

PSYCHOLOGY IN THE SERVICE OF LINGUISTIC METHODS: NLP TECHNIQUES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

The article deals with the role of the method of NLP in teaching foreign languages in general and Russian as a second language in particular. Authors consider the origin and the history of application of the above mentioned psychological method in foreign language teaching practice, noting that it corresponds to the expansionism principle of contemporary humanitarian paradigm. The article proposes the survey of various foreign language teaching methods in accordance with a particular methodological paradigm – structural, functional or interactive. In the latter case the method of NLP is of particular importance because it aims at the expansion of the activation of students' personal backup capabilities thanks to the immersion in the foreign language environment and the use of different access keys. The article offers the comparative analysis of various NLP techniques used in the process of teaching Russian as a second language depending on different parameters (the aspect of teaching, the students' level, psychological peculiarities of the target audience etc.). Authors give examples from the practice of the NLP techniques application. It is concluded that the method of NLP can widen the teacher's methodical fund as a means of the enhancing of students' sustained positive motivation.

Keywords: foreign language teaching, Russian as a foreign language, method of NLP, access keys, representative system, methodological paradigm, student-centered approach, communicative and active approach students's motivation.

1 INTRODUCTION

Neuro-linguistic programming (or NLP) is a very popular term today, familiar to people, which are not connected with science and education. In the mass understanding it relates to methods of reaching the effectiveness of communication, with manipulative techniques in trade or politics and even with hypnosis. It is known that NLP can be learned. People who know and use NLP technology cause admiration or fear in others.

If we turn to a more scientific understanding of NLP, then, for example, according to the "National Psychological Encyclopedia", it is "a model of human communications and behavior that can be effectively used in organizing or describing interactions in psychotherapy, pedagogy, management with the aim of their optimizing" [1]. NLP is also defined (on the NLP in Education Center's website as "an area of practical psychology that studies the structure of people's subjective experience, develops the language of its description, discloses mechanisms and ways of modeling the experience in order to improve and transfer the identified models to other people" [2]. NLP on the website of the NLP Institute is also defined as "an intersectoral way of describing the successful experience of people who achieve outstanding results in their activities" [3]. Thus, it is important to note that NLP is a purely practical interdisciplinary field (psychology, linguistics, teaching methods) related to the effective organization and transference of successful human experience (i.e., teaching) through the use of language.

First mentioning of this trend refers to the researches of 1960s – 1970s in the works of American psychologists D.Grinder, R.Bendler, R.Entoni, R.B.Dilts. They relied on the ideas of their colleagues and predecessors – psychologists V. Satir, F. Pearl, M. Erickson, but initially they gave the widest possible interdisciplinary interpretation to the term NLP, which corresponds to the modern scientific paradigm, one of the features of which is expansionism [4]. So, J. Grinder, co-author of NLP books, said: "NLP for me is the art of perfection modeling. It is interesting to identify people who do something very well, to learn from them – how they do it, often using a huge amount of unconscious knowledge and, in the end – to create a clear representation of the experience. And having encoded it and having made the description of it, we can understand what is the difference between the ability to do something perfectly and do the same in the usual way" [5].

Thus, since the very beginning, NLP has positioned itself as an art, technology, communicative technique, so the lack of a theoretical basis, scientific methodology, ways to determine the validity of experimental results were a vulnerable place for the recognition of NLP in the scientific world, even in psychology. So, the psychologist A.A. Brudny considers this direction to be a pop-psychology, i.e. a theory that is outwardly understandable and easy, but at the same time completely unscientific [6].

However, the popularity and effectiveness of NLP techniques compelled the scientific community to change their skepticism towards this field and to study the theoretical bases of its effectiveness and successfully apply NLP technologies in such traditionally scientific-theoretical spheres as the methodology of teaching a foreign language, including Russian foreign language methodology.

2 METHODOLOGY

In our opinion, it is necessary to start with small theoretical remarks that will allow us to show the place and role of the NLP approach in the circle of methodological tools used in teaching foreign languages, including Russian as a foreign language

Obviously, the methodological basis of language teaching always lies in the theoretical foundation determined by a definite scientific paradigm or theory, which modifies its practical application. We fully agree with T. Soldatenkova, who argues that "any didactic material reflects, first of all, a definite view of the essence of the language" [7]. Edward Antony also believes that the approach contains theoretical concepts of language as such and the process of its assimilation [8, 19].

If we mean the theoretical views that have influenced greatly the methodology of foreign languages teaching, including Russian as a foreign language, we can distinguish three main scientific linguistic theories: structural, functional and interactive (communicative). It should be noted that some works use a different terminology, however, in our opinion, above mentioned terms are more precise in this context [7].

In our article, we will not describe these well-established concepts, but consider it necessary to give a few examples.

So within the structural theory, we can mention, for example, the *Audiolingual Method*, according to which the language is treated as an integral part of the "behavior" of the person to be trained. In terms of functional theory, semantics comes first. Language is interpreted as a mechanism used to express various functions and their associated meanings, such as expressing the possibility / impossibility, necessity, desirability etc. From the position of Interactional (communicative) view, language is considered as a means for creating, developing and maintaining social relations. The *communication theory* is the theoretical foundation for the methods of this group. It is to this group that the Neurolinguistic Programming method belongs to. According to M.Grinder, "neurolinguistic programming has a set of effective techniques, the use of which contributes to the maximum effectiveness of learning within the framework of the personality-oriented approach" [9]. NLP method highlights the personality-oriented approach important for the modern methodological paradigm. We should also note that the modern scientific paradigm is anthropocentric, which in turn determines the character of the development of pedagogical skill. In this connection the orientation towards communicativeness and interactivity, as well as interdisciplinarity of NLP method in teaching is quite evident.

3 RESULTS

The theory of NLP has been already sufficiently described in many works [4]. However, we find it necessary for our work to consider some basic postulates of the theory of NLP, which are important in the analysis of the NLP approach as a tool of a foreign language teacher in general and Russian as a foreign language in particular.

It is noted that these are 3 important aspects: the psychophysiological aspect of speech possession, the linguistic aspect of speech activity, the aspect of impact on people in the process of speech communication [6].

As for the psychophysiological aspect, NLP offers a classification of human psychotypes depending on the main "perception channel", or the "representation system" (the main way for a given person to obtain information). The leading representative system can be visual, auditory or kinesthetic. In some works, such a way of obtaining information as intellect is also noted, and, accordingly, a rational or

digital system is singled out. So, for the most effective communication, you should maximize the use of the basic channel of perception of your interlocutor. Relevant is also the fact that people can differ in the predominance of abstract and concrete thinking.

At the linguistic level, NLP theory suggests the selection of the most effective linguistic "access keys" to the addressee, taking into account his basic representative system. For example, at the lexical level, this is the preference of lexemes with a semantic component related to a particular mode of perception: to see, to view, to observe, to look, to shine (visual channel), to talk, to mumble, to listen, to the tune, the melody, the silence (auditory channel), to breathe, to feel, to taste, weight, smooth, hard, sharp (kinesthetic channel), to think, to know, to forget, thought, conviction (rational channel).

As for teaching Russian as a foreign language, we believe that in our context the following two points are important. First, we should note that a teacher, as a rule, works with a group that can unite students with various leading channels of perception.

Consequently, the more "access keys" a teacher uses, the better the result of teaching can be. As the researchers note, involving students in the work with exercises, oriented to different channels of perception, "other representative systems can be gradually developed. Simultaneously it should be remembered that the maximum efficiency is associated with the basic channel" [11].

In the terms of NLP, the ideal teacher, speaking about the topic "Weather" can offer students to "feel" and name different temperatures (opening and closing the window), or suggest wearing outerwear and revise the appropriate lexis. At the same time, the necessary vocabulary is recorded on the board, music or poems of Russian poets about the seasons are heard, phraseological units that include weather vocabulary is studied etc.

Second, the dominant channel of perception is characteristic not only for a certain person, but also for a certain nationality. This is due to the fact that each foreign student carries specific psychological, behavioral and other characteristics of the nationality to which he belongs [10, 60].

So, Chinese students are mostly visuals. Visibility is important for them, especially at the initial stages of training. They are more enthusiastic in doing written assignments than oral tasks, and the aesthetic moment of writing is important to them. This is largely due to the fact that "writing has become the main tool for the development of Chinese civilization" [12].

On the other hand, representatives of the Caucasian peoples, as a rule, have a kinesthetic representational system. In the process of acquiring new knowledge, they better perceive information that is accompanied by certain movements and role-playing games. Therefore, it is difficult for them to sit still, they actively gesticulate and are happy to go out to the board to carry out assignments.

Finally, the third important aspect of the NLP approach is the aspect of the impact on the interlocutor as a result of communication. Here, for example, working with the "limiting beliefs" of the students (about themselves, about their abilities, about the Russian language or the style of teaching) can be relevant in teaching Russian as a foreign language. To do this, a teacher needs to use different forms of reflection with subsequent correction. In this context, it is important to take into account the nationality of students. For example, Chinese students are used to a more passive perception of information than Europeans or Americans. European students hardly perceive an authoritarian style and this can become an obstacle for successful teaching even for a very good teacher etc.

4 CONCLUSIONS

Thus, different approaches to the foreign language study differ not only from the point of view of their theoretical setting, but also in terms of the hierarchy of competences formed (for example, while using the methods of a functional and communicative "group", the formation of grammatical competence will not come first), or in terms of more active or more passive teacher's role, or in terms of its "suitability" for teaching a certain type of speech activity (for example, the teaching of grammar is more "convenient" from the point of view of structural theory, while listening and speaking practice is more functional or communicative).

NLP approach in teaching a foreign language is in accordance with the most modern theoretical views of linguistics - communication theory, the principles of expansionism and anthropocentricity. It should be noted that today several different methods of studying a foreign language in general and Russian as a foreign language in particular are developing in parallel, based on the techniques of neuro-linguistic programming (we can mention *Multi-sensory training* by V.P.Belyanin, *Personal-oriented*

learning by A.Pligin and I.Maksimenko, *Cognitive-motivational approach* by D.K.Runov etc. [10]. These facts indicate the high efficiency of NLP approach. In general NLP methods used in the process of foreign language teaching allow enriching the teacher's tools: eye movements, patterns of behavior, beliefs, strategies, non-verbal reactions, "anchors" etc.

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