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Michael Davidson PHP File Extension is usually used by web designers when creating interactive web pages. PHP scripts can process web forms, access the database, and obtain a matching day and time. PHP files are generally under-the-hood programming, in that the web server takes the code and converts it to HTML, which people see on their screen. There are several ways to access php programming. Adobe Dreamweaver is a web design program that is very effective in reading and playing PHP files. Dreamweaver is one of the most popular web design programs in the world and can be used to create, edit and delete various web programs and files that create a web page. Dreamweaver MX can be used to write and create PHP applications and can open and read existing applications. Just open the file you need to look at and Dreamweaver will read it and convert it to a legible format so you can read the code. If you simply try to see the end result of PHP programming and not actually edit it, any web browser should be able to open and play php files until there are errors in programming. If php scripts have errors in them, the browser will not play the file or display error messages. Otherwise, the browser will open php files because the Web server converts it to HTML encoding, which the browser can read. Just go to a website that has PHP files questionable and the browser should open it. If the file is actually on your computer, open it with your browser and you might still be able to see it, depending on your browser. Last updated on March 17, 2020 Josh Waitzkin led a full life as a chess master and international martial arts champion, and he is not 35 years old. The art of learning: An inner journey into an optimal performance chronicles his journey from chess miracle (and the subject of the film Finding Bobby Fischer) to the World Cup Tai Chi Chuan with important lessons identified and explained along the way. Marketing expert Seth Godin wrote and said we should solve three things as a result of reading a book; The reader will find many lessons in Waitzkin's scope. Waitzkin has a list of principles that appear throughout the book, but it's not always clear what exactly the principles are and how they tie themselves together. It does not harm the readability of the book and is, at best, a minor inconvenience. There are many lessons for a teacher or leader, and like the one who teaches college, he was president of a chess club in high school and who started studying martial arts about two years ago, the book has become attractive, learning and instructive to me. Waitzkin's chess career began among the hustlers of The Washington Post and learned is how to focus between the noise and the insanity of this This experience taught him the ins and outs of aggressive playing chess, as well as the importance of endurance from the manilin players with whom he interacts. He was discovered in Washington Square by chess teacher Bruce Pandolfini, who became his first coach and developed him from a miraculous talent into one of the best young players in the world. The book presents Waitzkin's life as a study in contrast; Perhaps this is deliberate, given that Waitzkin has acknowledged his fascination with Eastern philosophy. Among the most useful lessons is the aggression of the park of chess players and young miracles who brought their queens into action early or who set elaborate traps and then stranded the mistakes of opponents. These are great ways to quickly send weaker players, but it doesn't build stamina or skill. These approaches conflict with attention to detail, which lead to genuine mastery in the long run. According to Waitzkin, the unfortunate reality in chess and martial arts, and perhaps by extending education, is that people learn many superficial and sometimes impressive tricks and techniques without developing a subtle, nile command of fundamental principles. Tricks and traps can inspire (or overcome) credibility, but there are limited usefulness against someone who really knows what they're doing. Strategies that rely on fast-paced teammates will dry up against players who can unplug attacks and get them into a long midfield game. Pounding inferioring players with four moves from his teammates is superficially satisfying, but it doesn't do much to make the game better. It offers one child as an anecdote that has won many matches against inferiorable opposition, but has refused to accept real challenges, in which it is related to a long string of victories over clearly inferiorable players (pp. 36-37). This reminds me of the advice I recently got from a friend: I always try to be the dumbest person in the room, so you're always learning. Many of us, however, get away with being big fish in small ponds. Waitzkin's conversations cast chess as an intellectual boxing match, but they are especially appropriate given his discussion of martial arts later in the book. Those familiar with boxing will remember Muhammad Ali's strategy against George Foreman in the 70th minute. Ali won with his rope-a-dope strategy, patiently absorbing Foreman's punches and waiting for Foreman to exhaust himself. His lesson in chess is apt (p. 34-36) as he discusses promising young players who have focused more intensively on winning quickly rather than developing their games. Waitzkin builds on these stories and contributes to our understanding of learning in Chapter 2 by discussing the entity and a progressive approach to learning. Entity theorists consider are sworn; So he can play chess or karate or be an economist because he was born to do so. That's why failure is deeply personal. By contrast, progressive theorists see loss as an opportunity: step by step, incremental, a beginner can become a master (p. 30). They rise to the occasion when they present difficult material, because their approach is aimed at mastering something over time. Entity theorists are failing under pressure. Waitzkin is at odds with his approach, in which he spent a lot of time working on finals strategy, where both players had very few pieces. By contrast, he said, many young students start by learning a wide range of opening versions. This damaged their games in the long run: (m)all very talented kids expected to win without much resistance. When the game was a struggle, they were emotionally unprepared. For some of us the pressure becomes a source of paralysis and mistakes are the beginning of a downward spiral (pp. 60, 62). As Waitzkin argues, a different approach is needed to achieve our full potential. The fatal mistake of shock and resurrection, the blitzkrieg approach to chess, martial arts and ultimately all that needs to be learned is that we can learn everything with a rot. Waitzkin derivatives martial arts trainers who become collectors of shapes with fancy kicks and twirls who have absolutely no martial value (p. 117). You could say the same about problems. This does not mean that we would gain the foundation – Waitzkin's emphasis in Tai Chi was compliance with certain fundamental principles (p. 117)– but there is a profound difference between technical professionalism and real understanding. Knowing a move is one thing, but knowing how to figure out what to do next is quite another. Waitzkin's intense focus on purified basics and processes meant he remained strong in the later round while his opponents shepped. His approach to martial arts is a summary in this passage (p. 123): I hashed the mechanics of my body into a strong state, while most of my opponents had large, elegant and relatively non-dramatic repertoir oss. The fact is that those who succeed when there is intense competition have slightly more abundant skills than others. It's rarely a mysterious technique that brings us to the top, but a more profound mastery of what can be a basic set of skills. Every day of the week, the depth beats the depth by opening up a channel for the unknown, unconscious, creative components of our hidden potential. That's a lot more than the smell of blood in the water. In chapter 14, he discusses the illusion of mystique, with something so clearly internalized that almost unacceptably small movements are incredibly powerful, as is the embodiment in this quote wu yu-hsianga, who writes in the nineteenth if your opponent doesn't move, I'm not moving. At the slightest move of my opponent, I move first. A learning-centered view of intelligence means associating effort with success through the process of teaching and promoting (p. 32). In other words, genetics and raw talent can only get you this far before hard work has to pick up the backs (p. 37). Another useful lesson relates to the use of adverse reactions (see pp. 132-33). Waitzkin suggests using the problem in one area to adapt and strengthen other areas. I have a personal case to question. I'll always regret quitting basketball in high school. I remember my sophomore year – my last year of playing – I broke my thumb and instead of focusing on cardiovascular conditionality and other aspects of my game (such as working with my left hand), I was waiting to recover before I got back to work. Waitzkin offers another useful chapter entitled Slowing Down Time, in which he discusses ways to sharpen and exploit intuition. He discusses the chunking process, which shifts problems into progressive major problems until we make a complex set of calculations too sensitive without having to think about it. His technical example of chess is particularly in-the-case in footnote 143. The chess grand master has innouished a lot about pieces and scenarios; large-time can process much more information with less effort than an expert. Masterful is the process of turning articulating into intuitive. There's a lot of what's going to be known to people who read books like this. Anecdote neatly illustrates his points. As the book progresses, it sets out its methodology to get into the zone, another concept that people in performance-based professions will find useful. It is called a soft zone (Chapter three) and consists of flexibility, greasing and adapting to circumstances. Martial artists and preaves David Allen's Getting Things Done could recognize this as the mind as water. This goes against the hard zone that requires you to operate in a cooperative world. Like a dry twig, you're fragile, ready to snap under pressure (p. 54). The soft zone is resilient, like a flexible blade of grass that can move with a hurricane and survives winds with the forces of a hurricane (p. 54). The second illustration refers to the making of sandals if one is confronted with a travel field of thorns (p. 55). It is not based on success in a submissive world or a more powerful force, but on intelligent preparation and cultivated resistance (p. 55). A lot here will be known to creative people: you're trying to think, but this one song with this Bend keeps sanding away in your head. Waitzkin is the only option to become at peace with noise (p. 56). In economic language, restrictions are given; We can't pick them. This is further explored in section 16. About top performers, Michael Jordan, Tiger Woods and others who do not obsess over the latest failure and who know how to relax when necessary (p. 179). The experience of NFL quarterback Jim Harbaugh is also useful because the more he can miss things while the defense was on the field, the more he was in the next drive (p. 179). Waitzkin discusses further things he learned while experimenting in human efficiency, particularly with regard to cardiovascular interval training, which can greatly affect your ability to quickly release tension and recover from mental exhaustion (p. 181). This is the ultimate concept - to recover from mental exhaustion - in which most academics need help. Here's a lot about moving borders; However, the right to do so must be earned: as Waitzkin writes: Jackson Pollock could have drawn as a camera, and instead chose to paint in a wild way that flashed emotion (p. 85). This is another good lesson for academics, managers and teachers. Waitzken emphasizes the detail in receiving instructions, particularly from his Tai Chi instructor William C.C. Chen. Tai Chi is not about offering resistance or force, but about the ability to blend with (the opponent's) energy, to bring it and to overcome it with softness (p. 103). The book is twisted by stories of people who have not reached their potential because they have not taken advantage of the opportunities to improve or because they have refused to adapt to the situation. This lesson is highlighted in Chapter 17, where he discusses making sandals in the face of a thorny path, such as a contestant with a relentless hand. The book offers several principles that can help us become better educated, scholars and managers. The celebration of results should be secondary in celebrating the processes that created these results (pp. 45-47). On page 185, a study in contrasts was also launched, and that's something I struggled to learn. Waitzkin points to himself in tournaments that can be released during matches, while some of his opponents have been under pressure to analyse their games in between. This leads to extreme mental fatigue: this tendency of contestants to exhaust themselves during tournament rounds is surprisingly widespread and highly self-destructive (p. 186). The art of learning has a lot to teach us, regardless of our field. I think this is particularly important given my chosen profession and my decision to start studying martial arts when I start teaching. Insights are numerous and are used. The fact that Waitzkin has applied the principles he is now teaching to become a global competitor in two very demanding competitors makes it much easier to read. I recommend this book to anyone in a managerial position or in a position that requires extensive learning and adaptation. That means I recommend this book to everyone. More about LearningFeatured photo credit: Jazmin Quaynor via unsplash.com unsplash.com

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