

## “THE USE OF SUGGESTOPEDIA IN TEACHING LANGUAGE TO DIFFERENT TYPES OF LEARNERS”

Scientific supervisor

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**Abstract:** Suggestopedia, a novel approach to language learning, appears to be successful. According to Lozanov, this strategy made it possible to teach languages three to five times faster than possible methods. Described by Lozanov as "the science that systematically studies non-rational or unconscious influences" that people are continuously exposed to, suggestology serves as the foundation for this collection of educational recommendations. This method combines ideas from Soviet psychology and yoga. For optimal material retention, yoga stresses the value of mental relaxation. "Every student is capable of learning a subject to the same level of knowledge," according to the Soviet psychology theory. Lozanov changed this notion.

**Keywords:** Suggestopedia, Georgi Lozanov, learning styles, kinesthetic learners, visual learners, auditory learners, student motivation , Teacher-student interaction, creative pedagogy, alternative teaching methods.

**Introduction:** In the 1970s, Dr. Georgi Lozanov, a psychiatrist and teacher from Bulgaria, created and implemented Suggestopedia a non-traditional teaching approach based on elements of direct and indirect suggestion. The approach was applied in educational establishments that specialized in foreign language acquisition. Suggestopedia, as its name implies, uses the power of suggestion to learn languages. The idea is that learners would be more open to studying new material if they are at ease and content. This facilitates and improves the language acquisition process (Zinatullina, 2009). In order to determine how effective Lozanov's method is in teaching language school kids with varying learning styles, this article looked at it.

**Methods and materials:** Dr. Lozanov's teaching method is based on two types of suggestion—direct and indirect. Direct suggestion works on a conscious level and includes everything that happens during the actual lesson, like explanations, activities, and teacher-student interactions. Indirect suggestion, however, operates more subtly, influencing the learner's subconscious. This includes things like the teacher's tone of voice, facial expressions, body language, rhythm of speech, and even the classroom atmosphere. Elements such as lighting, decoration, and furniture can all affect how comfortable and open students feel, which in turn influences how well they learn (Liang, 2021).

Some of the core ideas behind Lozanov's method include the belief that students learn better when they're relaxed and in a positive environment. It's also important for the teacher to help students believe in their own ability to succeed—this confidence makes learning easier and more effective. Taking on a different persona during lessons can help students feel safer and less self-conscious, which encourages participation. Grammar and vocabulary are still part of the process, but they shouldn't be the main focus. Instead, learning through acting, role-play, and games is encouraged, as this lowers stress and increases engagement. Music and movement are also used to help students absorb the material more naturally. Ideally, learners should feel like children again—curious, open, and trusting of the teacher—so that the whole experience

becomes fun, not intimidating.

Lozanov's method has proven to be effective largely due to several key factors:

1. Student motivation plays a crucial role and is encouraged through positive reinforcement and personal attention rather than punishment. This technique tends to work especially well with children and teenagers, though it may be less effective with adults. In some cultures, such an approach might be seen as patronizing or insulting to an adult's intelligence.

2. A variety of learning activities are offered, allowing students to choose which ones they want to take part in. However, these activities must be guided by the teacher. Without this guidance, students may not fully understand the purpose or value of what they're doing. This is because, although learners might be naturally drawn to suggestopedic methods, they are rarely trained to evaluate which exercises are genuinely beneficial for their learning.

3. Equal participation in the classroom is essential. When teachers promote open and respectful dialogue, it encourages students to take initiative and become more actively involved in their own learning journey.

Suggestopedia can be quite powerful when applied thoughtfully. To make the most of this approach, certain teaching practices are recommended:

- Teachers should encourage any kind of physical movement or participation during lessons.
- It's important that teachers listen and respond to all students, not just a few.
- Clear, supportive feedback should always be given so that learners don't develop negative feelings or lose confidence in the process.

Results:

Dr. Georgi Lozanov designed Suggestopedia around four distinct phases to promote relaxed, effective learning.

The first phase, Presentation, focuses on building a comfortable and positive classroom atmosphere. Teachers carefully arrange seating to support relaxation and interact with students in an informal, supportive way. Activities at this stage aim to remove any fear or resistance to learning by encouraging playful participation in group projects and games.

The second phase, Active Elaboration, smoothly continues the work of the first. Teachers foster natural communication through relaxed conversations. Students might, for example, collaborate on creative tasks like preparing materials for a film. Humor, songs, and storytelling are integrated into lessons to help learners engage with and better understand challenging material.

The third phase, Concert Session, has two parts:

- During the Active Session, the teacher reads aloud from the learning material while emotional classical music plays. Students listen and follow the text without any expectation to memorize. The teacher's reading pace matches the rhythm of the music, creating a smooth and calming learning experience.
- In the Passive Session, students close their books and simply listen as the teacher reads quietly over soft Baroque music. This music is used because it can enhance brain activity associated with relaxation and memory, helping students absorb new information more easily.

The final phase, Practice, happens the day after the concert session. Students review the material through interactive games, puzzles, and discussions rather than through traditional homework. Teachers focus on keeping the environment stress-free, encouraging students to reinforce their learning naturally by rereading the material before sleep and after waking.

Discussion:



The method's effectiveness lies in its psychological and emotional foundation. The four stages are designed to make learning feel effortless and engaging. Especially during the concert session, the use of Baroque music is said to boost alpha brain waves, creating ideal mental conditions for information retention.

Tailoring Suggestopedia to different learning styles ensures inclusivity. For kinesthetic learners, active participation in movement-based tasks not only aids memory but increases emotional connection to content. For auditory learners, music enhances attention and relaxation, while recorded material supports independent review. Teachers can boost their confidence by frequently involving them in oral tasks.

Visual learners, though less naturally aligned with Suggestopedia, can still thrive when visual planning tools like charts, diagrams, and videos are incorporated. These strategies connect abstract language learning to recognizable patterns, improving retention and motivation.

The method promotes a low-pressure, student-centered environment that encourages risk-taking and creativity.

When students feel emotionally safe and intellectually engaged, their motivation and comprehension both increase—core outcomes that suggest Suggestopedia remains a powerful tool in modern language education.

### Conclusion:

In the article, the authors define Suggestopedia, describe its four main stages, and discuss its application for three different learner types. However, when considering the use of this method for teaching foreign languages, it is important to recognize certain limitations and challenges. Since Suggestopedia involves adapting approaches to suit different types of learners, this can sometimes slow down or complicate the overall learning process. Additionally, beyond kinesthetic, visual, and auditory learners, there are several other learner profiles that are not fully addressed by Suggestopedia.

Therefore, further research is needed to explore how this method can be adapted to meet the needs of a wider range of students.

Moreover, there are other important areas within Suggestopedia that require deeper investigation. These include strategies for training teachers to understand both the theoretical and practical aspects of the method, ways to encourage students to form interest-based groups during their free time, and techniques for using Suggestopedia to strengthen memory and improve knowledge retention. Finally, it is also essential to study how Suggestopedia can be effectively integrated with other teaching methods to maximize its potential benefits.

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