

## MODERN METHODS OF TEACHING FOREIGN LANGUAGES

Tohirova Sevinchoy Sherzodbekovna

[stohirova06@gmail.com](mailto:stohirova06@gmail.com)

Faculty of Foreign Languages and Literature, UZSWLU

**Annotation:** This article describes the method of 'Suggestopedia' in teaching foreign languages, the homeland of which is considered to be Bulgaria. The concept of this method is implemented through the creation of a relaxing and emotionally rich environment in the classroom, which facilitates subconscious language acquisition. Suggestopedia is particularly effective when used in foreign language lessons in humanitarian and pedagogical universities.

**Key words:** Suggestopedia, methods, foreign language, learning, age-appropriate method, language acquisition, communicative competence

**Аннотация:** В данной статье описывается метод «Суггестопедия» в преподавании иностранных языков, родиной которого считается Болгария. Концепция этого метода реализуется через создание расслабляющей и эмоционально насыщенной атмосферы в классе, что способствует подсознательному усвоению языка. Суггестопедия особенно эффективна при использовании на уроках иностранных языков в гуманитарных и педагогических вузах.

**Ключевые слова:** суггестопедия, методы, иностранный язык, обучение, возрастной метод, усвоение языка, коммуникативная компетенция.

Georgi Lozanov, a psychotherapist from Bulgaria, created the teaching tool 'Suggestopedia'. It is employed in many different sectors, but mostly in foreign language study. According to Lozanov, this approach can help pupils acquire a language three to five times more quickly than they would with conventional teaching techniques. [1]

The method is based on the idea that students learn better when they are emotionally involved and free from psychological barriers. It incorporates music, art, drama, and elements of relaxation to increase receptivity to new information. Using role-play, dramatization, and musical accompaniment as key tools for immersing students in the learning process. Physical surroundings and atmosphere in classroom are the vital factors to make sure that 'the students feel comfortable and confident', and various techniques, including art and music, are used by the trained teachers. [2]

Various forms of interactive activities are proposed and analyzed that help enhance learners' motivation and confidence. These activities stimulate not only verbal interaction but also emotional engagement, allowing students to internalize the language more naturally. The importance of creating a stress-free atmosphere,

where learners can overcome fears and develop their communicative competence more effectively.

The terms 'suggestion' and 'pedagogy' are combined to form suggestopedia. A frequent misunderstanding is that 'hypnosis' and 'suggestion' are interchangeable. Lozanov, however, intended a suggestion that emphasized the student's decision. On his websites Suggestology and Suggestopedia, Lozanov claims that 'suggestopedia is a system of liberation' - that is, freedom from the 'preliminary negative concept' that permeates society at all levels. Lozanov defines 'desuggestive learning' as 'free, without the slightest pressure, liberation from previously proposed programs for limiting the intellect and spontaneous acquisition of knowledge, skills, and habits'. [3]

The technique achieves this by focusing on the subconscious, or mental reserves, in addition to the conscious level of the human mind. It can teach more than other methods can in the same amount of time because it makes use of the human mind's and brain's reservoirs, which are thought to have an infinite capacity. [4]

Although this approach is under the teacher's control rather than the pupils', teachers shouldn't use a directive approach. They should, for instance, participate in games and songs with the kids in a 'natural' and 'authentic' manner, acting as a true partner. They have to behave in a way that fully integrates classical art during the concert. Teachers employ a variety of techniques, but 'communication in the spirit of love, respect for man as a human being, a specific humanistic way of applying these 'methods'' are the key components, among others. Teachers must be knowledgeable about the methods and theoretical information, but they also need to fully grasp the theory and the practical methodology. If they use these methods without doing so, they will not be able to guarantee successful learning outcomes or even have a negative effect on students' learning. As a result, the instructor needs to take classes taught by qualified instructors. [5]

However, children's brains are more sensitive than adults', and they are impacted by 'social suggestive norms' in different ways. Children should therefore be taught using a different approach and various resources that better fit their unique needs. Children's lessons should be shorter and more arbitrary in order to shield them from society's unfavorable pedagogical recommendations. Parents can have a positive or a bad impact on their children depending on how they support them, thus it is crucial to educate them about the approach and their role.

According to Lozanov, the strategy has an impact not only on language acquisition but also on the development of positive side effects for one's health, social and psychological relationships, and future academic achievement in other areas. [6]

**Bibliography:**

1. G. Lozanov, 2012, 'Suggestopedia'; pages 49-50
2. G. A. Kitaygorodskaya, 1992, 'Intensive teaching of foreign languages: theory and practice'; page 254
3. G. Lozanov, 2012, 'Suggestopedia'; pages 82-87
4. A. N. Bogomolov, 2008, 'Scientific and methodological development of a virtual language environment for distance learning of a foreign language'; page 45
5. P. K. Babinskaya, 2005, 'Practical course of methods of teaching foreign languages'; page 288
6. G. Lozanov, 2012, 'Suggestopedia'; page 101