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NLP AS AN EFFECTIVE TOOL IN TEACHING ENGLISH

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Currently, the requirements for the study of a foreign language are quite high, because one of the tasks facing the teacher is the formation of communicative abilities of students. That is why the use of different methods and techniques allows us to open up new opportunities in learning. NLP is one of the most powerful psychotechnics, which helps to change yourself and others in the most effective and elegant way. NLP emerged in the early 1970s and was the fruit of the collaboration of John Grinder, who was an assistant of professor at the University of California at Santa Cruz, and Richard Bandler, a psychology student at the same University. [6] In the spring of 1976, Grinder and Bandler gave the name of his work- neuro linguistic programming is a cumbersome phrase, behind which lurk three simple ideas. Part of neuro reflects the fundamental idea that behavior originates in the neurological processes of seeing, hearing, smelling, tasting, feeling and touching. We perceive the world through our five senses, we extract “meaning” from information, and then we are guided by it. Our neurology includes not only visible thought processes, but also our visible physiological responses to ideas and events. One is simply a reflection of the other on the physical level. Body and mind form an inseparable unity, a human being. The “linguistic” part of the name shows that we use language to organize our thoughts and behavior and to communicate

with others. “Programming” indicates the ways in which we organize our ideas and actions to get results. [5] In NIP there are many methods, techniques, ways on how to correctly formulate the goal; find the most appropriate ways to achieve it; change behavior; get rid of fears; simulate someone’s effective behavior; find ways out of a seemingly hopeless situation; predict the behavior of the interlocutor and eventually simulate the situation; successfully find contact with others. The tools of NIP allow us to identify the different interesting points that are hidden from the ordinary teacher of the English language: eye movements, patterns of behavior, beliefs, strategies, nonverbal reactions, actions. The use of the concept of neuro-logical levels of learning and change allows us to notice new promising methods of data management processes on the part of the teacher. In accordance with the predominant profile or style of management of learning and development, characteristic of the teacher can talk about a particular style of leadership, which he supports in the implementation of the educational process. The main content of the concept of neuro-logical levels is that there is a certain hierarchy of levels of learning and development. [2]

NLP identifies the following levels of learning and development:

- Environment (external possibilities or limitations of the activity, place, time and material conditions necessary for its realization);
- Behavior (specific steps, actions, or operations required to achieve a goal);
- Abilities (a system of cognitive maps, activity plans and strategies, criteria for selecting and evaluating specific actions);
- Beliefs and values (motivation and choice of the General direction of activity taking into account available abilities, the purposes and conditions, the answer to a question “why?” regarding this activity and its psychological reinforcement)
- Identity (awareness of a person’s role, the answer to the question “who?” regarding this activity)
- Mission (an idea of its task within a larger system of people – families, groups)

The application of this concept to the context of leadership in education allows us to notice different levels or styles of leadership, depending on the teacher’s focus in the implementation of the educational process – providing the necessary conditions, behavioral competence (skills), development of abilities (educational and in a wide range), personal education. [2]

The following types of leadership in the context of education can be said on the basis of the highlighted feature:

- Guardianship. Leadership at the environment level. The focus of the teacher’s attention is on the external factors of training (there are all the necessary material resources a minimum of distractions, a security environment) The teacher knows the “right” path to the goal and corrects students if they “ go astray”
- Coaching. Leadership at the level of behavior. The teacher’s focus is on improving specific behavioral skills of students by identifying and consolidating successful actions in relation to a given goal. The teacher observes the behavior of students and gives them advice on how best to act in this situation.
- Training. Leadership at the level of abilities. The focus of the teacher’s attention is on the development of general cognitive abilities, and not on the development of specific skills in specific situations. The teacher offers students to transfer skills to new contexts and form useful strategies of thinking and behavior.
- Mentoring. Leadership at the level of beliefs and values. The teacher’s focus is on the beliefs and values of the student that contribute to or hinder successful learning. The teacher helps students overcome internal resistance to learning, strengthens faith in themselves and their capabilities.
- Sponsorship. Leadership at the level of identity. The focus of the teacher’s attention is on the disclosure and recognition of the identity and internal potential of the student. The teacher creates conditions for the development of the student’s personality by broadcasting to him (verbally

and non – verbally) messages such as: I see you. You are valuable. You are special. You are accepted.

- **Awakening. Mission –level leadership.** The focus of the teacher’s attention is on expanding the boundaries of the system, which is perceived by students as their own “sphere of influence”. The teacher creates conditions for students to realize their own place and role in the social life of society, giving them the opportunity to think positively about the question “Why?” in the context of his own life. It is important to note that the lack of support or conflict with the teacher at high logical levels is a serious factor that reduces the effectiveness of education, especially in the strategic sense. In accordance with this, the enrichment of the teacher’s leadership profile is an important task of the development of his teaching style in the course of training and retraining. [1]

In NLP quite a lot of said about the different ways of structuring experience. One of the presuppositions of NLP is: “Experience has its structure”. At the same time, as we have already noted, it is believed that people differ in dominant channels of perception, storage and transmission of information. So, according to some (unverified) data, 40 % of people have visual channel, 40 %- auditory, 20 % - kinesthetic. Historically, the leading system of internal experience is the kinesthetic system (young children should try everything themselves: the words “hot” and “cold” make sense only after a personal test). Subsequently, a special distribution of the visual system. It is assumed that social experience and knowledge cannot be transmitted directly through sensations. The success of training (understood in NLP as the amount of stored information) depends allegedly on the development of the visual system as a key and representative of the majority of people. This can be explained by the fact that the physiological capacity of the visual channel is several orders of magnitude higher than the kinesthetic, and bright three – dimensional images allow the resulting amount of information to be effectively organized into “internal maps”. In NLP it is believed that even such an “auditory”, at first glance, a skill like literacy, depends on the use of the visual system, literate people, first of all, “see” that the word is written incorrectly, for example: they store in memory the images of the correct spelling of words. [1] It is noted that socially effective people (businessmen, some scientists) more actively use the visual system to represent their experience. Representatives of the visual-kinesthetic type are more effective as communicators: they “see, feel” the audience. In special highly- formalized areas of knowledge are often effective people of rational type, because a high level of formalization does not allow the introduction of personal experience and professional communication is more important, what to say, and the more formally, the more correct. One of the main ideas of NLP is modeling. One type of modeling is behavioral modeling. This means that you have to enter the second position of perception (as if you were the person you are modeling) and repeat after him everything he does without thinking. In just a few minutes, throwing away all thoughts and trying to copy the person as accurately as possible. You managed to learn to speak different words just like this person. Ordinary teachers at school honestly try to explain to students how to do it. The part of students is obtained, part – no, but to teach all quickly and accurately is usually not possible. Behavioral modeling based on the copy – the most simple way of modeling by which children learn, repeatedly repeating the words of adults. Unfortunately, it is good only in cases of copying the pronunciation of sounds, words and phrases. If you try to understand grammar through behavioral modeling., there is likely to be no effect. The next type of modeling – strategic modeling – identifying the sequence of actions or strategies. There is a way to remember – storyboard. It was used by Walt Disney when he created his cartoons. This method has been repeatedly tested in English language courses. As an example, you can take any text. You can remember sequentially during reading or immediately after reading the entire text. According to this technique, you need to imagine the first “frame”. For example, the well – known tale of the three little puppies. Then to imagine mentally three homeless puppies. You need to place this picture on the left and slightly above the eye line, as if you have drawn on a sheet of paper three puppies and mentally see this sheet. If you cannot imagine immediately, you need to take any picture, look at it, close your eyes and try to imagine the picture as if you “photographed” before closing your eyes. Then you should open your eyes and look at the picture again. Compare what we were able to mentally reproduce with what was in the picture. After a short training the possibilities will improve significantly.

This is very useful for the development of visual memory. Having mastered this simple technique, people can keep in mind and easily reproduce in conversation anything: presentation, business stories, the following modeling is modeling of the deep basis (values, criteria, codes of human rules, features of their application) and modeling of personal identity (social roles and life credo). [3]

So, at the heart of the success or failure of training are beliefs about themselves, about their abilities. For example, a person has such limiting beliefs as:

- I have no ability for languages.
- Personally, I have not tickles.
- Foreign language is very difficult.

This greatly hinders the learning process. The way out of the situation is simple “turn” the belief inside out, for example reformulate with a positive meaning, and believe in it.

Here is the result of turning over beliefs:

- I have an aptitude for languages.
- Personally, I will succeed.
- Foreign language is very easy.

...This is the contribution of modeling – to find simple solutions to complex problems. Another type of modeling is the speed of internal dialogue. This raises the phenomenon of “subjective time duration”. Namely, you need to listen slowly inside a phrase or a whole sentence in English and then, slowly translate it into Kazakh or Russian, the inner sense of time is very different from the outside – from the one noticed by outside observers. So, modeling with NLP in the study of English and the subsequent embedding of models have similarities with conventional methods, but has a number of differences, which leads to more effective results:

1. Externally, the process may look similar: exercises, games, conversations.
2. Understanding of the processes underlying the learning of adults and children learning allows you to get real results much faster than with conventional learning through the use of spatial anchoring, changing beliefs, embedding the right spelling strategies, memorization, listening, retelling

In addition, the teacher must be able to identify the style of the student and use the methods most suitable for the student or for this group of students. Thus, taking into account the above will improve the process of learning a foreign language and make it easier and more enjoyable. [4]

Conclusion

As we clearly see from the abovementioned, NLP techniques help us acquire the foreign language in a more effective way. Therefore, the teachers of English should take into account the efficient NLP techniques to boost the learners’ productivity.

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