

Implementing Suggestopedia and Memory Training in the Foreign Language Classroom

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Abstract: The suggestopedia approach consists of four basic stages of activity. They are: exposition, concert (active and passive), elaboration, and practice. During the presentation stage, students are encouraged to think positively about learning and how enjoyable it can be. During this stage, the teacher creates the most comfortable and joyful classroom environment for the kids. During the active concert, the teacher reads a text, which the kids repeat. After then, in the passive concert, the teacher plays some baroque music in the background while reading the text aloud to the students. In the elaboration, the teacher informs the pupils that they will do something after the concert, such as make a film or play video games. During the practice stage, teachers employ games, puzzles, and other activities to review student understanding. This study intends to describe teacher activities during the presentation, concert, elaboration, and practice stages. The researcher used descriptive qualitative as the research method since the goal of this study is to describe the teacher's actions throughout the application of the Suggestopedia Method, and there is no treatment in this study.

Key points: Suggestopedia, application, students' speaking ability.

Introduction

Suggestopedia is a teaching approach developed by Georgi Lozanov in the 1970s. According to Lozanov (2005), suggestopedia is a teaching method that takes advantage of all of the opportunities that gentle suggestion provides. The recommendation is for something that will make students love the teaching and learning process. Lozanov developed this method in the hopes that children would love learning, particularly learning a foreign language. Suggestopedia was originally used primarily for foreign language instruction, and it is sometimes stated that it can teach languages three times faster than traditional approaches. For this reason, the researcher is attempting to perform research on suggestopedia. According to Lozanov (1978), the suggestopedia method's activities are divided into four major stages. They are: exposition, concert (active and passive), elaboration, and practice. During the presentation stage, students are encouraged to think positively about learning and how enjoyable it can be. During this stage, the teacher creates the most comfortable and joyful classroom environment for the kids. During the active concert, the teacher reads a text, which the kids repeat. After then, in the passive concert, the teacher plays some baroque music in the background while reading the text aloud to the students. The activities in suggestopedia method seem fun for the students. By applying this method in the class teacher hopes that the students will enjoy learning English.

Many students in EFL programs believe that learning a foreign language is difficult. Gold, the creator of the National Council of Suggestopedia, stated in his address that suggestopedia was designed to make studying easier for students by making the teaching and learning process more enjoyable and interesting. Lozanov (2005) goes on to say that "if you want to learn more, more easily, more pleasantly, in a stable way and with a better impact on health - then accept Suggestopedia, desuggestive learning, because it is learning with love" Using the suggestopedia technique, pupils will believe that learning a foreign language is not as difficult as they think.

Students will be able to study foreign languages more effectively if they believe the process is simple and enjoyable. According to Lozanov (1978), learners struggle to acquire English as a second language because they are afraid of making mistakes. When the students are in this circumstance, their pulse rate and blood pressure increase. He believes the learners' brains contain a mental block (affective filter). Fear causes learners to struggle with language acquisition due to a filter that restricts input. The goal of suggestopedia is to reduce the affective filter and encourage students' mental potential to learn, so accelerating the process by which they learn to grasp and apply the target language for communication, resulting in super learning. This is the ultimate purpose of suggestopedia.

Priyatmojo (2009) discovered in his thesis that suggestopedia is beneficial for teaching language to young students. Suggestopedia assisted kids in effectively memorizing words. It was an excellent idea to incorporate suggestopedia in the teaching and learning process. Djuhariah et al. (2012) discovered that suggestopedia was also an effective tool for teaching reading to 12th grade pupils. They discovered that using the suggestopedia method to teach reading improves pupils' reading abilities. Meanwhile, Nopiyanti (2012) discovered that suggestopedia can help educate young learners how to talk. She discovered that using the suggestopedia method can help young learners enhance their speaking abilities. According to the findings of these studies, the suggestopedia approach is a useful method for teaching and learning. That is why the researcher is attempting to perform a study on suggestopedia in the teaching and learning process of English classes. The researcher is conducting research on suggestopedia since it is an effective approach for teaching and learning foreign languages, particularly English. She is attempting to conduct research in a class at one of the schools in a tiny city in eastern Java. The researcher discovered that one of the teachers at that school used suggestopedia in the English teaching and learning process. When the researcher asked that teacher, she stated that the pupils were really enthusiastic about learning English when she used the suggestopedia technique in the teaching and learning process. The teacher's use of suggestopedia to teach English makes learning English enjoyable and exciting for the pupils. The teacher employs music in class to make the atmosphere lively, and the students believe that studying English is enjoyable and engaging. Speaking talent refers to the ability to articulate thoughts, opinions, and wishes to others. According to the definitions provided above, speaking is a language ability that plays an important part in human connection and communication. Humans communicate through spoken language, expressing meaning through sounds. Speaking skill is a key aspect of English learning.

FINDINGS AND DISCUSSION

Suggestopedia represents a new beginning. A thorough reframing of education and training demonstrates students' ability to relearn information. Traditional teaching approaches can help individuals learn three to five languages quickly if psychological barriers to learning are addressed. Using this strategy, learners retain knowledge for a longer period of time, which boosts their motivation. Using suggestopedia to learn a foreign language can help learners achieve a high level of knowledge, retaining valuable information and preventing forgetfulness. Suggestopedia is a pedagogical tool that draws on contemporary brain research findings. Suggestopedia is an integrated language learning system that uses accelerated learning approaches to promote change, boost learning capacity, and speed up learning. The main thing is to direct personal energy on learning and practice. The idea is to identify each student's unique point of view and make it accessible to them. Furthermore, students have significantly greater perceptual ability when they are relaxed. Flexibility in the body allows for faster transfer of brain energy to mental activities, leading to more persistent learning. Speaking is a form of language that involves communication through sounds. Richards and Renandya (2002) found that speaking can be challenging for foreign language learners due to the need to utilize language effectively in social interactions. Speaking is a component of communication, while learning is the input modality for language acquisition.

COURSE OVERVIEW

Choosing the right method or strategy for foreign language instruction requires careful consideration of the teaching environment and individual circumstances. To effectively communicate with pupils in a foreign language, educators must possess a strong sense of service and diplomacy, as well as give a clear message that allows them to grasp news and movies. As a result, foreign language teaching strategies should be used in conjunction with an acceptable method or strategy. The suggestopedia approach, which utilizes the human brain to enhance learning, has contributed to innovation in the discipline.

LEARNING USAGE

Initial data from this study indicated the usefulness and acceptability of online learning as a supplement to the Hospital Pharmacy course. This module was deemed to have significantly boosted students' knowledge of the evaluated topic. Furthermore, the high level of pleasure and pleasant experience related with the online learning activity found in this study confirmed the website's value as a learning aid for students. In the future, the website, its content, and format could be adjusted and improved depending on student feedback before being used to compare the outcomes of online learning with traditional lectures.

There are numerous types of digital tools available to instructors to be integrated with academic activities, an approach that aims to shift learning to a more student-centered, rather than teacher-centered, model in order to promote student engagement. These various tools can be grouped into gaming, virtual learning environments, audio-enhanced discussion, audio response systems, and social media, and each of these will be discussed in further detail below. Figure 1 highlights the five pillars of digital tools that are used to enhance engagement, motivation, and activity among students within higher education. Educators integrate digital tools such as virtual learning environments, gaming, and social media into their academic activities, as today's students are more reliant on technology for learning than previous generations.

COURSE CONTENT

In this category, 12 statements were provided. Those are the course materials provided me with what I needed to know or to do, the course materials allowed vocabulary improvement, the course materials improved language skills, the course materials provided an authentic situation in the learning process, the course materials engaged students in classroom activity, the course materials were oriented to motivate students in learning independently, the course materials were in line with course objectives, the course materials and their structures were appropriate, the course materials had variety, the course materials were informative, the course materials gave a better influence on students' ability, the course materials were able to identify students' strengths and weaknesses. Some feedback is given from the interview; six participants generally agreed that course materials met their pharmacy students' needs. Materials were also delivered as its syllabus. The length of the study was something they want to be added. They expected English to learn not only in a single semester. Two semesters will fit more with their needs. One of the reasons is their different English learning backgrounds, while everyone was aware of English's importance for their future career.

TEACHING AND LEARNING

In this category, there are seven items. Those are there was an effective and efficient use of time in class, it was easy to follow the teacher, there was an excellent student-teacher interaction in the course, the students had a cooperative relationship with each other, the teacher was teaching interestingly, the teaching methodology of the teacher was influential in our learning, and the teacher was encouraging us to participate in the lessons. Figure 3 shows the diagram of students' perception of the teaching and learning process of English for pharmacy class. The responses from the interview generally stated that the course had a positive impact on their English knowledge. The success of reaching learning objectives was not separated from the success of the teaching and learning process done by the teacher. However, very few students did not understand the teacher's

explanation; it was influenced again by their English learning background and the number of students in the class, which reached 45-50. It affected to equal distribution of students' knowledge.

CONCLUSION

The main issue in this study is the teachers' behavior during the adoption of the Suggestopedia approach in the teaching and learning process. The main problem that is developed based on the teacher activity during the suggestopedia method in the teaching and learning process is divided into four parts: the teacher's activities in the presentation stage of the suggestopedia method in the teaching and learning process, the teacher's activities in the concert session of the suggestopedia method in the teaching and learning process, the teacher's activities in the elaboration stage of the suggestopedia method. Based on the results of the data analysis and discussion in the preceding chapter, the researcher reached the following conclusion: first, the teacher's activities in the presentation stage of the suggestopedia technique in the teaching and learning process were successful. The presentation part of the suggestopedia technique was designed to help students feel like learning English is enjoyable and not stressful. The teacher placed the pupils' seats in a semicircle so that they were more comfortable and could see the blackboard clearly. The teacher also asked the pupils to sing together to make them happy. Second, during the concert session, the instructor instructed the pupils to listen and repeat after her in the first performance (active concert), as well as to relax, close their books, and listen to the teacher read the content. Third, at the elaboration stage, the teacher reminded the pupils for the first time that they will be doing games and drama. This stage was designed to make the pupils more focused on the instruction. Fourth, in the last stage, also known as the practice stage, the teacher used games and theatrics to help the students practice. During the practice stage, the teacher employed games and drama to make the kids believe that practicing is not stressful.

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