

## TEACHING ENGLISH THROUGH “SUGGESTOPEDIA”

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### ABSTRACT

In the 1960s, psychologist George Lozanov proposed the suggestion teaching approach, which offers a fresh perspective on the evolution of English reading instruction. Positive recommendations can put people's bodies in a relaxed state and their minds in an active state. Suggestive media highlights the fact that individuals are suggestive. This healthy mental and physical state can help students reach their maximum potential and increase the effectiveness of their foreign language acquisition. The use of Suggestopedia in English language instruction is examined in this article. Recommended tactics are presented by Suggestopedia, including double communication, a calm and intuitive setting, and positive unconscious cues. It was discovered that the recommended teaching strategy has certain issues. The recommended teaching approach includes strict guidelines.

**Keywords:** Suggestopedia, music resources, positive suggestions, authorization of teacher

### INTRODUCTION

In the middle of the 1960s, Bulgarian psychologist Lozanov founded Suggestopedia.[1] He established an unconscious psychological inclination and created a calm and joyful mood by using music, words, actions, eyes, the surroundings, and other techniques. In addition to advocating for high motivation, establishing and stimulating personal potential, and starting from the premise that each student is a complete individual, it will have an impact on people's perception, memory, imagination, thinking, emotion, will, and other psychological activities. In order to maximize the teaching effect, people work to arrange different unconscious suggestion variables during the communication and learning processes in order to completely explore each person's unconscious psychological potential.

According to Bancroft, the application of psychology, physiology, and other information to stimulate students' subconsciousness and enhance their perception and potential is known as suggestiveness [2].

### **The benefits of Suggestopedia:**

- Even while there isn't much evidence to support Suggestopedia's efficacy overall, we do know that some of its features can be very beneficial for language instruction.

- Using music in the classroom, whether as background noise or as a component of memory exercises, has been shown in numerous studies to enhance learning outcomes.

- Music has the power to uplift the spirit, ease anxiety, and help control behavior. Additionally, it improves focus, which makes it simpler for kids to concentrate on difficult tasks.

- It's simple to minimize or overlook the significance of having a cozy and safe learning environment.

- The Suggestopedia approach places a strong emphasis on creating a welcoming, safe environment where students may study without feeling uncomfortable.

### **The drawbacks of Suggestopedia:**

- Given all of the advantages of this approach, why isn't Suggestopedia being used by more people?

- Suggestopedia has certain disadvantages despite its clear benefits. Before you jump right into a Suggestopedia-driven lesson, take into account the following points.

- Selections of music can cause distractions.

- Research indicates that listening to music can actually make some things harder, like memorizing.

- The majority of the time, distracting music is lyrics-based. However, some pupils are also easily sidetracked by music that they don't really enjoy. Under such circumstances, Suggestopedia may cause more harm than benefit.

- This should be kept in mind while thinking about using Suggestopedia as a teaching method. It's doubtful that every student in your classroom will have similar musical tastes, after all.

- Recommendapedia [3].

## **Main body**

### **1. The Interaction of Suggestive Means Principle**

Educators can foster positive relationships with students and help them develop their confidence by employing persuasive tactics that are appropriate for the students' real circumstances.

Through this approach, students might learn to respect their professors. In addition to improving learning effectiveness and students' physical and mental health, the development of such mutual respect, mutual trust, and harmonious interpersonal connections will also allow teachers to reinforce the value of their work [4]. This principle emphasizes instructors' initiative in making proposals; that is, teachers are typically the ones who make suggestions, and students' acceptance of certain suggestions will vary depending on a variety of characteristics, including age, seniority, status, and personality.

A range of suggestive techniques that are in keeping with the real teaching circumstances in English classrooms have come into the public eye and work well together because they are guided by the three fundamental principles of suggestiveness.

While suggestiveness highlights the subjectivity of outside sources, like professors, students' unintentional clues can also have an impact that goes unnoticed. To improve their behavior, students can energize themselves by pretending that particular exceptional persons and things exist [5].

Positive affirmations, like "I can recite all the words, and other students can too," should be used when reciting the new unit's vocabulary. "I shall prevail if you insist!" can successfully combat the unfavorable effects brought on by unfavorable feelings.

## **2. Textbook and Teacher Authorizations**

The so-called "teacher authority" does not imply that the instructor never laughs, that they take the students' words and actions seriously, or that they forbid any opposition from the pupils. To truly hold authority over other teachers, a teacher must possess both broad and deep professional knowledge, be able to solve problems artistically, be personable and approachable with students, and be able to build positive relationships with them as teachers. Because people are more likely to retain information from authoritative personalities or authorities, the authority of teaching materials indicates that the information source offered to pupils is authoritative [6].

## **3. Harmony and Rhythm of Language**

English is not the only language in the world that is spoken in a monotone. When a teacher uses a single, rigid tone in the classroom, the students will just become tired of hearing it, which will naturally result in low learning efficiency. The true and stressed information can be shown once the voice shifts in height and priority, which also strengthens the speech's content. Teachers who are adept at integrating music and artistic intonation into their lessons will be able to foster a climate in which students are open to suggestions, gradually modify their psychological states, and help pupils develop longer-lasting memories. The representation of the center of gravity's form and the rhythm [7].

## METHODS

### **A) Warm colors and a light tone are used to decorate the classroom.**

Instructors should place their pupils in situations where they are most receptive to influence, and they should arrange the teaching materials so that they are most likely to be accepted and retained [8]. Teachers ought to make an effort to decorate their classrooms in a way that accommodates the various aesthetic preferences of their students. In order to create a comfortable and relaxed learning environment for students, it is unquestionably appropriate to design a classroom environment with bright colors and a warm atmosphere for primary school students and a simpler layout and color scheme for freshmen; Furthermore, individuals are free to defy tradition and daringly experiment with other seating configurations, including [9].

### **B) Read inflection-filled passages in the target language.**

Bring your words to life with dramatic voices, gestures, and exaggerated emotions by embracing your inner thespian. This will not only make the vocabulary remember and vivid, but it will also make learning enjoyable for both you and your students. You might discover some useful conversations in a textbook you already use [10].

### **C) Motivate your pupils to pursue greater objectives.**

Students can pick up a lot of language quickly with Suggestopedia, which is one of its main tenets.

In fact, according to Dr. Lozanov, using this method would enable students to pick up the language three to five times quicker than using other approaches. Although there is no proof to support his claim, the strategy has helped many pupils become more proficient language learners. Maintaining and conveying high standards demonstrates your belief in your students [11]. When utilizing Suggestopedia, be realistic about your classroom objectives and cognizant of your students' ability. By pushing students to establish increasingly difficult objectives, you may create a supportive learning atmosphere that will inspire the class to work hard.

## CONCLUSION

To sum up, this study first presents three definitions of Suggestopedia and highlights the similarities between them. That is, by offering encouraging psychological cues and fostering a laid-back learning atmosphere, teachers can encourage students' unconscious learning process, help them reach their full learning potential, and eventually enhance their learning capacity overall.

As a result, this paper also provides a detailed introduction to eight methods of using Suggestopedia: childishness, integration and rhythm, double communication, positive non-conscious suggestion, good teacher-study relationship, relaxed and intrusive environment suggestion, and false negative state of music. Lastly, this study

discusses the problems of using Suggestopedia in English instruction currently and suggests ways to improve it.

English teachers should consider the characteristics of their pupils in order to increase the effectiveness of their English instruction.

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