

INTELLECTUAL RECEPTION OF G. LOZANOV'S THEORY ON SUGGESTOPEDIA IN THE PEDAGOGICAL DISCOURSE OF UKRAINE

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Abstract. The paper is aimed at studying the results of Ukrainian scientists who developed the theory and practice of suggestopedia. The ideas of the outstanding Bulgarian scholar G. Lozanov serve as the foundation of modern linguistics, including the directions of suggestive language didactics, linguistics of influence, psychological and neurological and marketing linguistics. Thanks to Lozanov's contribution, researchers have learned to find suggestive components in political messages, analyze strategic narratives, find hidden aspects in religious texts, better understand the applied nature of some folk genres and more. The special anthropological value of Lozanov's approaches is objectified by the development of neuroscience, where a person is often positioned as a functionary with electronic chips. Instead, Lozanov's man is a free, conscious and loving man. Although research on suggestion is growing in the scientific literature, there is still a significant gap in this topic, in particular on theoretical and empirical developments on the impact of suggestion on various aspects of communication. A review of recent publications on suggestopedic topics shows that the interest in G. Lozanov's approaches does not fade and is nourished by the pedagogical search for educational paradigms which are adequate to the real needs of life and capable of combining tradition with innovation. The article presents different approaches to Lozanov's discoveries and aims to encourage new discourses into the area of the linguistic programming of personality.

Keywords: Georgy Lozanov; suggestion; modern Ukrainian linguistics

Introduction

In the 1950s of the 20th century, the Bulgarian psychotherapist, brain physiologist, pedagogue G. Lozanov (1926–2012), looking for precise definitions to determine the method of his experimental psychological research in the field of communicative psychotherapy, turned to the term “suggestion” and he first

distanced himself from hypnosis, relaxation psychotherapy, autogenous training, and at the same time from rational methods of persuasion. The former lacked widespread application, and the latter – the ability to disclose the reserves of the individual. In 1966, the scientist first introduced into scientific circulation the term „сугестопедия“⁽¹⁾ in Bulgarian, and later in English “suggestopedia”⁽²⁾, by which he outlined the suggestively oriented pedagogy. The applied aspect of his approach is most fully formed in the suggestopedic educational system. Its author named the following among the main characteristics that determined the essence of the methodology:

1. Memory reserves, reserves for intellectual activities, reserves for creativity and reserves of the whole person are opened. If we do not release the multilateral reserve potential, we cannot talk about suggestopedia.

2. Training is always accompanied by a relaxation effect or at least without a feeling of fatigue. If students get tired during class, we can't talk about suggestopedia.

3. Suggestopedic learning is always a pleasant experience.

4. It always has a beneficial educational effect, mitigating aggressive tendencies in students and helping them to adapt to society.

5. In the case of functional diseases or functional elements of organic diseases, a significant psychoprophylactic and psychotherapeutic effect is observed (Lozanov 1995, 35).

The success of suggestopedia was based on the principles of joyful and relaxed learning, the indivisibility of “conscious – unconscious” in didactic techniques, activation of students’ developmental potential and constant monitoring of the teacher based on the results of suggestive influence. The method was found to be extremely effective. Due to the powerful resonance caused by the results of suggestopedic training, the implementation of the method in national pedagogical cultures was launched in different countries. Since then, this process has not ceased to be continuous. Its geographical spread is the whole world, and the parameters of performance are objectified not only by the success in learning foreign languages, but also relevant to numerous meaning-making aspects of human existence. Thus, modern publications analyze the use of the method for learning a second language in primary education (Galti 2017); for learning the Arabic language, which is not only very different from European languages, but also is based on very strong cultural and religious traditions (Yogia et al. 2019); in inclusive student audiences (Pradheeba et al. 2018); adaptation of the effects of suggestopedia to the formation of skills in the field of IT technologies (James 2000); ensuring educational standards in terms of speech diversity, status differences, different levels of socialization, different identities in the African school, whose pedagogical culture has many myths and expectations from the academic correctness of language skills, instead there is a loss of identity

and dissociation with nature and cognitive ability that Lozanov found to be fundamental to successful learning (Cummins 2015); for studying Swedish by emigrants in Sweden and students from other countries who need to socialize in short terms and for whom the method becomes a tool of cultural mediation (Colliander et al. 2020.); the role of methodology in the processes of revealing teachers' own potential in professional activities on the example of problematic aspects of interaction of physical education teachers with the families of their students (González-Calvo et al. 2018); a need is asserted to change the cognitive style of communication with the teaching audience in pre-university education in Singapore due to lack of dialogue, creative collaboration with students, when there are various patterns of cognitive completeness that do not promote critical thinking, do not take into account the multimodal nature of modern knowledge and the 21st century's demand for psychological openness and readiness for interactive educational paradigms (Teo 2016) etc. A review of recent publications on suggestopedic topics shows that the interest in G. Lozanov's approaches does not fade and is nourished by the pedagogical search for educational paradigms which are adequate to the real needs of life and capable of combining tradition with innovation.

The aim of the study is to analyze the vectors of development of G. Lozanov's theory on suggestopedia in the pedagogical discourse of Ukraine. **The object** of research is the intellectual Ukrainian teachers' reflection on suggestopedic ideas of G. Lozanov. **The subject** of the article is suggestopedic and suggestological aspectology presented in the humanities of various profiles in educational institutions of Ukraine.

The purpose of the work involves solving the following **tasks**: to present Ukrainian scientific and pedagogical experience that objectifies the scientific prospects for the development of Lozanov's suggestopedia as well as to analyze cognitive peculiarities that characterize perception of Lozanov's suggestopedic theory in the modern Ukrainian educational space.

Methodology

The research methodology is complex. The analytical understanding of Ukrainian scientific and pedagogical experience in developing Lozanov's suggestopedic theory took into account the approaches of acmeological pedagogy of secondary and higher school as well as competence, social and partnership pedagogy, which correspond to the approaches of the Bulgarian scientist within the framework of the paradigm. The essential components of suggestopedia are moral and ethical imperatives of the teacher's activity actualized in the experience of Ukrainian followers of suggestopedia.

In accordance with these approaches, transferring knowledge of suggestion to students, analyzing cognitive conditions of its involvement in communicative

interaction, forming skills in producing suggestive texts are always combined with modeling of students' value paradigm, psychocorrective activity corresponding to the multilateral reserve potential and moral social adaptation. In fact, this is the presuppositional basis of suggestion didactics that review takes into account.

In turn, didactic materials made up by Ukrainian scholars for various training courses on communicative suggestion are presented with the help of the descriptive and analytical methods. Lozanov's suggestopedic theory formed the basis for understanding the principles of linguistic programming of human consciousness studied using psycholinguistic, neurolinguistic, linguocognitive, pragmalinguistic and other approaches.

Research materials

The article draws on material of Ukrainian teachers' scientific and pedagogical experience in applying Lozanov's method and its development in new cognitive conditions. Though the research is not an exhaustive review, it analytically presents more than 20 scientific papers that form the basis of training courses on the potential of different types of communicative suggestion. These courses are taught at leading Ukrainian universities and are an important part of programs designed to train teachers, translators, media linguists, linguists, employees of the National Security Service of Ukraine, etc.

Results

G. Lozanov's experience was assimilated in Ukraine through forming, first of all, two vectors of its elaboration by the academic community: these are the Ukrainian practice of the principles of suggestopedagogy and the study of suggestive components of the information space of Ukraine.

It should be noted that one of the first scientists who supported Lozanov's ideas was I. Velvovskiy, a representative of the Kharkiv School of Psychotherapists. He was a scientific consultant for G. Lozanov's dissertation. (Velvovskiy 1973).

Suggestive pedagogy was developed by the practicing teacher S. Palchevskiy (Palchevskiy 2006a, Palchevskiy 2006b), who became not only the author of the first Ukrainian suggestopedia textbooks, but also adapted the method to the teaching of geography at school.

Professor of Ivan Franko National University of Lviv I. Kochan actively promoted Lozanov's method in teaching a foreign language (Kochan 2015). And O. Soroka implemented it for Ukrainian classes (Soroka 2021), in addition, Ukrainian teachers used role-playing games in foreign language teaching (Palinska 2015a, Palinska 2015b) and musical accompaniment during their studies (Salimon 2012). We emphasize that, on the one hand, Ukrainian teachers continued to use the method to teach a foreign language and created a suggestopedic version of the discipline of a completely different profile – Geography. Unfortunately,

the systematic approach to the use of suggestopedia was more often reduced and some methods used in the courses of intensive foreign languages study were simply borrowed from the methodology.

On the other hand, in the first years of the 21st century a social demand for the development of knowledge about suggestion as a phenomenon and its specificity in various communicative spheres began to form rapidly in Ukraine. Such a demand was objectified by the informational realities of ideological and value chaos that accompanied the change in the political status of Ukraine as a young independent state that tried to determine its social priorities after leaving the Soviet Union. Within the framework of the second process, the study of language suggestion was initiated on a scale larger than pedagogical practice (F. Batsevych, T. Kovalevska, L. Kompantseva, N. Kondratenko, N. Kutuza, H. Pocheptsov, V. Rizun, N. Slukhay, G. Chuba, etc.), when various manifestations in all types of communication were chosen as the object of scientific analysis.

Thus, within the approaches developed by scientists of the Odesa I.I. Mechnikov National University, studied the phenomenology of advertising suggestion and proposed topical methods for identifying Ukrainian-language linguistic markers of neurolinguistic programming (NLP) as a basic paradigm for the study of suggestive influences of a wide range, including political and business communications. The main attention was focused on the systematics of the Milton model, where verbal and nonverbal suggestogens were singled out, which form a universal substrate of influential effects, their characterological features implied in the text and generalized system architectonics (Kovalevska 2017). The collective monograph "Advertising and PR in the Mass Media Space" (Kovalevska et al. 2009), "Associative Dictionary of Ukrainian Publicity Vocabulary" (Kovalevska et al. 2001) and "Short Associative Dictionary of Advertising Slogans" (Kutuza et al. 2011) became an applied result of the scientific topic "Research into Suggestion: Mechanisms, Sources, Protection" developed at the Odessa National University". In addition, a number of theses (S. Bronikova, A. Kiselyova, A. Kovalevska, O. Oleksyuk, O. Petrenko, Y. Stankevich, etc.) were defended at the Odesa I.I. Mechnikov National University on the NLP methodological base and their results served to deepen the theory and practice of latent communicative influences.

In turn, specialists of the National Academy of Security Service of Ukraine created a textbook for the study of modern suggestive technologies of manipulative influence, designed for a wide audience of students and teachers of humanities, psychologists, journalists, political scientists, criminologists, as well as practicing psychologists and psychiatrists, representatives of special services and other law enforcement agencies (Petryk et al. 2011). This scientific work outlined many new approaches in understanding the benefits and threats of communicative suggestion, removed this knowledge from the patronage of law enforcement

agencies and made it available to the general public. In the following period, the range of linguistic issues of these approaches were developed primarily in the works of prof. L.F. Kompantseva, who is one of the founders of Internet linguistics in Ukraine and deeply develops the strategic aspectology of suggestive influences in the information space of Ukraine (Kompantseva 2008; Kompantseva 2018).

Professor of the Kyiv Taras Shevchenko National University N.V. Slukhay offered her students a textbook “Suggestion and Communication: Linguistic Programming of Human Behavior” (Slukhay 2012), which analysed the history and current state of the theory of suggestion, studied verbal and nonverbal forms of suggestion in different types of communication, including pedagogical one, generated a register of pathogenic and therapeutic texts with the use of suggestive influence, etc. In addition, suggestion in religious texts was the object of a separate scientific studies (Klymentova, 2012a; Klymentova 2012b).

Within this area of suggestion studies, specialized textbooks on suggestive linguistics were also elaborated for religion students, philosophers, psychologists, social workers, etc. (Klymentova 2018; Klymentova 2019; Klymentova 2021).

We will add that the experience of using suggestion in law practice was studied by I.O. Hrabar from the Zaporizhzhia National University (Hrabar 2019).

Currently, various aspects of suggestive texts are being studied at Ukrainian universities within the courses of suggestive, cognitive, political, image, marketing, communicative, Internet, socio- and psycholinguistics.

Accumulation of factual material and knowledge about the specifics of suggestive influences and suggestogens, which are systematically used in various forms of social interaction, contributed to the deeper differentiation of these linguistic research areas into separate sciences that determine the current stage of scientific linguistic methodology in Ukraine.

In particular, Ukrainian scholars position suggestive linguistics, initiated by G. Lozanov, as a separate science that studies the phenomenon of suggestion as a complex psycholinguistic problem. Its research methods combine ancient knowledge and modern analytics, traditional and non-traditional approaches that essentially appeal to the recognition of the potential suggestiveness of all components of language, are implemented in the interdisciplinary field of linguistics, psychology and physiology, characterize communicative discourses rather than individual communicative manifestations relevant to other communicative sign systems (gestures, facial expressions, poses, etc.), take into account the probabilistic nature of communication as a form of human interaction (Kompantseva 2018).

In psycholinguistic contexts, suggestion is analyzed primarily as a tool for harmonization or latent expansion in interaction. If Lozanov’s approaches clearly outlined the connection with the principles of psychotherapy, psychohygiene and psychoprophylaxis, then, at the current stage, the concept of psycho-ecology is

the most relevant for assessing the moral and ethical components of suggestion in the information space of modern man. Launched in psychology, it extends in the interdisciplinary field to different versions of the understanding that the parameters of mental health are inseparable from safe living and working, including information, conditions, without which it is impossible to imagine the lives of modern people. In the Ukrainian discourse, the words *healthy, useful, natural, optimal, safe, developmental, relaxed, harmonious, and so on* are close to the word *psycho-ecological*.

The dynamics of the semantic components of the analysed concepts reflects one of the vectors of intellectual reception of G. Lozanov's ideas, whereby the identification characteristic of the approach “teach happily and easily” has transformed into a requirement “teach safely” and “protect from information threats”.

Semantic transformation is rooted in the reality of Ukrainian life. Experts emphasize the large number of pathogenic texts (Potyatynyk 1996) that are retransmitted by modern media. And educational resources are no exception. Market offers in this segment focus on the form of the game, the availability of information, clear rules of use, high quality visualizations, age differentiation etc.

We must admit that in the conditions of Internet communication, the developers of such methods as the Reduction method, the Tunneling method, the Tailoring method, the Suggestion method, the Self-monitoring method, the Conditioning method and the Surveillance method have become G. Lozanov's “competitors”. Today, these methods determine the cognitive specifics of network communications around the world and Ukraine is no exception (Kompantseva 2018).

In these approaches, the psychotherapeutic characteristics of the learning process according to G. Lozanov (rest effect, always pleasant experience, positive educational orientation, reduction of social aggression, faster social adaptation, physiological recovery, etc.) are replaced by a surrogate of communicative attitudes, when there is less effort but more benefit (as a result, success increases faith in one's own strength, becomes decisive in the processes of subjective value choices, which, in turn, are greatly simplified in situations that a priori do not have simple solutions); instead of mental creativity, a habit of certain restrictions is formed (it's like moving in a tunnel); when the orientation to one's own Self (with the help of a media resource) becomes stronger than the social orientation to another; cognitive strategy is embodied in the search for suggestion, not in the appeal to common sense and their own communicative experience; at the same time, one's own success is assessed not by social or communicative practice, but by the number of virtual bonuses (when the recipient tries to meet other people's expectations set by the rules of the game), etc.

Despite the fact that there is a huge media market of educational resources with the use of suggestive techniques, unfortunately, the results of their use are

weakly correlated with social expectations from the prospects of large-scale implementation of G. Lozanov's brilliant experience.

Having my own experience in teaching various university courses, which analyse the phenomenon of communicative suggestion, I would like to note that their practicing in classrooms forces the teacher to appeal to universal values, to understand the morality of the grounds for using suggestion in each case-study, find out differences between suggestion and manipulation, etc. The result of such discussions is usually value judgments about the level of psycho-ecological nature of specific texts, which, as a manifestation of intellectual reception, correspond to identification characteristics of suggestive linguistic pedagogy that were accentuated at the time G. Lozanov. Therefore, Lozanov's concept of the use of suggestive practices in pedagogy is objectified as a moral imperative in various forms of university study of suggestion. The transfer of knowledge about the technologies of communicative influences in student classrooms always inevitably objectifies the need to understand the moral and ethical conditions for the application of this knowledge in practice. In addition, the feeling of comparative ethics of a teacher, scientist, communication specialist is expressed. It is known that at the general level the attitude to the conscious use of suggestive potentials of language is almost always negative, as it correlates with the fact of interference in the area of personal psychostructure, with manipulative influence on the addressee "which occurs outside their will and desire" (Kovalevska 2001, 81).

A review of Ukrainian studies on the theory and practice of suggestion allows us to say that such public beliefs have not led to the refusal from recognizing the real existence of the problem and find ways for Ukrainian scientists to solve it at the level of psycho-ecological demands for the use of suggestion in various fields. Therefore, in summary, we note that the vector of such reception is determined by the movement from the idea of joyful and easy learning towards the priority of protecting the cognitive process from expansive interference in the psyche.

In his methodology, G. Lozanov appealed to the influential power of universal values. He was convinced that they are the most important conditions for the safe disclosure of the powerful cognitive potential of students, but at the same time provide trust in those who teach and raise the social prestige of the teaching profession. In our opinion, an important contribution to the development of G. Lozanov's ideas is that Ukrainian scientists carefully study deviations from psycho-ecological requirements in suggestive influences. It is primarily about manipulation in the media. The concept of manipulation has been thoroughly researched and considered in the context of Ukrainian reality (Petryk 2011, 8 – 15).

In turn, media manipulation is a type of psychological influence carried out through the press (newspapers, magazines, books), radio, television, Internet,

cinema, sound and video recordings, video and teletext, billboards and panels, home video centres that combine television, telephone, computer and other communication lines, social networks, which leads to the awakening of intentions of the object of influence that change their desires, moods, behaviour, attitudes, etc. Thus, we are talking about strategic aspects of information security, where the object of protection is a person, their mental health, feelings and behavioural patterns of response, emphasized in the didactic approaches of G. Lozanov as a priority.

In the context of our study, which corresponds primarily to pedagogical discourse, we emphasize that in modern conditions, the media are directly involved in the processes of assimilation of a wide range of knowledge by people of different ages, consolidation of moral and ethical norms and form values of interaction in society. The media is in fact a system of non-formal education and enlightenment of various categories of the population. At the same time, there is no doubt that media users are often offered contradictory, unsystematised and simply false knowledge on various issues of social and political life.

It is quite obvious that such a cognitive style of informing does not contribute to the personal development of recipients, but primitivizes or infantilizes their pictures of the world, makes people incapable of intellectual transformation, which characterizes the dynamics of a healthy human psyche, contributes to painful emotional outbursts. Therefore, among the value judgments of the results of media influence today there are the following: “coding”, “hypnosis”, “chanting”, “victim of advertising”, TV addiction, Internet addiction, etc. This creates a social demand for a new analytical paradigm of media language requirements. Scientific approbation of such an analytical paradigm has been embodied in various courses in media linguistics, which were launched in universities around the world at the turn of the 20th – 21st centuries and in which attention is paid to the problem of suggestion. Scientists from different countries are united in understanding that the problem of suggestive influence in informing people should be addressed for their benefit, and not for different forms of debilitation (Perswazja 2019).

In turn, the covid pandemic revealed new aspects of the presence of the media in educational practices and once again confirmed the relevance of G. Lozanov's approaches to the methodological support of the educational process. Under the conditions of quarantine restrictions, teachers have new opportunities to display almost any information message represented at the visual, audio and graphic text levels instead of a blackboard on which text is written or a table or poster is affixed. At the same time, it became obvious that teachers, having such a powerful arsenal of didactic materials, still cannot ensure the level of activation of memory, intelligence and in general all areas of personality, which are objectified by the method of G. Lozanov, experimentally confirmed and recognized by world academic community.

Instead, students and teachers around the world experience rapid fatigue, apathy, poor learning, and a lack of satisfaction with their work.

Within the analysis of intellectual reception on G. Lozanov's ideas, we emphasize that the Ukrainian reality provides grounds for ambivalent assessments. G. Lozanov used memory, thinking and emotions in suggestive influences to the maximum benefit of the person; however, they have become important objects of manipulative suggestive influence everywhere in the Ukrainian media. Therefore, the attention of suggestion researchers is focused primarily on those aspects of human linguistic programming that correspond to the pathogenic effect of suggestive representation of information.

On the other hand, media linguistics is actively developing in Ukraine. It is a science that is able to offer knowledge about the principles of optimal informing people about any events and allows participating in the formation of the legal basis of information strategies on the psycho-ecological basis. In particular, the Kyiv Taras Shevchenko National University offers students such courses as "Fundamentals of Media Culture: Ethics of Mass Communication", "Fundamentals of Media Culture: Language and Personality in Mass Media", "Information Security: Linguistic Competence", "Linguistic Media Technologies", "Communicative Strategies in the Media Space", etc.

Future secondary school teachers of all specializations are also taught the basics of media literacy, which, in our opinion, serves as a modern concept of effective suggestopedagogy. But if G. Lozanov placed the emphasis on the competent use of cognitive-perceptual components of suggestion, then it is the socio-ethical aspects of its application that come to the fore in modern teaching with the use of Internet resources. Expert assessment of Internet suggestion in virtual communication is relevant to the problem of information security, which is very acute in Ukraine. Therefore, studies of this segment of suggestology are intensive (Kompantseva 2018; Petryk et al. 2011; Yudko 2015).

We would like to add that suggestogenic threats are also communicated in interdisciplinary studies of religious discourse. Religious communication is known to be a historical prototype for pedagogical discourse in general. With the active use of new media by church institutions, which never and nowhere abandon the function of retransmitting religious knowledge and values, religious information and education cannot remain outside social monitoring. I emphasize that there are opportunities for open discussion on the standards of religious communication in Ukraine, in which suggestion has always been actively used and is now practiced both in forms that are relevant to psycho-ecology and in pathogenic forms.

Unfortunately, neurolinguistic research, with its modern experimental base, which could provide the most scientific information about the processes of perception of suggestive texts, is absent in Ukraine. "The reason is, first

of all, the cost of modern equipment needed for neuroimaging – obtaining images of the brain, which demonstrate its structure, functions and biochemical characteristics during the tasks of the subjects. Accordingly, there is a lack of neurolinguists in Ukraine who are familiar with the study of the brain substrate of language and speech using computed tomography, magnetic resonance imaging, functional magnetic resonance imaging, positron emission tomography, etc.” (Zhabotynska 2018, 6). It is obvious that the prospects for the development of suggestive research in Ukraine depend on extralingual factors of funding science and opportunities for interdisciplinary projects, including international ones. At the same time, we are convinced that the works of Ukrainian scholars can be useful and interesting for all countries of the Slavic world, because there are many common characteristics in their value and cultural paradigms. It should be noted that the study of ethnospecific components of suggestion by Ukrainian scholars has led to the conclusion of the universal nature of most verbalizers of textual suggestion, which “gives grounds to consider them basic suggestogens within almost any linguistic community, but with ethnocultural constants” (Kovalevska 2017).

Conclusions

G. Lozanov's scientific work is highly valued by scientists and teachers of Ukraine, who are aware of the unique prospects of psycho-ecological use of suggestion in the educational process.

At the same time, Ukrainian scientists have managed to contribute to the development of the Bulgarian scholar's ideas. We are talking about both theoretical explorations devoted to the deepening of the theory of communicative suggestion, and practical activities based on suggestive pedagogy. The intellectual reception of G. Lozanov's ideas in Ukraine has testified to the transition from the realization of the cognitive-sensory developmental potential of suggestion in educational practices to the analysis of the socio-ethical model of its functioning in the modern information space. The anthropological dominant of the studies of Ukrainian scientists is determined by solidarity with the position of G. Lozanov on high psycho-ecological standards as the only possible ones for didactic suggestion. Scientific monitoring of compliance with such standards in any suggestive information representation is defined by them as an important research task. The prospects for its solution will make it possible to adjust the national legal framework and stop the expansion of information in cases where it threatens the physical and mental health of people. In today's globalized world, this experience is in great demand from researchers of communication phenomena, developers and users of innovative cognitive products and information learning technologies. Although research on suggestion is growing in the scientific literature, there is still a significant

gap in this topic, in particular on theoretical and empirical developments on the impact of suggestion on various aspects of communication. A review of recent publications on suggestopedic topics shows that the interest in G. Lozanov's approaches does not fade and is nourished by the pedagogical search for educational paradigms which are adequate to the real needs of life and capable of combining tradition with innovation. The article presents different approaches to Lozanov's discoveries and aims to encourage new discourses into the area of the linguistic programming of personality.

NOTES

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