Research, Society and Development, v. 12, n. 5, e13212541590, 2023
(CC BY 4.0) | ISSN 2525-3409 | DOI: http://dx.doi.org/10.33448/rsd-v12i5.41590

PoM & ToM - Harnessing the Power of Mind in Theory of Mind by shaping beneficial mental states in Preschoolers and the ICT's role

PoM & ToM - Aproveitando o poder da mente na teoria da mente, moldando estados mentais benéficos em crianças em idade pré-escolar

PoM & ToM - Aprovechar el poder de la mente en la teoría de la mente mediante la formación de estados mentales beneficiosos en niños en edad pré-escolar

Received: 04/26/2023 | Revised: 05/06/2023 | Accepted: 05/08/2023 | Published: 05/13/2023

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Abstract
The mental processes that constitute the Power of Mind use thinking as their primary tool. Thought creates emotions which in turn cause corresponding behavior. Consequently, thoughts act as motivators that propel the individual to action. Therefore, the quality of each piece of thinking is fundamental to its evolution. The child gradually develops the ability to read the mental states of others, relying both on the beliefs he has created about himself according to his thoughts and perceptions and on subconscious actions that affect him unconsciously. The current literature review studies the importance of the Power of Mind (PoM) in the human factor and its relationship with Theory of Mind (ToM) in preschool age. The conclusions of the research reflect the importance of the Power of the Mind in the formation of thoughts, beliefs, and emotions in young children, presenting several methods of utilizing it in the educational process.
Keywords: Power of mind; Theory of mind; Subconscious mind; Neuro-linguistic programming; Visualization.

Resumo
Os processos mentais que constituem o Poder da Mente usam o pensamento como sua principal ferramenta. O pensamento cria emoções que, por sua vez, causam o comportamento correspondente. Consequentemente, os pensamentos atuam como motivadores que impulsionam o indivíduo à ação. Portanto, a qualidade de cada pensamento é fundamental para sua evolução. A criança desenvolve gradualmente a capacidade de ler os estados mentais dos outros, confiando tanto nas crenças que criou sobre si mesma de acordo com seus pensamentos e percepções quanto nas ações subconscientes que a afetam inconscientemente. A presente revisão de literatura estuda a importância do Poder da Mente (PoM) no fator humano e sua relação com a Teoria da Mente (ToM) na idade pré-escolar. As conclusões da pesquisa refletem a importância do Poder da Mente na formação de pensamentos, crenças e emoções em crianças pequenas, apresentando vários métodos de utilizá-lo no processo educacional.
Palavras-chave: Poder da mente; Teoria da mente; Subconsciente; Programação neurolinguística; Visualização.

Resumen
Los procesos mentales que constituyen el Poder de la Mente utilizan el pensamiento como su principal herramienta. El pensamiento crea emociones que a su vez causan el comportamiento correspondiente. En consecuencia, los pensamientos actúan como motivadores que impulsan al individuo a la acción. Por lo tanto, la calidad de cada pensamiento es fundamental para su evolución. El niño desarrolla gradualmente la capacidad de leer los estados mentales de los demás, apoyándose tanto en las creencias que ha creado sobre sí mismo según sus pensamientos y percepciones como en las acciones subconscientes que lo afectan inconscientemente. La revisión bibliográfica actual estudia la importancia del Poder de la Mente (PoM) en el factor humano y su relación con la Teoría de la Mente (ToM) en la edad preescolar. Las conclusiones de la investigación reflejan la importancia del Poder de la Mente en la formación de pensamientos, creencias y emociones en los niños pequeños, presentando varios métodos para utilizarlo en el proceso educativo.
Palabras clave: Poder de la mente; Teoria de la mente; Mente inconsciente; Programación neurolingüistica; Visualización.

Something we were withholding made us weak until we found it was ourselves.

ROBERT LEE FROST

(Kehoe, 2005).

1. Introduction

A thought is a powerful motive for action mainly because repetition enables the person to direct it, magnifying its effectiveness. Research shows that man can create his reality through his thoughts, especially those he feeds back regularly (Kehoe, 2005). The enormous power of thought can transform the invisible into the visible, so it is necessary to realize that everything we think, say, or do has immediate consequences for us. There are too many cases where we are possessed by unrealistic thoughts, without logical substance, which dishearten and limit us. Several of them have their basis in our childhood or are the result of family, and cultural influences, which do not allow us to adopt a spirit of optimism in the face of challenges (Woldemariam, 2020).

ToM is a mental mechanism that enables someone to meta-representationally forecast the mental states that led to their own and other people's behavior after observing them (Lillard & Skibbe, 2005). The beliefs people form about themselves and their abilities affect their performance and their daily lives. Through four key stages (cognitive, motivational, affective, and selection processes), a person's perspective of their efficacy influences their ideas, feelings, and eventually their conduct (Bandura, 1993).

A high sense of efficacy prompts the individual to envision successful outcome scenarios of a goal, enhancing their performance. Research suggests that perceived self-efficacy and mental simulation influence each other. This is because high levels of performance improve both the cognitive constructs of activities and the cognitive reinforcement of those actions' efficacy (Bandura, 1990). Therefore, the ability of the mind to develop into a powerful agent requires elaborate focus and continuous training. It is significant to be able to feed ourselves with positive mental images of our capabilities since these are connected to the corresponding emotions that affect our behavior, our actions, and our daily life (van Rensburg & Ogujiuba, 2020).

Findings from studies in neuroscience confirm that we shape and shape the neurological dimension of ourselves depending on where we direct our attention. The brain's neural network constantly remodels itself according to our thoughts and experiences (Dispenza, 2008).

According to social psychology, environmental stimuli can create a direct unconscious influence on the individual's action, causing automatic processes. This might occur when a person is a passive observer of external events. In that instance, mental processes are promptly activated without conscious involvement or awareness of the influence of a specific environmental message on one's actions (Bargh & Morsella, 2010).

Contrary to the subconscious mind, which has access to all the information in this system, the conscious mind only perceives and comprehends our individual experiences and knowledge. When a person is calm, he can connect with their subconscious using their intuition, drawing information that the conscious mind does not perceive (Kehoe, 2005). The subconscious receives information from the conscious mind through the five senses. This information relates to the way we perceive the world around us. The repetition of these experiences results in their integration into the subconscious, creating certain beliefs about ourselves and others, which make up our reality (Vipinkumar, et al., 2017).

A man at any age has everything he needs to change and improve himself. However, young children need the appropriate guidance to discover their resources and use them according to their circumstances (Peker, 2010). An especially crucial role is assumed by the development of language ability, providing a new and satisfactory way of representing reality and contributing

to the dynamic evolution of their evolvent, as they progressively understand that the mind causes actions (Bruner, 1965; Baird & Astington, 2005).

Considering the significance of thought quality in man's personal growth and advancement, it is especially beneficial and necessary to investigate the possibility of interaction of PoM with ToM. Therefore, the current research aims to highlight the fundamental role of thinking, as a dominant mental force, in the preschool age laying the foundations for a successful course for the student in the school environment, also as a grownup in the future, in society more broadly, in the future. In addition, some effective practices for promoting PoM in preschool education are emphasized.

2. Methodology

The present study comprises a literature review carried out in selected databases such as Google Scholar and Research Gate. It offers a suitable approach from a methodology standpoint of collecting and synthesizing previous research to advance knowledge (Snyder, 2019). In particular, the authors used the narrative review because it is considered a comprehensive research approach, flexibly covering a diverse range of views within a specific subject (Collins & Fauser, 2005). Additionally, it facilitates and enhances the understanding of the growing volume of original publications (Byrne, 2016).

Initial stages of the research involved searching for and identifying sources, the collection of which was done according to the following keywords: power of the mind, theory of mind, subconscious mind, neuro-linguistic programming, and visualization. The study's subsequent phase involved classifying the sources according to the content of the thematic sections of the article. And the final part involved writing up the research study, discussing the results, and drawing conclusions, discussing the results, and drawing conclusions. The narrative review covered an extensive timeframe from 1910 through 2022, focusing on the last two decades (2000-2020). The criteria for selecting the sources were their publication in reputable international scientific publications and their contribution to the conceptual understanding and processing of the individual research topics. However, those sources that did not provide a clear explanation and interpretation of the findings were rejected.

Accepted research focuses on harnessing the Power of Mind in the Theory of Mind. Specifically, the study dealt with the modulation of thoughts, beliefs, and behaviors at preschool age through specific methods, which strengthen children's character, positive thinking, and self-efficacy.

3. Theoretical Background

3.1 Power of Mind (PoM)

Atkinson (1912) asserts that the power of the mind is an active mental force that, depending on the situation, manifests its power either strongly or discreetly to achieve a human purpose.

Mind ability is a mental skill, both internal and external, as it relates to a specific mental procedure, and beliefs about experiences from the past, present, and desired future. In addition, it constitutes a decisive factor in enhancing performance, since a healthy, composed, and disciplined mind can transform the impossible into the possible (van Rensburg & Ogujiuba, 2020).

When discussing the connection between power and mind, Cernic (1974) defines power as the energy that a person accumulates organizes, and transforms when he is able to restrain and postpone his impulses and behave effectively to the demands of the environment. Real power is therefore controlled and disciplined. The mind, which is essentially a disciplined energy, inspires energy. The human mind has a significant connection to the drives and desires that propel people to their ultimate fulfillment.

One of the strengths of the human factor is the power of the mind, combined with a high level of effort, trust, and commitment, which contributes to the fulfillment of its goals. A methodical mental approach to his goal and selective thought processes prevents all kinds of unfavorable circumstances that might preoccupy and distract the mind. Furthermore, they prove that the strength of a person's mind reflects a vital component in their life course and in dealing with both challenges and successes (van Rensburg & Ogujiuba, 2020).

3.2 Theory of Mind (ToM)

ToM refers to a person's ability to understand, interpret, and predict other people's behaviors. Thus, Theory of Mind is concerned with perception and the analysis of one's own and other people's mental states. The word theory refers to mental states that are not observable, their reference is theoretical, and human knowledge about the mind resembles a theory that is acknowledged in various ways (Lillard & Skibbe, 2005).

From an early age, social thinking is encouraged as a way of interacting in the human social world. In essence, they train themselves to be capable to represent both themselves and others mentally, attributing thoughts, intentions, desires, beliefs, and feelings. The ability to understand one's mental state, along with those of others, has beneficial social and cognitive ramifications for the child. In particular, it strengthens his interpersonal relationships, and social and cognitive skills, emphasizing language ability and executive function, promotes school readiness, and to a certain extent predicts his academic progress (Conte et al., 2019).

ToM achievements are achieved at different times by children since they have different social-communicative experiences and cultural backgrounds (Wellman, 2011). However, during preschool age, there are five cardinal developmental stages of ToM development, where children successively master the understanding of different desires and beliefs, the importance of accessing knowledge, the perception of false beliefs, and hidden emotions (Grazzani et al., 2018).

4. Linking PoM to ToM

Mind ability has many underlying internal components that may significantly influence task performance quality. Gradually, variables like practicing present-moment mindfulness, effective visualization, positive affirmation, and cultivating self-confidence have been considered to enhance the ability of mind power as a dominant factor in effective goal achievement (van Rensburg & Ogujiuba, 2020).

Studies point out that when faced with stressful events, individuals commonly display intrusive thoughts due to pre-existing dysfunctional beliefs, limiting effective coping. As a consequence of this, prolonged stress creates new negative thoughts and maladaptive actions, which act as a vicious cycle (Bruch et al., 1986).

A person's beliefs are linked to unconscious and conscious learning processes and appear to be a primary link to the human mind. Conceptually related to ToM, which is a core component of human cognitive and behavioral skills. Beliefs are related to mental representations stored in memory and enriched with incoming information, which are integrated into a network of perspectives creating actions that increase the individual's knowledge stock (Porot & Mandelbaum, 2021).

Additionally, the views that students adopt help them respond to various situations efficiently and are gradually created from experiences, observations, and generalizations drawn from multiple contexts, primarily the family and school context. Their beliefs emphasize their conduct, and when it is unfavorable or unsuccessful, are encouraged to take action to eliminate the unwarranted and detrimental assumptions that led to it and change their initial views. (Thukran & Dhingra, 2017).

Pillai and Fazio (2021) argue that repeated information can influence belief formation as it presents a graded effect on beliefs. It is due to the facilitation of message processing and comprehension through repetition, and the possibility of

interrelating concepts in memory, enhancing perceptual fluency. Particularly evident is the effect of repetition of statements and thoughts in 5-10-year-olds, where through stories, they appear to be more affected by repeated exposure to incorrect details of a story than to individual reports.

5. Subconscious Mind Influence

The conscious mind, which interprets thoughts and actions through awareness, is one of three mental levels in the human brain. The subconscious mind includes automatic responses and reactions, which the subject usually passes over unless he processes and analyses them. The third mental level is the unconscious process that refers to past events and memories. The experiences the individual acquires are imprinted in the subconscious, which is a source of understanding of the inner self (Priya & Jain, 2021).

The unconscious mind, according to social psychology, has a significant impact on higher mental functions. Subconscious stimuli are usually short-lived and too brief to enter conscious awareness. The unconscious operation reflects a system that acts in the form of adaptive and appropriate impulses to accomplish a goal and can influence behavior. Preferences, motivations, emotions, cultural values, and beliefs, as well as past experiences, create various behavioral impulses, operate unconsciously, and can exert influence on the present, directing human actions to a certain extent (Bargh & Morsella, 2008).

The subconscious mind records events and situations that occur in our lives and are accompanied by the corresponding feelings and thoughts raised by these events. The subconscious functioning of the mind brings about guidance and direction through our intuition and emotions, bringing forth ideas and solutions to fulfill our needs and aspirations. It is an inner capacity that requires awakening to be utilized (Kehoe, 2005).

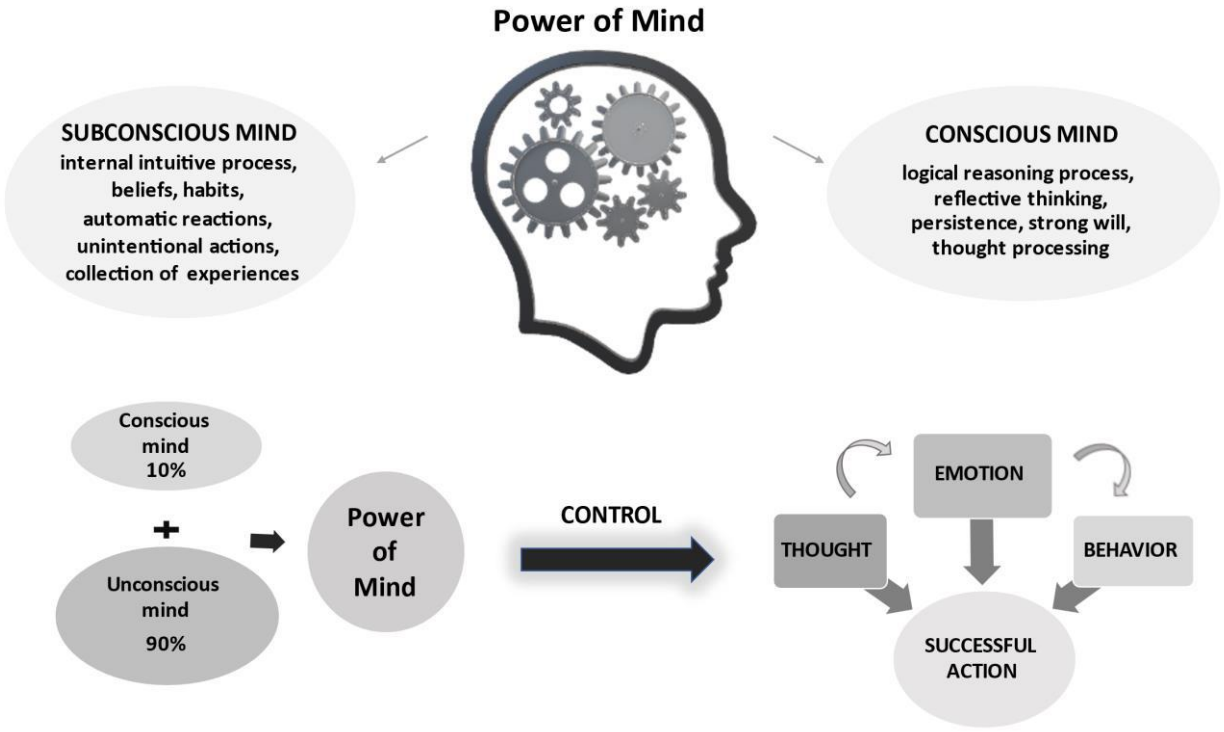
The role of the conscious and subconscious mind in managing, accepting, and rejecting various thoughts is crucial. Specifically, the conscious mind filters and processes thoughts arising from external stimuli and percolate messages in the subconscious mind. Whatever the conscious mind assumes and believes to be truthful, the subconscious accepts without further processing and promotes its realization. Therefore, if we pass the message of a successful action to the subconscious mind, it will support it by directing its completion, just as in the case of failure it will facilitate its realization (Woldemariam, 2020). The conscious mind is a part of our mind characterized by the logical process of reasoning, while the subconscious mind is part of the mind in charge of all involuntary actions. The subconscious mind controls the conscious mind and serves as a data bank for external stimuli (Vipinkumar et al., 2017).

The human brain constantly pays attention to both the individual's internal states and the external environment. This results in the evaluation of inputs, because when recognized as significant Situational awareness results from the subconscious mind triggering the conscious process (Douglas, 2007).

When the conscious mind becomes aware of our hidden self, it can overturn the limitations it used to face by changing its reaction. In essentially discovering the subconscious mind, we can get to know and reveal aspects of ourselves. Furthermore, by knowing ourselves, we better understand other people, improving our relationships with them (Kamble, 2021).

Then follows Figure 1**.** which briefly captures the indispensable cooperation of the conscious and unconscious mind to achieve a goal.

Figure 1 - Power of Mind: successful action arises out of the coordination of the conscious and subconscious mental dimensions.



Source: Authors.

The authors Drigas and Bamicha created the above figure according to the studies of van Rensburg and Ogujiuba, (2020); Priya and Jain, (2021); Woldemariam, (2020); Vipinkumar et al., (2017); Kamble, (2021); Kehoe, (2005) wanting to concisely describe the necessity of coordinating conscious and unconscious actions in the fulfillment of a goal. When the logical process of the conscious mind cooperates with the intuitive capacity of the subconscious mental mechanism, control of thoughts, emotions, and behaviors is achieved, eliciting a goal-directed, controlled, and effective action. As a result, involuntary and automated responses are limited, and logical thinking, conscious filtering of information, and utilization of experience for the desired outcome prevail.

6. Adjustments of PoM in Various Fields

Thoughts affect our bodies and our very life. Every thought causes a biochemical reaction in the brain, which conveys thoughts to the body through chemical signals. In particular, thought produces a chemical substance that enables the body to experience similar emotions, which is a cycle process producing related ideas and eventually equivalent emotions. For example, positive thinking produces the neurotransmitter dopamine that activates the brain and body to feel joy and excitement. In contrast, the negative predisposition and thinking to produce neuropeptides in the brain that lead the body to correspond to emotional and experiential states (Dispenza, 2008).

It has been observed in various studies that oxytocin and endorphins play central roles in the provision and receipt of care. In particular, it is reported that the recipient of certain types of care, such as the child receiving maternal care, has increased levels of oxytocin with sedative effects in the amygdala (Gilbert, 2014). In particular, oxytocin appears to be associated with physical touch, which results in increased blood levels, causing enhanced pain tolerance, stress reduction, and relaxation (Dunbar, 2010).

Moreover, oxytocin induces a feeling of safety and well-being, as the parent's caring touch towards the child releases endorphins and oxytocin, stimulating the soothing properties of the parasympathetic nervous system and reducing cortisol (Gilbert, 2014). In particular, maternal touch can act as a pivotal regulator of the child's behavioral stimulation and bring about calmness (Walker & McGlone, 2013). These experiences appear to form the foundation of positive emotions, and memories and contribute to brain maturation (Gilbert, 2014).

In addition, Palese et al., 2019; Leder and Krucoff, (2008) report that the touch adopted by nurses has also been identified as a factor influencing positive treatment outcomes. Consequently, the therapist's touch toward the patient enhances the therapeutic power since it expresses caring, empathy, and compassion. At the same time, it represents the basis of social interaction by conveying information about the emotional and mental state of the people involved, enhancing the patient's positive thinking and psychology.

The significant role that the mind plays in improving health is a feature of traditional Chinese medicine 2000 years ago. The application of mind-body intervention began centuries ago in the East, while in the West, Western countries studied it in the last 20 years. Its foundation is an interaction between the brain, mind, and body and, in particular, on the assumption that the individual has the internal ability to shape and control their thoughts, exerting a positive influence on emotional and physical health (Chan et al., 2011).

Ranganathan et al. (2004) argue that the mind has remarkable power over the body and its muscles. The findings of their study demonstrate the possibility of guided activation of the brain to achieve desired and targeted muscle contraction following a visualization-based mental training program. This particular mental training involves a process of internal visualization, where the individual is encouraged to create a visualization of themselves performing a movement. In other words, the person gets told to create motor imagery in which they contract muscles and activate various physiological processes, such as an accelerated heartbeat and respiration rate.

Biological research in neuroscience over the past 30 years has shown that the effect of the anticipation of treatment activates areas of the brain associated with anxiety, pain, and reward. As a result, analogous correlates have been established that influence the production of the expected outcome (Crum et al., 2017; Wager, 2005).

More specifically, the healing process incorporates the advantage of the body's ability to cure itself, the influence of the mind, and the impacts of medical intervention. An example reflecting mind power is placebo administration, wherein triggering specific brain pathways in combination with hopeful expectancy produces analgesia. Another instance of the positive influence of mind power is in achieving therapeutic outcomes through the utilization of acupuncture and other alternative medicine methods, reflecting the mind-body interaction (Colloca & Miller, 2011; Kong & Eshel, 2020).

The harnessing of the power of the mind in the development of entrepreneurship is remarkable. In particular, the recent study by van Rensburg and Ogujiuba, 2020 confirms that the strategic application of mind power techniques can enhance and improve the performance of South African entrepreneurs. Furthermore, it highlights the relationship between mind competency and cognitive and motivational processes of thinking, emotions, and beliefs that seem to improve human performance.

Consequently, thought creates matter, affecting our behavior and the quality of our lives. Repeated conscious thoughts often enter the subconscious, where they become brain-embedded automated behaviors, emotions, and habits. A deliberate procedure of identifying these behaviors through reflection is required to consciously gain control of the thoughts that cause them and replace them with new beneficial ones (Dispenza, 2008).

We are what we repeatedly do. Excellence, then, is not an action, but a habit.

ARISTOTLE

(Dispenza, 2008).

7. Utilization of PoM in Preschool Age

According to the Organization for Economic Cooperation and Development (OECD), 2017 it has been observed that in recent decades, early childhood education and care has received special attention from the policy systems of OECD countries at national and international levels. Specifically, internationally, one of the Sustainable Development Goals is to ensure that by 2030 all children have access to quality early childhood development and early childhood education to facilitate their transition to primary education.

Several studies in neuroscience point out that the brain is flexible and develops rapidly in the early years of children's lives. Brain development progresses sequentially and cumulatively, with repeated positive interactions promoting the acquisition of necessary skills as illustrated in Figure 2 below (Phair, 2021).

Figure 2 - Risk and protective factors affect development trajectories

Source: Walker et al., (2011); Phair, R. (2021).

In particular, according to Figure 2 above, early childhood experiences seem to have long-term effects regarding how the brain functions and its social-emotional and cognitive mechanisms. Consequently, early psychosocial support for the child contributes to the development of self-regulation and self-confidence, improving learning performance and psychological functioning as an adult (Walker et al., 2011).

Thinking is a force, a powerful mechanism for learning. This view is reflected in the formulation of the American philosopher, psychologist, and educational reformer John Dewey. He characteristically states that instead of learning arising directly from experience, it comes via reflection on it (Di Stefano et al., 2014).

Scientific studies indicate that the power of the mind requires the cultivation and use of specific techniques that enhance and highlight its potential, ensuring the successful outcome of a goal. Specifically, reducing distracting circumstances and habits and promoting control of the mind in all situations, these procedures help people become more effective and productive (van Rensburg & Ogujiuba, 2020). A person's thoughts and emotions affect their mental health positively or negatively. Gandhi as mentioned in the study of Woldemariam (2020) argued: "Man is merely the result of his thoughts; he becomes what he thinks"

Young children understand that a person's actions are significantly controlled by what they think, not by reality itself (Wellman, 2018). They progressively form resilience to the obstacles and adverse circumstances they face through encouragement and support from the family and school environment (Szente, 2007). It has been observed that the more the strengths of character identified in children are supported and nurtured, the easier it is to generalize and sustain them from an early age, paving the way for success (Park & Peterson, 2006).

The educational process must include strategies and methods that cultivate students' mind power, especially in pre-school and early school age, as it is crucial to achieving their goals. Some basic techniques that the teacher should apply are awareness and changing negative thoughts about oneself, utilizing positive affirmations, formulating and setting goals, visualization, and recognizing successes (Szente, 2007).

The following are some practices that enhance the power of mind in early childhood and can bring about very positive outcomes on children's effectiveness in various domains.

7.1 Fairy tale - Narrative speech

Research suggests that children's early experiences are building blocks for their developmental development, given that their brains develop mainly in the first six years of life. This results in children's vulnerability to the long-term detrimental effects of the environment, but also their strong receptivity to the benefits of positive inputs and situations (Waters, Dussert, & Loton, 2022). However, children's beliefs about their abilities vary over time. Characteristically, younger children believe that their ability in the domain changes and improves through effort, creating an intrinsic motivation not to give up even if they fail. On the contrary, older children tend to believe that those who perform with less effort are smarter (Freedman-Doan et al., 2000).

Language occupies an essential role in the development of the social and cognitive development of preschool-age children and has a significant impact on the way they think and communicate in every context, with emphasis on the transition process to primary school. The contribution of language development is also significant in the children's narrative process, where they understand and describe their internal situations, enhancing their self-awareness (Grazzani et al., 2018).

The contribution of fairy tales to the educational process and character-building is indisputable. Therefore, their influence on children's thinking is considerable, as the messages they convey are internalized uncritically due to the young age and corresponding maturity of children. This results in the potential for emotional and cognitive empowerment of the student when their vocabulary and content are creatively and selectively utilized (Prošić-Santovac, 2014).

Therefore, the use of appropriate and targeted language in the narrative process activates not only the conscious but also the unconscious mind of the child, having the power to instill positive thoughts and beliefs about himself and others, particularly enhancing his emotional intelligence. After all, as Carl Gustav Jung has famously said, "A fairy tale is key to the universe. It knocks at the door of the soul." (DUGHI & Ildiko, 2022).

The study by Waters, Dussert, and Loton (2022) utilized narrative analysis techniques to investigate whether children aged five and six perceive their mental and cognitive well-being by acting accordingly. Their findings indicated that preschool children understand that their well-being is affected by their emotions, actions, and relationship with their environment. In addition, they appeared to understand the possibility of modifying and adapting when these do not promote their mental health.

Meie and Stremmel (2010) state that the story of a narrative acts as a mirror of ourselves, helping us to understand who we are and why we react in a certain way, capturing a way of thinking that gives meaning to experiences. By using the spoken word and harnessing the power of language, the teacher can shape and enhance the student's thinking (Ritchhart & Perkins, 2008). Therefore, his linguistic utterances can induce a desired mental state in the listener-learner by interfering with his perceptions, beliefs, and desires, modifying his feelings and actions (Ho, Saxe, & Cushman, 2022). Encouraging the child to think and introduce new ideas and thoughts is necessary to enrich the creation of visible thinking, which requires curiosity,

attention, observation, and imagination. By making his thinking "visible" he can externalize it through speech, writing, and drawing, allowing for later reflection. In addition, his self-esteem and self-confidence are enhanced (Ritchhart & Perkins, 2008).

7.2 Thinking routines

Our brain is pushed into too many decisions every day, without the involvement of the conscious mind. These decisions are related to the knowledge and experiences stored in our subconscious. The memorized thoughts, perceptions, and beliefs are formed in childhood when the individual has not developed the ability to evaluate situations, nor does he possess the maturity required to make sound decisions (Kamble, 2021).

According to Salmon, 2016 the use of thinking routines in the educational process and play promotes visible thinking, shaping positive effects on children's thinking and learning. Children gradually develop the ability to express their thoughts by using language to transform information from the outside world into internal discourse. Consequently, valuing thinking about thinking contributes to action planning and problem-solving, and it is mainly through reflection that self-improvement is also stimulated.

Thinking routines are particularly beneficial for a child's cognitive and cognitive development. (Salmon, 2010). Since they create mental habits, learning patterns, and other aspects of the cognitive character when they are repeated and used in the educational process (Salmon, 2010). They are mental tools for understanding thought. They contribute to the perception of causality of thoughts, linking cause and effect, as they track the sequence of reasoning leading to a goal (Salmon, 2008).

Their application in the classroom progressively cultivates reflective thinking, where, through reflection, a sequence of ideas is followed, in a consistent and sequential order, so that each one is based on the previous one and determines the next one. Thoughts lead to the formation of beliefs, and the cultivation of reflective thinking creates accurate beliefs, and the evaluation of these by investigating the reasons for their existence and their consequences for behavior (Dewey, 1910).

7.3 Habits of Mind

The experiences children gain enclose a force for their later development and create habits. However, not all experiences are beneficial and instructive. Therefore, it seems necessary for the teacher to focus on educational experiences to assist the child in adopting habits of mind and beliefs aimed at optimal emotional and cognitive development (Altan, Lane, & Dottin, 2019).

Conceptually, the field of brain training and study gave rise to habits of thought. They are behaviors whose learning leads to automated use without effortful attention. They are intuitive behaviors that mentally facilitate problem-solving without recalling a particular type of thinking. They can be characterized as a collection of learned dispositional traits that can be easily deployed to achieve goals. (Alhamlan et al., 2018).

Habits of mind enrich students with regulatory processes that they apply to the learning process while contributing to the emergence of intelligent behaviors to facilitate the attainment of their goals. Some habits of mind are flexible thinking, metacognitive process (evaluating their thoughts and actions), self-regulatory ability, mindfulness, and perseverance (Altan, Lane, & Dottin, 2019).

The ability to flexibly switch between different modes of thinking is a crucial cognitive process for both acquisition of knowledge and the adaptability of the child. In particular, training children in flexible thinking provides the possibility of behavioral differentiation to the changing demands of the environment, making a decisive contribution to solving and dealing with any problematic situation (Diamond, 2013).

When parents and teachers help children make their thinking visible to themselves, they foster their curiosity and metacognitive functioning. They develop a mental attitude that enables them to solve problems. Teachers can teach thinking

skills to shape good thinkers by deepening their cognitive process by adopting habits that facilitate visible thinking (Salmon, 2016).

Self-regulation skill is effectively completed through observation and student response to adult self-regulation. Gradually, when children are encouraged and engaged in self-regulation techniques, they cultivate the necessary skills, satisfactorily regulating their thoughts, feelings, and behavior (Altan et al., 2019).

The benefits of mindfulness in the early childhood education process have positive effects on the child's cognitive, neurological, and physical development. It happens because mindfulness training allows for a responsive state of mind at that particular age. To gradually perceive and acquire new beliefs and actions, the kid develops the capacity to remain in the present, be open to the novel, and be attentive to the context. Young children can engage in this process easier because of their age, which allows them to completely experience the present moment and notice their feelings and behavior (Baker et al., 2017).

The capacity to persevere and exert consistent effort in challenging circumstances until the intended outcome arrives is another strategy that can be cultivated during the learning process. Accessing intermediate failures and self-regulation of anxiety to approach the final goal is also crucial (Altan et al., 2019).

7.4 Neuro-linguistic programming

The effort to harness the power of the mind has pushed people to use alternative approaches to ensure successful communication and achieve personal growth. One of these techniques is Neuro Linguistic Programming (NLP) was initially used as a self-help process (Thukran & Dhingra, 2017).

NLP highlights the connection between an individual’s representations of the world around them through language and behavior. The learner processes and manifests internal representations through linguistic expression (verbal and non-verbal), actions, and behavior. However, his skills, beliefs, and behavior are learned processes that can be modified and improved. Particularly effective in young children is the teacher's verbal and non-verbal communication, shaping appropriate patterns in students through their communication. A process that occurs largely unconsciously, affecting the child's internal representations and goal fulfillment (Tosey & Mathison, 2003).

In a particularly creative method of systematic modeling techniques, combining the recoding of thoughts, and linguistic elements, aiming at understanding people's subjective experience and revising their view of the world (Thukran & Dhingra, 2017). It allows identifying strengths and weaknesses of an individual's character, focusing on areas of their temperament that may be more effective (Drigas & Mitsea, 2021). At the same time, it enables the conversion of positive thoughts into words, facilitating communication (Thukran & Dhingra, 2017).

The "NLP" method assumes that the individual is a single mind-body system, governed by structured connections between neurological processes, language, and learned behaviors. It emphasizes the individual's potential for self-improvement, as self-determination transcends learned self-limitation, constituting a learning process. It utilizes nonverbal communication, which involves elements of external behavior and internal processing (Tosey & Mathison, 2010). It relates to Gardner's theory of multiple intelligence and the development of ToM. According to his perceptual positioning, the individual perceives a situation from his perspective, then turns to the viewpoint of others, followed by his detached perception as an observer. This dynamic technique helps children transform their thinking into a constructive process through active participation (Thukran & Dhingra, 2017).

Utilizing NLP techniques in the classroom, the teacher can positively influence the student's behavior and learning process, while maintaining an emotional climate. Additionally, it boosts students' self-esteem, encourages self-motivation and empowerment, reduces impulsivity, and increases the capacity for thought (Carey et al., 2010). It is necessary for the teacher and then the student to accept and understand the importance of the interaction and harmonious coexistence of mind and body, as

both are parts of the same system. NLP enables mind-body balancing through various techniques, one of which is the process of visualization which proves to be extremely powerful in creating an inventive state (Peker, 2010).

7.5 Visualization

Visualization is a cognitive process that contributes to the growth of new neural networks in the brain that modulate brain functioning and the mind. Concretely, the repetitive mental process of visualization activates specific areas of the brain, developing new neurons that enhance conscious intention. Conscious thoughts are then mapped in the brain (Dispenza, 2008).

It requires time to master the capacity to visualize, to mentally imagine a goal that one wants to accomplish, and then have the ability to bring that objective to fruition. Collaboration between the body and intellect is essential so that the mental image formed by the mind is reproduced by the body (van Rensburg & Ogujiuba, 2020).

It is necessary before the visualization process to precede a state of relaxation and limitation of external stimuli, forming a focused state of awareness (Wilson, 2000). Using rhythmic and deep breathing is achieved by reducing thoughts, calming the mind, and making it more receptive (Peker, 2010). The individual then creates a different state of consciousness that allows him to visualize the sequencing of thoughts related to a specific goal or problem he is called upon to solve. Therefore, by bypassing unnecessary information, the individual can direct the mind and focus all energy, on achieving the desired goal (Wilson, 2000). Since the subject sets a clear goal and is relaxed, he creates a scenario related to the target he wants to realize, considering all the details. He tries to think and feel, to experience as if he has accomplished his goal. Positive thoughts, feelings, affirmations, and verbal references to himself about achieving the goal, should be used to support the entire process. The systematic repetition of the process is considered essential, daily for about 10 minutes, until the desired goal is fulfilled. As far as preschool children are concerned, specific help and guidance from the teacher are needed (Peker, 2010).

Visualization is a mental process whereby the person repeatedly visualizes a situation that has not yet occurred. He creates and maintains in his mind the image of a desired outcome, constituting a force that makes a difference in his behavior. It is a mental image that reflects the ultimate goal to which he transfers his energy (Kehoe, 2005).

Research reports a strong link between imagination and visualization. In addition, the importance of imagination in coming up with fresh ideas and the ability of the individual to remain conscious in the present by controlling his thoughts is crucial. This results in his effective action, enhancing his self-image and self-esteem (van Rensburg & Ogujiuba, 2020).

In addition, visual simulation, also known as visualization, is the representation of the sensory, motor, and introspective states that arise as a person experiences the world with their body and mind. Research suggests that the skills underlying visualization play a dominant role in children's social and cognitive development (D'Angiulli, Griffiths, & Marmolejo-Ramos, 2015).

8. Discussion

The most valuable mental tool available to man to deal with any situation is his mind. Once he begins to harness its potential, he is propelled to improve his physical and mental health and well-being (Wilson, 2000). The individual develops his consciousness, and conscious process through his thoughts and actions shapes his reality (Kehoe, 2005).

The ability to think distinguishes humans from other creatures in the universe. It has contributed to his gradual evolution, provided that he uses the power of his thinking in the best possible way. So that he can meet the increasing demands of living conditions and the corresponding economic, social, and cultural developments of life (Javdan, 2013).

The neuroplasticity of the human brain, which is a genetic trait, allows it to process information from the senses by changing the synaptic connections. As a result, the human being can adapt to environmental conditions, achieving the desired effect (Dispenza, 2008).

The research over time has shown that the unconscious process becomes noticeable by the influence it exerts on thoughts, emotions, and decision-making, without being consciously perceived. Information received by the brain undergoes processing by the unconscious mind, which selectively transfers to the conscious mind that, according to previous experience, is appropriate for the emotional and physical health of the individual. Nevertheless, the unconscious mind frequently draws inaccurate assumptions from this evaluation, such as unfavorable childhood events, which leads to distortions. The non-conscious process records more information relevant to the conscious function, which several times directs behavior (Pierson, J. 2022).

Theory of Mind serves as a link for shared mental comprehension amongst people. Its optimal operation offers opportunities for communication, successful social engagement, cognitive and metacognitive development, and communication (Bamicha & Drigas, 2022a,b; Bamicha & Drigas, 2023a,b). A person progressively forms mental states (thoughts, beliefs, feelings) from a very early age. However, he finds it difficult to change beliefs that are deeply rooted in him, especially when they are related to the self-image he has formed. Consequently, they operate selectively in exposing information, discriminating and retaining those that are consistent with their beliefs (Porot & Mandelbaum, 2021). However, the perceived repetitive messages people receive from their environment tend to increase and modify the belief system they have created, revising their finite reasoning and perceptions to deal flexibly with events in their lives (Porot & Mandelbaum, 2021; Usó-Doménech, & Nescolarde-Selva, 2016). Therefore, a significant aspect of a person's self-concept is the understanding and acceptance that he is a unique individual, which he has to maintain in life, staying true to his self-identity, and shaping his self-consciousness (Hecht, 2002).

The power of positive thinking is fundamental in human life, as it limits negativity. Students inspired by positive ideas combined with enhancing their self-confidence and self-efficacy can develop, build and improve their cognitive and social skills. In addition, they form a positive attitude toward life in the face of challenges by exploiting difficulties (Abdullayeva, 2021).

Scientific and clinical studies have demonstrated the therapeutic effects of mind-body intervention in clinical practice on different mental and physical problems, such as anxiety, insomnia, depression, heart disease, and cancer. Furthermore, empirical data showed the positive effects of emotional mind-body training, and students' cognitive development showed improved academic performance and reduced behavioral difficulties (Chan et al., 2011).

The environment, especially genetic background, has a significant impact on the growth of intelligence in a variety of ways. The parental, educational, social, economic, cultural, and physical environments are closely related to children's social-emotional and intellectual development. Consequently, an enriched educational environment can act as a compensatory factor, covering behavioral and learning deficiencies. The benefits of educational experiences in early childhood are of vital importance. The beneficial cognitive and emotional influences children may derive from early childhood education are felt in their lifetime (Gorey, 2001).

A child's social-emotional competence increases and improves their achievement, promoting well-being (Durlak et al., 2010; Shin et al., 2011). Teachers of the future are called upon to impart skills, and knowledge to children that will serve as a foundation for their school and academic careers. However, it is thought to be highly imperative to empower students mentally and cognitively by shaping ways of thinking, habits, and behaviors that will function effectively as reinforcers in school, personal, and professional environments (Altan et al., 2019).

The fundamental and dominant education's function is to cultivate conditions that educate the mind, allowing the development of effective habits of discriminating beliefs from mere assertions, assumptions, and opinions. The main aim is to

provide knowledge that can be transformed into wisdom, directing the inner forces of each student to improve the quality of his life and eliminating the mechanical acquisition and storage of information (Dewey, 1910).

All humans with their thoughts can build a powerful mental force that enables them to try to envision, plan and shape any life's intersections as they see fit. It is important to accept ourselves to be able to change and improve ourselves, as self-acceptance liberates us and pushes us to discover hidden potential. By tapping into our creative imagination, which is not subject to limitations and boundaries, we can seek options and envision scenarios that will improve the quality of our lives (Kehoe, 2005).

9. Conclusions

It is worth noting that in recent decades, Digital Technologies positively affect the improvement of mental abilities and mind power. Significant social changes have been observed, which are related to the role of A.I. and technology in people's daily lives. The most important of them concern communication, diffusion, and management of information and the ability to assimilate and utilize the produced new knowledge. We have to underline that the role of Digital Technologies in the education domain as well as in all aspects of everyday life, is very productive and successful, facilitating and improving the assessment, intervention, decision-making, and mental concentration, the educational procedures, and all the scientific and productive procedures via Mobiles (Stathopoulou et al., 2018, 2019, 2020; Kokkalia et al., 2016a, b; Drigas et al., 2015, 2020, 2022a, b, c, d; Drigas & Mitsea, 2022). Vlachou al., 2017; Papoutsi et al., 2017, 2018; Karabatzaki et al., 2018; Alexopoulou et al.,2020), various ICTs applications (Drigas et. al, 2004, 2005, 2006, 2009, 2010, 2013, 2014,2015, 2016, 2017, 2018, 2019, 2020, 2021, 202; Pappas et al., 2015, 2016, 2018a,b, 2019; Papanastasiou et al., 2018; Alexopoulou et al., 2019; Kontostavlou et al., 2019; Bakola et al., 2019; Papoutsi, et al., 2016, 2017, 2018, 2021; Kokkalia et al., 2016a, b, 2017, 2019; Karyotaki et al., 2015, 2016, 2022; Drigas & Karyotaki, 2019a,b,c; Bravou et al., 2019, 2022; Lytra et al., 2021), via AI Robotics & STEM (Drigas et. al, 2004, 2005,2009,2013,2014; Vrettaros et al., 2009; Anagnostopoulou et al., 2020; Lytra et al., 2021; Pappas et al., 2016; Mitsea et al.,2020; Chaidi et al., 2021; Demertzi et al., 2018; Ntaountaki et al., 2019), and games (Chaidi et al., 2022a, b; Kokkalia et al., 2017, Drigas et al., 2021). The New Technologies (NT) and more specifically Digital Technologies provide the tools for access, analysis, and transfer of information, and for its management and utilization of new knowledge affecting positively the mind's abilities. Information and Communication Technologies (ICT), unprecedented technological capabilities of man, have a catalytic effect, create a new social reality and shape the Information Society (Pappas et Drigas 2015, 2016; Drigas & Koukiannakis, 2004, 2006, 2009; Drigas & Kontopoulou, M., 2016; Theodorou & Drigas, 2017; Drigas & Kostas, 2014; Bakola et al., 2019, 2022; Drigas & Politi-Georgousi, 2019; Karyotaki et al., 2022). Moreover, games and gamification techniques and practices within general and special education improve the educational procedures and environment, making them more friendly and enjoyable (Drigas et al., 2014, 2015; Papanastasiou et al., 2017; Kokkalia et al.,2016a, b, 2017; Doulou et al.,2022; Chaidi et al., 2022a, b; Kefalis et al. 2020; Papoutsi et al. 2016).

Concluding, it's necessary to refer that the combination of ICTs with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation accelerates and improves more over the educational, productive, and decision-making practices and results as well as the mental abilities and their power (Drigas et al., 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022; Kokkalia et al., 2016a, b;| Pappas et al., 2015, 2016, 2018, 2019; Papoutsi et al., 2016, 2017, 2018, 2021; Karyotaki et al., 2015, 2016, 2022; Drigas & Karyotaki, 2019a,b,c; Chaidi et al., 2020a,b, 2021,2022a,b; Mitsea et al., 2020,2021,2022a,b; Angelopoulou et al., 2021; Tourimpampa et al., 2018; Kapsi et al., 2020; Galitskaya et al., 2021; Bakola et al., 2020; Bamicha et al., 2022b). Finally, Driga et al., 2019a, b; Stavridou et al., 2021 and Zavitzanou et al., 2021 suggest

that various environmental and dietary factors can act as inhibitors or facilitators of the improvement of mental abilities and strengths.

Summarizing, a man can determine the quality of his life by choosing his thoughts. Consequently, he can harness the power of his mind by improving his thinking and controlling and limiting those that operate incoherently and mechanically. A necessary condition is the continuous training of the mind, the cultivation of contemplative thinking that regulates its behavior and forms habits and beliefs with the aim of its psychological and mental well-being. Mind power seems to interact with mind-reading ability. In particular, thought is a tool of the mind and a link between the two mental processes. Thought shapes beliefs, choices, and habits, creates behaviors, and can functionally influence both the cause and effect of human actions. Therefore, it is essential to use methods to strengthen toddlers' minds, including digital ICT tools, as their empowerment will serve as a cornerstone for them to overcome the obstacles they will encounter.

Longitudinal studies of mind power training in preschool education could be the main topic of future research, along with the effects these programs have on the growth of ToM and the metacognitive mechanism.

What this power is I cannot say:
all I know is that it exists and it becomes
available only when a man is in that state of mind
in which he knows exactly what he wants and is
fully determined not to quit until he finds it.

ALEXANDER GRAHAM BELL
(Dispenza, 2008)

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