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Development of linguistic and communicative competence of students using methods of suggestopedia

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Abstract. The article considers the suggestive method as one of the intensive methods of teaching foreign languages and a means of developing linguistic and communicative competence of students. The method under consideration is based on suggestion therapy, characterized by the disclosure of memory capabilities, increased intellectual and creative activity of students, positive emotional experience and lack of fatigue. Much attention is paid to the connection of teaching with the personal interests and motives of students. In our opinion, the suggestive method of teaching foreign languages is able to solve a number of pedagogical tasks more successfully than any other method, for example, teaching oral forms of communication, increasing motivation to learn, eliminating psychological barriers, etc.

Keywords: *suggestive method, linguocommunicative competence, suggestopedia, foreign languages, disclosure of possibilities, creative activity.*

Introduction. The education system is currently undergoing major changes. The acceleration of the rhythm of life and the rapidly developing society make it necessary to prepare people for life in rapidly changing conditions. Accordingly, in such conditions, the state makes high demands on university graduates and young professionals. In the era of globalization and internationalization, learning a foreign language is one of the most important components of a modern, successful person. In this regard, special attention in the system of higher education is paid to the issue of the effectiveness of teaching foreign languages and increasing the level of linguo-communicative competence of students [1, p. 47].

The history of foreign language teaching methods knows

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numerous attempts to find the most rational method of teaching foreign languages. In modern conditions, the need for a more intensive use of the creative and intellectual potential of members of society, the formation and development of their readiness for the emergence and creation of a new one, as a prerequisite for social progress, has become especially obvious. Therefore, the purposeful development of the creative, adaptive and synergistic abilities of all members of society, the activation of their capabilities through the use of special methods of teaching the use of these capabilities, is especially relevant.

In this regard, it seems relevant to turn to the use of the possibilities of the suggestopedic technique, called intensive and appealing primarily to the use of the reserves of the human psyche.

Suggestopedia is a branch of the science of suggestion, devoted to the issues of practical, theoretical and experimental development of the problems of suggestopedia in pedagogy. Suggestion in modern psychology is understood as such a process of influencing the mental sphere of a person, in which a decrease in the criticality of perception and implementation of the suggested content is achieved. In this case, there is no purposeful comprehension of the influencing content, its logical analysis does not take place. Suggestion is able to ensure the emergence of such qualitative signs of assimilation of the material, such as its effective perception, automation and speed of memorization, reproduction accuracy, and the efficiency of the student's labor costs. These features are especially pronounced in the process of suggestive perception of foreign vocabulary [2, p. 9].

The idea of suggestopedia was first introduced in the 1950s in the works of the Bulgarian psychotherapist G. Lozanov. Lozanov worked with patients according to his own method of psychocorrection [3, p. 95].

Suggestopedia is the science of releasing the mental reserves of the human personality (the principle of joy and relaxation, suggestive relationships).

The implementation of the principles of suggestopedia (which contribute to the creation of "joy and tension") - in the use of song and musical material - creates a high emotional mood in students, elation and relieves fatigue during classes.

Research methods. The research methods are theoretical

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analysis and synthesis of psychological, pedagogical and didactic literature on the research problem.

The word suggestion comes from lat. *suggestum*, which means to whisper, to suggest. Suggestology is the science of suggestion, suggestopedia is its application in pedagogy. The sphere of the unconscious can be considered as a source of "reserve possibilities of the psyche." It is to use these reserves of the individual that the suggestopedic direction in psychology is called upon. This is how intensive teaching methods appeared, based on the ideas of suggestopedia.

The main position of suggestopedia is the use of hidden reserves of consciousness. There are three main principles of suggestopedia:

- 1) the principle of joy and relaxation;
 - 2) the principle of unity "conscious - unconscious";
 - 3) the principle of suggestive relations "teacher - student".
- Let us consider in more detail the implementation of these principles in practice.

The effectiveness of the method, according to its creators, is to activate memory reserves, increase the intellectual activity of the individual, develop positive emotions that reduce the feeling of fatigue and contribute to the growth of learning motivation. The listed circumstances, implemented in the course of classes using means of suggestive influence, contribute to a significant increase in the amount of assimilated material per unit of time, the formation of strong speech skills and abilities, the ability to be included in various situations of communication [4, p. 32]

The suggestopedic learning model provides for the following stages of work: decoding - getting to know new material, active session - reading a new text by the teacher, concert session - re-reading the text by the teacher against the background of sounding music, mastering the educational material. using suggestive etudes. At the end of the cycle, the final "performance" is held - the staging of the text.

The entire period of study is divided into two parts: an oral introductory course and the main course using a textbook, including active and concert classes, primary and secondary learning of the material. The main methodological teaching methods are: reading and translation of the text by the teacher, choral and individual repetition of parts of the text by students, acting out scenes, solving problem situations and mental tasks, participating in games and dialogues.

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This teaching method is a system of introduction and consolidation of educational material in various situations of communication, activation of students in the process of the lesson and mobilization of hidden psychological reserves of the individual. G. Lozanov drew attention to the reserve capabilities of the student's psyche and the possibility of intensifying mental activity in the learning process, which allowed him to significantly increase the effectiveness of training.

G. Lozanov for the first time emphasized the role of the subconscious principle in mental activity and showed the possibility of purposeful influence on it. Practice has shown great opportunities inherent in the methodology of suggestopedic training. They were most clearly presented in the framework of short-term language training in the system of various courses.

Thus, the memorization of words and structures occurs easily and, as it were, against the will of the student. Training takes place in the most comfortable environment, in a state of relaxation. Further elaboration of the material learned in this way for its use in free oral communication, which is considered the main goal of teaching in this method, also takes place in an informal, comfortable atmosphere. Students actively use the acquired knowledge of a foreign language in the classroom, and in the afternoon, at home, diligently repeat the words.

Mistakes in their speech are allowed, since the main thing is to create an attitude towards liberated communication in a foreign language.

Role-playing games are used, which allow you to use the creative potential of students and create additional motivation. Here the roles are distributed according to a pre-designed scenario. The game of roles in suggestopedic practice is that each student receives a new name and a new biography from the very beginning. In this case, the language of communication can also be changed. The assignment by students of a new name and biography creates a special effect of liberation from personal individual socio-psychological "clamps" that students may have. The game situations created in the future free a person from the pressure of his social position, facilitate the rapid removal of anti-suggestive barriers and stimulate the spontaneous and direct manifestation of the personality's capabilities. Such a relaxed atmosphere involuntarily leads a person to the need

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for communication, first with the help of a teacher, and then independently. People make contact with each other. At first, with some difficulties, and then more and more freely, they begin to communicate in a foreign language [6, p. 78].

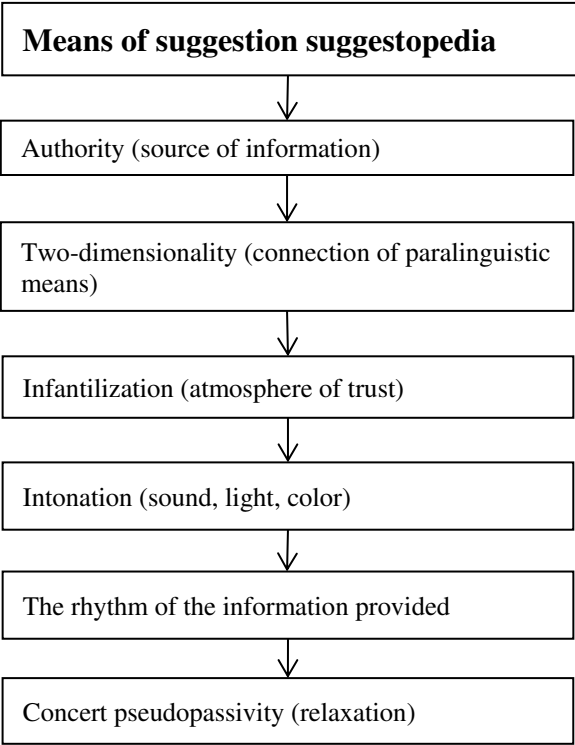


Figure 1
Means of suggestion suggestopedia [5, p. 17]

Problem-based learning is a method in which the presentation of new material occurs by creating a problem situation that presents an intellectual difficulty for the child. He cannot find an explanation for any phenomenon or fact, and the methods known to him for solving such situations do not help him achieve what he wants, and the child is forced to look for new ways.

Against the background of such concert pseudo-passivity, in the presence of a suggestive mindset for super-memorization, anti-suggestive barriers are more easily overcome and the reserve possibilities of the psyche are released.

Thus, in the created suggestive atmosphere, not only memory functions increase to the level of hypermnesia

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(supermemory), but also strength is restored in the learning process.

Discussion. The suggestopedic learning model provides for the following stages of activity:

- decoding - acquaintance with new material;
- active session - the teacher reads a new text;
- concert session - repeated reading of the text by the teacher against the background of sounding music;
- development of a teaching aid with the help of suggestive etudes;
- the final "performance" - the dramatization of the text.

The entire period of study is divided into two parts: an oral introductory course and the main course using a textbook. The oral course is also called the pre-session phase. This is followed by the main course, which includes active and concert sessions, primary and secondary development of material. During the pre-session phase, the teacher introduces students to the content of the text, usually in the form of a dialogue, using various methods of non-translational semantization (facial expressions, gestures), as well as translation. In subsequent lessons, the teacher reads and translates the text, comments on lexical and grammatical difficulties. The repetition of individual parts of the dialogue is practiced. The most important moment in the work is the assimilation of the intonation of the dialogue, so the teacher reads the dialogue with different emotional coloring, accompanies the reading with facial expressions and gestures.

During an active session, the teacher reads the text, and the students pronounce it to themselves in pauses. The text is divided into parts, each part is read with a special intonation ("intonation swing"): the intonation of the first part is neutral, the second is soft, mysteriously indecisive, the third is solemn.

At the concert session, the teacher reads the text at a natural pace against the background of specially selected pieces of music. It is customary to end the school day with a concert session. During the post-session phase (primary and secondary development is assumed), the material is consolidated and activated in speech. The main methodological techniques here are: etudes, problem situations, mental tasks, games, paired dialogues.

The listed stages of the learning model, implemented in the course of research using the means of suggestive influence, contribute to a significant increase in the volume

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of assimilated material per unit of time, the formation of strong speech skills and skills that should be included in various speech situations.

Conclusion. The suggestopedic system should not be used in isolation, but in combination with traditional (conscious) methods and only in relation to students who already have a certain amount of knowledge of the language and, most importantly, who already show interest in it, the desire to learn it, setting themselves the goal of achieving something. someone who understands what they are learning for.

According to teachers and psychologists, the effectiveness of the suggestopedic method is as follows:

- the assimilation of a very large number of units of information;
- the ability to actively use the information fund in professional communication;
- the ability to flexibly vary your communication;
- the ability to transfer the studied information units to other situations;
- creation of extremely powerful educational motivation;
- removal of psychological barriers (stiffness, fear, stiffness).

So, it is important for us to note that the suggestopedic method in teaching foreign languages cannot be ignored, because. he, thanks to a special technology, is able to solve a number of educational problems much more successfully than other methods. Among these tasks, it should be noted teaching oral forms of communication, increasing motivation for learning, and removing psychological barriers. In cases where the goals of the program give a significant place to oral-speech forms of communication (listening and speaking), suggestopedia can be safely recommended as one of the most successful approaches to achieving these goals, for example, within the communicative approach. However, we should not forget that the use of the suggestopedic methodology requires a certain adjustment of theoretical provisions, retraining of teachers and the creation of new training courses that correspond to the conditions of higher education.

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