

## FLUID COMMON SENSE SYNDROMES *Learning How to Learn* (LL)

From theory to application: via Edgar Morin, Skinner, Chomsky, Gestalt & Piaget.

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### ABSTRACT

This ongoing research aims to explore the common-sense deprivations syndromes and their impact on the multiple vital intelligences. This article aims to examine an assumption that the educational deficiencies are related to the deprived Common-sense flow, which can also be found in the best educational institutions. We will be exploring a theoretical study of the different facets of understanding "common-sense" and its expressions, that will include a critical comparison study with other educational & learning theories, including those of Skinner, Chomsky, Gestalt, Piaget, and Edgar Morin.

**Keyword Terminology:** 1. Fluid Universal Common Sense Symptoms (FUCSS); 2. Interest Square Unit (ISU); 3. Educational Interest Square Unit (E-ISU); 4. Vital Logic (VL); 5. Intelligent Common-sense Communication (ICSC) expressions, 6. Paradoxical Dynamic Assessment (PDA), 7. Vital Behavioral Language (VBL); 8. VBL: Sensory, psychological, cognitive, educational, and linguistic interests (S.P.C.E.L), 9. Learning how to learn (L.L), 10. Auto- Self Regulating (ASR).

### INTRODUCTION

This article is a follow-up to my 2019 thesis study. The study is based on the hypothesis that the negative impact of educational adaptations can be linked to a lack of Intelligent Common-sense Communication (ICSC) expressions that have been used for a long time, but it has often been associated with controversial expressions related to concepts such as "thinking," "awareness," "correctness," "consciousness," "memory," "intelligence," and "soul." However, when it is related to physical or nature-related interests, it naturally functions correctly, even if its meaning is not always clear.

The paradox here lies in the fact that the crystallization disorders of the Fluid Universal Common Sense (FUCS) arise from its own nature, which diffuses naturally, yet is also vulnerable to disruption, something to which everyone is susceptible and exposed, depending on individual circumstances. This article endeavors to identify and address the FUCS symptoms, ranging from learning, breastfeeding, illness prevention, combatting injustice, opposing slavery, and suicide prevention, among other aspects. These practices are continuously engaged in by individuals to varying degrees and in different areas, based on the Interest Square Unit (ISU)<sup>1</sup> matrix of Vital Logic. For instance, addressing the continuous Syrian civil war since 2011, understanding the conflict between Russia and Ukraine, or dealing with threats of civil war in France stemming from students of vocational schools in Paris, to the broader issue of cohabitation between Israel and Palestine. As learning interests are

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<sup>1</sup> See: <https://dl.acm.org/doi/10.5555/850981.855237>

#### ABSTRACT

In this paper a four-valued logic on B(4) called Hyawic Form UniLogic. Examples of this UniLogic are given which model problems in the area of human interaction, dialog and communication, i.e. human speech. The four values, or states, are isolated, conflicting, co-existing and unifying, forming a square lattice of B(4), Post Algebra of order 2 with 4 elements, inside Post Algebra on E(9) of order 3 with  $9 = 3 \times 3$  elements. This logic has been used to represent human speech problems and their solutions in college classrooms. This logic is used in different universities, countries and languages including France, Algeria, Egypt and USA. It is used for policy analysis and planning, as well as for academic research in inter-communications analysis. Software packages using this logic are available from the developer Dr. Raiek Alnakari.

rooted from the foundations of various institutions and learning theories, this research will be concentrating on the evident disorders within.

## METHODOLOGY OF THE FLUID UNIVERSAL COMMON SENSE FUCS

### Fluid Universal Common-Sense (FUCS)

Common Sense is not only a physical law like the one introduced by Newton or Einstein, but it does not conflict with any objective experimental law. Common sense is not only memories and intelligences generated and embodied exclusively by humans, but constitutes all forms of intelligences and of natural and artificial memories.

The universal common-sense flows naturally in all individuals and group, unless it is inhibited. This flow is manifested through individual's sensory, psychological, cognitive, educational, and linguistic interests (S.P.C.E.L), which collectively form a self-regulating vital behavioral language (VBL). Thus, a deficiency or absence of common-sense flows can disrupt an individual's VBL's inability to express them properly to a degree that it can weaken their vital behavior language VBL, leading it directly effect their social emotional learning SEL skills, manifested forms of deprivations in their self-esteem, confidence, tapping to their consciousness, to be able to self-manage, self-learn, self-awareness, inability to express objectively their needs/emotions and so forth.

The common-sense disorder's remedy can start by practicing common-sense paradox exercises of relevant interests focusing on the *identification, prioritization, memorization* and *standardized* interest square unit, that can be implemented in any topic starting from sciences to arts. These exercises are enriched through the Paradoxical Dynamic Assessment (PDA) program, which is based on the 5 Vital logic that has been manifested in to an Intelligent Common-sense Communication Test (ICSCT)/ (V-IQ)<sup>2</sup>.

### Two Types of Fluid Universal Common Sense

First is a cosmic common sense manifested in general, from the 5 Formative Vital Logic or the Common Sense Laws.

Second type is crystallized by the existence of the 3 Normative Axiomatic Trinity Value in specific circumstantial forms with a variety of Vital degrees.

### The 5 Formative Vital Laws of FUCS

Every being is a *form*, even if it appears formless,  
Every being is a *kinetic*, even if it seems stable,  
Every being is a *containing*, even if it appears empty,  
Every being is a *probability*, even if it seems determined,  
Every being is a *relativity*, even if it seems absolute.

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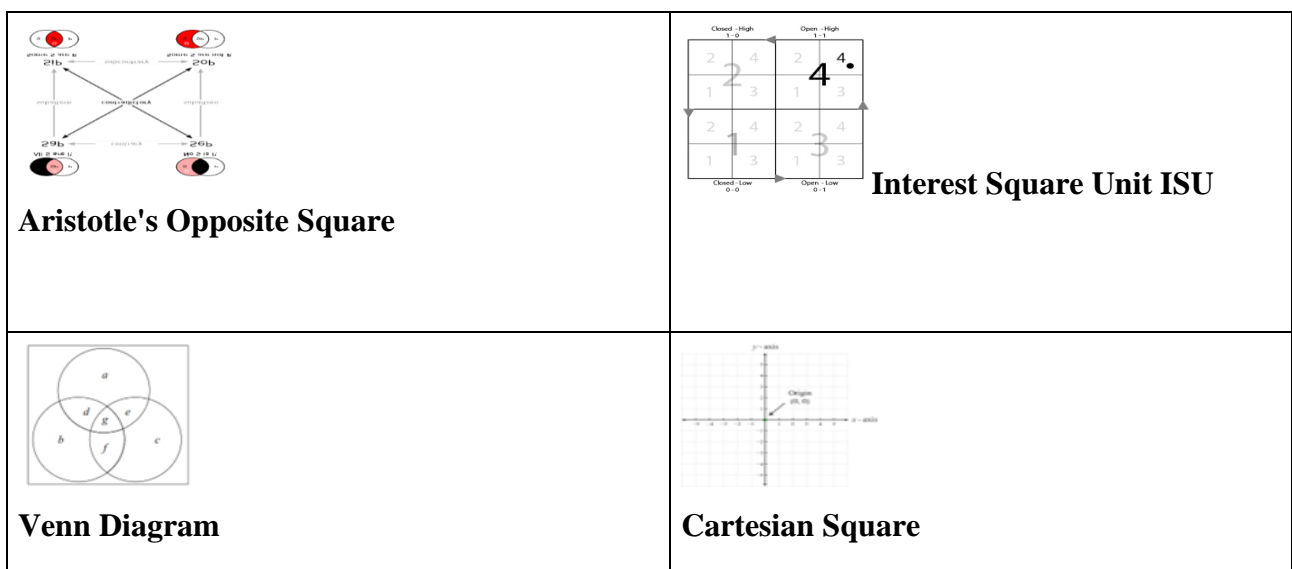
<sup>2</sup> The term of (V-IQ) stand for (Vital Intelligence Quotient) as it represents the Common Sense Test, it is explained and used in my thesis as I used in my field application on informal settings, as well as in formal class settings in Damascus and in Parisian Schools (of General and Professional academic programs ). "Vital Intelligence Quotient"(V-IQ), which is a final result derived from several standardized tests based on ISU, designed to assess human Intelligence of Common Sense Communication Test (ICSCT) , regardless of age, gender, race, class, nationality, religion, language, etc. The Hayawic Intelligence Quotient is subject to an entropy and regression, which requires constant S.P.C.E.L interactions as well as recharge to renew the VBL patterns. Hayawic is a term that means "vital" and is used in my thesis the practice of "Hayawic logic", is equivalent to the Intelligence Quotient, as we refer to it as Vital-IQ (V-IQ).

**The 3 Normative Values of Cosmic Axiomatic Trinity (A.T):** consist of every being (form) as instinctively attached to:

1. Life, even if it seems lifeless,
2. Justice, even if it seems unjustified,
3. Freedom, even if appears incapable to be free from entropy.

**Interest Square Unit ISU as Matrix of the FUCS**

The 4-Interest Square Unit (ISU) serves as the matrix for the Fluid Universal Common Sense System (FUCSS), discovered by Raiek Alnakari, and is designed as a cosmic matrix, applicable to every being. It encompasses: 1, the (5) formative laws of the FUCSS, 2. The (3) cosmic values of the Axiom Trinity (A.T), and 3. The categorization measurements of any Being-Identity from (*Structural, Functional, and on to Organizational*). The ISU not only include but also surpasses Aristotle’s Opposite, Venn Diagram, and Cartesian Square, extending its scope and applicability.



**Differences in Terminology**

R. Alnakari’s Square versus of Aristotle, Descartes, and public terms is as follows:

- Alnakari Hayawic Logic Terms: Low / high resonance + Closed / Open circulation.
- Descartes Terms: (0-0; 0-1; 1-0; 1-1) / (--, --, +-, ++).
- Aristotle Logic Terms: All-some, negative-positive.
- Public Terms: (weak-closed, weak-open, strong-closed, strong-open).

**Two Types of FUCSS Matrices**

**First- 4 ISU Matrix**

The first matrix is rooted in a comprehensive algorithm measurement consisting of the Formative and Normative of the Fluid Common Sense, manifested through a mathematical Interest Square Unit ISU matrix tool that consist of four units *totality, partial, negativity and positivity*. Each ISU can go through two phases : General ISU and/or Nested ISU. The Nesting phase lies within the four General ISU- *Isolation Interest Square, Conflicting Interest Square, Coexisting Interest Square, Unification*

*Interest Square* consisting of once more of the four Interest Square Uni ISU of *Isolation, conflicting, coexisting and unification*.

#### 4 INTEREST SQUARE UNIT ISU MATRIX

<p><b>Square One-</b> Isolation: (low resonance+ closed circle)</p> <p><b>Square Two</b> Conflicting (high resonance+ closed circle)</p> <p><b>Square Three</b> Coe-existing (low resonance+ open circle)</p> <p><b>Square Four-</b> Unification (high resonance+ open circle)</p>	
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This vital measure of intelligence does not measure knowledge of information or memory, but it measures the intelligence of Common sense in practicing and applying information according to the technique of the Interest Square by diagnosing each of :

1. Identity -Isolation Interest square
2. Priority- Conflicting Interest square
3. Memory- Coe-existing Interest square
4. standardization - Unification Interest Square

It is a measure that requires no prior explanation to assess the criteria of disturbance in learning, knowledge of knowledge, or measurement of sensory, psychological, cognitive, educational, and linguistic measurements.

#### Second- Education Interest Square Unit (E-ISU)

It is a criterion specifically designed for educational purposes, known as the Education Interest Square Unit (E-ISU). It measures the 5 formative VL and the 3 normative values by assessing the range of vital degrees in any *learning-how-to-learn* (LL) context, circumstance, information, text, event, etc.

**EDUCATION -ISU MATRIX**

<b>UCSF ROOTS</b>	<b>UCSF CRITERIA</b>
<b>Square One - Isolation ISU</b> (Weak- Closed ) to FUCSS	A. Imposing <i>Double</i> standards, Racist & Terrorism practice. B. Its education interest is corrupted, exceeds an era of its time
<b>Square Two - Conflicting ISU</b> (Strong - Closed ) to FUCSS	A. Education based on non-scientific experimental hypothesis B- Denial or neglect of the universal common sense's existence
<b>Square Three - Coexistence ISU</b> (Weak- Open ) to FUCSS	A. Weak openness or non-opposition to the expression of universal common sense. B. Openness to critical thinking and diversity but not fully up to date in specialty .
<b>Square Four- Unification ISU</b> (Strong - Open ) to FUCSS	A. The existence of theoretical and practical expressions affirming/confirming the reference of the fluid universal common sense (5 VL). B. The existence of theoretical and practical expressions consistent with the reference of the cosmic Axiomatic Trinity (3 Values).

The E- ISU Matrix is here to evaluate both specific crystallized forms of

1. Self and 2- other's regulated degree of the *leaning how to learn* (LL) of any relevant (interest/information), based on a circumstantial crystallized degree of an instinctive evolutionary individual and group representation by 5 different Patterns of Auto - Self Regulating (ASR) through the
  1. sensory, 2. psychology, 3. cognitive, 4. education and 5. language (SPCEL)

The self and other regulating of (L.L) is subjected to be evaluated by the Vitalist Intelligent Quotient ( V-IQ ) based on a specific E- ISU as an (ISU - ICSC) ( Intelligent Common Sense Communicative) in which is reflecting most through the vitality of the Social Emotional Learning) SEL that can be measured by the ISU- Paradox Dynamic Assessment (I.P.M.S) Taxonomy in which consist of 4 four learning stages on how to learn :

The four 4 stage of the ISU- Paradox Dynamic Assessment (I.P.M.S) which stand for:

1. E- ISU Identification

2. E- ISU Prioritization
3. E- ISU Memorization.
4. E- ISU Standardization

Each stage of ISU-Paradox Dynamic Assessment (I.P.M.S) are measured by the FUCS's Crystallization ISU Identity.

### ISU EDUCATION COMMON SENSE SYNDROME

GENERAL EDUCATION ISU	UNIFYING SQ 4 Strong Openness of Common Sense	COEXISTING SQ3 Weak Openness of CS	CONFLICTING SQ2 Weak Closeness of CS	ISOLATION SQ1 Strong Closeness of CS
Practice				
Theory				
Oral				
Text				
Behavior				
Image				
Arts				
Science				

### ISU EDUCATION COMMON SENSE DISORDER SYNDROME (NESTED)

GENERAL Education ISU – Unifying/Coexistence/Conflicting/Isolation				
NESTED WITHIN	UNIFICATION	COEXISTING	CONFLICTING	ISOLATION
Theory				
Practice				
Oral				
Text				
Behavior				
Image				
Arts				
Science				

**COMMON SENSE KNOWLEDGE DISORDERS**

*via Edgar Morin, Skinner Behaviorism, Noam Chomsky's Universal Grammar, Gestalt Holistic, Jean Piaget and Daesh ISIS.*

**General ISU Square #4 = Unification EDU**

- a. The existence of theoretical and practical expressions affirming/confirming the reference of the fluid universal common sense (5 VL).
- b. The existence of theoretical and practical expressions consistent with the reference of the cosmic Axiomatic Trinity (3 Values).

**Noam Chomsky**

One can appreciate the positivity of Noam Chomsky's acknowledgment of the existence of the innate expression of a "grammar," which he calls Universal Grammar, that is general to all human beings, he does not relate it to the incentives of the human external learning environment languages. Thus, Chomsky is still unable to accept<sup>3</sup> the existence of cosmic memory laws, experienced through VBL from human to the smallest atoms of behavior language. As he may still not recognize that the behavior languages, as an example, are not limited to a mouse's reaction of creating its own saliva just from the thought of food

Noam Chomsky's GENERAL ISU		
NESTED UNIFYING		
TEXT & THEORY	Conflicting	Unification
	Isolation	Coexisting

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<sup>3</sup> After my father Raiek Alnakari sent my pre-reports of my thesis and the explanations of the ISU matrix about the universal commonsense laws to Chomsky, his initial respond was not a reject, but instead responded, on Thu, Sep 17, 2020 at 6:07 PM Noam Chomsky <chomsky@mit.edu> wrote: "Thinking about them needs more time." and in a following message writing "Your ideas require more thought", On your more far-reaching questions, it would take a lot of thought. I just cannot manage." "Very pleased to learn about your daughter's Phd thesis. I wish I could proceed further, but demands are so intense, so far ahead, that it is not possible for me to undertake any new commitments". Of course, his respond is completely comprehensible and is justified certainly knowing his current age. And could not be more appreciated for his willing and interest in responding to the initial temptation to collaborate with him.

To say that there is universal intelligence in common sense communication does not mean that the interests of communication are the same. Claude Elwood Shannon scientifically proves that every being, expression, silence and all other forms of communication express information measured in units of bits, whether it is understandable, intentional, or whether it is a message, a messenger or a receiver.

### Edgar Morin

Edgar Morin rethinks fundamental problems that have been overlooked or neglected in education, and presents them as “Seven Complex Lessons” that should be covered in an education of the future in all societies in every culture, according to means and rules appropriate to each. With the publication of this provocative essay, UNESCO hopes to stimulate discussion on how education can and should act as a force for the future and promote a transdisciplinary perspective to meet the great challenge of durable development.

Edgar Morin's General ISU				
TEXT	Unifying	Coexisting	Conflicting	Isolation
	✓			

### Edgar Morin's ISU Nested Unifying

*"By prescription and proscription the paradigm founds the axiom and expresses itself in the axiom ('every natural phenomenon obeys determinism', 'every properly human phenomenon is defined by opposition to nature', etc.)"*<sup>4</sup>

The confusion results from the fact that the text contradicts to the first and fourth laws of 5 vital logic. First : It does not mention but rather denies the existence of a formative form that combines humans and nature.

Secondly: It contradicts that the laws of scientific empiricism are in fact not deterministic, but probabilistic even if it appears deterministic.

Edgar Morin's GENERA ISU		
NESTED UNIFYING		
TEXT	Conflicting	Unification
	Isolation	Coexisting

### Common Sense Disorder of Skinner

Skinner recognizes the capacity for learning in humans and animals,

<sup>4</sup> Page: 22 • Seven complex lessons in education for the future- UNESCO PUBLISHING



He recognizes that common sense is not limited to humans, as it is possible to teach a mouse to salivate in its mouth even without seeing food, a response that behaviorism has not yet recognized. With the development of AI, we have seen that it not only has the ability to learn, but it can also teach humans in return.

Skinner's ISU GENERAL UNIFYING		
NESTED UNIFYING		
THEORY	Conflicting	Unification
	Isolation	Coexisting

However, as philosophers and educators, we still fail to recognize that this phenomenon is accessible because both living and non-living entities are capable of acquiring and providing information in different forms of expression, such as computer language and satellite software, for example, also fall into the category of vital behavioral language (VBL).

### Gestalt's Holistic Approach

Although Gestalt made a valuable contribution in focusing on language learning through the overall context of linguistic change, the problem remains due to the disturbance of the total concept itself, which is well-known for its shortcomings throughout history. As the vital logic depends on the concept of the 'whole' for learning in general or in language learning implicitly through the ISU, the 'total unit' of the Interest Square Unit (ISU) includes not only the whole but also two interconnected faculties, from negative to positive, and with their paradoxical particles. The 'whole' of any word consists of a waterfall of paradoxes, and this is what has outlived the language memory of any vital behavioral linguistic learning.

Gestalt's GENERAL ISU		
NESTED UNIFYING		
TEXT & THEORY	Conflicting	Unification
	Isolation	Coexisting

### General ISU Square #2 = Conflicting ex. Jean Piaget

- a- Education based on non-scientific experimental hypothesis
- b- Denial or neglect of the universal common sense's existence

His research, which primarily focused on the cognitive development of children, has faced criticism due to its limitations. Piaget's initial observations were predominantly conducted on his own three children and nephew, making it difficult to generalize his findings as valid with time to the experts of the field, as well as, his neglect to his selection of study, not considering the different age-groups, mental disabilities, ethnicity, social status, and economic backgrounds. Moreover, his research emphasis on cognitive development stages and biological maturity lacked clarity within his definitions of theory, hence a lack in providing efficient scientific definitions to his work, hindering replication when needed.

Jean Piaget's GENERAL ISU				
THEORY	Unification	Coexisting	Conflicting	Isolation
			✓	

Unfortunately, a large portion of American and European educators have relied heavily on the data promoted by Jean Piaget's studies as biological facts implemented in the education system. Since everything can be improved, Jean Piaget's biological studies were proven wrong, including his recommendation not to teach logical and ethical topics to children under the age of seven due to the inability of brain maturation children to understand abstraction. until the age of 11. This idea is not only false but also disastrous. This is where we can introduce the significance of Matthew Lippman and others, who showed not only the absence of common sense through the studies of Jean Piaget, but also the error of common sense.

**General ISU Square #1= Isolation ex. Daesh ISIS**

- a: Terrorisme practice
- b. Its education interest is corrupted, exceeds an era of its time.

Justification: this research will not provide more about the example of ISIS because the example its self has become well known, documented, and globally condemned as it appeared what results it has done triggering civil wars in Syria, Iraq, Afghanistan, and many African countries, and many terrorist movements that spread to Europe and the United States of America.

Daesh ISIS's GENERAL ISU				
PRACTICE & THEORY	Unifying	Coexisting	Conflicting	Isolation
				✓

**CONCLUSION**

I practiced and implemented the diagnosis based on the ISU of the Fluid Universal Common Sense Syndromes, in my professional life for the last 20 years in various fields and levels in Washington, Paris, and Damascus from a teaching position, varying from primary classes on to university, as it was implemented mainly in two subjects, Science of life and English Second Language ESL, along with consulting to treat educational common sense disorders for some individuals.

The core of this article is to implement the application of the Fluidity Common Sense Matrix. This approach aims to diagnose universal common sense syndromes within specific theoretical educational frameworks, illuminating their profound impact on the wide range of theories, institutions, departments, global research and teaching curricula.

As observed, the ISU matrix is an adaptable and concise methodology that we can presume to be understandable and applicable across all fields. It serves specialists in educational interests and the general public with global interests, whether in traditional or non-traditional settings. The scope of learning how to learn (LL) extends beyond formal education in schools and universities, encompassing all facets of influence on our daily challenges and experiences. This includes contributions to our consciousness, self-control, and interactions within environments such as homes, streets, workplaces, and with people, among other factors. It extends to our awakening states and the pursuit of dreams, our health and illness, our emotional and desires. The ISU matrix has the ability to span the dimensions of covering linguistic aspects across the lifespan and cycles.



The general are not limited can also be imagine. We can diagnose these effects, whether in their manifested crystallized forms or in their extracted forms as lessons that influence us, irrespective of our awareness.

Last but not least, we will conclude this article with the image below, shedding light on the common understanding of the roots of the General and Nested Interest Square Unit. This image has been published by CNN, depicting the tragic circumstances of casualties in Gaza during the war that commenced on October 7, 2023.<sup>5</sup>

As done in the previous extracted texts and theories, we now leave it to the reader to discern what the Education Interest Square Unit (E-ISU) would be. Considering, what insights would we gain if we knew that the bodies strewn in the street total of 14,000, with half of them being children who fell victim to revenge killings? This tragedy persisted for 48 days, despite the United Nations' efforts to intervene. The reader is invited to implement the E-ISU and reflect upon the profound implications of such a situation.

## BACKGROUND HISTORY

All of my research, whether before, after, or within my doctoral thesis, was conducted within the framework of the concepts of the Damascus School of Hayawic Logic (DSHL) founded year 1967 by my father : Dr. Raiek Alnakari.

(DSHL): Was an operating secretive organization comprising their goal to discover a logic that can that can transcend the dangers of unilateral policies, all of which were stubbornly trying to impose : peace, human rights, global citizenship, and pluralism through the threat of the nuclear age. Damascus School of Vital Logic aimed to achieve these objectives while avoiding the return of civil and global wars.

<sup>5</sup> <https://edition.cnn.com/2023/10/23/middleeast/gaza-hospitals-doctors-disaster-intl-hnk/index.html>

Raiek Alnakari, is firstly a modern artist, novelist, and most importantly, the founder of the Hayawic/Vital Logic with. Gilles Deleuze, François Châtelet and René Schérer who had named the group by the name of “Damascus School” comparing to it to the Frankfurt School.

The Damascus School of Human Logic (DSHL), founded by my father after the 1967 war, was applied as an interdisciplinary cognitive engineering. He imparted its principles at several universities in different countries, including France, Algeria, and Cairo. This vital school transcends exclusive boundaries of language, nationality, and religion, embracing all students of Raiek Alnakari. He authored over forty books, many of which were banned from publication. The latest is the encyclopedia 'Quran al-Quran, Bible of the Bible, Torah al-Torah,' comprising 16 volumes. The first and 11th volumes were published in 2018 and 2019, respectively.

As I identify myself to be one of the members of the second generation continuing the path of the researchers from the Damascus Hayawic School.

#### **DECLARATION**

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