

THE METHOD SUGGESTOPEDIA: KEY FEATURES AND EFFECTS ON LANGUAGE LEARNING

Bahodirova G.K. (Republic of Uzbekistan) Email: Bahodirova53@scientifictext.ru

*Bahodirova Gulnoz Kamalovna – Teacher,
DEPARTMENT OF PEDAGOGY AND PSYCHOLOGY,
UZBEK STATE WORLD LANGUAGES UNIVERSITY, TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *this paper will illustrate the concept of suggestopedia with the easy explanations and its key features. And will provide with the information some essential elements in conducting suggestopedic class and also will discuss some disadvantages of the method. The conclusion will focus on the benefits of the method which outweigh the disadvantages.*

Keywords: *Suggestopedia, non-hypnotic, Baroque music, Largo movement, power of unconscious mind.*

МЕТОД СУГГЕСТОПЕДИИ: ОСНОВНЫЕ ХАРАКТЕРИСТИКИ И ЭФФЕКТЫ В ОБУЧЕНИИ ЯЗЫКУ

Баходирова Г.К. (Республика Узбекистан)

*Баходирова Гулноз Камаловна – преподаватель,
кафедра педагогики и психологии,
Узбекский государственный университет мировых языков, г. Ташкент, Республика Узбекистан*

Аннотация: *в этой статье проиллюстрирована концепция суггестопедии с легкими объяснениями и ее ключевыми особенностями. В заключении основное внимание будет уделено преимуществам метода, который перегружает недостатки.*

Ключевые слова: *суггестопедия, негипнотическая, барочная музыка, движение Ларго, сила бессознательного.*

Are you a teacher of a foreign language? Have you ever faced with difficulties concerning memorization of new words and barriers between two languages such as patterns of language? Some people argue that these problems in language learning are expected and ordinary things to occur. But as one Uzbek proverb says “If the way of doing is found, even snow can flame”, these problems also can be solved easily. If you wonder how, you have to be patient and read the following article.

The method in language learning called Suggestopedia created by Bulgarian educator and psychologist Georgi Lozanov promises to make a significant effect including increasing learning effectiveness by 15 and even 30 times rather than traditional way of teaching.

Lozanov says: “Suggestopedia (in its new desuggestive development as well) is a science for developing different non –manipulative and non-hypnotic methods for teaching / learning of foreign language and other subjects for every age group on the level of reserve (potential , unused) capacities of the brain/ mind. That means: at least three of five times faster easier and deeper learning; inner freedom; increasing the motivation for learning; joyful learning and psycho psychological well being” [1]. Speaking from personal experience, Charles Adamson says: “In three hours we learned the Russian alphabet and, the basic sentence structures and 156 words. On the test at the end of the class I got 98%. During the following week I did not use Russian. A week later I took up a repeat of the same test. This time I got 99, 5 %. Other students from the class reported similar results” [2].

Suggestopedic method is based on the idea that people , as they get older inhibit their learning to conform to the social norms and in order to reactive the capabilities they used as children , teachers have to use the power of suggestion. Suggestion is considered to be the basic instrument on achieving success in language learning. The method mainly focuses on the power of the unconscious mind. But the method is totally different from hypnosis or placebo. Lozanov admitted that the method is not related to the artificial Trans or pseudo-science. He claims that the more the brain is trained and used the stronger and smarter it will be like muscles in our body.

The suggestopedia uses mostly non verbal forms of the learning. Lozanov has conducted lessons on suggestopedic lessons where the students can memorize 1000 words in an hour. So how to organize a course with suggestopedic method?

Firstly, the whole course can last for a month with 3 or 4 classes in a week. There are some essential elements or key features of a suggestopedic class. They are the environment of the class including both equipping staff and the relations between teacher student and among students. Feeling relaxed is the main factor on suggestopedic learning. The rooms should be equipped with the furniture which is comfortable for sitting and should be placed so that moving around the class makes no challenges for both teacher and students. It is also important that the background or the surrounding of the class is decorated with the posters or art pieces which is directly related to the target language. For instance, the posters with pictures of the native speakers, the most commonly used phrases and some stereotypic pictures of the target country can be useful while creating wanted atmosphere because these visual elements have an influence on mind making both students and teachers feel that they are native speakers and they are in place where the

target language is spoken without any distractions. Day by day the influence will increase by creating a notion in students mind feeling relaxed and interacting easily in the language they are learning. Lozanov says that the students or learners need a relaxed but focused state as the optimum state for learning.

The second, nearly the most essential and having the most influence on the process, music plays a significant role in the method. It is obligatory that during the whole class the classical rhythmic music is on. The music is vital for the approach. The approach is well done with the frequent use of baroque music. Baroque music is recommended by the creator himself, and Andrea Rohmert, who has done research on the method, recommends mostly the works of Joaquin Sebastian Bach, Arcangelo Corelli, Georg Friedrich Handel, Johann Pachelbel, Georg Philipp Telemann, Antonio Vivaldi who are considered to be members of baroque "Largo movement". Baroque "Largo" movements help the suggestopedic student to achieve a certain state of relaxation, which can increase receptivity. It is important to choose the most appropriate music to the class (approximately 60 beats/ min), which has regular patterns (works made up by rhythmic and melodic variations on a theme) and has no any outstanding solo instrument against whole orchestra. The composition that is used for the method should have a neutral color having the same instruments playing during whole work. Researches by Lozanov showed that the classical music has a great role in recalling or memorizing new words and vice versa if the music is not chosen correctly the effect can be seen in decreasing the ability of recalling with the high rate of distraction on mind. So selecting the right music is also essential for the suggestopedic method. The music is played while reading materials and students are told beforehand that the material is to be memorized and so total effect is increased by suggestion.

The next, third element of suggestopedic lesson is the teacher. The teacher working in the suggestopedic method should be well qualified and certified. A broad knowledge of the target language is also required from teacher. The materials which will be given by teacher should cover a huge amount of data and should be placed in order that every material should be learned easily basing on the previous one. Moreover the teacher should have the varying voice tone because in the structure of a suggestopedic class there will be parts where teacher will read the material with a suggestive manner and with appropriate voice tones, with rising tones and normal low tones where it is necessary. The teacher uses both verbal and nonverbal ways of communication while reading. In a suggestopedic lesson, there will be part called passive concert where students take position on seats or armchairs which is comfortable for them and close their eyes and listen the teacher reading any authentic or not authentic text in the target language on a background with a classical music. Here the role of teacher is that he or she should act or read the text so that there won't be any artificial tones which can distract the students from listening. In addition, suggestopedic teachers use art of stage, some puppet shows and can give free drawing tasks to students to do, so the teacher should be creative too rather than traditional teacher. As it is mentioned above the atmosphere of the class is necessary to achieve the desired success. The relations between teacher and student should not be as a traditional including teacher's direct correction to all mistakes and strict behavior towards students. As the feeling relaxed is main factor in suggestopedia teachers should organize the communication in a parent- child or learner – consultant character. Again, not only relations between learner and teacher but relations among learners should be set up so that they could easily ask for help each other and feel comfortable and satisfied to help others. Lozanov trains suggestopedic teachers through an apprentice system at Lozanov's Suggestopedic Institute. But there are very few teachers who could use the Lozanov's system as it is laid out.

The method, as any others, received many criticisms from experts and non experts. Some methodologists like Tim Bowen, say that there is little evidence to support the extravagant claims of success. The fact is that many educators who tried to conduct the classes find it difficult and even impossible to plan the lessons, supply the whole class with sufficient equipments. Moreover the number of students (12) and the duration of the course (one month) , the cost of effectiveness of recruiting students become problems to many teachers as Charles Adamson. Moreover, many learners find classic orchestra music irritating rather than inspiring. The long dialogs which held among the staff on the background of classic music may seem to majority of learners ridiculous and some people believe that it may cause to confusion. Another fact that makes suggestopedia unrealistic to every group of learners is lack of technical and material supplement of language teaching institutions.

However, suggestopedia has many drawbacks the effect achieved by the method covers all the disadvantages. Attention to factors such as décor , lighting and furniture is surely not a bad thing. Dialogues too have their uses [3]. A Some of the suggestopedic methods like the fact that in class the students take on the names, professions and personalities of native speakers [4].

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