

# Focused Teaching- Unfocused Learning

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## Abstract

In this age, all kinds of information - right or wrong - surround us, and there are thousands of answers to almost every question. Nevertheless, many pains and sufferings remain untreated and plunge the human soul into the abyss of weakness. In the meantime, sometimes being "uncivilized" may be the solution!

The purpose of this study was to try to understand why the school and classroom atmosphere is unpleasant for students as well as teachers. During the six-month implementation of this study, an attempt was made to identify the principles that are considered as "axioms" of the current style of education and replace them with almost contradictory principles and what is written in this article is the narration of this story. Two features are also prominent in this research; first, the whole process is based on personal understanding and experience. Secondly, nowhere in the text is there any trace of the theories and works of educational scientists.

**Keywords:** uncivilized, axioms, teaching.

## 1. INTRODUCTION

T Who is the student? Raw inventory, without framework, without standard skills for life, in need of guidance and training in all psychological and physical dimensions, certainly lacking reliable cognition, often deficient in the analysis and interpretation of environmental and subjective data, Incompetent to discern and choose the right options, far from insight and foresight, and most importantly, a creature who cannot be assured that "he will find out for himself what he has to learn and will learn it".

Of course, these statements are not just about students; rather, almost every older person has such a view of people smaller than themselves. But the interesting thing about this story for me is that this perspective comes into play when the younger one starts asking questions from the older one!

If we do not consider the process of prenatal life, from the time the baby is born, the baby does not ask anyone where and how to breastfeed! He does not ask how I can move my arms and legs! How can I shake my tongue in my mouth and finally speak! It does not ask how I should think and solve the problem! He does not ask how I should love someone and experience love!

It's good that the kids do not want these from us! Imagine how humiliating it was!

Child: Mom / Dad, I want to eat from today, can you teach me how to chew food and at the same time how to move my tongue so that it does not get stuck between my teeth? By the way, I decided to add anger to my work, can you teach me that too?

Mom and Dad: ....

What happens when we soon forget all these stories and think that we are the great ones who

can choose, teach, recognize and make the final decisions?

I must admit that I, as a teacher, had such characteristics; but fortunately, with the help of friends who are more mature in this matter than me, I try to change my point of view. They are my son and my students.

## 2. Expressing the problem

The main question that led me to this path was why, under no circumstances do I get the output I want from the current educational processes in the classroom?

Sometimes students have traits that prevent the teacher from achieving the goals he or she intends to achieve; Such as learning disabilities or separation anxiety. Sometimes parents do not have enough time with the teacher or are involved in family issues and cannot direct the necessary energy to their child, so completing the educational process at home is difficult.

But in many cases, students are balanced in terms of basic characteristics such as intelligence and personality, and their parents are acceptable to the teacher and strive for their child's educational, moral and social progress.

But in such a situation, the issue remains. Of course, with a fair but short-sighted look, we must say that in these conditions, children get better grades and take better exams, are more regular in school, listen to the teacher and are accepted in good schools.

If we imagine the breadth of life in this range and it does not matter to us why the light of the eyes and the enthusiasm with which our children are born fade away, there will be no more problems and everything will be fine.

But I did not look at it that way; I have never been able to accept the responsibility of changing a human destiny and consider myself competent in this matter. In this way, even the concept of experience changed for me, and by no means could I consider myself more experienced than a child in the position of a student or even my own child.

So far, what was added to me was nothing but chaos! So I went for something that had a great share in creating all this nonsense, namely science!

In the first step, the scientific method of research told me to "observe well." I did this for about two years.

Then I went to him again; this time he ordered "Ask a clear question". I started! How do children learn better? How do children learn at all? How to train students / children who will be moral and successful in the future? What does training mean? Who should train?

I met him for the third time. This time he said "Choose one of these questions and ask those who came to me before you and were good disciples for me". I said, "Excuse me, old friend! I'm going the other way from here."

Every phenomenon in the world, as well as all phenomena together, behave in an integrated way; so why should I not allow myself to start with a multidimensional question?!

On the other hand, to date, the method has been to ask questions of someone who has been more than you in one area. What's wrong with asking people who have worked on a subject less than me for once?! What is the main reason that they have nothing to say?!

What should a good school look like? Kids, please teach me.

## 3. Research methodology

### 3.1. Research method

In my personal life, I am very much indebted to the rules that come from generalizability; the medicines that have cured my illness, the foods that have met my body's needs, the criteria by which I am married, and countless other examples have all been the product of generalized research findings.

On the other hand, it seems that with the birth of every creature, the world is reborn, grows and evolves again, declines again, and with that creature, its world also dies.

So I did not want to worry about my generalizations this time! But if you ask why you waste our time with this flawed view of research, I would say that the most basic element of human evolution, my inner sense, gives me the confidence that expressing this kind of view can lead to fascinating events. . As was the case with the Maxim Gorky Institute under A. Makarenko and the founders of the Sudbury Valley School.

But if I do not want to upset my old friend, the scientific method of research, more, I must say that the method of this study is more in line with the structure of the case study method.

Of course, I consider this similarity when writing this article. During the steps, based on the sentences I had in mind from Alexis Carl's book "Homme, cet inconnu", I was not at all involved in choosing the method, and I designed my actions based on my situation and questions. This is what I learned from Carl: "Research is a wall between man and truth."

### 3.2. Principles, Bases and Structure of research

To make my explanation of the research method and actions clearer, it's best to tell you why I chose the title "Focused Teaching-Unfocused Learning".

Do not think at all that this title seeks to study the structure of learning in the nervous system or the efficiency of memory and the parts involved in the process of selective attention! Rather, it is a very simple look at the common occurrence that occurs every day in most classrooms.

Here is what happens:

"The teacher does his best to draw the students' attention to the lesson by using various tools, and the students do their best to get rid of this difficulty!"

The result of this process is that the teacher is basically not focused on his job and acts in an unfocused way because he has to pay attention to the children's attention to the lesson and on the other hand the students are forced to keep their focus on the lesson, to learn better.

Of course, this statement may not be the greatest discovery in history, and it seems very obvious! Children are always fugitives from lessons, and one of the duties of every teacher is to organize the classroom so that students can learn better. In fact, it can be said that because the main goal is "better learning", then these rules should be implemented, no matter how unpleasant and energetic.

After a few years as a "good" teacher committed to doing this process accurately, I suddenly wondered why I and many of my colleagues take this process for granted, while not in the childhood of knowing We were students, and not now that we have grown up and become teachers, not only do we not enjoy it, but we spend a lot of energy to implement it, and part of the result is almost always creating distance between teacher and student, creating anxiety in Students and turning school and classroom into an unpleasant environment for both parties?

In short, I imagined that the current process is "Unfocused Teaching- Focused Learning" and so I decided to try the opposite, "Focused Teaching- Unfocused Learning ".

#### 3.2.1. Principles

The most important step in implementing this change of method was to identify the principles that govern the traditional process and replace them with principles that I did not yet know what they should be!

Some of the principles that govern the current traditional process in the classroom seemed to be as follows:

1. Existence of two positions of teacher and student
2. Existence of separate job descriptions for teacher and student positions
3. The importance of adhering to the process set in the textbooks
4. Execution of educational processes in the classroom

5. The existence of "relevant" content versus "unrelated" content and the importance of learning relevant content
6. There is a comprehensive definition of learning and how to evaluate it
7. Observance of politeness by students in front of the teacher
8. Normal existence of a level of anxiety and dissatisfaction in students towards school
9. The need to reach a certain level of learning and predetermined knowledge
10. Complete expression of the curriculum by the teacher in any mental condition
11. With the experience of the teacher in the face of the inexperience of the students
12. Introducing the study of lessons as the most important task of students
13. Belief in the existence of repetition, which is manifested in two basic dimensions; First, holding exams and conducting various types of assessments basically means that learning has occurred if the student is able to repeat the taught topics with an acceptable level of similarity; And second, duplicate content is usually avoided in the classroom.
14. Controlling and neutralizing all distractions as much as possible
15. Matching the level of expression of topics by the teacher with the actual level of students' understanding
16. The importance of order based on repetition
17. Allowing play or creativity "only" related to the topics of the lesson
18. Ambiguity of the role of parents in the current processes in the classroom and school
19. The greater importance of the implementation of predetermined processes or in other words the rules by school staff against the wishes of students.
20. Determining the task of socializing students for school

Of course, books can be written about each of these propositions. But I intend to be a teacher in this article who wants to find the "rights" ones based on his own understanding and experience and try to do them as much as possible; Therefore, I refrain from entering into dull theoretical discussions.

After discovering these principles from the depths of a teacher's experience, before doing anything, I awarded myself the Nobel Prize in Education and then thought about finding principles that should replace them. Why should this replacement happen? I did not seek the answer to this question from theories, histories and articles! I just said, "My students and I have to come to school with enthusiasm, which we do not have, by any definition, now, at least not enough."

With this understanding, I tried to look for alternative principles that, if realized, would, before any impact on others, cause the desire to attend class and school to flow in me and make the classroom as the place where each I will receive something from it every day, I will know.

My principles, some of which I have implemented from the beginning and some of which I discovered in the course of my work, are as follows:

1. Priority of human relations over the central task
2. Recognize the enthusiasm of class members, which often manifests itself in unacceptable behaviors such as crowding, jumping up and down, or interrupting others.
3. Determining the position of the learner-learner instead of the position of the Teacher-learner in the classroom
4. In class, we are all the same people.
5. Children can be a resource for answering adult questions.
6. The importance of experiences outside the framework of lessons and classes and school
7. No demarcation between relevant and unrelated answers

8. Belief in non-repetition
9. No compulsion
10. Formalizing "unrelated learning"
11. Lack of academic evaluation system
12. The importance of self-criticism instead of external supervision
13. Individual responsibility
14. Clarifying the line between academic performance and intrinsic value
15. Determining the duty of making children social for school by encouraging them to know the world and its possibilities

### 3.2.2. Basics

The principles I came up with and how to implement them - which is very detailed, they became beliefs for me I would like to choose the title "Basics of living in the classroom" for it and these are:

1. Creating a level human relationship between all members of the class takes precedence over anything, and all pre-determined tasks can be ignored because of it.
2. Learning is happening at any moment and no subject is superior to another.

### 3.2.3. Structure

The result of all the stories that have been told so far is that in the first step, I decided to be with the children in the classroom, as a friend, in a not-so-clear manner, and to stay as firm as possible. The lack of transparency was due to the fact that, first of all, according to what I had learned, I did not know how to be "friends" with people who are more than twenty years younger than me! Secondly, the positions and types of relationships between us were determined even before we got to know each other; I was a teacher and they were students.

Perhaps one of the conditions of friendship is that both parties to the relationship have something to offer the other. Well, it was clear that I was going to teach them something new, support them when they were upset, take care

of them in class, and finally "train and educate them." But what did they have for me?!

This question seemed very fundamental to me; so I tried not to respond immediately. All I did was give myself the right to learn in addition to being a teacher! Allow myself to devote class time to discussing things that are my personal questions, sometimes not being ready for class, and when I get bored, not continuing the discussion; as children do these things!

On the other hand, let the children behave as they like in class; For example, change the subject, be careless, do not sit still, do not get permission to speak, and most importantly, the playing conditions are always ready for them.

Based on these points, which may not seem coherent, I designed several experiments. Of course, from the beginning of the story, not all the experiments and details of the work process were clear. Because I thought that if all aspects and actions were determined, the principles of the plan would be violated.

#### 3.2.3.1. Common conditions of experiments

The most important condition and common feature among all the experiments that I tried to achieve for several months was to establish friendly, as anxiety-free and lively relationships in the classroom and between the children and myself. This part of the work has very interesting stories, and I will suffice to tell the result here. The most important goal I set for myself in this section was that children, regardless of their level of academic or communication ability, mastery of academic topics, good or bad of the past day and any other comparable subject - of course in the traditional education system - have the enthusiasm to attend class as I did; And I am proud to say that I was successful in this.

Another common feature between the experiments was that none of them took place in the classroom. The classroom was not a place for us to study, it was a place to live. A classroom with benches, no moving space, no play equipment, no hustle and bustle or lying down is not really a nice place to live.

We conducted the first two experiments in the school yard, which is in the shape of an asphalt futsal court, and the next five were in a rectangular hall with a carpeted floor and relatively comfortable chairs on three sides. On the fourth side, there was a teacher's desk, a blackboard and a football table.

Another common theme was the issue of lack of control. None of the experiments attempted the presence or absence of any variables. In fact, on this issue, my basic belief was that "in a situation where all members are comfortable, what should happen happens and what should not happen does not happen." So instead of deciding what to do and what not to do, I devoted my energy to understanding what was happening.

One of the most important and common points between all the experiments was that I tried to gradually reduce the control of behaviors and have the least possible intervention in maintaining order and calming the class.

Another common feature between the experiments was that they all performed on sixth grade elementary boys. Except for the experiments my colleagues did on the third grade elementary boys. I need to make the point that each experiment was repeated several times to relieve me of the accuracy of the results obtained. Also, two of my colleagues were kind and did my suggested model with their students, and I will share their achievements.

#### 3.2.3.2. The first experiment

In this experiment, Ganiyeh game was played in the school yard. In this game, children were divided into two groups. All members of the first group were in a designated area, and members of the second group had to take turns following the members of the opposing group with one foot (licking) and reaching for their bodies so that the players of the opposing team could leave the game. If the person on the field, his foot hit the ground or got tired, he would leave the game and his teammate would take his place. At the end, the groups changed places and this process continued until the end of class time.

At irregular intervals between games, the teacher asked the children to sit for a while and be quiet; He then recited a portion of the Friendship Etiquette lesson from the Social Studies textbook (for the first time in the experiment) and asked the children to comment, and then the game continued. During the game, the children were completely free to talk and make noise, but at intervals, they had to listen to the subject and take turns talking.

#### 3.2.3.3. The second experiment

In this experiment, the khers Vasat game was performed; in this game, the children stood in a circle around the yard and two people were placed in the middle of the circle. People standing around had to pass the ball with one blow, and two people in the middle tried to catch the ball; each of the two people who could catch the ball changed places with the one who took the ball from him. The children did not speak during the game. Of course, laughing and making excited voices were free.

While playing this exciting game, the teacher taught the children the research topic from the book Thinking and Research (in the first round of this experiment) and the children also expressed their opinions. After the game, the group returned to the classroom, and each child said what he had learned from the lesson.

#### 3.2.3.4. Third experiment

This experiment was performed in the described hall. During that time, the children were divided into two groups. The first group chose a Foosball game and got involved. The second group chose the ten-handed game; in such a way that they could jump freely in the hall space. In this game, one person had to try to take the hat from the others who were throwing it at each other. During this time, the children did not speak, but could laugh or make excited noises.

The teacher was also sitting on his chair during the experiment, reading a story from the book *Kelileh Va Demneh* to the children in fluent prose, neither loud nor quiet. At the end of the story, the children were free to sit on a chair or on the floor or even lie down. The teacher then

asked them to explain any concepts that came to mind when hearing the story.

#### 3.2.3.5. Fourth experiment

In this experiment, which was held in the hall, the children were free to do whatever they wanted! Provided that they do not disturb anyone. Anyone who wanted to listen to the teacher's teaching could come to the front of the board and the others could do their favorite activity individually or in groups in other parts of the hall. Of course, movement between the different parts of the hall was free and the children could listen to the lesson as much as they wanted.

During this time, the teacher taught the lessons of the experimental sciences in a participatory manner. During the teaching, if for any reason the topic of discussion was drawn to "deviation from the main topic", it was not prevented and the teacher and children were accompanied by a discussion about the new topic. At the end of the lesson, the children were asked to write down what they had learned from the "main topic" and share it with the teacher.

#### 3.2.3.6. Fifth experiment

This experiment was also held in the hall. During this period, the children were free with the conditions of the previous experiment. The subject matter for teaching was related to mathematics. The teacher taught at the foot of the board, solved examples, and designed examples for those interested in coming to the board.

A group of children sat in front of the board from the beginning to the end of the discussion and actively participated in the discussion. Some were present but not active, and some sometimes sat in front of the board and sometimes in another part of the room collectively or individually, thinking and solving examples about the subject of the lesson, or solving problems in other mathematical subjects. Some of the kids, who sometimes got bored, either wrestled and joked with each other, or entertained themselves with Foosball. At the end of the process, the children were asked to solve an example related to the

"main topic" of the lesson and give it to the teacher.

#### 3.2.3.7. Experiment Six

In this experiment, which was held in the hall, there was complete freedom and no restrictions were imposed. The topic chosen for this period was from the course of experimental sciences. The teachers in this section were children. Sometimes they took turns and sometimes they interrupted each other and got angry with each other. Sometimes while someone was teaching, a group of children would talk to each other about anything they wanted, and suddenly they would laugh.

The role of the teacher in these events was not clear! Sometimes he listened to the little teacher, sometimes he was mischievous with others, and sometimes he was busy with his laptop. But in the whole story, it had nothing to do with anyone. At the end of this period, the teacher asked the children to tell if they did not understand something and would like to retell it. Some people asked questions and some others answered and it was over. Those who asked questions and those who answered were among all the children, both those who seemed to be focused and those who were busy with their own work.

#### 3.2.3.8. Seventh experiment

In this experiment, which was held in complete freedom and in the hall, the instructors were still children. The topic was math. While teaching the topic, someone suddenly stood up and explained an example to his friend in the other corner of the board! But the teacher did not get upset and continued his work, and the other children behaved as if nothing special had happened. When a teacher said something wrong, someone else would immediately come and take the marker from him and correct him. Sometimes these corrections were made in several steps to get the result, and sometimes the children asked the adult teacher for help to understand the essence of the story. A group took the opportunity to reach out to an adult teacher or friend to ask questions about previous topics that were still problematic. A group of children had nothing to do with this;

but because they could not do anything alone, they had to join an active community. In short, everyone was struggling with math in some way. The adult teacher's job was mainly to respond to those who approached him or her to find out something or solve a problem.

#### 3.2.3.9. First colleague experiment

I asked my colleague to take her students, who were in the third grade of elementary school, to the hall and teach there, and try not to control the children's behavior as much as possible. I also asked her to assess the level of learning of the children from the taught material orally and not in the form of serious questions at the end of the teaching. Her summary of the story is as follows:

"Today I took the children to the hall and told them that I was going to teach a new subject. Anyone who likes can sit in front of the board and listen to the subject, and anyone who does not like can go back to the hall and do whatever he likes. All the children sat down, even those who were very busy in class and did not listen to the lessons. The worst student in the class said to the others, "Let's see what the teacher wants to teach, if we would like to listen then. I started talking about experimental science lessons, and the kids got involved in the discussion. By the middle of the discussion, all the children were listening. But after that, one of the kids, who did not sit still at all, got up and went out, and after that he played Foosball for a while. After teaching, during the assessment, I realized that this student had learned almost half of the subject. One of the children had not learned much from the main subject, but the others had learned well. All the children were interested in having our classes in the hall from now on."

#### 3.2.3.10. Second colleague experiment

My other colleague, who is also a third grade teacher, accepted my request and took her students to the hall and described the process to me as follows:

"The children were free to sit or move. The topic of the study was social studies and the subject of geographical directions. I did not

warn anyone during the teaching, and I did not try to shout to make my voice heard. The children participated in the discussion. It was very interesting to me that the children did not make any noise at all. Of course, in teaching, I used my personal experiences and the story of the film that was related to the subject. During the evaluation, a number of children went to the Foosball field and started playing. Some came to my table. So I first asked the people next to me and then I called the kids who were at the Foosball table and asked them questions. All the children fully understood the lesson; Even a student trying to communicate with his opponents while teaching. Only one person who seems to have low IQ and also has low self-esteem and articulation could not answer my questions. Of course, the number of my students in this class was 10.

Because I do not like my teacher to start the lesson from the book, I do not treat the children in the same way and I try to start the discussion from my real life experiences. This space reminded me that the more in line with the teacher's real-life teaching method and the more creative it is, the better the results. During the teaching period, I experienced a good psychological atmosphere, but during the evaluation, I was annoyed because the children were playing Foosball and I had to call them to my desk to ask questions and there was a lot of noise. My personal experience in this space was such that my focus was good and the subject did not leave my mind. I experienced a pleasant feeling emotionally, and during the teaching, I thought about what I had to learn from it."

## 4. Findings

Considering the stories that have been narrated so far, as well as the process and nature of the work done, I prefer to refrain from stating numbers and figures in this section, which now have different meanings for me than in the past and express the findings in a qualitative and descriptive format.

In this section, I try to discuss the components that, with my current understanding, form the



basis Focused Teaching and Unfocused Learning; Of course, these components were taken into consideration during the work process, and I tried to be more observant and more understanding of them in the repeated execution of the described experiments. Accordingly, what is stated in this section are, in the true sense, research findings; not what any novice researcher would realize by reading the title of the research.

I leave the coherent discussion of these components, which will lead to an understanding of part of the concept of "good school", to the conclusion.

#### 4.1. Unrelated learning

Our five senses are constantly receiving information from the environment, and our nervous system is constantly analyzing internal and external information. So almost everything that happens in the realm of our senses - whether we are aware of it or not - is reacted to by our sensory and nervous systems.

I suggest you think about this question too; How many of the factors that we know today as the basic factors shaping our abilities, were the same as the educational topics that have been provided to us during our lifetime in the educational system, formal or informal education?!

Unrelated learning is a term I use to describe the physical and mental response to things that are not in the category of "main or relevant topics" in the educational environment. But they have a very large share in training the mind and even the body, and they will exist just as much in our lives. Therefore, this type of learning is very important and if it is believed to exist, facilitating its occurrence will be a key factor in the educational structure.

The teacher's efforts and the school structure to draw students' attention to the lesson and predetermined material throughout the teaching time disrupt unrelated learning and the result is questions like, "How do I find my child's talent?"

One of the characteristics of unrelated learning seems to be its skill-centeredness. Unrelated

learning focuses mainly on topics that are not addressed by the current educational structure; Therefore, no resource is provided for learning it, and on the other hand, the time and facilities of providing the resource are not provided to the learner; So all that remains is for the learner to perform a practical personal experience - even in the mental space.

In other words, the child wants to understand something or learn how to do something, but no one cares! So he starts working with the help of his own assets. Ultimately, what is added to the child if this process is done is the ability to theorize or the ability to do something; for this reason, I consider one of the characteristics of unrelated learning to be skill-oriented.

Another important feature of unrelated learning is its interest. When a person does not have to pay attention to what is imposed on him, he has the space to go for what he likes. Doing what a person is interested in - whether it is a computer game or designing a new educational system - has the potential to engage his or her whole being. With a little patience and depth, it can be seen that this interest soon leads to things that can be the basis of a person's life in various professional, emotional and social fields. (Honestly, I have various and interesting examples about this part, but I prefer to avoid saying it so that you can be a little curious and try it!)

Another characteristic of unrelated learning is its unconsciousness. Of course, I think this feature may not be inherent in this type of learning, it is a product of the existing educational conditions. The child knows that he is coming to class to learn something specific, knows that he goes to kindergarten to learn poetry, painting and playing dough; Adults also know that they are going to university or a course to learn something. So basically they do not take everything else they experience in that environment seriously, do not pay attention to it, do not think about the details, and may not even try to do it again until it happens to them on their own. But we must keep in mind that the topics and stimuli that are learned unrelatedly in a particular environment are part of the structure of that environment. Thus, the

individual will be in touch with these stimuli and subjects as long as he or she is in that particular environment, and his or her sensory and nervous systems will function automatically and possibly unconsciously.

In short, because of the definitions that systems provide of individuals in which they identify "related", "unrelated" may be out of attention, focus, and ultimately consciousness.

Another feature of unrelated learning is that it is fundamental. This type of learning focuses on the topics that form the basis of formal learning. For example, when a person is about to learn to read and write the word flower, all the informal experiences or learning he or she has from the flower will help. (Remember that we, as civilized and responsible to society, never take our child to the park so that he can freely uproot the flower and fill it so that he can understand all parts of it! So what he knows about flowers is probably a kind of unrelated learning).

Another interesting point is that this type of learning creates trial and error that will be a source for one's questions; these trials and errors, in themselves, motivate learning at the conscious level. Therefore, I imagine that what happens in the educational space in a planned way will be achieved if we allow what is not planned to happen.

#### 4.2. Enthusiasm

Enthusiasm ... Oh, enthusiasm ... fiery and indescribable ... Disruptors of peace and organizer of restlessness...

Although the word has an intrapersonal and intuitive meaning, it may nevertheless be considered in aspects similar to the concept of motivation. But if I want to be a little more objective, I say that when these symptoms are seen, there is probably a flow of enthusiasm in a person: Enlightened eyes, Ignoring the presence of others in speech and behavior, Insisting on doing something or saying something despite obstacles and lack of mastery Believing in choosing the right path despite not examining the background of the story, Not considering all restrictions, Violation

of standard and defined responsibilities, Breaking out of normative frameworks, Provide an imaginative and unlikely picture of what it's supposed to be, Existence of certainty without knowledge in speech and behavior, To accept all the pains and sufferings and tiredness and to enjoy them, Do not grumble in the face of adversity, Short-sightedness and Fight wise foresight.

During the experiments, I found that the more freedom of action the child was given, the more these components appeared, and I called all of them enthusiasm. Of course, the important point was that the child should know that his freedom is respected by the teacher and he is not going to pay a ransom for it or be responsible for "what did you do?" Or "What did you learn?" Rather, this freedom stemmed from his natural right to choose how he lived.

The enthusiasm caused by the apparent disorder, which was based on the children coming out of the framework that made them worthy of being called students, over a short period of time, made me stop teaching in almost all subjects!

Last school year, I believed that a child should be a "full-time student"; this means devoting all day to expanding and understanding the curriculum to have more options in the future. For example, if we were talking about iron, he would have to go to all the topics and classifications related to materials, read Mendeleev's table and he has to find out what academic disciplines and jobs there are in the field of chemistry. Of course, I determined all these things and the children had to do them.

But this year, based on the concept of enthusiasm, all I have to do is determine on the first day of the week what lesson and what pages we are going to talk about every day and every hour; The children themselves dig into the material and retell it to each other. They read books, search the Internet, ask adults, think for themselves, and they do things so that there is no time left for me to speak!

Another event that I feel was based on enthusiasm, both on days when cyberspace education took place and when children were in

school, the vast majority of them attended class on time, without parental supervision.

The most important thing that came to my mind was that the opposite of anxiety is not calmness - or lack of anxiety - but enthusiasm! In fact, the gradual increase in the components of enthusiasm led to a gradual decrease in the components and indicators of anxiety.

Another attraction of the story of enthusiasm to me was that in the atmosphere in which the children - and especially myself - there was enthusiasm, what was visible from the outside was the individual's attempt to become conscious, to find and nurture personal ideas, to make them, not matching the majority or boredom was communicating quickly with like-minded people and running out of time. It was interesting that in such a framework, other environmental facilities had lost their meaning, and everyone used everything that existed in a new way and did not delay their desire to provide the necessary facilities.

#### 4.3. Focus

We have long heard that being a teacher is hard work, as is studying. In fact, the teacher must have nerves of steel to be able to withstand the atmosphere of the classroom and all that noise and misunderstanding and teaching and so on. On the other hand, those who leave school do not have the necessary concentration to study.

It was interesting that when we experienced being a student and a teacher, we realized that these words were true! But what we forgot to think about was whether this difficulty is a natural feature of that space, or whether the existence of changeable presuppositions has imposed these difficulties on all members of the school?

The teacher is the one who has to control the class and teach the students; so at least during class, he's not going to learn anything, or to be more precise, he has to focus on things other than himself and his growing thoughts; That is, Unfocused education.

The student is also a person who is supposed to sit in the classroom, all distractions are removed from him, his freedoms are restricted

and he learns what is assigned to him and only his attention is on the lesson, or on the word No longer pay attention to anything other than the lesson he has to learn; That means focused learning.

These two simple but basic presuppositions form the basis of the educational structure, the compilation of textbooks, and even theories of learning.

I do not know where the story began! But I see no reason why I should not be at least curious to know what would happen if I did otherwise.

A teacher can enter the classroom with a question about raising his or her child, who is now a few years younger than his or her students, and formally seek an answer; A teacher can discuss political, economic, and cultural concerns with children with a smirk and a flushed face; A teacher can survey children to start his or her second job to find a better option; A teacher can bring whatever he or she is looking for outside the classroom walls; A teacher can be "self-focused" in the classroom; That is, focused education.

A child or adolescent can enter the classroom without being limited by the title of "student" who censors many of his or her needs, wants, interests, and dimensions of existence; He can be the same person in the class who should always be discussed with him about the duration of the phone game and he does not pay attention; He can be the one who has to eat all the time; He can be a nuisance that hurts everyone; He can be interested in reading and is always reading his favorite book; He can be a fantasy that is always ridiculed but still goes on; He can be someone who has the right to change his curiosity and attention to something new at any moment; A student can be "focused on anything" in the classroom; That is, unfocused learning.

In my view, the process of centralization is not a controlled process. Rather, it may be said that if the requirements are met, the product will be focus.

In short, one of the important findings of this study for me was that if I, as a teacher, seek

what I want for myself and give this right to the children, there will be focus.

#### 4.4. The process of consciousness

How is the unconscious that controls our behavior and thinking nourished? As I said before, my answer to this question is unrelated learning. But what I found during the research process was the process of transferring what I learned from the unconscious to what I called the "Consciousness process".

During the educational processes that are applied to people inside or outside the school, they are verbally or systematically and continuously with the phrase "Gather your senses!" Encounter. The story is that the brain is learning when suddenly an outside sound tries to disrupt the process. Of course, this sound succeeds to some extent and not to some extent. The success of the voice is related to the part where the person was consciously involved in learning the subject, and the failure of the voice is related to the part where the person's processing system continues to work quietly and smoothly, and what Which it has obtained, it sends to the unconscious in order to be safe from the sight of the voice owner.

It is natural that the continuous occurrence of this story increases the unconscious area and, consequently, increases its influence and power in controlling one's thoughts and behavior, as well as increasing one's ambiguities about oneself.

This story is not so fake! Why do you prefer red? Why did your child not go the way you wanted to, despite all your efforts? Why, even though you have explained the lesson a thousand times, have some children not yet learned? I do not think anyone can give a definitive answer to these questions.

Now, if someone would like this story to take a different form, what should he do?! By other means, I mean that the outputs of the processing system can flow from the unconscious to the conscious part of our psyche.

If we assume as a hypothesis that a significant part of unrelated learning is not consciously

perceived, then it is natural that any learning in this part first enters our subconscious. But it is the continuation of the story that determines what happens to this learning.

My understanding during this project was that the operation of the two propositions could help to move the essential components of a subject that has been irrelevantly learned from the unconscious to the conscious.

The first proposition was that one should be free to "focus on what one wants" even if the areas of interest are scattered and incoherent; In fact, this mental leap prevents "repetition" and prejudice about "knowing" a story, because every time you encounter an idea or a phenomenon, you are actually dealing with a new application or perception. If one knows that one is free to decentralize oneself, one will focus the conscious part of one's mind, which often focuses on secrecy or pretense, in the service of analyzing the subjects. In this situation, the student is able to talk about irrelevant topics, do something, think, and at the same time does not have to hide all these things from the teacher. Thus, his selective attention to the subject, which had previously been subconsciously analyzed in the conscious part of the defense shield - with the task of guarding and unusable in processing - is increasing.

The second proposition is the existence of feedback from an observer. I emphasize - based on the comparisons I have made - the effectiveness of this statement was in a situation where the students themselves, according to their previous learning, still considered the irrelevant field of learning to be wrong and with a conscience full of They reacted to what others had unknowingly told them. So it was necessary for the teacher to observe them over a period of time and to take into account what you were learning in irrelevant behaviors, thoughts and words, as part of the students' assets. Give them feedback and acknowledge the recognition and right to these qualities in the classroom.

## 5. Conclusion

The main question of this research was to address the characteristics of a good school. Of course, since this question was asked by a teacher, the story was related to the learning aspect.

I think if we do not want to make fundamental criticisms of the structure of education and try to accept what is available and improve it a little, we can make a few simple points in response to the main question of this article:

1. In a good school, there is no need for people to deal with anxiety.
2. In a good school, the whole existence of an individual is accepted; Not just a part of him being labeled a teacher or a student.
3. In a good school, the inputs and outputs of knowledge and experience are not limited.
4. In a good school, everyone is supposed to have the right to learn.
5. In a good school, topics of interest for learning that exist in real life are allowed to be explored.
6. In a good school, one can observe the current processes and events in the society; How beautiful and how ugly.

Of course, the ways of realizing a good school and even defining it, can change like any other phenomenon.

## 6. Suggestions

6.1. Before any point, I must say that what was reported was the process and the results were a mistake!

Of course, "wrong" is not something we should blame ourselves for doing in the past; it is an experience that shows us the next step and we should be thankful for it.

While writing this article, I was studying the structure of schools in other countries as well, and doing the two together made me face questions and realize I was wrong.

Why do we humans, while knowing the benefits of "planning", usually shy away from it and like to do everything improvised without anticipating the steps?

Why if our work is to continue the experiences of our predecessors and not repeat those experiences, but does evolution allow all born-again beings to experience seemingly repetitive experiences, such as stages of motor development or puberty, and to enjoy the resulting emotions?

My mistake was this: the school is responsible for socializing students. With this view, the word "student" becomes basically meaningless.

The school should be a place where every generation can design, nurture, live their favorite life idea, and take the result with him into society. The school should be a place where every generation has the right, if they wish, to reinvent the wheel, discover fire, and write their own books before reading the books of others. The school should not be a place where every generation, whether by coercion or by apparent freedom, in the name of democracy, is to learn how to guard the heritage of the past and be a useful and responsible person for what human civilization has given him.

I know that this "should and should not" seems to conflict with the spirit of this article, but I strongly believe that we now need the experience of such schools; Before the original essence of the universe is in the hands of our creatures and these creatures rule our souls, minds and lives more than this.

6.2. Another issue that I am also interested in exploring and knowing is why children, even though they have experienced and probably know that they have the ability to learn and do their work, suddenly, they start asking questions of adults and ask us to answer their questions. Is this childish questioning the same nature that we adults have in mind to ask someone? That is, we ask questions and wait for answers or does the child's questioning have a different nature and function in his or her developmental process?

I hope soon I can test these few lines and express the results or read the result of your interesting experiences in this regard.

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