

Demonstration, Through the Principle of Interaction, of an External Origin for the Formation of Most Dreams in the Human, Animal, and Human-Like Machine Psyche

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Abstract

Currently, many new scientific articles have been published about dreams, in particular, attempting to interpret the language contained in them as internal psychic processes within the brain. These scientific investigations have attracted a broad scientific community from many different areas of science. Such interaction between different scientific areas has only occurred because there was a vast progress in experimental and theoretical sciences in all areas of human knowledge since the end of the 19th century and throughout the 20th century, which resulted in a possible integration between these different scientific areas (interdisciplinarity). In this direction, experimental results were produced in Neuroscience, which revolutionized the human brain → mind (psyche) relationship and their relationship with the body and the exterior cosmos. Thus, Neuroscience was able to move beyond its purely phenomenological phase and become a scientific theory: Neuroscientific Theory, which has attracted this vast scientific community from different areas of science. In this sense, but not to interpret the language of dreams or treat it as merely psychic processes within the brain, the author of this article has the intention of demonstrating, via Principles, that the origin of the formation of most dreams is from processes external to the brain (psyche) of the human being, the animal being, or even, possibly, to a machine which is human-like. From this interaction or demonstration, a Dream Machine is predicted to be built by consequence.

Keywords: Brain, Psyche, Dream, Unconscious, Unconscious State, Conscious State.

1. Introduction

The vast progress in the experimental and theoretical sciences of human knowledge at the end of the 19th century and throughout the 20th century resulted in a major scientific advance in Neuroscience, which allowed it to be removed from its purely phenomenological phase to be treated as a scientific theory: the Neuroscientific Theory [1, 2]. This fact triggered a broader and deeper knowledge of the brain → mind (psyche) of the human being and the animal being and their relationship with the body and the exterior cosmos.

Thus, many new scientific investigations and publications have been carried out by a vast scientific community in an attempt to deepen knowledge about **dreams** and **their language** related to psychic processes within the brain. In this direction, among various other scientific articles published worldwide, as examples of recent publications from different places around the world, the observant reader can find: Dreaming and the brain: from phenomenology to neurophysiology [3], How to build a dream-reading machine! [4], languages in dreams: a diary study [5], Bad dream, nightmares and psychopathology: a systematic review [6] and Dreams: Integrating

In the same direction, but not to interpret dreams or treat them as merely psychic processes within the unconscious (brain), the author of this article has the intention of demonstrating, via Principles, that the origin of the formation of most dreams is external to the psychic processes of human beings, of animal beings, or even, possibly, of humans-like machines. Here, external origin means the interaction of the exterior world with the brain → mind (psyche) in an unconscious state and vice versa. This interaction may be spontaneous or non-spontaneous from the electromagnetic spectrum or other sources in the neighborhood of planet Earth or distant enough to ensure the appearance of this light in the living brain. During this interaction, the dream, image, or message (information) is introduced into the brain → mind (psyche) but with incomprehensible language and no meaning for the receptor (the human being and others). In section 3, this external origin will have more explanations to deepen understanding.

In what follows, in addition to this introduction, this article is divided into seven short sections: (2) The unconscious, conscious state, unconscious state, and dreams, (3) The origin of dreams as a consequence of Principles, (4) Conclusion, (5) Acknowledgements and Statement of conflict of interest, (6) References, (7) Highlights and (8) Single appendix.

2. The Unconscious, Conscious State, Unconscious State, and Dreams

This section is dedicated to elucidating the differences between the conscious state, the unconscious state, and the unconscious. Additionally, scientific arguments concerning the brain → mind (psyche) and dreams are introduced and related to these states of human life.

In this direction, Sigmund Schlomo Freud (1856-1939), among many other scientific researchers, discovered that the greater part of psychic processes occurs in the **unconscious state**² of human beings. Therefore, the conscious state lived by human beings is nothing more than a fraction of the total psychic process. As a consequence, he concluded that we are not in complete control of our own mind (psyche) as we believe we are.

In fact, the period of revolution of planet Earth around its own axis is approximately 24 hours. Human beings sleep an average of 8 hours each night; therefore, approximately one-third (1/3) of a human being's life is lived in an **unconscious state**. Consequently, one-third of a human being's life is lived by himself, but he himself does not live this period in a **conscious state**³. In other words, during sleep, human beings have no control whatsoever over this existence and the actions in their own lives.

Fortunately, during sleep, human beings dream. They know they are dreaming because sometimes, during sleep, dreams are composed of intense flashes or extravagant or schizophrenic

scenes, which generate intense stimuli in the organs of the body of the one who dreams. These stimuli suddenly lead the human being to his **conscious state**. Then he wakes up and is able to remember some small parts of the dream (sounds, words, messages, and images) but human beings are not conscious of the meaning of **language**, the **content**, and the **origin** of dreams.

In this direction, Sigmund Schlomo Freud attempted to understand the brain → mind (psyche). He defined the existence of an **unconscious** within the human psyche (mind) related with the origin of dreams. Thus, he treated dreams as being originated from psychic processes in the inner unconscious. Then, from this point on, he proposed to make a **scientific interpretation** of the content of each **dream** of a human being **relating** it with his conscious state (hidden desires, hidden wills, and so on). In this way, the unconscious, through its own language, could be accessed and comprehended. Thus, he carried out continuous and intense scientific study concerning dreams during the sleep period of some human beings' lives. This scientific research led him to develop one of the first broad theories or broad models to describe the human psyche (mind) [8].

Now, in the next section of this article, I'm not going to criticize Sigmund Schlomo Freud's scientific writings or propose interpreting dreams. I have set out to demonstrate through the principle of interaction, an external origin for the formation of most dreams in the psyche of humans, animals, and human-like machines (if they come to exist).

3. An External Origin of Dreams as a Consequence of Principle

Living beings born on planet Earth do not exist completely isolated from the cosmos. Various interactions with the planet Earth and the cosmos occur since the formation, development and death of the life of each living being. For example, the gravitational field of planet Earth interacts with the body of living beings. This interaction can even change their genetic form, over a long period of time, if the intensity of this field becomes a little different from what it is today⁴. These changes would occur in an attempt to establish an equilibrium between both, thus ensuring the necessary conditions for the presence of life. Otherwise, death or even the extinction of these living beings could occur on planet Earth.

In this sense, **magnetoreception** was the name given to the natural mechanism that orients birds and animals in migrations to specific places on the planet Earth, mainly with the changes of the year seasons. This mechanism has the function of a **biological GPS** in orientating of these living beings. The mechanism works more or less as follow: these living beings have a protein called cryptochrome in their eyes, light quanta interact with this protein, and of this interaction is formed a pair of particles within the cryptochrome; additionally, the presence of the **Earth's magnetic field** interacts with these particles, of this interaction results a visor, that indicates to these living beings the direction

¹An experimental setup consisting of a combination of other experimental setups (e.g., MRI machine, AI computer; and so on) was constructed to read dreams by mapping their effects on the brain and associating these effects with the types of dreams that were reported.

²Sigmund Schlomo Freud did not use or define the term unconscious state in his scientific writings. This term is used and defined by the author of this article, and its meaning can be found in reference [1]. Sigmund Schlomud Freud defined the term unconscious, which does not have exactly the same meaning as unconscious state. The meaning of the term unconscious can be found in Sigmund Schlomo Freud's books [8].

³As mentioned in the previous footnote, Sigmund Schlomo Freud did not use or define conscious state in his scientific writings. This term is used and defined by the author of this article, and its meaning can also be found in reference [1].

⁴In the vicinity of the Earth's surface, all bodies are subject to the same gravitational field intensity or acceleration of gravity of this planet, which is of the order of 9.81 m/s². This value varies slightly from point to point on the Earth's surface because the gravitational field depends on altitude.

of migration for their survival. More details about magnetoreception, the observant reader can find in references [9], [10] and many others cited therein and other references.

The explanation for magnetoreception and various other natural phenomena has only occurred because a vast progress there was in the experimental and theoretical sciences of human knowledge since the end of the 19th century and throughout the 20th century. This progress has resulted in a great development in the area of Neuroscience, which has allowed it to be removed from its purely phenomenological phase and treated as a scientific theory: Neuroscientific Theory [1], [2]. This theory has provided many new and revolutionary explanations for the functioning of the human and animal brain and their bodies.

Currently, Neuroscientific Theory is constituted of two postulates. The first postulate is elaborated in the reference article [1] and the second postulate is elaborated in the reference article [2]. From these two postulates and very few definitions, some consequences were predicted. One of these predictions was the real possibility of constructing a New and Revolutionary Method of Direct Learning between humans and machines without the presence of a teacher [1].

Fig. 01 shows how one of these Direct Learning Methods would be using a machine with a brain helmet. **In part (A)**, teaching is done by contact: the student can enter a room where there is a **Human Teaching Machine** and sit in a chair, he can enter into contact with the machine by voice or keyboard commands and a screen, then put on the brain helmet with a visor to be taught how to fly a plane, for example. **In part (B)**, teaching is done through mediated interaction (by waves): the **Human Teaching Machine** does not appear because teaching and learning are done without contact, that is, via wave-mediated interaction, the student can enter into contact with the machine through voice commands, he can remain seated or lying down; here, everything occurs through the direct interaction of the waves with the student's brain. These are two of the modern and advanced

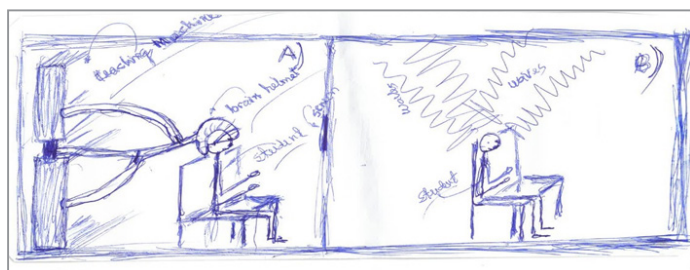


Fig. 01 - The figure represents one of the Human Teaching Machines. **In part (A)**, a student is in a study room. Behind the student is a **Human Teaching Machine** for contact. The machine has a **brain helmet** with a visor, which the student is wearing on his head; this is the contact. In front of the student is a screen, which can be used before and after contact teaching. The activation commands for the teaching machine can be given by voice or keyboard-screen. **In part (B)**, a student is in a study room. In this room, the **Human Teaching Machine** does not appear because the teaching is done via **wave-mediated interaction** (remote). Everything happens through the direct interaction of waves with the student's brain. Here, the activation commands for the Machine can also be given by voice [1].

representations of the Human Teaching Machine, but there are other simpler and less modern and advanced forms.

In the same sense and in the same way, from the two postulates that constitute Neuroscientific Theory, in fact, only from the first postulate [1], most of the dreams are predicted to be formed somewhere⁵ outside the Earth's environment or cosmos. Soon after, they can be sent via waves⁶ to the brain of a human being, animal, or human-like machine (if it exists). In this interaction, dreams are revealed somewhere⁷ in the **unconscious state** of the brain of a human being, animal, or human-like machine, just as a photo or film is revealed to be seen or not seen by a population in a place in the world. In this case, the observant reader should remember that movies, videos, and radio music are formed outside the Earth's environment and sent to human beings' homes in the form of electromagnetic and sound waves, which are captured by specific antennas and transformed into electrical signals, which the television again transforms into images and sound. These images and sounds are sent to the human brain through their eyes and ears. Thus, the human beings can watch movies and videos and listen to music without any trauma or mystery. The only difference in both cases is that the human being is in a **conscious state** and awake when watching television or listening to music.

As a consequence of this demonstration, a **Dream Machine**, which generates dreams, images, and messages (information), is predicted to be built by the human beings themselves. Just like a radio station, television station, or Human Teaching Machine, the **Dream Machine** can send dreams, images, or messages (information) through the waves directly to the brain of anyone who desires it, when they are in their unconscious or conscious states of their brain (psyche). Fig. 02 contains a very simple representation of someone sleeping in an unconscious state and being interacted by the **Dream Machine** via intermediation waves. Thus, the machine subtly and discreetly sends a dream, or a message, or an image to him.

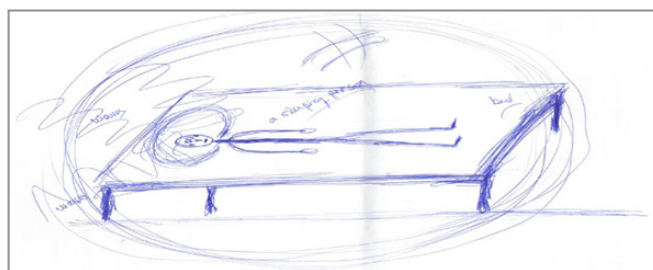


Fig. 02 - Someone sleeping in an unconscious state and dreaming. The **Dream Machine** interacts with him through the intermediation by waves. It subtly sends the dream to him while he sleeps, however, he could be awake and in a conscious state.

This Dream Machine performs a subtle, discreet, and powerful role in modern of telecommunications-information. Besides it constitutes a simple method despite being advanced. In this direction, prestigious experimental scientists, renowned scientific research laboratories, and the world's worthy billionaires should

invest strongly in order to build this Dream Machine: the one that interacts by contact and, especially, the other that interacts via intermediation by waves (without physical contact).

Now, in what follows, the author of this article will provide a short conclusion of everything exposed to the observant reader.

4. Conclusion

In this article, I, as the article's author, demonstrate via principle, that most **dreams**, images, or messages (information) are formed somewhere outside the planet Earth or cosmos. Simultaneously or immediately after their formation, dreams, images, or messages (information) are sent by wave-mediated interaction directly to the brain of whoever is desired to receive these products of modern telecommunication and information.

As a consequence of this demonstration via principle, a **Dream Machine** is predicted to be built by human beings themselves. By its own nature, this Machine constitutes a subtle, discreet, and powerful method of telecommunication-information, which can replace all other current means of communication-information.

Along the course of this demonstration, I, as the author of this article, remind the observant reader that a **Machine of Teaching Humans** was predicted to be possible to build [1]. Through this machine, a new and revolutionary **Teaching-Learning Method** is established to develop new skills in students without the necessary presence of a teacher.

In closing this article, this scientific researcher is encouraging experimental scientific researchers, directors of prestigious scientific research laboratories, and the world's worthy billionaires to invest strongly towards the construction of these two scientific machines: the **Dream Machine** and the **Human Teaching Machine**. The motivation for this investment lies in the own nature of these machines, which constitute a modern, unprecedented, subtle, discreet, and powerful means of telecommunication-information for the human beings of today and of the future.

5. Acknowledgements and Statement of Conflict of Interest

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Additionally, the author of this article declares that there are not potential conflicts of interest in the authorship and participation of the scientific work studied and prepared here for submission to institutions of foreign or national scientific publications. Grateful!

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7. Highlights

- What exactly is the origin of dream formation?
- Is the origin of dreams only internal to the human psyche (brain)?
- Do human beings live the most part of their psychic processes in a conscious state?
- The struggle to understand the language, content, and origin of dreams in the unconscious state of the receptor.

8. Single Appendix

On the next pages, to save the observant reader effort, is the complete content of the article: THE FIRST ELABORATION OF THE FIRST POSTULATE FOR CURRENT NEUROSCIENCE AND, CONSEQUENTLY, A NEW DIRECT TEACHING-LEARNING METHOD [1].

³The place in the cosmos or on planet Earth where dreams are formed brings back the time and place of the origin of the formation of human beings (Men) on the surface of planet Earth. The place and time that **have been lost** to human beings themselves until nowadays.

⁴Waves can be electrical and magnetic, but other types of waves can be sent and transformed into electrical and magnetic waves.

⁷Through Neuroscientific Theory, scientific researchers already know in which region of the brain dreams are revealed (dreams are manifested as if they were a movie or video). This region is mainly the cerebral cortex and limbic regions (such as the amygdala) [11].



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RESEARCH ARTICLE

THE FIRST ELABORATION OF THE FIRST POSTULATE FOR CURRENT
NEUROSCIENCE AND, CONSEQUENTLY, A NEW DIRECT TEACHING-LEARNING METHOD

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- ✓ Brain → mind and the first postulate of Neuroscience
- ✓ The mind as internal or external interactions of the brain
- ✓ A revolutionary new Direct Teaching-Learning Method

ABSTRACT

In this article, the author has the pretension to make the first elaboration of the first postulates of current Neuroscience (Neuroscience Theory). Subsequently, as one of the consequences of this first postulate, the author predicts or proposes a revolutionary new Direct Human-Machine Learning Method (or Direct Human-Machine Teaching-Learning Method). A method that can shorten the learning time and increase the amount of learning exponentially and develop other skills in the student in an unconscious or conscious state and without being enslaved him (or her). In this context, it is well known that Neuroscience, which is a multidisciplinary area of study, has attracted the attention of many scientific researchers and has presented the possibility of diverse applications in almost all areas of knowledge, for example: in Teaching and Learning, in Medicine, in Biology, in Computing, and so on and so far away. The reason for this is that technological advances from other areas of study to human knowledge have been directed towards promoting rapid and applied development in this multidisciplinary area. As a result, some older concepts about the brain → mind relationship have been abandoned and others proposed that are not yet well defined.

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1. Introduction

Nowadays, it is well known that scientific research has reached a very advanced stage of development compared to the beginning of the last century. This progress has led to the development of innovative experiments and technologies in scientific and social environments. This reality, over the last three decades, has sparked a great interest in using these experiments and technologies for the area of study of Neuroscience (**Neuroscientific Theory**). In this way, this is what has been done and Neuroscience has gone through moments of great scientific revolution in its own area.

In this direction, several new experiments and results have recently been produced and new scientific understandings introduced by a growing community of researchers in this multidisciplinary area of science ([Keshavan et al, 2024, [1]], [Gong et al, 2024, [2]], [Dubinsky, Hamid, 2024, [3]] among many others). Thus, some old ideas and concepts about the functioning of the brain → mind, which had no experimental proof, came to be refuted, that is, the experimen-

tal results in the present day were null or against such affirmatives. Given this fact, for example, recently, the article in Reference [Estanislau da Silva, 2024, [4]] supports a new proposal for understanding what was given as Schizophrenia (section 3 of that article). In this path, Neuroscience has been built as a theory with an experimental and phenomenological basis.

In this sense, the aim of this author is to propose the first elaboration or formulation of the first postulate of current Neuroscience (Neuroscientific Theory, today). Subsequently, as one of the consequences of this first postulate, this author proposes a revolutionary new Direct Human-Machine Learning Method (or Direct Human-Machine Teaching-Learning Method). A Method that can shorten the learning time and increase the amount of learning exponentially and develop other skills in the student in an unconscious or conscious state and without the student being enslaved. This way, to contribute to the answer to the question: **How does the brain learn something?**

That way, it is through this path that the motivation came to this author to write this article, beyond the own conceptualization of what Neuroscience is as motivating excitations. Strictly speaking, current Neuroscience (Neuroscientific Theory) has been defined as the area of science where the nervous system and its functional and behavioral relationships with the other parts of the body and the formation of the mind are studied. Being a multidisciplinary area, it is divided into five major areas of study: Neurophysiology, Neuroanatomy, Neuropsychology, Behavioral Neuroscience and Cognitive Neuroscience, which are related to each other to form a whole: brain → mind, control of the body by conscience or conscious or no-conscience or unconscious action-reaction, voluntary or involuntary.

2. Some reminders of the modern scientific Method

In this section, the aim of the author of this article is to reaffirm the two fundamental principles of the modern scientific Method. But, before that, it's important to say: what is the main purpose of creating this Method? In this sense, the modern scientific Method¹ was invented to establish safe criteria and principles in the direction of carrying out experiments and theories through an objective, impersonal scientific path and in a language as free as possible from figures of speech, which mystify the unknown and even the already known.

The Method was established in opposition to the creation and propagation of deception, occultism, mysticism and charlatanism, which can be done through Science intentionally or unintentionally by those who produce it in human civilization. This fact occurred a lot in the scientific language used by scientists and non-scientists in ancient times and in the "dark ages" as a result of various causes of the time. Now, knowing what the aim of the modern scientific Method is, then, in relation to the invention and construction of pure scientific theory or experimental-phenomenological theory, for these it is convenient to follow the two principles described below, in to restrict misleading ideas as much as possible:

- 1) All theories invented by normal human heads, until today, are built on a minimum number of **postulates** and a minimum number of **definitions** or concepts that cannot be refuted in the objective proposed by the nascent theory.
- 2) The **language** used to formulate a theory should be impersonal, without unnecessary multiple meanings, without controversies, without figures of speech, which generate a personal point of view, and so on.

There are other important procedures² for developing a new scientifically acceptable theory or experimental elaboration. But, it is not the aim with this article to elaborate a new

¹ Many scientists have written about the modern Scientific Method, for example: Issac Newton, René Descartes, Ibn Al-Haythan, *et al.* More currently, the Vienna Circle has given these principles the content of verification and the inductive method. Karl Raimund Popper logically assured that neither verification nor induction alone served the purpose in question, such as understanding reality as it is and not as one would like it to be, as the scientist must work with falsification, that is, he must make a hypothesis and test your hypotheses by looking not just for evidence that it is right, but above all for evidence that it is wrong. If the hypothesis does not stand the test, it is said to have been falsified. If not, it is said to have been corroborated [Popper, 1935, [5]], [Popper, 1963, [6]], [Wikipédia, 2023, [7]].

² Ditto footnote 1.

theory. In this way, the reminder of these two principles dictated in the words of this author should be sufficient and necessary to help in the first formulation of the first postulate of current Neuroscience (Neuroscientific Theory) and, consequently, ensure the new and revolutionary Direct Human-Machine³ Interaction-Communication Method given in section 3 of the article in Reference [Estanislaou da Silva, 2024, [4]] and, by more other consequence, make the prediction of a new and revolutionary Direct Human-Machine⁴ learning Method (or Direct Human-Machine Teaching-Learning Method).

3. The first elaboration of the first postulate of current Neuroscience and its consequences

This section is dedicated to the first elaboration or formulation of the first postulate of current Neuroscience (Neuroscientific Theory) in the process of development to this day.

In this direction, it is well known that the interest in understanding the functioning of the brain → mind of both human and non-human is very old (you can consult it in [Keshavan et al, 2024, [1]] among many others). Thus, it is important to go back to Sigismund Schlomo Freud⁵ (1856-1939), who, among others, discovered that psychic processes⁶ are most of the time **unconscious** in relation to who they happen, the **conscience** being no more than a fraction of the total psychic life of the one with whom it occurs [Freud, 1905, [8]], [Freud, 1900, [9]]. From that, he concluded that we are not in complete control of our **mind** as we believe that we are.

In the days of Sigmund Freud and his contemporaries, there were some theories about this issue, but there was little technology to provide experimental measurements, at least that is what has been published. Today, almost two centuries after Sigmund Freud, every area of human science has had significant theoretical and technological development. For example: the study through Biology had an important advance for the understanding of animal and plant life, the study through Chemistry provided the understanding of various processes and chemical structures in nature and in the living body, the study of Physics Theory and Engineering provided the opportunity to build various technologies, such as interferometers, lasers and so forth⁷.

These scientific and technological advances have contributed to the development of an understanding of how the body and brain are made and how both work for our human generation. In relation to **brain** → **mind**, scientific researchers in the area of Neuroscience have assumed the

³ Interaction-communication can happen with a machine or with a non-machine resembling a human or with a human or with nature. This interaction-communication can happen as a spontaneous event or as a non-spontaneous event in a conscious state or in an unconscious (non-aware) state in relation to the brain → mind.

⁴ Idem footnote 3.

⁵ Many of the original writings and articles by Sigmund Freud are said to have been destroyed or prohibited at the time when he lived and soon afterwards. Then, many of his studies found today are translations with some interference from those who studied and published them. This fact hinders a better understanding of his studies, especially with regard to the **unconscious**.

⁶ Psychic processes occur to form what (or who) you are being for living

⁷ Nowadays, there are a vast number of articles concerning these technologies and scientific advances, which can be readily obtained. Therefore, the author of this article leaves it to the observer to search for some of these articles on the Internet or any other available medium, but be careful not to be misled by subtle or crass means.



proposal of the **mind** or **thoughts** as resulting from internal processes within the brain and **not** as resulting from **external processes** ([Ramachandran, 2011, [10]] among several others), however it has resulted in some important contradictions with the areas of other Sciences studied separately. For the observant reader to be aware of this consequence, the author of this article recommends consulting the reference [Estanislau da Silva, 2024, [4]] or you can study current Neuroscience, Physics, Engineering and Philosophy, among others, separately and come to this conclusion and make your defense.

Then, from what has been exposed in the preceding paragraphs and the recent scientific work entitled Some Scientific Controversies Compelling on Some Neuroscience Content in Recent Publications, in [Estanislau da Silva, 2024, [4]], the author of this article elaborates for the first time the first postulate of current Neuroscience (or Neuroscientific Theory) as follows:

Ist) The brain interacts by contact or at a distance with parts of itself, the body of the head of the brain and with the external environment in which it lives. This interaction results in information⁸ (thought, image, etc.), which can occur in a state of conscience⁹ (or in a state no-conscience) or in a state of unconscious¹⁰ (or in a state of conscious) of the living being awake or sleeping or asleep, of who has the functioning brain inside the head of your body.

In this way, as one of the consequences or predictions, you human can make a brain model System made up of biological circuits or equivalents¹¹, which are being completed by themselves and each other and forming and sharing information with each other with the passing of life. Another consequence or prediction is that the interaction of the brain with the outside, at a distance or in contact, can result in information (thought, image, etc) **already ready** from outside, from the outside, into the brain of the head of the living being in a conscious or unconscious state and awake or sleeping or asleep. This interaction of the brain with the outside and at a distance or contact can occur via electromagnetic¹² interaction

⁸ The observant reader realizes that the complete interaction results in **information** or, in other words, the complete interaction results in the **mind**, which can be internal or external by the postulate itself. But the external part has no mystical meaning.

⁹ **Conscience** is the same as science, in the meaning of being aware of how something or an event occurs, being fully understood spontaneously or non-spontaneously. If this is ignored, a state of **no-conscience** is lived by the living being. **Conscious** has the same meaning **conscience**, but all information and its total understanding **comes ready** from the **outside** into the brain and without mysticism. If this is ignored, for example, through deception or lack of completeness of wisdom, a state of **unconscious** is lived by the living being, as explained in this article and in the Reference [Estanislau da Silva, 2024, [4]]. All these definitions and meanings are a consequence of the postulate elaborated for the first time by the author of this article.

¹⁰ **Unconscious** has its meaning given in footnotes 9 and 8 and 3 related to each other.

¹¹ Biological, equivalent, similar, and so on, is what is defined as natural or unnatural in footnote 3. **Unnatural**, as the observant reader may become conscience, does not have the meaning of mystical or anything in this sense. The term **conscience** is the same as **with science** (footnote 9), which in everyday conversations or even in scientific conversations has lost its correct meaning due to the ignorance of those who use it. The term **ignorance** here is used without offense or prejudice, since ignorance can have many causes.

¹² It is important to think about the damage that can be caused by long interaction times or unfavorable interactions with the

or other interaction that can make the same interactions and carry information: thought, image, communication, and so on. This interaction constitutes the external part of the mind, in other words, it is the **external part of the mind**, but not mystical.

From the consequence given at the end of the preceding paragraph, the author of this article predicts that you human can build a new and revolutionary Direct Human-Machine Learning Method (or Direct Human-Machine Teaching-Learning Method)¹³. This Method can shorten the learning time and increase the amount of learning exponentially and develop or make manifest other skills in the student (learner) in an unconscious or conscious state and without being enslaved the student. All this action can happen with little physical and mental effort than with the traditional method.

Another result obtained from this postulate and the concept of plasticity or cerebral adaptation or biological adaptation is that the best question to be made is not: Who are you (or Who am I)? The best question to be made is: Who or What are you being by living (or Who am I¹⁴ being by living)?

4. Conclusion

Starting from existing scientific studies in articles and books available of the area of the current Neuroscience, but which presented some contradictions with other scientific areas, which were pointed out and explained in [Estanislau da Silva, 2024, [4]], the author of this article makes the first formulation of the first postulate of current Neuroscience (or Neuroscience Theory). Furthermore, as a consequence of this postulate, the author of this article predicts the existence of a new Direct Human-Machine Teaching-Learning Method¹⁵, which can shorten the learning time and increase the amount of learning exponentially and develop or make manifest other skills in the student (learner) in an unconscious or conscious state and without making mental and physical slavery in the student.

Other consequences and predictions can also be supported from this postulate and some very clear and non-refutable definition, if this definition is not possible, then one can look for another postulate. This other postulate should complement the new Theory of Neuroscience (Neuroscience of today). Some of these consequences are made in section 3 of this article by the author of this article, but without the need for a second postulate. To better understand these consequences or predictions, it is important for you to read section 3 of this article. Thus and finally, the proposal in this article is carried out.

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human body, with the machine body or with another body in interaction.

¹³ You can take a little of conscience of that relationship or communication by reading footnotes 3 and 11, in this order.

¹⁴ Here, the term "I" has the meaning of unitary or unique and so on, but that doesn't exclude the existence of a "I" **common** to all of us, beyond to this **common "I"** may exist own "I".

¹⁵ You can take a little of conscience of that Method in section 3 of this article.



6. Statement of conflict of interest

Additionally, the author declares that there are not potential conflicts of interest in the authorship and participation of the scientific work studied and prepared here for submission to institutions of foreign or national scientific publications. Grateful!

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