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**SUGGESTOPEDIA IN ACCORDANCE WITH
PSYCHOLOGY AND PHYSIOLOGY OF THE DIFFERENT AGES**

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Each teaching process is in accordance with the age of the students. In suggestopedia as well, in order to release the suggestopedic reserve complex and to back up the teaching process psycho-hygienically, it is necessary to adapt the methods according to the character of the brain processes and the characteristics of personality at a certain age.

It is known that the child yields to teaching and education even during uteral life and early childhood, which ranges from the birth until the end of the third year. It divides into three sub-periods: new-born – till the end of

the first month, suckling age – till the end of the first year and toddler – 1-3 years. The pre-school age ranges from the end of the third year until the start of school (6/7 years of age). School age: 6/7 till 17/18 years. This period divides into three sub-periods: early school age (6/7 to 11), middle school age (10/11 to 14/15) and upper school age (14/15 to 17/18). This is the classical scheme but because of the acceleration and the peculiarities of the different countries, it could differ considerably in ages. Between the biological and calendar age there can be differences because of genetic or social factors. The same applies in the evaluation of aging. While chronobiology estimates in accordance with the World Health Organisation's Programme for advanced age the years 60-74, for old age – 75-90 and for longevity –over 90, the tests for biological (functional) age often move the real age considerably in one direction or another.

Suggestopedia has its place in all age periods. Whereas in childhood and the teen years, with the reasonable improvement and acceleration of teaching which is of great educative importance, in adults it has a therapeutic side effect, slowing down the process of aging. This great range of positive influences through correctly organized suggestopedia awaits its explorers. The general results have been experimentally and practically proved. There are plenty of areas and details of considerable theoretical and practical importance.

Taking into consideration the individual differences at various ages is of great importance to the compilation of the so called "mirror" programmes, i.e. the suggestopedic programmes which are to supply the mirror image of

the exact functional peculiarities of the brain and the personality. The full accordance is a utopic ideal, but the aim is to get as close as possible to it. This is why each specialist who wants to develop suggestopedia for all ages has to have thorough knowledge of phylogenesis and ontogenesis of the development of the brain and the personality.

The premarital education of parents belongs to the suggestopedic preparation as well. The hygiene and psycho-hygiene of the mother-to-be are of crucial importance for the future development of the child during pregnancy. Harmonious surroundings and the creative organisation of the timetable of a pregnant woman in the last months can influence the fetus not only indirectly but also directly. Embryology so far has shown very little interest in the abilities of suggestopedia. There is separate information on musical influence or recognising the voice of the mother directly after birth. Suggestopedia could offer many richer and more useful programmes on children's development. Very often pregnant women come to us and ask to be accepted into a suggestopedic course not only to learn a foreign language but to give their child the pleasant, stimulating and harmonizing influence of suggestopedic art. This is not the best way to make use of suggestopedia in all cases because some personal characteristics are also important. But this is a choice method amongst others which could be organized. The immaturity of the nervous system and the sense organs is quite relevant but it is not an absolute barrier against the perception of these suggestopedic programmes. This is understandable if, as it is well known, not only animals but also plants perceive music. There is already a

great deal of information about the stimulating influence of classical music on the development of plants.

The early childhood with its three periods offers numerous opportunities for suggestopedic experimental and practical work. In the new-born period the suggestopedic opportunities are still quite restricted because of the fact that the nervous system is morphologically and functionally still quite imperfect. The brain hemispheres are not fully developed, the folds of the cortex are weakly present, some are missing. The grey and white brain substance are not completely differentiated, the myelin cover is still not developed.

In the suckling age the development of the nervous system is quite intensive. The volume of the main brain increases 2.5 times. The myelinisation takes place in the peripheral as well as in the central nervous system. Psychic development is quite advanced. All this assures better possibilities for the compilation of precise suggestopedic methods for encouraging the development of the child till it is one year old.

Only in the toddler's age are the conditions built for the setting up of a systematic teaching-educative process, similar to the teaching of older children at school. At this age and particularly at the end of it, one can observe a more advanced phase of formation of the main brain. The myelinisation which starts in the former period, at the end of this one is almost completed. The functional flexibility of the brain processes is characteristic but so is easy tiring. That is why the teaching process has to

be set up very carefully. In spite of that we achieved excellent results in many experiments of ours on teaching children of this age to read. Through methods in accordance with their brain development and psychological development, we succeeded in teaching those children to read very quickly. And this opened before them new perspectives in the games which are typical for their age. We achieved very good results in their suggestopedic teaching in mathematics.

The pre-school age gives much better conditions for suggestopedic teaching which is quite similar to the suggestopedic teaching in school. The nervous system is still quite excitable and easily tired, but can recover more quickly. By overstraining, however, neurotic reactions and various diseases can easily appear. In the process of playing memory is mainly non volitional. It is considerably emotional, both concrete and figurative. Particularly at the end of this age we have applied very successfully adapted methods for teaching of reading and maths, similar to suggestopedic teaching at the primary school. The children's operas are very well received. A considerable amount of research has been carried out on them. There is a wide field not only for general suggestopedic activity assuring accelerated development of the central nervous system but also concrete teaching activity for the acquisition of new knowledge and experience in separate subjects. A considerable part of those experiments has been recorded and some have been published.

The school age with its three sub-periods has been very closely studied in our school experiments. Separate methods have been created for each age.

For example, with the youngest of this group the melodrama and the recital (suggestive seance) are not included but children's operas are specially written to serve the purpose. These operas integrate the musical, poetic, performative and didactic aspects. Courses are organized for teachers' training. Various other forms of suggestopedic teaching are created in accordance with the age. The time and the place do not allow this probably the most important question for suggestology to be discussed methodologically in detail as well as regarding anatomic-physiology and personalities psychology in the different ages.

Bearing in mind that here we draw attention to the question that it is necessary for suggestology to adapt to the characteristics of the different ages, we should be sure to include the advanced age and the old age. We often have students of those age groups in our foreign languages classes. Apparently, in spite of the known anatomic-physiological and psychological changes, they can successfully master the syllabus. The brain vessel changes, the lacunar atrophies, the psychological problems, the memory changes, the emotional lability, the weakness of the attention etc. reflect naturally on the success they have compared to younger ages. However, they acquire much better than expected. And, the following is particularly important: their health improves considerably, as well as their self-confidence, their tonus etc. In this way, suggestology excellently influences people of these groups therapeutically and as it is said, some degree of humour is a good means of "rejuvenation". We have many observations and much research in this respect as well as a purposeful experimental programme. Of course, it is necessary to consider the

somatic-psychic changes, and the methods needs to be accordingly adapted.

All that has been said until now is an answer to a number of questions and attempts to apply mechanically the things known from the methods of teaching foreign languages to persons in young and middle age to all other age groups. It is obvious that suggestopedia is effective in all age groups but adaptation is crucial.

Now I would like to show you some films as an illustration and a most important addition to what has just been said.

(Film demonstrations)