

УДК 378.147

## ПРИМЕНЕНИЕ МЕТОДА СУГГЕСТОПЕДИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

**Лашина Екатерина Николаевна,**

Старший преподаватель кафедры иностранных языков Санкт-Петербургского государственного университета промышленных технологий и дизайна. Высшая школа технологии и энергетики, Санкт-Петербург, ул. Ивана Черных, 4.

E-mail: lashinapiter@gmail.com

### Аннотация

В статье рассматривается один из современных методов обучения иностранному языку – метод суггестопедии. Основные инновационные моменты суггестопедии сводятся к тому, что обучение не должно ставить непосильных задач, а должно быть в радость, его следует осуществлять как на сознательном так и на подсознательном уровнях, а преподавателю следует полностью задействовать резервы сознания с целью повышения результативности, так как правильное применение инновационных методик позволяет достичь высоких показателей в обучении иностранному языку по объему усвоенного и по срокам обучения, что позволяет говорить об эффективном обучении иностранному языку.

**Ключевые слова:** суггестопедия, метод, суггестия, иностранный язык, психология, языкознание, барьер, восприятие, внушение, расслабление, эффективность.

## APPLICATION OF THE SUGGESTOPEDIA METHOD IN TEACHING A FOREIGN LANGUAGE

**Ekaterina N. Lashina,**

Senior Lecturer of the Department of Foreign Languages, St. Petersburg State University of Industrial Technology and Design. Higher School of Technology and Energy, St. Petersburg, Ivan Chernykh Street, 4.

E-mail: lashinapiter@gmail.com

### ABSTRACT

The article discusses one of the modern methods of teaching a foreign language – the suggestopedia method. The main innovative aspects of suggestopedia are that teaching should not pose impossible tasks, but should be a joy, it should be carried out both on the conscious and subconscious levels, and the teacher should fully utilize the reserves of consciousness in order to improve the effectiveness, since the correct application of innovative methods allows achieving high indicators in teaching a foreign language in terms of the volume of learned material and the duration of training, which allows us to talk about effective teaching of a foreign language.

---

**Keywords:** suggestopedia, method, suggestion, foreign language, psychology, linguistics, barrier, perception, suggestion, relaxation, efficiency.

---

In today's society, a foreign language is a means of communication, cognition, obtaining and accumulating information, which entails the need to master all types of speech activity – speaking and listening to authentic text, reading and writing. Innovative methods are based on knowledge of neurophysiology, psychology of perception, psychology of memory, conscious and unconscious, information theory. They generalize the experience and knowledge of border and related sciences, such as psycholinguistics and linguistics.

By the twentieth century, more methods of teaching foreign languages appeared that focused on the functional and interactive features of language, rather than on structural and grammatical features. Suggestopedia is one of them. Suggestopedia is a section of the science of suggestion, dedicated to issues of practical, theoretical and experimental development of problems of suggestopedia in pedagogy. It does not focus on structured teaching of a foreign language, but aims to demonstrate the language to the learners through suggestive teaching. In doing so, priority is given to psychological and humanistic factors that are unintentionally neglected or deliberately ignored in traditional methods of teaching a foreign language [1].

In particular, we can talk about the emergence and use of the suggestopedic direction in pedagogy and foreign language teaching methods with the aim of activating the reserve mental characteristics of the individual [2].

According to Richards and Schmidt, suggestopedia is an educational application of suggestology that applies the influence of suggestion on human behavior. It is also called suggestopedia, desuggestopedia, or the Lozanov method. The first two terms are a combination of two words: suggestion and pedagogy. The last term comes from the developer of the method, Professor Georgy Lozanov, a psychiatrist and psychotherapist, neurophysiologist, and teacher. Lozanov worked with patients using his own method of psychocorrection. He created so-called “interest groups”, and learning a foreign language was a “medical tool” for him. The main tenet of suggestopedia is the use of hidden reserves of consciousness.

The main thing that Lozanov took from the arsenal of psychology is the use of suggestion. Suggestion is a means of mainly indirect communicative influence on a person in a waking state, creating conditions for activating the reserve capabilities of the individual. This is a process of influencing the human psyche, which reduces the criticality of perception and implementation of the suggested content. In this case, there is no targeted understanding of the influencing content, and its logical analysis does not occur. Suggestion is capable of ensuring the emergence of such qualitative features of material acquisition as its effective perception, automation and speed of memorization, accuracy of reproduction, and economy of the student's labor costs. These features are especially clearly manifested in the process of suggestive perception of foreign language vocabulary. Particular importance is given to non-specific stimuli accompanying the teacher's speech (gestures, facial expressions, gait, expressiveness of intonation, eye contact, environment, etc.). At the same time, the psychological climate in the class ensures the success or failure of the student in learning a foreign language, during which the student either actively interacts with the teacher and other members of the group, or, conversely, becomes passive and detached [3].

The goal of Suggestopedia is to activate the mind's reserve capacity by creating a stimulating environment in which learners feel safe enough to be active in learning without fear of criticism or ridicule. To achieve this, the following conditions must be implemented in the language classroom:

- learners should not feel ashamed or guilty when making mistakes;
- each piece of information should have emotional significance and be relevant;

- important information should be largely hidden so that learners perceive it only peripherally;

- assimilation should precede analysis.

Suggestopedia can teach languages approximately three times faster than conventional methods. This method draws on some principles of yoga and psychology. It emphasizes the importance of relaxing the mind for maximum retention of the material. According to this innovative strategy, the following factors influence the effectiveness of teaching:

- background sound to create a certain atmosphere;

- relaxation – progressive muscle relaxation exercises for 5 minutes at the beginning of the class, suggested by Davis, Eshelman, and Mackay (1995);

- suggestion – one direct verbal suggestion (e.g., “It will be easy for you to study today,” Schuster & Gritton, 1986).

Suggestopedia involves dividing the class into the following four main stages:

- a preparatory stage, in which students are helped to relax and get into a positive frame of mind, with the feeling that learning will be easy and fun;

- an “active concert” stage – this involves an active presentation of the material to be studied;

- a “passive review” stage – students are asked to relax and listen to the text with background sound (e.g., nature sounds, etc.) to put students in an optimal mental state for easy language acquisition;

- practice – using games, puzzles, etc. to analyze and consolidate the learning results during the class.

This innovative language teaching and learning strategy helps students to eliminate psychological barriers to learning.

It is possible to identify the following learning barriers.

1. Logical-critical barrier. The student notes that others succeed, but he/she will never be able to achieve this: “It is impossible for me” / “I will never be able to succeed the way others do” / “Others might be able to do it, but not me” / “I will not be able to cope with this, because I am not successful enough”.

2. Intuitive / affective-emotional inferiority. Unsuccessful previous experience, incompetence undermine confidence, affecting the person's future life: “I am not able to do this, because I just get bored. I can't express it” / “I don't feel well now, I can try later” / “I'd rather not try to do it” / “It's better not to deal with it” / “I've tried this many times, but I can't do it.”

3. Ethical barrier. Most people are used to the idea that learning is a challenge, a troublesome and confusing task: “This exercise is not easy, there's something wrong with it” / “I do this every day and nothing changes” / “How can I learn this in a limited time and get a good grade, I can't do it at all” [4].

With the help of the suggestopedia method, these barriers are overcome much faster and easier due to the appropriate relaxed atmosphere in foreign language classes. The main principle of this method is to learn from mistakes and learn by making mistakes. The student must find the truth in the mistakes made.

The above examples are often encountered in the process of teaching a foreign language, this is a common thing. When existing barriers are eliminated, teaching becomes more effective. There is a favorable atmosphere in the classroom, where students simply relax and listen to the teacher's speech, and during the “activation” phase they practice the language, composing dialogues and doing exercises. As a result, students feel freer during learning activities, because they do not experience pressure in the classroom. A lot of foreign speech is heard in the classes, the entire class is conducted exclusively in the foreign language. This approach to the greatest extent contributes to the development of listening comprehension and the removal of the language barrier [5].

The suggestopedia method also ensures the implementation of professional competence by selecting the content of the material based on certain principles.

The first principle – authenticity – involves the inclusion in training of texts of original and adapted literature containing the vocabulary of professionally oriented texts, as well as texts taken from professional journals and Internet resources. The way students are assessed has also changed, and teachers need to reconsider the influence and importance of self-study based on real-life situations, the role of self-reflection, and other motivational issues to develop a clear understanding of why the assessment method has changed and how students' language proficiency can be effectively assessed in the 21st century.

The second principle – pragmatism – involves the mandatory inclusion in training of fragments of professional and business communication. Such fragments allow the student to master the techniques of expressing emotions, establishing contact, and ways of expressing cause-and-effect relationships.

The third principle – professional adequacy – means that the text library selected for teaching English to students of a technological university should be sufficient to ensure the students' conceptual and conceptual readiness in the process of direct professional communication.

The fourth principle – taking into account students' expectations – involves taking into account their communicative and professional needs and mastering the terminology of individual technical fields. The educational environment also acquires the status of multiculturalism, since the individual becomes a bearer of a multicultural educational space, provided that the teacher manages to pass the problems discussed in class through an emotional and value experience, without which the acquired knowledge does not become significant. This requires the organization of problem-based teaching and a suggestopedic culture [6].

So, it should be noted that the suggestopedia method, like other innovative methods, is of interest to modern youth, since it is aimed at teaching communication in a foreign language in a short time and, as practice shows, gives results after just a few classes. The secret of this method is that it is based on increasing the ability to perceive. The main idea of the method assumes that the ability to perceive in students is significantly higher in a relaxed state, when more brain energy can be transferred to mental activity. According to the concept of a number of researchers, this speeds up the memorization process, and the learned information is stored for a long time, and it is not easy to forget. Due to this, the level of motivation increases, interest and desire to learn a foreign language appear. The disadvantage is that the speech of students contains a sufficient number of errors. Sometimes in real communication with native speakers this makes it difficult to understand. But, despite this, the suggestopedia method is one of the highly effective methods of teaching a foreign language, the use of which in foreign language classes can significantly improve the academic performance of students.

#### **Список литературы:**

1. Коннова, О.В. Суггестопедия как один из способов обучения иностранному языку / О.В. Коннова, И.В. Романова // Международный научно-исследовательский журнал. – 2024. – № 3 (141). – DOI 10.23670/IRJ.2024.141.62. – EDN DJEAEЕ.
2. Камышинская, А.Е. К вопросу применения суггестопедии как инновационного метода обучения иностранному языку в средней школе / А. Е. Камышинская // Инновационные исследования: проблемы внедрения результатов и направления развития: сборник статей Всероссийской научно-практической конференции, Челябинск, 23 августа 2019 года. – Челябинск: Общество с ограниченной ответственностью "Аэтерна", 2019. – С. 94-96. – EDN HEYUKX.

3. Зинатуллина, З.И. Принципы суггестопедии и ее возможности при обучении иностранному языку / З.И. Зинатуллина, В.Ш. Зинатуллин, Е.Ю. Чибисова // Альманах современной науки и образования. – 2009. – № 4-1. – С. 87-90. – EDN OWDUWN.
4. Чернышева, Л.А. Суггестопедия: эффективный метод преподавания иностранного языка / Л.А. Чернышева // Ученые записки. Электронный научный журнал Курского государственного университета. – 2023. – № 4 (68). – С. 199-203. – EDN FPQLMV.
5. Чибинова, Н.Н. Особенности Суггестопедии как инновационного метода обучения английскому как второму или иностранному языку / Н.Н. Чибинова // A Posteriori. – 2022. – № 2. – С. 19-22. – EDN TYGGRQ.
6. Дятлова, Р.И. Формирование иноязычной профессионально-коммуникативной адаптивности студентов технологического университета при использовании метода суггестопедии / Р.И. Дятлова // Глобальный научный потенциал. – 2021. – № 9 (126). – С. 87-90. – EDN XAZZTO.

#### References:

1. Konnova, O.V. Suggestopedia as one of the methods of teaching a foreign language / O.V. Konnova, I.V. Romanova // International Research Journal. – 2024. – No. 3 (141). – DOI 10.23670 / IRJ.2024.141.62. – EDN DJEAE.
2. Kamyshinskaya, A.E. On the issue of using suggestopedia as an innovative method of teaching a foreign language in secondary school / A.E. Kamyshinskaya // Innovative research: problems of implementing results and directions of development: a collection of articles from the All-Russian scientific and practical conference, Chelyabinsk, August 23, 2019. – Chelyabinsk: Limited liability company “Aeterna”, 2019. – P. 94-96. – EDN HEYYKX.
3. Zinatullina, Z.I. Principles of suggestopedia and its possibilities in teaching a foreign language / Z.I. Zinatullina, V.Sh. Zinatullin, E.Yu. Chibisova // Almanac of modern science and education. – 2009. – No. 4-1. – P. 87-90. – EDN OWDUWN.
4. Chernysheva, L.A. Suggestopedia: An Effective method of teaching a foreign language / L.A. Chernysheva // Scientific notes. Electronic scientific journal of Kursk state university. – 2023. – No. 4 (68). – P. 199-203. – EDN FPQLMV.
5. Chibinova, N.N. Features of suggestopedia as an innovative method of teaching English as a second or foreign language / N.N. Chibinova // A Posteriori. – 2022. – No. 2. – P. 19-22. – EDN TYGGRQ.
6. Dyatlova, R.I. Formation of foreign language professional and communicative adaptability of students of the technological university using the suggestopedia method / R.I. Dyatlova // Global scientific potential. – 2021. – No. 9 (126). – P. 87-90. – EDN XAZZTO.