgment and decision, we should try to find out their intentions.

Consequently, for critical awakening our people and developing their critical and creative attitudes and thinking and their strategies for more successful confrontation with the emerging challenges/ideologies,



etc. in their daily lives, I teach and elaborate some important issues. For example, I remind my students that the most strategic method for the totalitarian regimes to exploit their people is to colonize and control their minds first. This is why most of us live through a paradigm that they define or prescribe for us. This is why we are seeing *everything* (e.g. ideas, problems, religions, ethics, isms, etc.) through their eyes. This is as to why we are - wittingly or unwittingly- formulating our dreams and constructing our lives based on their beliefs. This is not appropriate especially for today's world citizenry. For the cause of liberating ourselves on our way to our dream world, we need to be able to see and interpret things *as they are*, not as they have been introduced or seem to be. This necessitates that we must first and foremost emancipate our minds and take control of them for *transforming* our awareness beyond our them – To that end (i.e., transforming our awareness and emancipating ourselves), we need to be able to hinder others' thoughts, perspectives, and beliefs from clouding our awareness and influencing our minds in negative and destructive ways. But we should also be able not to let our own feelings and thoughts cloud the consciousness beyond our minds in the process of thinking and decision making. We should be capable enough to tear off the screen of illusion and then try to see things through the critical attitude of our minds. Therefore, to cite an example, for realizing the very true nature of a person, we should be able to unlock and *decolonize our minds and take complete control of them* first. Then, we should seek to critically and systematically become aware of it and try to discover its nature and essence. We should do these through analyzing him - through different directions - in order to generate hypotheses about him. We should see whether or not what he says is in harmony with what he does. Most importantly, we should essay in realizing his intentions. In the process, we should likewise try out a critical action and experience the consequences to deepen our understanding of his true reality. As such, we put ourselves in a safe position to confirm, modify, or reject our previous interpretations and hypothesis for our final judgment and decision making.

To cite an example for realizing the reality of an incident through systemic thinking, the technique of putting together documents or events before and after that incident to give meaning to it and reach the truth is very effective and beneficial. It is by putting together the pieces of the puzzle - in the time and place of its occurrence - that its true nature is revealed and defined. During this process, we have to investigate which person, movement or group benefited or suffered from that incident. Analyzing conflicting news about that event - according to the time and place in which it happened - also helps us to a great extent to reach the truth.

Developing such habits of mind, will, I am sure for certain, capacitate our people, in the long haul though, to *transform* their surroundings and even the world for the ultimate purpose of reformulating the human race conditions.

Therefore, the type of thinking that I promote by using my teaching method is very different from the type of thinking that is emphasized by dictators, (inhuman) capitalism and imperialism in the current teaching methods, especially the traditional dictatorial teaching methods. As I have explained in this video <https://www.aparat.com/v/1Nlym>, I believe that thinking is a very complex process because just

as nothing is easier than thinking, nothing is more difficult and complicated. It is not effective and way-finding thinking. The most basic feature of this type of thinking that I like and emphasize - which requires intelligence and technique and has style and style because it is methodical and high-quality - is that it is free from bias, logical, creative, critical, analytical, and cause and effect-seeking, and more importantly, It is purposeful and strategic. Considering the above, it is in the process of thinking that we can use this kind of mega skill as a filter to know the truth from the ocean of fake, false and false cases and news that surrounds us. The point here is that, as mentioned, it is reaching the truth that causes us to wake up and free ourselves from the fences that surround our thoughts, bodies, and souls, and ultimately leads to reform and revolution and leads us to freedom, prosperity, Prosperity, civilization and prosperity guide. One hour of this kind of thinking - what I mean by this, which encourages us to plan and actively react to the issues around us - is what the Holy Prophet (PBUH) said is better than a lifetime of blindly worshiping (and repenting and secreting and needing and going to Hajj and Karbala and crying over the oppression of Imam Hussain (a.s.) and hitting his head, chest and chain with machete) - especially under the rule of the rulers of the Prophet, who appear to be religious sellers, dictators, fascists, and anti-thinking and predatory anti-civilization devils.

Thus, from my point of view, language is much more than a tool for everyday conversations: language is a tool for thinking, and more importantly, a strategy for critical awakening and empowering people with effective ways of thinking to free them from the yoke of ignorance, superstition, poverty, oppression and fear. is also It is with such a mental obstacle that I believe that teachers and professors in countries under the rule of totalitarianism should get out of the current state of silence and passivity and play the role of intelligent agents for critical awakening, change in outlook, attitude, beliefs, behaviors and even create take charge of social disorder. Playing such a role to overthrow the sources of oppression, discrimination, injustice and corruption in the current colonized societies in order to promote the dignity, dignity and livelihood of the people, especially the oppressed, the oppressed and the marginalized, is necessary and necessary and a national, civil, religious and human duty of every free person. be - These important issues were the philosophy of Imam Husayn's uprising and will be part of Imam Zaman Ajl's plans.

It is based on such a theoretical basis that one of the main goals of my teaching method and the mechanisms defined for it is to cultivate thinking abilities and improve the type, level and quality of citizens' thinking by using the language, literature and strategies that I use and teach with. . All the activities and mechanisms of my classes focus on improving the quality of thinking and creativity, so that the outputs of my classes can be distinguished from plants and animals. In my classes, all learners have -equal- many opportunities to acquire knowledge and analyze, understand and understand issues and evaluate and judge them "through the use of language" in interactive, dynamic environments and supported by their friends. They not only have the opportunity to listen to each other's explanations and arguments in their teams and think and reflect on their thinking styles, learning strategies, social skills and political attitudes, and if they see it necessary to institutionalize them, they also have the

opportunity to Interacting with them, use language more and actually think (out loud). They also have the opportunity to use language more purposefully and systematically in activities and class discussions and competitive games with arguments, arguments, logic, which leads to strengthening their thinking abilities. More importantly, since learners in such environments are exposed to feedback and judgment from others, they avoid unnecessary and ignorant prejudices, and therefore the type and manner of thinking and applying knowledge, and at the same time, their attitude, beliefs and personality are also improved and promoted. find As you can see, my teaching method aims to empower students with more effective thinking skills through different channels, 7 of which have been mentioned in the section related to the introduction of my second theory, so that in this context they can have a more effective impact on the environment. And as a result, have their own destiny and that of their fellows. Achieving this important goal is possible because in my classes, language is a tool for thinking, exchanging opinions and beliefs, discussing, criticizing and receiving feedback in order to understand and learn more deeply and develop more comprehensively. Therefore, contrary to the theoretical foundations of the current teaching methods that learning (language) is the result of listening, repeating like a parrot, memorizing, saying again and giving back through activities such as reading aloud, translating and imitating and retelling the material (in dry environments and On the one hand, in which the majority are ignored), I consider learning (language) to be a complex process. This process includes the active involvement of all learners in the learning process in real (simulated) environments through activities such as thinking, clarifying, analyzing data, challenging, criticizing, predicting, comparing and applying the learned and related content. It is based on experiences and life. These activities take place in free environments and in a democratic atmosphere that encourages risk-taking, testing assumptions, collective decision-making, diplomatic resolution of issues and conflicts, and judgment. It is natural that, unlike common classes, in such interactive and dynamic environments, the genius and talent of learners are not only suffocated in the bud, but they are fully fertilized and flourished.

Therefore, from the point of view of this theory, language as a socio-political phenomenon can be the basis of human happiness or even misery. The reason for this is that, as explained, language improves in interaction with others, and in turn, it leads to the improvement of people's abilities and thinking skills in different dimensions. And a person with the power of thinking and insight and high awareness, who will naturally be logical, will have more useful and constructive social relations and interactions, and can better and more effectively contribute to the growth and prosperity of societies and, as a result, world peace and human civilization. Therefore, as can be seen in the figure below, from my point of view, social and political interactions, language learning, thinking skills, reasoning skills, successful relationships, development of stable societies and world peace have a continuous and close relationship with each other.

Figure 1. The relationship between language learning, thinking abilities, social interactions, successful relationships, developed and civilized societies and world peace.

Thus, I recommend that teachers and lecturers increase their knowledge and awareness in all social, economic, psychological, cultural and political fields and be very careful in their interactions and in choosing the type of words, sentences and literature, and politics and use diplomacy because with the type of interactions and their language and literature they can change and transform the societies and the world around them.

### **My Multimodal Input, Output and Feedback Hypothesis**

According to the data theory (Krashan's Input Hypothesis) at the University of Michigan in America, only a "part" of what the teacher presents to the learners and "to the extent of their understanding" is learned by them. Hypothesis) and continued that learning takes place in the best way if the emotional, emotional and mental filter of the learners is not too closed due to fear, stress or even self-confidence and pride. Schmidt in his Noticing Hypothesis He proposed the idea that learning happens only if the learners "pay attention" to what the teacher presents. Later on, Lang proposed the Interaction Hypothesis. In this theory, he believes that If the learning environment encourages positive and constructive interaction between learners, it will help them learn more stated that simply understanding and learning the presented materials is not enough, but learners should apply what they have learned and check the correctness and incorrectness of what they use.

Although all these hypotheses are good in justifying and promoting the learning of learners, they are not comprehensive. The main problem that these theoretical scientists have neglected is that simply understanding, learning, and even applying what is learned is by no means sufficient. Perhaps it is because of their lack of understanding of this issue that they have not explained and presented "suitable and effective solutions or strategies" to enable learners to apply and use what they have learned. So far, no hypothesis or theory has been presented to facilitate and accelerate more effectively the transformation of what is learned (and plays a role in passive skills) into active skills that require the ability to apply knowledge (language). - To actualize the potential of learners. Perhaps it is because of this theoretical gap in the science of education (language) that the current teaching methods cannot lead to a situation where the learners in the current classes can use at least a part of what they have learned effectively in real situations or real doubts and use it to solve or Successfully face the issues around them. For example, learners in language classes cannot apply all the material learned through productive skills such as writing and speaking - although they may be able to apply it easily in passive and receptive skills such as listening and reading. In simpler terms, most language learners can use their knowledge to understand what they hear or read, but they have many problems in conversational and writing skills that require the ability to apply their knowledge at higher levels. This is one of the main reasons for the failure of (language) education, especially in the mentioned countries, which has led to their further decline. Reminding that because the puppet governments in these countries are afraid that most of the people under their control will become familiar with the culture, government system, and living conditions of civilized nations, they have especially considered the English language

as a danger and therefore designed and presented its education system in such a way It has been reported that its graduates are unable to speak English for even 10 minutes or write 2 paragraphs after 3000 hours of formal classes in schools and universities! We have this "problem of not being able to apply what has been learned" by class leavers entering society for all subjects - resulting in today's dysfunctional society.

In any case, this theoretical void in the field of education in general and language education in particular prompted me to propose my multimodal input-output and feedback hypothesis in 2010 to facilitate and accelerate the learning process (language) and enable citizens to effectively apply what they learn. They take me to present. This theory of mine, which is as follows, was published in a specialized magazine in Canada:

Although comprehensible data, low emotional, mental and psychological filter, attention, production and output of language and interaction are necessary and necessary for learning (language), but they are not enough at the same time as providing incentives and Multiple comprehensive facilitators to provide and exchange knowledge, opinions and information from different channels should pay more systematic attention and focus on mechanisms, facilities, environment, conditions, resources, processes, activities, strategies and special opportunities as well as how to provide and serve more effectively. We should have them to turn what we have learned into active skills. In other words, it is in this way that we enable the learners to apply what they have learned more effectively and in fact we cover the mentioned gap. Subsequently, I have employed the following strategies to actualize the potential of learners in my classes:

1. Giving special importance to the systematic teamwork of those heterogeneous teams where the differences in the levels of understanding, ability and talent of the learners are taken into account. - As you can see in the video, in my classes, discussion and exchange of opinions are encouraged at different stages, from the two-person level to the team and class level, in order to gradually improve the level of knowledge and the ability to apply it in each learner and with the support of their friends who provide data and feedback. They provide them at their own level.
2. Dealing with various activities, including role-playing games and team tournaments, through which learners are encouraged to relate what they have learned to their experiences and the realities of the world around them in real (suspicious) environments and use it to solve the problems they face. take
3. Providing attractive, effective and encouraging activities, materials and educational resources in an environment that helps to improve the quality of education and discussion among learners.
4. Direct and indirect teaching of effective strategies and methods in learning and in using what has been learned.
5. To use exams and tests in order to improve the quality of education and its output.
6. Using technologies and virtual spaces such as artificial intelligence, Wiki, Model, Skype and Zoom.

7. Considering the seven language skills (reading, writing, listening, speaking, grammar, vocabulary and pronunciation) as an inseparable set during the teaching process: I, as a language teacher, consider language as a whole in my classes. And so I teach the seven language skills simultaneously because I believe that the whole language conveys meaning – which lends itself to deep learning – more fully and better than its parts separately. For example, in reading and comprehension classes, I do not neglect to improve my students' listening, conversational, and writing skills, as well as increasing their vocabulary, grammar, and pronunciation. The reason for this is that all these skills are so interrelated that they cannot be separated and taught or learned comprehensively and successfully. The concepts of a text in the reading and comprehension class can serve to teach speaking skills. The speaking skill itself can lead to the improvement of the writing skill, which in turn can improve the reading and comprehension skills. And all of these skills improve learners' vocabulary, grammatical knowledge and pronunciation level - just as they in turn improve their reading and comprehension, listening, speaking and writing skills. In addition, the fact is that language learners, especially at higher levels, need writing and even speaking skills that require vocabulary, grammatical knowledge, and standard pronunciation to prove their reading and comprehension skills. These are part of the reasons for including activities such as note-taking, rewriting, and summarizing in my reading and comprehension classes, which strongly encourage the discussion of ideas and theories (speaking skills). Remembering that one of the main reasons for the failure of our language education is the failure to consider this principle in our textbooks.

With such activities in such environments and conditions, learners - by interacting and giving feedback and receiving feedback - are both looking for (learning) new data and knowledge and trying to accurately express their ideas as well as analyzing and criticizing them from different channels - not only to understand structures and meaning, but to present them more accurately and fluently through speech and writing. These strategies not only create many opportunities for entry and exit and exchange of information and various types of feedback, but their result, which is the understanding and especially the ability to apply knowledge (language), are synergistic and cause the process of transforming passive (potential) skills of learners into Facilitate and accelerate active and active skills in real and realistic suspect environments.

Therefore, these strategies not only provide the environment, opportunities, facilities, resources and multiple conditions for presenting and exchanging new data, but also help to create more opportunities for presenting and exchanging new data and discussing them. The nature of these activities and interactive environments act as an intermediary between data and ideas and help the data to be understood more deeply, which in turn leads to the generation of new ideas (knowledge) and facilitates this. In other words, they help to convert this input (data, information and knowledge) into output, or the ability to use knowledge (language). This is exactly the ultimate goal of my presentation of my theory to actualize the potential of learners and fill the mentioned gap in the science of education (language).

In the end, a reminder that I will soon upgrade and publish the Persian and English editions of the above two political educational theories. In the following, before introducing some techniques that I use to encourage creative thinking and foster creative thinking and creativity in my classes, let me first discuss some important characteristics of creative people and the role of teachers in classes that My teaching method promotes creative thinking and creativity.

### **Characteristics of creative people like me!**

As mentioned, creativity is also hereditary. Creative people have the following characteristics, which can be developed and improved in children and learners through proper training and education:

1. "Intelligence", to see and think differently and effectively, for understanding and recognizing issues and reaching solutions or identifying the best options or answers.
2. Up-to-date "knowledge", they know old knowledge, awareness and beliefs - such as dogma and fanaticism - hinder creativity and creative thinking.
3. "Evaluation skills and ability", for evaluating issues, problems and solutions. Self-founded thinking, which of course requires the courage to go beyond the red lines and current awareness and beliefs, helps a lot in this direction.
4. "Special personality". Creative people are intelligent, alert, dreamers, adventurous, motivated, accurate and meticulous, hardworking, determined and firm. They are independent and have high self-confidence and love solitude, and more importantly, they are doubters, curious and questioning. They are brave and risk-taking, critical and demanding, progressive and dynamic. They are invincible and don't get discouraged in the course of discovering or inventing as they try different ways to reach their goals. They get inspired from everything such as sleep, travel, nature and plants and animals, and their interactions to create ideas and solutions for problem. They are **dogmatic, bigoted** and unimpressive, and don't shy away from taking risks, making mistakes and being criticized and even ridiculed. They are patient and flexible when faced with problems and tolerate ambiguities and difficulties. What's more interesting is that these intellectual people are apparently not wicked and limitless, and they are law-abiding and like to challenge everything and everyone they see necessary to the extent that some people consider them "mad"! Of course, the main hidden reason that these curious geniuses are known as mad is due to the fact that they understand issues and unconventional explorations - ordinary people do not understand - even if they have purgatory eyes! Disclosure about these issues will definitely endanger the interests of abusive and exploitative and slave-raising rulers. In any case, be cautious in interacting and dealing with these people, because another feature of these people is that they are unpredictable and whenever they see the need and are forced to change their goals and plans, they make them more strategic and even more dangerous, especially if you prevent them from achieving their goals. - Read the result of this article.

The other worth mentioning point is that through realizing children or learners with such characteristics, they can be selected for more systematic training in gifted schools and for recruitment in more important and influential jobs also.

### **Some of my techniques and strategies for promoting creative, critical and self-founded thinking and creativity**

Any teacher or professor who wants to use my approach to teach creativity and improve higher level thinking skills, and to make students scientists and influential civilization-builder leaders, must first of all be a creative artist. In other words, he must have the art of applying his knowledge in his specialized field and other related subjects such as psychology to create a suitable platform and conditions for the all-round development of all citizens: art and science are thus like two wings without either of which no teacher could proceed successfully. Therefore, the teacher himself must be a creative thinker first of all. Creating a culture of thinking and creativity and constructive criticism through the environment and the rules and regulations of the class should be one of the priorities of every teacher and educational leader who thinks of a creative, free, dynamic, prosperous and civilized society. - See Appendix 1. He must arrange and create conditions for citizens to have thinking, participation, learning, and creativity because of the pleasure they see in them and not to get a grade or pass the lesson or worst of all because of fear from him. This requires designing and presenting all kinds of mechanisms and strategies to create equal opportunities for *all* citizens for their maximum participation and involvement in classroom activities, discussions, learning, and especially in "using the knowledge", they acquire, to solve problems. - I have introduced some of my mechanisms and strategies in my second theory and in this section I will address some of my other strategies for the above cases.

As a class leader, it is important for the teacher to be friendly, flexible and critical and to have the ability to understand and respect the learners and gain their trust. He should play his role as a motivator, creator and coordinator of opportunities, a midwife who gives birth to ideas and solutions in his students' minds, and a civilized citizen architect in the course of improving the thinking, reasoning, disposition, collaborative and leadership skills of learners. He should have the ability to develop examples, assignments and logical discussions about political, social, cultural, religious and economic issues, availing himself of different sciences in order to promote his wards' insight and awareness and the level of thinking, understanding, attitude and personality.

As a leader and an inspiring model, a successful teacher should show his creativity, leadership and participation in his teaching method and his interactions and encounters with different learners. He must have the skill of presenting the lesson in different and diverse ways in order to involve learners mentally and emotionally in the learning process. For this, as an engineer of suitable conditions, he should create a happy, dynamic and motivating environment, as well as provide attractive, useful and challenging assignments, activities and games. He must have the ability to involve both hemispheres of the students' brains as well as all their five senses in class activities so that more gray cells of the outer



cortex of their brains are activated and engaged. More importantly, as the orchestrator of learning opportunities, the teacher should have the ability to doubt and actually challenge the students as much as possible, and by disrupting their mental stability and beliefs, make them suspicious and encourage them to ask questions, research, explore, discover and invent more. He must teach citizens that to be creative, one must be independent and original and avoid bias in the course of thinking. Most importantly, he should teach our people the purposeful and systematic way of thinking - as I explained in my first theory - directly and indirectly and in different opportunities. He should even create opportunities to teach effective tactics, strategies and essential skills that facilitate creative and critical thinking and learning. Brainstorming is a good technique that can be used in this direction.

If you want to make students theorists to be able to project ideas and solutions for solving their own and humanity's problems, encourage them to dream and develop ideas through activities such as discussions, drawing, or writing essays, stories, and even books. Inspire them to talk and write about strange and interesting and at the same time useful issues. The most important thing is not to set any boundaries and red lines for the learners, because this leads to intellectual stagnation and hinders thinking and creativity, which is ultimately harmful for human race communication. For example, a painting teacher, who asks his students to paint only between the lines (of a pre-presented design) carefully - to get more marks, should not expect them years later when they become leaders and policymakers, to be able to go beyond the framework and blackbox to solve the problems of their people, country and humanity. We have this type of destructive teaching methods for all subjects. However, if you publish the work of the students in your class or school magazine for other friends and their parents to view and comment, it will be very encouraging and constructive.

Do not neglect the unique role of games and even interactive internet games to improve the thinking and creativity levels of learners. Using games such as role playing are very useful. As an example, you can ask students to assume the imaginary role of a crow and a tree talking to each other on a tree in their game and form a conversation. They can also take the role of a doctor and a patient, or a dictator and a freedom fighter, depending on what you are teaching to whom.

As noted, asking questions is also very effective in encouraging students to think and be creative in the process of thinking and generating ideas. However, it is more important and effectual to teach how to ask different kinds of questions. As students' level increases, we should teach them how to ask more important and more strategic questions. The other critical point is that if teachers have evaluation or exams, they should be descriptive and imperceptible as much as possible. In your exams or class activities and assignments ask questions that have multiple answers and solutions, that solicit higher levels of thinking that require being purposeful and methodical. - 100% right or wrong answers hinder ideation. Note that learners have enough time to deal with these issues. Likewise, remind students that every problem may have several answers or solutions, and therefore they should not rush to reach them, or to make conclusions, judgments, or decisions. Teach them to take the time to know and understand each problem first, and think about possible solutions after analyzing it, and redefining it if needed.

As mentioned, "formulating and teaching good and strategic and even multifaceted questioning" is much more important than teaching the howabouts of answering to questions, as they require higher level thinking savvies. Don't scare learners with anything, including grades and limited time, and allow them to make mistakes. Encourage them to take risks.

Assure, all learners that they will pass the course, with at least the minimum marks, in order to reduce their stress and fear, which kill creativity and eliminate mental stagnation. But remind them of their very big mistakes at the end of their exam or activity and correct them with the scaffold of their teammates or classmates. Assist them to analyze their mistakes, find out why and how they made mistakes in such a way that they learn from them to avoid repeating them again.

Last but not least, identify talented students and cultivate as much as possible the personality traits of creative people - which were mentioned earlier - especially in them. Meanwhile, ensure your students at appropriate opportunities that the effort and active participation in your class will lead to their all-round growth and success. Directly or through meta messaging inspire them for further attempts and persistence in pursuit of their objectives. For example, remind them that a scientist like Einstein, who was a great inventor, had a low grade point average during his studies, which made him to be ridiculed by classmates and even his teachers. Also, remind them that a great inventor like Edison, who had more than 1000 inventions, attributed his success to 99% of his efforts and 1% to his intelligence.

- See my number 2 article in the Reference section for a comprehensive understanding of the role of teachers as well as effective techniques that I have elaborated for those interested in conducting to the whole development of our people, hence enhancing fulfilling our ultimate goal.

### **Some of my personal experiences and examples for engineering and improving our peoples' higher- level thinking skills and beliefs**

In order to objectify the strategies that I presented in the previous section, here are some of my personal experiences and useful memories along with some examples that you can take inspiration from for teaching or raising your students and children. First of all, let me remind you that almost all students, in Muslim or Christian countries, usually begin their essays, bookticles or speeches with clichéd phrases such as "In the name of God" or "In the Name of the Most Merciful". In order to encourage them to be creative, they should be engineered to innovate some different phrases such as the following: "In the name of the creative creator of creative and thoughtful people", "In the name of the incomparable creator", "In the name of the Lord of the Galaxies", "In the name of the creator of the infinite oceans", "In the name of the architect of the seven heavens", "In the name of the creator of the cypresses that dare to grow in the desert hell", "In the name of the creator of the in-cage weeping canaries", and "In the name of the most patient and righteous". Before continuing our discussion, I remember that I once asked about 10 people - with different backgrounds- the below question in the Mellat Park of Mashhad: If you have to prove that 1 is bigger than 2,

what evidence or reasons can you provide? Despite the time I gave them, 8 of them were not able to answer or project ideas because they, like the rest of the people and rulers, lacked the knack to think and especially to be creative in the process of thinking. To guide them, I reminded them that 1 can be greater than 2 for the same reason that the minority capitalists are more powerful than the poor majority. For the same reason that the minority of the world's superpowers rule over the majority of the world and actually are bigger than them. Or for the same reason that autocratic rulers and their tribe members, who are a minority, are more powerful and richer than the majority, and in fact are bigger than 2. In spite of my guidance and in fact my modeling in the ideation process, they could not come up with ideas worthy of attention. On my way back home, I saw a boy and a girl selling flowers, and I realized that they were siblings, so I asked them my aforementioned question out of curiosity. First, I asked my question to the boy who said he was in the first grade of elementary school. To my astonishment, he raised his hand and innocently asked me, sir, can I remind you something? I said yes please! He said, Sir, our teacher told us that we should not talk too much and keep our heads in our own shoes! I said to him with a smile that if you are a turtle with your head in your shell?! God has created you as the best of all the creations. You should talk, play and be curious and ask questions and even theorize. I said to myself that his teacher is not a teacher but a thoughtless dictator who suffocates the genius of the citizens and actually crucifies them and delivers his ilk to the society willingly or unwillingly. And woe to our day when people like him settle on our heads.

Next, I simplified my question for his 6-year sister, who was not going to school yet, and asked her, do you think 1 is bigger or 2? He thought for a moment and said 2. When I wanted to ask why, he said no, no, 1 is bigger. I said to myself that I got exactly where I wanted to be. I asked her why 1 is bigger? And he thought again for a moment and answered because God is greater than everything! I said, what does it have to do with it? He said, is it not that God came before everything and is greater than everything? So 1 that comes before 2 should be bigger than 2!

Apart from my astonishment for the level of thinking and ideation of this little girl, two of the claims that I always had in my bookticles and my interactions have always been proven by this type of surveys of mine. First of all, before entering school, children are very skeptical, curious, creative, questioning, and even demanding, and in general, they have the characteristics of a human being, whom God has said is the best of creations. But during their academic life, the more degrees they get due to studying in schools and universities, the more they become deprived of these God-given qualities.

Second, the level of understanding and perception and even our behavior and actions and interactions and everything is influenced by our beliefs, which are learned or reformulated in the family first and later in schools, universities and other places. In my opinion, our current schools and universities are actually sheep and even donkey producer factories. Their output are creatures similar to anything other than humans as they have even become devoid of humanity and civilization. It is such out comes of our education regimes that have resulted in our chaotic current world.

In line with howabouts of improving thinking skills of our audience, I remember that once at the house of one of our acquaintances, I reminded their 8-year-old boy that their TV antenna was no longer there. - He had not paid attention to its disappearance! I asked him where was the antenna? "My father might had sold it, I reckon", he replied! In order to motivate him to think, I reminded him that if that was the case, the television would not work. Right after he confirmed my evidence, I asked him so, what had happened to the antenna?! He thought a little and said that nothing came to his mind! I replied that if he let his mind fly and look at that problem from different angles, he would get the answer and in fact something would come to his unlimited mind. He thought a little bit more, but unfortunately he did not came up with an answer. To engineer his approach to thinking further, I reminded him that their TV antenna was connected to the TV by a wire. He asked about my purpose out of my question. I continued if something came to his mind? He happily said that he got it! He projected the idea that as the wire that was attached to the back of the TV was probably connected to the antenna, so the antenna was on the back of the TV. Good job!, I responded and encouraged him to look into that. He looked and noticed that it was not there. I reminded him that the antenna was somewhere because the TV was working. He thought for a while and said, "Yes, I understand, I need to check the other wires as well." And he did this and finally found the antenna and its installation location, which was behind the curtain next to the window beside the TV.

A little later, he wanted to call one of his aunts and ask her to bring her son to play, but he didn't have his aunt's phone number. I told him, well, what did he want to do to solve that problem?! He thought a little and said, he didn't know. I asked him never hurry in arriving a solution or conclusion, and consider more thinking. Having thought for a moment, he said that the solution is to call his mother and get his aunt's number from her. Great idea, I replied. But his mother was not at home and he was disappointed again. I heartened him to think a little more. After thinking for a while, he decided to call his father, the mobile number of whom he had already memorized, but his father was not available either. Sadly he said that solving that problem was not his job! I reminded him that there could be dozens of solutions and answers for every problem and that we should not disappoint our powerful mind with negative words and thoughts. In order to food his thoughts towards the arriving answer, I asked him the leading question how his grandparents, who did not remember any phone numbers, would get their numbers if they wanted to call them?! In the continuation of this conversation, he was finally guided to the phone book and his problem was solved. Great job man, I said!

To cite an example from my English conversation classes at the beginner level, I remember once I showed my students a picture of a tree in a green plain and required them to talk or write about what they saw in the picture. In response to the above assignment, my students were usually in the habit of saying or writing :

1. I see a beautiful tree. 2. I see a beautiful plain. 3. There is a beautiful bird on the tree. 4. I see a beautiful tree is in the middle of a beautiful plain. Or in the best case, 5. I see a beautiful tree in a beautiful plain. But I reminded them that their ideas were good, but they were short and worse yet

scattered. I reminded them that they should develop their ideas systematically and in an organized manner. As a model and facilitator of their learning process, I engineered them to say:

I see a beautiful colorful singing canary on the top of the magnificent branches of a picturesque tall cedar. The tree is beside a marvelous flowing stream in the middle of a green plain on the slopes of high and huge mountains covered with melting snow, under a beautifully shining magic sun. The fantastic plain is full of different kinds of beautiful flowers, plants, birds and animals.

For another example, at higher levels, I would show my students a picture of a "crazy willow tree" and ask them, why on earth you think this tree is called crazy?! They usually do not provide answers to these questions because they do not have the ability and skill to think, let alone to generate ideas. As a creative model in thinking and ideation, I would tell them, can't the reason be that, unlike the rest of the trees in this park, which are all going upwards towards the dark clouds above their heads, this tree is going down?! Few the so-called intelligent students are usually in the habit of questioning my idea by saying the sun is in the sky and above the head of that crazy tree for most of the year! I reply, maybe the reason why it comes down is that it doesn't like the sun either. Next, I inspire students to generate ideas and require them to expand and continue my ideas. I tell them, maybe it's because the willow tree is in love with his suitor, madly in love with the earth! In order to teach students that they can come up with ideas for any infinite problem, I continue that maybe the tree comes to the earth out of curiosity and actually wants to see what is going under the earth's crust. I will continue, maybe it is because of stubbornness that he likes to act against the actions of others and actually against the flow of the swimming river. Maybe another reason is that he doesn't want to be like this ignorant crowd who think he's crazy. I remind my students that it is better to think about my question from different angles and try to present diverse ideas like those of mine. After giving them a little time, I continue that maybe that beautiful tree doesn't go towards the dark clouds and the sun because it wants to protect itself and its branches and leaves from the lightning and the burning sun. Or perhaps it is too thirsty and wants to reach the ground to penetrate deep into the ground with its leaves and drink more water. Maybe he wants to look at the branches and leaves that he lost and fell on the ground and mourn for them! Another reason could be that the earth loves him more and so with more gravity tries to pull it towards itself and kiss and even swallow it! - The earth is more in love and crazy about tree than the tree is... / Read my article under the title of "A cut under the skin of Mashhad" on my blog.

In addition to the issues raised in this article, in my doctoral thesis at the University of Mysore, in 2006, and in the articles I published, I also mentioned a sample question from the end of one of the high school English lessons that was asked to the students:

Do birds need air?!

Even more unfortunate is that after 5 years of English language education, students are expected to answer "yes", or "yes, they do." or "Yes, they need air." Or in the best case: "Yes, birds need air."

In my dissertation I reminded that our current chaotic country is the result of the rule of the rulers who as the output of our educational regime lack creative and critical thinking savvy. I reminded our

teachers that they should encourage students to organize and expand their dreams and ideas as realistic, systematic and methodical as possible. For example, in answering the question above, hearten them and get them to answer as follows:

No, birds don't just need air; They are not worms to need merely air! Birds need wings, and more importantly, freedom, freedom to fly - fly with whoever they love to go wherever they want and enjoy life and the beauty of the world to the fullest. Therefore, a bird without flying wings and without freedom is a bird in a cage and it is better to die. - Of course, it is better for him to die for freedom, in the course fighting to liberate himself. That way, if they don't let him go and he doesn't reach freedom, he dies on the way to freedom and at least leaves a path - a path to a free future, settlement, civilization and happiness. That way he will never die. That path keeps his memory alive in the memory of humanity and history forever.

For another example, in a Persian literature classes that I had, I asked my students questions such as the following question, which was thought-provoking:

Can we ask sparrows not to fly?

At the beginning of the academic year, my students usually give answers like "No, because they don't understand our language." They gave - that too by mocking and even humiliating me! But at the end of the year - after the interactions they had with me due to my teaching style - they would answer such a question "No, never. Because God has given them wings to fly and enjoy their lives. We have no right and we are not in a position to deprive them of the gift and right that God has given them." For another example, I asked them: Why should we be careful not to trample ants while walking?

They often answered, "Because it is not good." I continued that what is worse and more horrible than your belief is that such ilk of barbarism will also become our habit and the danger for humanity lies in the fact that if we become rulers or leaders in the future, trampling people and their dignity and rights and even Killing them becomes normal for us.

As another example, I require them to rewrite or paraphrase or even reformulate proverbs or poems like the following verse:

"If you don't want to be disgraced, become the same color as the majority people"

Become the same color as the majority, if you don't want to be disgraced

Be of the same color as the majority, you will not be disgraced

If you want to be disgraced, don't be the same color as the crowd

Don't be the same color as the crowd, you won't be disgraced

Don't be the same as the ignorant crowd, even if you get scandalized

Even if you become disgraced by the ignorant majority, be yourself and don't be regressive

As you can see, as the above paraphrases come down, they reflect higher levels of thinking, which includes the critical thinking also.

For another example of teaching math in a math classes instead of asking kids what is the result of  $7-3$ ? Or  $3+6$ ? In higher levels, it is better to ask how much is  $7-3+6$ ? It is more important not to be satisfied

with the answer 10 and remind students that it is better to learn to provide the answer to each question or problem according to that question or problem. Therefore, in response to the above question, they should be engineered to answer  $7-3+6 = 8-5+7$ . Of course, these numbers can be manipulated in different ways to result in the same answer. These types of techniques in math education can be extended and presented to the university level - to teach square roots, etc.

In a social science or philosophy class, you can ask if  $2+2$  can be greater than 4?! 100% of the students from whom I have asked this question answer “no, never”, and even make fun of me!? I remind them that as I have said many times, nothing is impossible and that wherever there is a problem, there should be at least one answer or solution. I will give them an example and remind them that this is possible as the sum of hydrogen and oxygen is something much bigger and incomparable to its raw materials. I continue that the result of  $2+2$  ergo can and may be much bigger than 4. I encourage them to think a little more and then come up with ideas. I remind them to consider every possibility. Finally, after they don't reach a solution, I remind them that through team work, in my land/class, I actually gather and combine our de facto sheeple and transform them into People, some capacitated and empowered agents and game changers who are incomparable to the outputs of common classes.

In the religious education classes, I remember many questions we asked our teacher and he could not answer. To substantiate his lack of knowledge and creativity to handle our questions, he was in the habit of saying us not to ask such questions because Almighty God would be angry and take revenge of us!? The output of such classes have been professors and even ayatollahs who confront the same questions, raised by our people, in the same way! This case has become one of the factors of religious aversion and even anti-religion among people who are not satisfied with these types of answers - particularly from preachers who believe that Islam is the most perfect religion. From my point of view, all the questions of students and citizens of today and tomorrow about any issue, including religious issues, should be answered logically and at the level of their understanding. To cite an example, one of my students asked me - i was also their teacher of Quran and religion! - if every creature has a creator and the creator of all beings and creatures is God, so who the creator of God himself had been?! In response, I told him that many issues do not come under our understanding at the moment, just like a baby inside his mother's womb has no understanding and knowledge of the world outside his mother's womb. Or like aquatic animals that live in the dark depths of the oceans and have no idea of the sun or land. I brought around 10 more such examples to him and his classmates who did not have the courage to ask these kinds of questions until they finally accepted my logical arguments. I then reminded them that Supreme Almighty is alive and present everywhere and even within us and that we just need to be a little more curious. I reminded them that during my stay in India for three years I was seeing God among the branches of the old coconut tree in front of my marginalized small room in the suburb area of Mysore city;

I was hearing Him in the heart-warming songs of small cuckoos on those tall branches;

I was talking with him through the conversations He had with me in sleep and wakefulness;  
I was smelling Him among the proud petals of the rain-struck flowers at the foot of that old tree;  
I was kissing Him in those playful little squirrels;  
I was tasting Him in the pleasure that I experienced in relation to that earthly nymph that I concubine;  
I was caressing Him in the dew drops flowing from the crying eyes of the blue jasmines;  
I was drinking Him in the crystal-clear flowing streams in the wide green and beautiful endless plains under that sort of limitless blue sky;  
I was worshipping and appreciating Him in the height of the great eye-catching Himalayas mountains which were covered with snow;  
I was interacting with Him via that beautiful, delicate dragonfly that asked God for help in the middle of the night, when I was deep in sleep, and God brought my kind grand father who had been killed, to my sleep, in its condition, and I woke up in horror and realized its terrible condition, and as its angel of salvation, released and liberated it from the steel claws of that ferocious devil spider, a nocturnal vampire;  
In the kindness of people and rulers, who were much more generous than the sun they worshipped her for her kindness;  
And I was drawing Him by means of the drops of tears that flowed from the tip of my pen, my only companion and weapon, on the history of mankind, depicting and recording my pains and philosophy on the pages of history;  
I saw God in his tears' joy that - after the defense session of my thesis - flowed from the clouds of his heart on my dry cheeks;  
Yes, I saw God Almighty as alive and present everywhere and within me.  
As I see the devil there and here in the presence of my tormentors; Especially after the insights I had in my thesis about the educational system of Iran and the world, and also after the speech I delivered about world peace in an international symposium;  
In Mughal Ayatollahs who while wearing the clothes of our ancestors are "deifying me", butchering my physical and mental health, and crucifying my thoughts in my mind - as they crucified my generation in my backbones - because of my strategic attempts for transforming our sheeple into People, for improving the conditions of their lives.  
In the terror, despair and hopelessness that is in the eyes of the remaining innocent generation of mine who have been taken hostage and under persecution, torture and slavery by those AyatolSatans who are playing the role of a corrupt and suppressive god;  
In the hatred, anger and cruelty of my tortures, which are rooted in their genome and blood that they inherited from their brutal ancestors;  
In the cries that come out from the throats of the betrayed and looted oppressed majority and the tribe and lineage of the free.



Yes, my Lord - as the most apparently unbeliever among these many fake believers - is the God of those unbelievers who are in the habit of being compassionate and merciful, and not the suppressive god of those fascist beasts who are killing humanity in the name of their Creator.

I have always used games such as "20 questions game" in my lower level classes to achieve my goals. In this game, you or one of the students considers a forest animal (lion - the king of the forest) in his mind, to cite an example. Students have the opportunity to reach what you or that student has in mind by asking 20 regular and organized questions, utilizing the top-down strategy. Therefore, teach students to start with big questions and gradually and calculatedly enter more focused questions. For example, to reach the above answer, encourage students to ask whether what you have in mind is on the planet? Is it alive? Is it human? Does it live in seas or oceans? Does it live in the forest? - After the answer to this last question is yes, go into more detailed questions like Is it a plant? Is it an animal? Is it vegetarian? Is it a carnivore? After this question, he enters speculations like a wolf, etc. to reach what you have in mind. At higher levels, I would ask questions like the following to challenge their higher levels of thinking:

Do you know the difference between Satan and inferior to Satan? Do you know the difference between animal and inferior to animal? Do you know what creatures I call Ayat al-satan?

Students even at post graduate levels did not understand these words at all, let alone have an answer to these questions. Even many of them made fun of me and said, is it possible to have a such beings? And so forth.

But I was explaining to them that

from my point of view, there are often prophets-faced people who are more evil than Satan, because Satan watches for an opportunity to lead you astray. Inferior to Satans but plot against you to defame or defeat you. To cite an example, in your absence, they enter your house and put sexual stimulants in your food and send their prostitutes to you!

Likewise, we have inferior to animals. For example, we don't have an animal that is more predatory than a wolf. A wolf, however, if attacks you and grabs your leg for example, it will finally let you go after a few hours. But an inferior to wolf is a human- and at times prophet-faced being who attacks and garbs you and your soul up to the time you die out of your wounds and pain.

Ayat al-Satan is a combination of the above two mentioned devils. It is a prophet-faced being who is willing to commit "any" crime and betrayal to protect himself, his clan, power, wealth, and illegitimate interests. - He is ready to sacrifice not only humanity, but also God, the Prophet, the Qur'an, Islam, and according to his own words, the Ummah of the Prophet and the people of Imam Hussain and even the Imam of the time (AS) - while he claims to be the Ayatollah and the representative of God on the earth.

In this regard, as I explained, teaching "asking important and even multifaceted questions" like the following question - at higher levels - are very useful and effective:

- Who and how- under the title of "Islamic Republic" Caused Iranian women, who before the revolution did not reveal their hijab by beating, whipping and intimidation, now are not willing, even

under the most severe attacks, to wear hijab, to go to heaven? - after about half a century of presenting Islam through numerous channels and organizations and at huge costs!

1. Made Iran among the most corrupt countries in the world?!
2. Made Iranians among the poorest and most depressed people?!
3. Contributed to such a hellish country that majority of the world's elites and experts who escape from their countries are Iranian?! The important thing is to never mock the questions, answers and ideas of learners at any level.

Another point about how I use every opportunity and even create opportunities to wake up my audience in a critical way, once in one of my classes in a school in the suburbs of Mashhad, some suspended students as usual were in the habit of interfering my teaching in every possible way. While I was taking out a bottle of water from my bag to drink, I asked them and other members of the class: Guys, do you know why a liter of water is much cheaper than a liter of gasoline in the Islamic Republic of Iran or as they say the Republic of the underprivileged? ? Those innocent students, like other students and even colleagues, did not have an answer for such strategic questions of mine. To guide them, I continued that keep in mind that it is you the betrayed people who have been kept away from your rights in all spheres, so that It is easier to be colonized, looted, and to be taken into slavery and alienation, consume more "water". I posited that "gasoline" but is consumed by the rich powerful minority, for their cars and planes! I asked my students to project some ideas about who are behind these kinds of policies to reach a concrete answer to my strategic eye-opening question. One of them answered because we have much more petrol, oil and gas than water in Iran! I looked at him with surprise and said no, this is not true, especially because Iran imports gasoline - due to the incompetence and treachery of the officials - from other countries such as Russia.

It is the corrupt representatives of the rich in our rulers administration who also give subsidies to the gasoline of the capitalists' planes, but for example, they do not give subsidies to the red meat you need on a daily basis to consume so that you can at least be more productive for them. There is another philosophy behind these events. You don't have the power and support to create problems for the rulers if you are dissatisfied, but the rich and capitalists will cause many problems for them if they don't have a more prosperous and comfortable life, and their dissatisfaction may even lead to our rulers overthrow. I continued that this is why, if you look carefully, all the organizations and systems including our education and entrance examinations systems are for and at the service of capitalists. The same subsidy they give to the capitalists' plane fuel to go to the Canary Islands and Hawaii for fun several times a year is taken from the pockets of people like you and me. From the benefits they get in this way, they buy much better quality food for their dogs than the food of the likes of you and me. I reminded them that it is because of my teaching approach and the solutions that I offer to solve your problems that the puppets of these capitalists in education ministry did not even give me the promotion that I deserved. Even they stole from my salary for the food of their masters' dogs.

As I said, I asked this question to introduce those poor students to the reality of their own existence as those who have been betrayed and enslaved. All I meant was to make them understand that they were asked - by our school principal- to hinder my teaching process because - by means of my teaching approach - I was trying to awaken, empower and emancipate them, which seems to be an unforgivable sin!?

Another important point that I have always reminded my students is that totalitarian agents are always engineering your beliefs through their own media by asking questions so that they can reformulate your personality and beliefs for their benefits. For example, you may have been asked that Why is the dog impure?!

This is despite the fact that the dog is not impure at all, because if it were impure, God would not have chosen him with the Companions of the Cave and his chosen ones and would not have mentioned him in the Qur'an. If the dog was impure, it would not be the best friend and companion of the last messenger of God, Muhammad ((PBUH)), who was a shepherd. Of course, I guide the learners so that they can address or reach these ideas by themselves. I will continue that maybe it is the leaders of the thieves and looters who are undermining dogs. - The descendants and followers of those who accused our Prophet as a mad man. They say that a dog is unclean because it disturbs them like a stray rooster. The same misplaced rooster that cries out loudly at midnight when everyone is sleeping and awakens and aware the people that the thieves are looting the city. Yes, this is the crime of the rooster of our country. Search for my article titled "Dr. Shariati, the unlucky rooster and me!?" and translate and study it.

Regarding the identification of gifted people, I remember that a couple of years ago, after I was banned from teaching since 2009, when I obtained my Ph.D., they obliged me to help the principal of a primary school at a suburban area. In the conversations we had with colleagues at the beginning of the second semester, they along with the principal and vice-presidents complained about one of the students. They were very upset with him. They said that student was disturbing the order of their class with every possible trick and hindered their teaching with strange questions at certain times. All these disruptive activities of that "evil" hindered the learning of other students in the class also, they continued. The assistants and even the principal reminded that they punished "that rebellious student" many times and summoned his parents and even expelled him from school several times for a few days, but there was no result! Other cases they reported about him led me to the conclusion that he is "very creative and even a genius". I reminded this to my colleagues, the principal, and the assistants, and considering the pervasiveness of this problem in all schools, I requested them to give me a class and hand over all the rebellious evils of the 4th district of Mashhad to me, so that I could transform and make them capacitated leaders for the future of Iran. In the same meeting, one of the deputies - in the presence of colleagues - addressed me saying that I was bluffing! I respectfully asked him to summon that student so that I could have a conversation with him in front of him in their presence, and he immediately did so.

I started a warm and friendly conversation with that student. For the warm up, I told him that I have heard a lot about him and, contrary to what I have heard, from my point of view, he is a very talented student. - I reminded him that I am an expert in teaching methods and that I have obtained my specialized doctorate from the University of Mysore in India with a lot of effort and practice. I also reminded him that I was very weak and evil during school and that I even failed the fifth grade. Likewise, I reminded that many teachers and even principals and vice-principals of schools ridiculed me and physically punished me and oppressed me to the point where I urinated several times in their class because of anger! They even expelled me from school.

That innocent student laughed and said: Really?! Yes, indeed, I am a man and a man does not lie. I continued, could he believe that they actually exiled me to this school and even here they were alienating and even harassing me mentally and physically?! I continued that in the last 6 months, I translated and typed a 450-page book about "Howabouts of Teaching in Cyberspace" and gave it to the leader of this school, and he published this book under his own name!? - He brought my name as the second translator!? ... (see sources) Even the Education Department forged my documents and stole 100.000 \$ from my salary within 10 years, in an insensible way! Finally, after running for several years and spending about 10.000 \$ the Administrative Court of Justice had no choice but to condemn them, though they gave me almost nothing! I continued that as I explained in my article number 1 in the sources, our current state is a kleptocratic totalitarian government.

After gaining his trust, I started asking my own questions. I asked him why he doesn't like his colleagues, principal and assistants of the school? I requested him to provide his reasons without consideration or fear. He also said with indescribable malice and courage: Mr. Doctor! I swear by God that like you, I have a great enthusiasm in studying and continuing my education, but this school is not a place for people like me - it is a place for themselves only. This country is their own country and we are not counted and we have no rights! These the so-called teachers don't know how to teach at all, they don't have any literacy to present to us, they don't know the howabouts of presenting the one bit of knowledge they have. Even if they do know, they have no motivation to offer their knowledge because they are old and frail and in absolute poverty - many of them have been retired years ago. The school governor and his assistants are worse than the teachers as are not even human. If they were human, they wouldn't treat people like me like this, and they wouldn't trample on my human dignity and humiliate me, punish me, and expel me. Because they don't have the literacy, vision, knowledge, and logic to defend themselves, they resort to humiliating and punishing me in front of my classmates and friends. It is a shame that they did not let me run for the school council with false accusations. The truth was that they knew that the students would vote for me. However, they brazenly expect me to allow them to continue their condescending look and Hitlerian outlook, while not even allowing me to speak and present my ideas. He was especially upset with his English teacher and his teaching method. I asked the director and assistants to hand over their English class to me and that colleague who had been retired years ago to do clerical work in the office instead of me. I even offered to hold free conversation

classes for colleagues and students, but none of them granted my request!? I have even given suggestions of this kind to the General Department of Education in Khorasan Razavi to hold workshops on teaching methods, research methods, etc. for colleagues of research institutes, etc., but they did not accept them either. Even their teachers like professors of the universities of Tehran and the West take my ideas from my books that I have given them as a gift and present them in national and international workshops, conferences, journals and publications! At the end of our conversation, I put my hand on his head and reminded him that my son, this problem is not your problem, it is also my problem, it is Iran's problem; You and I and betrayed people like us are the suppressed people of Iran. This school manifests Iran and the management system of the Iranian government. Iran is the output of these defective schools and universities. I reminded him that as a reformist I was also a candidate to enter the parliament in 2018 to reform things from there, - they rejected me because they knew that I was efficient and the people of Mashhad would vote for me. They were aware of the fact that the representatives of the people of Iran in the parliament would elect me as the head of the education commission for reformulating a new and civilized Iran. I continued that as long as these beings are ruling us with such look and outlook, we all are nothing but captured and enslaved. That is why they would never allow people like us to emerge, work, serve, and build. Iran and Iranian's conditions would get worse day by day unless they come to terms and realize the significance of accommodating people like us, for drawing a better future for Iran/ian.

## Conclusion

As you can understand to some extent in this article, my approach to teaching, unlike the current traditional methods, is not recommended simply to improve the knowledge (language) or conversational skills and learning strategies of the learners, or even simply to improve their social skills, as in the common methods in the West, which do not have the capacity to prepare our citizens to face the realities of today and tomorrow's world successfully. All the mechanisms, activities, assignments, etc. emphasized by through CTBL cause more active involvement of learners in the process of learning, teamwork and thinking and creativity. These things, in turn, give more meaning and depth to their targeted and systematic learning and make it more lasting and useful. CTBL environments that emphasize on using the language to learn it and discuss and exchange knowledge and opinions about socio-political issues, lead to my peoples' more comprehensive growth and make them smarter. More importantly, they learn not only to build new knowledge, but also to think and strive to build civilized and dynamic societies by playing the roles of game changers and transformational agents.

For further information about my approach, see my resume which is available on my Instagram, and be sure to read my pinned article, on my Instagram. Or search for its title, which is also mentioned in the References of this article. In doing so, you understand further how I - as an alchemist and liberating agent create the change that I want to create in Iran and in the world first in the minds of my children in my classes, as explained in the following four steps:

1. I will raise my people's critical awareness of the issues around them and help them find out the truth of their existence as beings who have been transformed, usurped, colonized and enslaved;
2. I will unlock their minds and free them from the colonization of superstitions and false and exploitative beliefs;
3. I promote their awareness, knowledge and insight in social, cultural, religious and political fields and
4. I will equip them with everything they need for work, life and successful interactions at the local, national and international levels, and in fact I will empower them and arrange them as agents of change and development and the improvement of their affairs and destiny. and take control of their communities. - One of my other most important strategies for empowering citizens is actually arming them with thinking skills.

To learn more about the liberating nature of my approach, be sure to watch the following videos under the title "Hermeneutic inquiry into the liberating nature of my catalyst and educational weapon":

Farsi <https://www.aparat.com/v/h4OZx> English <https://www.aparat.com/v/fAErU>

- Of course, the article I have published in English about this topic is more up-to-date, and I have included its title and link on my Zoom.

Here it is necessary to remind that as I have discussed in this short video <https://www.aparat.com/v/aeOoI>, education in the current complex period should be redefined because education and teaching is something more than science. Education in the current situation is an art that includes a complex educational, educational and socio-political process that can be considered as the heart of democracy and civilization. This idea of mine was actually my first "seed of the pact" that I poured in India - my unique pact to intelligently help the oppressed and improve their conditions in the 21st century. This would not be possible unless our teachers and professors adapt my liberating brain child, which exacts emancipating themselves first and most importantly transforming their reality as being enslaved into liberationists.

Many researchers consider teaching methods that focus on group work to be the most effective for improving students' creativity and thinking skills. My innovative teaching approach is the most systematic team based approach in the world. I formulated and presented CTBL based on my own edu-political theories, after analyzing, criticizing and rejecting the current teaching methods and their theoretical building blocks. It is necessary to remember that in my master's thesis and in my doctoral dissertation, I successfully demonstrated the superiority of my revolutionary approach, which is actually an educational catalyst, over current common traditional teaching method and also over Learning Together (LT). LT is the most popular group-based teaching method which has been developed by two faculty members of the University of Minnesota, USA. See the video of my defense session at the University of Mysore on my Aparat and YouTube channels, which are mentioned in the sources. It should be noted that the University of Minnesota has provided a special department to these two professors to introduce their innovative teaching method by writing books, articles and theses and

holding national and international workshops and conferences inside and outside the United States. This is while I have been marginalized and treated as an animal here in IRI!?

Another important point is that, as I have discussed many times, including in a dialogue with BBC Farsi and in my numerous bookticles, including in my article entitled "If I become the Minister of Education", teaching higher level thinking skills, like philosophy, should start from kindergartens. For this purpose, it is necessary to redefine and transform the entire educational system, which exacts making fundamental changes in

1. Educational goals;
2. Human resources;
3. Educational materials;
4. Teaching methods and
5. Evaluation methods of teachers, professors and students.

In addition to the above article, I have written and published some resource bookticles for contributing to all the above 5 cases. (see the References) I have discussed my own strategic solutions to replace the current evaluation systems as well as our damaging national universities entrance exam. Particularly our national universities entrance exam is deviating our educational system towards a memory-based regime, in which thinking and its subsets such as creative and critical thinking are severely neglected. Needless to remind the fact that our leaders, politicians, and policy and decision makers are the outcomes of the current educational regime which is wreaking havoc on our societies, civilization and destinies.

The fundamental changes I have suggested to be brought in the current education system will not be possible unless we can first of all change the attitude of rulers, and policy and decision makers. Unfortunately, our rulers believe that if the people reach prosperity and civilization through the improvement of the quality of education, they will think of words like freedom and neglect the supreme Almighty, our holy Prophet and Islam and will no longer attend their pulpits to listen to them. We have the same problem with other rulers of the world: They have no desire to improve the level of understanding and knowledge and especially the thinking and creativity of their sheeple, by improving the quality of their educational regimes, because they believe that in that case, the citizens would find ways to get out of their conditions! They are of the opinion that if they take agency over their destiny, they could no longer keep them enslaved (physically , sexually , economically, politically, etc.). It is in line with this kind of views and perceptions that they are discouraging students from continuing their studies, through different channels. A clear example of these dubious policies - in Iran - can be seen in the understanding and outlook of educational policymakers, which is also reflected in their media. One of the faculty members of Allameh Tabatabai University in Tehran recently posited the idea that our research has shown that the more literate our people become, the more they distance themselves from God, religion, and prayer. !? In this regard, one of the faculty members of the University of Tehran is constantly and in different channels is pumping despair and hopelessness in our innocent students and

asks them not to participate in the entrance exam for continuing their education because the entrance exam and higher education belong to the affluent students. !? One of the most important reasons that they have boycotted me and my thoughts and works at the local, national and international levels, and they do not allow the spread of my edu-political theories and especially my approach of teaching refers to such issues. They consider my transformational ideas and solutions as peril for their illegitimate interests, which are obtained based on their people's ignorance, poverty, and fear. Until we convince the rulers that the misery of their people will ultimately lead to their misery and even overthrow, we will not be able to shape societies and ultimately a better world. They must resort to my peace making and civilization building approach to teaching, living and governing if they want to promote the conditions of their own existence. However, I request respected colleagues who want to change and improve the situation to use my approach- instead of the current destructive teaching methods that have been formulated based on the theories of American, Western, Russian and even constructionist theorists - in their classes.

Finally, at present, I am looking for a job as a full time lecturer, writer or researcher elsewhere in this world where they could permit me to finalize and publish my latest book, which is actually an "encyclopedia of issues and theories related to teaching and various teaching methods. This book has 1000 pages and is in English, the seed of which is the article number 1 in the References of this article, which was published in a journal in the European Union and also in Australia. In order for you to confirm that THEY have been harassing, intimidating and torturing me and disrupting all the affairs of my life and even my innocent and defenseless family for decades, at least search for the title of my above article and introduce it to teachers, professors and theorists in the world through online technologies and applications. Ask them to invite me to discuss together - in English or Persian about my revolutionary innovations. Certainly, these scientists-eating and anti-peace and civilization monsters who have enslaved and exploited the people will not allow you to introduce me to their thinkers. In any case, at all levels and from any channel, you may introduce me and discuss, and research more about my theories and didactic catalyst for transformation and change and development, if you mean to formulate a peaceful and civilized UnitedWorld characterized by security, peace, justice, equality and prosperity.

### **Acknowledgments**

In addition to this article, I finalized and published the book that I have included in the References with the tacit approval of Mashhad General Education Department. For your information, I have reminded them many times that the only way to save the country, people, religion and civilization of Iranians is fundamental reforms in the education system. This is not possible except by merging the absurd ministries of science and education and appointing me as the head of it - as the minister of education. - Read my resume. Also, search "If I become the Minister of Education / Hosseini" and read my article. It is for 20 years, my torturers have prevented me from serving the people of Iran and humanity with



the most terrible surveillance, distortion and torture equipment. If Dr. Pezeshkian, Iran's new president doesn't have the authority to let me serve humanity via bookticles writing, then he should arrange for me to be allowed to leave the country.- I have escaped 3 times to UAE and Turkey, but THEY returned me and taken me to Azadi Psychiatric Hospital in Tehran, etc. If he cannot do this, it is in his best interest to resign now.

### **Appendix 1 - The culture I emphasize in my classes**

The culture that I emphasize in my classes - which are a club for practicing democracy and civilization - is actually a manifesto of respected principles, standards, norms and rules in my dream world, which I always install on the walls of my classrooms in the form of the 14 principles below. I ask my students to make them the queen of their minds and always adhere to them in the learning process and even work and social interactions and life:

1. Despite the difference in age, race and cultural, social, economic and political background, we are all human and therefore responsible for each other.
2. Teamwork and council work in happy and dynamic environments and in a democratic atmosphere promotes our thinking and creativity and all-round growth.
3. We actively participate in class activities and the learning process, and we try to carefully and carefully reflect on the information and phenomena and events around us to distinguish the right from the wrong and not to be fooled by appearances, especially in the decision-making process and our choices.
4. We openly provide our friends with all the information they need, encourage others to participate in discussions, and provide persuasive reasons for the ideas and suggestions we expect them to accept from us.
5. We collaborate with our team members to deepen our knowledge, insight, and understanding, and to improve our skills for successful work and life—whether interacting with others or in isolation.
6. We accept and appreciate logical and constructive suggestions and criticisms as long as they lead to our further learning, growth and development. We ourselves also try to criticize others by providing reasons and free from bias and fair and disinterested.
7. In our class, everyone has facilities, freedom, rights and equal opportunities to express themselves and prove their capabilities. Those who prove their superiority in such environment and conditions deserve the best.
8. We respect more worthy and superior people (scientifically) and we never consider ourselves superior to them because of our race, age, position and facilities, and we do not brag or disrespect them.
9. Mistakes are inevitable. Mistakes are not only a natural result of learning, but also a sign of risk-taking, courage, effort and perseverance during the learning and life process. Therefore, mistakes are not the end of the road, but they are the beginning of ways to gain wisdom, wisdom, and more and more comprehensive growth and development.

10. Since losing is sometimes unavoidable, we try to learn from our losses - just as we learn from our wins. Losing increases our motivation to win – winning by losing.
11. Winning is important, but not at any cost - not at the cost of trampling on the morals, human rights, freedom and human dignity of our competitors and crimes against humanity and genocide.
12. Freedom of speech and thought and the right to choose team members, team leaders, class leaders, and even the leader of our country is one of the most basic rights granted to us by the merciful God. - No one is allowed to deprive us of these basic rights under any circumstances.
13. We respect the team leader, teacher or class leader and even the leader of our country as long as they have knowledge, insight, intelligence, talent, ability, skill and competence to lead us.
14. Under no circumstances will we accept oppression, discrimination, and injustice, and we will stand and fight with courage and with all our strength against the oppressors and inefficient corrupt people of our time who are trying to deify us.

I believe that if other teachers also address this humanizing culture in their classes, it will spread from classes to families and communities, and after being institutionalized in citizens, and de facto transforming the present peasant nations into a peaceful civilized UnitedWorld. - A world with one compassionate nation, one constructive culture and one common useful language under the leadership of a competent leader or leadership council who is/are "human" first and then committed to preserving the rights and dignity of all classes of people and equal opportunities for everyone.

The formation of my dream world will be possible because the graduates of our classes will become policymakers and leaders of different countries in the world. They will gradually bring their people to the conclusion that just as council and teamwork in their schools and communities will make them more successful, so such strategies can, in the same way, lead to the happiness of the people of their regions as well. Based on such beliefs and experiences, they will form guilds, unions and various parties, as easily as they can form heterogeneous teams in our classes with the help of each other, for the success of themselves, their communities and their nations. Later, they will form unions similar to the European Union for the countries of their regions - under the titles "Union of Islamic States", "Union of African States" and so on. In the not so distant horizon, the leaders of these unions and their people will be convinced that uniting these various unions around the world can lead to a more comprehensive growth, prosperity and happiness of the whole humanity.

**My poem on the occasion of martyrdom Imam Baqir (a.s.) - Shias 'Imam who is known as pioneer of sciences**

**Canary Philosopher Grill**

On the fire of lily and jasmine,

In the harem of the thousand-handed drunk with wine, whips, swords and scythes in their hands;

In the harem of prophet-like devils who are selling religion and abuse it as a tool for mutilation, usurpation, colonization, exploitation, looting, and oppressing the people, who have been transformed into sheeple;

By those monsters under the demonic rule of whom everything is permissible and legitimate except Questioning their honesty and sanctity of their illegitimate power and wealth

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## Note

Note 1. Theorist, Teaching methods Expert, "Founder of Systemic Transforming and Liberating Education" and the author of more than 2000 bookticles and videos for increasing the quality of education and understanding and culture of our people with the ultimate goal of transforming our present unjust world into a peaceful compassionate UnitedWorld, for promoting our living conditions)