

SECOND PART – BY ME

I started with foreign language teaching for adults because of the following reasons: 1. There are many people who need a foreign language and it was easy to find students for checking the results. 2. It was easier to measure the results by counting the units memorized. 3. It was easier to measure the level of creativity than in other subjects. In the first experiment of mine I established that the higher memorization (hypermnnesia, or popularly known as supermemory) is very often inhibiting the creativity. In the learning process we need good memory, of course. But the most important is to stimulate creativity.

The development of the method passed through different stages. From 1955 when I started the experiments after the spontaneous hypermnestic results of my patient, and from 1964 when I started the linguistic methodological experiments till now (about 50 years from the very beginning or 40 years from the beginning of the application of the method).

The method needs first of all very good trained teachers. The teachers must be certified by me or by some of my trainer all over the world that he/she is able to apply the method. There are many teachers claiming that they are trained but one must ask them to show the certificate with very clear formulation.

The material to be taught included in our textbook is composed in a special way: to be much more than normally, in some lessons achieving more than 800 word forms and 10 grammatical units. This material is structured in a way on one hand to express some interesting artistic story, on the other hand to present the basic grammatical units in hierarchic structure. So the students reading the textbook have high pleasure of reading an interesting English story from the beginning to the end of the textbook, throughout all the lessons. But this story is composed in such a way for the students to learn the grammar with pleasure at the same time even sometimes not noticing.

When suggestopedia is correctly applied the benefits are following:

1. It gets better and faster linguistic results than other methods. That is confirmed by thousands of experiments in Bulgaria, in Austria and many other countries. It is confirmed also by the best trained teachers in many countries. It is validated by the UNESCO expert group in December 1978. It

can be demonstrated anytime and anywhere by best trained teachers.

What does "better linguistic results" mean:

- a) better communicating because the method is communicative and starts from the beginning with communication and because a big passive knowledge permitting easier understanding is coexisting with the active knowledge permitting active speaking
- b) learning by this method is creating psychological setup of wishing to learn more and more because it is not only useful but also because it is joyful
- c) the creative memorization is longer lasting, forgetting process is coming later and slower and refreshing the forgotten knowledge is very fast

What does "faster linguistic results" mean:

- a) the results mentioned can be received by the method at least 3 times to 5 times faster. There is a perspective with the development of the method that the results will be received much more faster.

2. The by products of learning this way are very positive:

- a) Learning by this method because of the whole organization of the psychology of teaching / learning is positively reflecting on the health. It functions in some respects like a psychotherapy without making the teacher a psychotherapist.
- b) The fatigue after learning is reduced or most often instead can be observed a state of recovering and rest.

- c) The social relations of the students are more calm and harmonious.
- d) The interest in the art and culture are increased.
- e) The students are getting aware of the influences around them, they can avoid negative influences easier, they have some knowledge about the different kinds of suggestions, they live already with "open eyes".
- f) No one student finishes the course with a negative feeling because even the weakest students are in the focus of attention of the teacher and are satisfied with their results and wish to study more.

Are the benefits of suggestopedia the same for
desuggestopedia ?

Yes, they are even bigger:

1. The student-teacher position reminding good friends' relations keeps totally the freedom of personality and supports from the very beginning the self-confidence of the students without special encouragements. That reflects on the whole process of learning and the results. The students start speaking earlier and more freely. That is different from student-mother's protection position in suggestopedia.
2. The byproducts in terms of the social communication and health are better.
3. The students accept the activation of their reserve capacities not as something mysterious but as a very natural process

which opens the door for the future development of personality.

It must be very clear that desuggestopedia is the development of suggestopedia. It is not something absolutely new starting from scratch. The whole basic structure of the lessons and the dynamic of the process are kept. The operation in the field of reserve capacities is kept too. There are only some basic changes of the strategy in desuggestopedia. So all the benefits of suggestopedia in its best application are kept.

Of course it is important in desuggestopedia that the basic structure of the lesson is followed strictly. Of course it is important to work with aesthetically prepared materials. Of course it is important to follow strictly all the stages of the method. But the most important is that the teacher on the basis of his/her knowledge and experience is sure that the results expected will be received. That impregnates all the communicative steps recommended in the new, desuggestopedical elements of the method. The teacher's psychological setup inspires also the students to expect the same results as well. The expectancy of the teacher for immediate successful communication with the students on the level of their reserve capacities must not be naive belief. Teachers with such kind of expectancy without proper authorized training can destroy the process of learning on the level of the reserve capacities. Here is one of the most important differences between suggestopedia and its development in desuggestopedia. In suggestopedia the teacher

is in the position of protecting the students, the position of mother's protection. The suggestopedical teacher believes in the expected high results of the students but at the same time has needs constantly to protect, to stimulate, to encourage the students, being in the psychological position of the mother with its mother's care and from time to time in the position slightly reminding an actor on the stage and sometimes advisor. That complicated position is basically diminishing to some extent the expectancy of the teacher. The students feel it and reflect it correspondingly. The results are very high, as it is known, but they can be better.

In desuggestopedia the protection is not typical. The inspiring is the basic feeling, the inspiring by the communication with an old friend. If one wants to symbolize both variants of suggestopedia, the first can be symbolized by a protecting hand above, desuggestopedia can be symbolized by inspiring, supportive, offering hand in the opposite position. The teacher in desuggestopedia is communicating from the very beginning on the level of reserve capacities of the students. For example, in the way he is asking questions one can feel his/her expectancy that the answers are for sure very easy. The students feel the teacher's expectation and without being aware they react in accordance to it.

As already said the teacher's psychological setup is manifested through the basic structure of the lesson. Now it is clear that the most important in suggestopedia/desuggestopedia is not WHAT is done but HOW it is done.

The inspiring expectancy of the desuggestopedical teacher reminds in some respects the Pygmalion effect. In the Pygmalion effect the teachers expected that the students given to them were good learners in spite that in fact they had been slow learners. At the end of the school year these slow learners gave best results only because of the expectancy of the teachers. In desuggestopedia the difference with Pygmalion effect is the type of expectancy. In Pygmalion effect the expectancy is the students to reach good results in the frame of traditionally known possibility. In desuggestopedia the expectancies are on unknown and unbelievably high level of achievement, i. e. reserve capacities. This achievement includes also the extraordinary positive byproducts. And the third difference is that the teachers in desuggestopedia have at their disposal suitable structure of the lesson to be used enhancing this process.

As we said, the best results of suggestopedia are not due to any technique (guided relaxation, guided fantasies, breathing exercises, etc.) as a number of authors fabricated, but to a holistic knowledge of the psychophysiological mechanisms of personal reserve. On the basis of extremely productive research studies, we arrived till present to the following conclusions:

The teaching in foreign languages of the students above 16 is performed in four phases. Not in three as was the practice through the years.

The phases are: introduction (not a deciphering as it was practiced through the years); concert session (active and passive); elaboration; and production (this is a thoroughly new phase, not only a brief moment during the elaborations as it was earlier).

Fig. 14

1. The introduction is not anymore a lexical & grammatical analysis of the text as it was in the process of deciphering; the teacher does not play as if on a scene; now he/she is a good wise old fellow whose interesting exposé could change under the impact of the students taking part in the conversation but the teacher skilfully

follows the lexis and grammar planned for the lesson so that nobody should perceive it as "directed". In order to avoid conscious analysis in the course of the slow "didactic" narration, the teacher should speak relatively quickly but he/she should frequently repeat the phrases – naturally, as if incidentally, or simply habitually. In the introduction to the first lesson, the teacher commences with the end of the material printed in the textbook and goes through to the beginning. Thus students could immediately speak while imitating teacher's patterns. He/she begins with his/her name and profession, with search for players, etc. Students would be able to tell immediately their names, professions, where they come from, what transport means they prefer, which language they speak, etc. It would be a good idea to present the same information in the third person singular in respect to the members of the group: what is the name of any of them, his/her profession, what languages he/she speaks, where he/she comes from, what transport means he/she prefers, etc. These topics are elaborated during the qualification courses for teachers.

The basic function of the introduction is to open the mind of the students for very large scale of learning communication, more than known in the tradition. In this kind of communication some artistic and gamelike elements are applied so as to use the activities of the whole personality with its conscious and paraconscious side, to use the childlike dreams for playing, to use the adolescentlike fantasy for the miracles of art and to unify with the adult needs for logical elaboration. The brain as a medium to mind is activated in its whole cortex and subcortex parts, in its left and right sides and in its psychological and biophysiological functions together. The emotional-logical unity, the artlike and gamelike fantasies, the total multidimensional stimulations are activating and bettering at the same time the blood circulation, regulating the pulse rhythm, calming the blood pressure, activating the sense organs and balancing the

endocrine system. So the introduction is a total human response in the specific communicative process introduced by the teacher. In desuggestopedia this special way of communication is accepted easier and more naturally like an enjoyable game between friends.

The introduction has the following basic aims:

1. To create positive and psychologically pleasant atmosphere from the very beginning of the students' meeting with the teacher.
2. To create at the same time from the very beginning calm atmosphere and positive expectancies for easier learning.
3. The students to see and feel for themselves that they can immediately learn a big part of the most important linguistic units.
4. The students to learn in the easiest way some of the most important communicative phrases which will be used later in the lesson.
5. To unify the group with the teacher and the student to student.
6. The teacher to be able to see the real linguistic level and abilities of each student.

The active concert session with the specific kind of classical music and the intonation of the voice of the teacher has the basic function to carry the information needed for the learning process to the students' mind. The functions of the active concert session are reflected in the following aims:

1. To inspire a calm, attentive state of mind in the students.
2. To positively harmonize the students with the classical art because that guaranties easier learning without negative influences from the environment.
4. To provoke a behaviour of harmony and order in the students following the suggestions of the classical music.
5. To help the students to come in a good receptive state.
6. To use the well known very positive by products of the classical music (e.g. the health, the communication, the culture and etc.).

In desuggestopedia these functions are developed not in a passive listening state of the students but in a cocreative common activities.

In order to avoid possible feeling of passivity and manipulation during the active concert session, students stand up twice and read 1 or 2 pages together with the teacher. Thus they again act as co-creators. In moments when the music is very soft and pleasant, the teacher interrupts reading for 2 or 3 minutes and let the group only listen. This is repeated once or twice.

The passive concert session (in fact pseudopassive) has the function in accordance with the characteristic of the music and the way of reading of the teacher to put in order the material memorized during the "noisy" introduction and "strange" active session and to stabilize the memorization now on the level of naturally spoken language. The inspiring music of the passive concert is contributing to calmness and feeling of security. The way of slightly artistically read lesson is contributing to pleasant memorization. The aim of the passive concert session

is of course to realize practically this function. In desuggestopedia this practical realization is enhanced because it is incorporated in the whole reserve capacities communicative process from the beginning to the end.

The reading as the first obligatory activity on the next day after the session is a part of the session. Its function is to take into the consciousness the material fixed during the concert session mostly in the paraconsciousness. That is activating the memory traces through different psychological ways of reading: some places reminding the session, some places read very fast, some places on the opposite very slowly and in a funny way, some places imitating emotional states and so on. Special attention is to be given to the unnaturally fast reading and the increased dynamic of reading. In desuggestopedia the stage of reading carries much more importance than in suggestopedia because it increases the dynamic of the communication and the activation of the reserve capacities. The aim is to realize the functions mentioned above.

One can think that elaboration is for practical exercises, for repeating monotonously the material to be learned, for testing the students with difficult games and so on. But that is not the case. The functions and corresponding aims of the elaboration are:

1. In a way reminding the artistic and gamelike presentations of the material before to stimulate students to apply the knowledge they acquired during the previous stages practically.

Fig. 15

2. The unexpectedly easy and pleasant exit of the games to support emotionally creative memorization and stimulate the feeling of easiness.
3. To support the students to use the material learned during the stages before in a new creative way.
4. To make the transition from learning to free speaking very happy and satisfying.

In desuggestopedia these processes are enhanced because of very dynamic increased communication.

The teacher acts more like a consultant during the elaborations.

In the production phase, every student speaks without interruptions for correcting, and the aim is a spontaneous turnover of monologic speech in dialogic – the students should begin to ask questions to the speaker in the language they are studying.

Within the framework of these 4 phases, it is strictly required to observe the following rules:

1. Every session should now be 3 to 5 times GREATER IN RESPECT TO THE VOLUME AND COMPLEXITY of the material. It is anticipated that in future the volume will expand. If the material that is taught is not significantly greater in volume and complexity, two disadvantages appear: a) there is no way to realise suggestopedia as learning and assimilation of significantly greater in volume and complexity material for a measure of time is its most characteristic feature; b) the social suggestive norm for our restricted potentialities is confirmed.

However, this material should not be taught chaotically. It should be arranged and systematised in view of its easier and more profound assimilation. Its volume and complexity should be on the border of the conscious Mind and even partly in the peripheral perceptions or the paraconsciousness. (This is approximately what we comprehend under the term "subconsciousness" where much of mind's reserves exist.) Therefore, teachers should be trained how to work in the field of the reserve (unused or most often unknown) great personal capacities. If the teacher is not deeply persuaded in their existence or has not

observed these capacities in his/her practice, he/she will find it difficult to work in the beginning.

2. In view of the great volume of taught material, methods are required for its assimilation as well as for not confusing the students. Therefore, it is absolutely necessary that the methods should be **DESUGGESTIVE, MILD, LIBERATING, AND DEPROGRAMMING**. Games and songs should neither be moments of relaxation following hard work nor special means for memorising; instead, these should be entered into the "lifestyle" as a way to have interesting activities together with the teacher who participates naturally and genuinely in these activities as a real partner together with the students. Attitudes of a mildest domination should be avoided. Students should not feel being manipulated inferring this from the old name of the methods (suggestopedia) because many people due to lack of adequate professional information relate the word "suggestion" to the word "hypnosis". But as we wrote in the beginning: "To suggest is the British to offer, to propose". Now we use the term "desuggestive learning" that could be described as "free, without a mildest pressure, liberation of previously suggested programs to restrict intelligence and spontaneous acquisition of knowledge, skills and habits". In order to acquire a sense of freedom and become co-creators, the students (as it was already said) stand up and read one or two pages together with the teacher. Their participation in the other phases is also greater. For example, during the introduction (also aforesaid) they could direct the development of the story which the teacher tries to tell with their participation. During the elaborations, the teacher endeavours to act (as we already mentioned) more as a consultant.

3. Maximum inculcation of **CLASSICAL ART** – music, paintings, songs of classical type – into teacher's behaviour. During the concert session, the teacher should be as much as possible in a professional harmony with the music. The intonation, rhythm, tone should be more elaborated professionally with a specialist, as was the practice when Dr. Gateva was alive. The teacher should always preserve good tone and should not let any elements of street behaviour come through. This is an especially good way to manage discipline among children. It should be remembered that suggestopedia is not a method of amusements as many people think because of the good spirits within the group. Unnatural joking aimed at relaxation does not accelerate but retards the process of education.

4. Serious attention should be turned to the DYNAMICS in the process of education particularly during the introductions and elaborations. Monotonous learning reduces the interest and often leads to hypnosis. Monotonous, sleepy or even hypnotising learning might occur in public schools as well, and the teachers should be informed accordingly.

5. Suggestopedia, especially in its final version of desuggestive, deprogramming learning that is rather an "acquisition" of knowledge, skills and habits, is the only method which complies with the laws of the GOLDEN SECTION. *pre. of or. G. m.*

But what in fact is the golden section?

For ages, the golden section has attracted the minds of many eminent philosophers, scientists, architects, etc. It is considered as the most perfect proportion. It is mentioned for the first time in the 3rd century B. C. in the basic work of Euclid. Leonardo da Vinci has spent much time to study it. He has illustrated a book on the golden section known as "The monk drunk on beauty" and published in Venice in 1509. It has been found as a primary and most essential principle wherever: in the dimensions of Egyptian pyramids, in the proportions of human body, in the size of the paintings in art galleries, in architecture, in nature - the proportions of flowers and trees. The schools of Plato and Pythagoras have developed the problems of the golden section. It is known that once Buddha articulated his "Flower Sermon" without uttering a word, just holding a flower in silence before his listeners. Through the pattern of a flower he has probably wished to show the unity and harmony in nature to them. And how could we really imagine the golden section? Let us divide a segment to two unequal parts, so that the ratio of the small part to the big one should be equal to the ratio of the big part to the whole.

This finds a good expression in the Fibonacci series developed in the 12th century by Leonardo Fibonacci known as Leonardo from Pisa. It is expressed by a sequence of integers in which each integer is the sum of the two preceding integers: 1, 2, 3, 5, 8, 13, 21, 34, 55, 89 ... etc. For example $2+3=5$, $5+3=8$, $8+5=13$, etc. If any integer from the Fibonacci series were taken and divided with the next one in the series, the result would be the number 0.61, and this result would be closer to 0.61 with the augmentation of the value of integers.

In particular, after the fourth integer this ratio approximates 0.618.

Such a ratio is frequently used in painting and architecture. For example, Niel F. found it between the width and height of the doors of the main portal of the castle of Monségur used as a hiding-place by the catars who were the French bogomils. In accordance with many authors, György Doczi pointed it in the structure of the daisy, in the aureole of the sunflower, in the keys and the structure of musical instruments, in the leaves of the lilac, in the structure of the rhododendron, begonia, cobweb, in the spirals of fingerprints, in the Pythagorean musical system, in certain folk dresses and caps, in the design of some Mexican carpets, in the war paints of American Indians, etc., in some vases and amphorae dating hundreds and thousands of years B. C., in some tattoos from New Zealand, in a series of prehistoric spirals on stone or wood, in the structure of the brain and the whole nervous system, in the double spirals of hereditary matter (DNA), in certain Hindu, Greek and Bulgarian folk dances. Many authors have also found it in the Egyptian hieroglyphs, in the evolution of various writings, in a series of prehistoric stone monuments for measuring the time and seasons, in the Cheops pyramid and a number of other pyramids, in the Tower of Babel, in the biorhythms, in the structure of a number of maritime animals and fishes, in the bony structure of the dinosaur, frog and horse, in the vertebral column, in bee fly, in snowflakes, in the spiral structure of certain galaxies, in the structure of insects and butterflies, in the famous drawing of the structure of human body by Leonardo da Vinci, in the well-known Pythagorean triangle, in the ancient monuments in Greece, in the Thibetan figures of Buddha, in the pagoda of the Yakushiji temple in Japan, in the sculpture of a Chinese monk in a moment of enlightenment, in modern aircraft building, in various mandala patterns and a series of other cases.

Emil Georgiev pointed out the golden section in the basis of various sides in the structure of music.

First of all, the very classic art that dominates in suggestopedia and facilitates the desuggestive assimilation of the material, is built predominantly upon the golden section, as many authors have pointed out. But within its phases as well as in the force of the intonation and dynamics one can see that golden section is taken into consideration. In The Foreign Language Teachers Suggestopedic Manual published in the USA in 1988, we wrote on page 28: "That is where the teacher's mastery lies: to be able to conduct with precision the transition between the three tempi of work: fast, slow, moderate; to introduce light and shade in the dynamism: high, low, medium; to fix the duration of these states

according to the rules of the golden section which, for the time being, is still the soundest psychological criterion for a good balance."

If we analyse the ratios among the phases we will see that golden section is preserved approximately or absolutely. After all, a lasting concern of the teacher is to elaborate an intuitive sense of the harmonious eternal proportions and observe these where possible. Thus he/she will take care of the more harmonious dynamics of the process of learning.

"To see a world in a grain of sand
and heaven in a wild flower,
hold infinity in the palm of your hand
and eternity in an hour"

William Blake

Fig. 16, 17, 18, 19, 20, 21, 22
23, 24, 25, 26, 27, 28
3x a three ceremony

6. GLOBAL-PARTIAL PARTIAL GLOBAL APPROACH AND GLOBAL IN THE PARTIAL AND PARTIAL IN THE GLOBAL APPROACH.

This approach is related mainly with linguistics. However, it could be adapted to other subject as well. It is related to the integral structure of mental processes. Thinking becomes more profound. Here we will consider it from a linguistic point of view. A great number of lexical and grammatical structures are given immediately during the desuggestive education of the students. They are not forced to memorise separate words and subsequently link these in sensible units on the basis of the assimilated grammar. Of course, memorisation of separate words also occurs but these words are most often inserted into already assimilated structures. Also, grammar is not studied separately from practice but wherever it is found in the text. It is brought out from the structure and immediately inserted again. Partial units are taken from the global unit and immediately returned there. Partial is a part of global and vice versa, it turns out that in certain cases and from another standpoint it is a carrier of other integrities. This approach has also a psychological significance. You might see some person in the street – this person is a part of the multitude of people of no importance for you. But if you fall

in love, this person becomes the most important personality for you, and from this moment you see all your life through this single person. This is one of the multitude of various cases when partial becomes global and vice versa. Pablo Neruda has written a poem for a tomato. Suddenly, this tomato seems to you nice and not an ordinary tomato – from partial it becomes a global case. There are subjects with a similar globality.

Fig 23

7. COMMUNICATIVE APPROACH. A number of foreign language methods are called communicative. After all, any language studies aim at some sort of communication. However, here the communication is integral and not only formal. For example: "a question of this type receives an answer of that type. On the contrary, because the communication is

assimilated at established conditions, the whole personality responds. As it is in life. At regular recreated living conditions, in the elaborations the person has memorised not only the phrases but his/her integral communication has become lively and natural, adequate to the nationality of the language he/she is studying. The high level of passive knowledge that will be discussed in the next point extremely facilitates the communication.

8. PASSIVE KNOWLEDGE IS AS IMPORTANT AS ACTIVE KNOWLEDGE.

Active and passive knowledge is existing in any subject but in the case of foreign language studies we are used to say: "Ah, he/she possesses knowledge but more of it is passive". As if this is not knowledge useful for something. And what happens: people begin to repeat monotonously, isolated from sensible units, single grammatical or lexical units in order to memorise these actively. But if not used regularly, these units pass into oblivion again. Thus these units make part of the passive lexis or grammar. Then people begin again their activation avoiding passive assimilation. Again active knowledge is augmented, and passive knowledge is reduced. But in the absence of a passive basis, active knowledge is soon turned into passive knowledge. Therefore, active knowledge should increase along with passive knowledge. In this case, active knowledge is much more stable. Besides, passive knowledge offers some convenience: it helps to understand reading; it is also helpful for the communication because it is much easier to understand a question even in case that this question is not put according to the studied communicative method – the right answer is found easier after the question has been understood. Finally, it should be remembered that the way to active knowledge most often passes through the phase of passive knowledge.

9. PERIPHERAL PERCEPTION SHOULD RECEIVE GREAT ATTENTION.

It is known from our studies that peripheral perceptions play a very important role in the assimilation of any knowledge. Thus the methods to teach children read during the first few days relies extremely on peripheral perceptions. Walls are covered with appropriate pictures with the word or the relevant sentence to a picture or the first letter drawn under the picture according to an instruction. Children's attention should not be turned to these pictures but on the next day (and rarely on the day after) they begin to read the depicted words and sentences (approximately 50) as well as to know the letters almost with no mistakes. The second phase of education starts from here on. These perceptions that are unconscious or partially conscious are called peripheral perceptions because they are on the border of conscious assimilation. They are spontaneous and could be not only visual but also hearing, tactile, etc. perceptions. They are used in foreign language learning in the form of various tables and so on which is discussed systematically in the course of teacher's training.

Fig 24

10. EMOTIONAL APPROACH. Education should be always realised in an enjoyable emotional atmosphere. It should not be anticipated that through some dull introduction of a technique like the aforementioned guided relaxation, guided fantasy, breathing exercises, hypnotising manipulations, etc. any person would get the great permanent results of suggestopedia with its stimulating by-products in respect to health, sociopsychological relations, etc. In the four phases of the suggestopedic "encounters" (this term is closer to reality in comparison to "lessons" because in the course of well managed suggestopedia the students imperceptibly acquire knowledge and communication in English through games, songs, jokes, various strange but interesting stories and other broad patterns of communication and not through what is called learning, lectures, drills, etc.), "teaching" (here also "suggestopedic communication" is closer to reality) is full of emotion which is normal for the case as it is in life but with no grotesque. Jokes, songs, games, and other elements of suggestopedia are introduced as a system; these elements are considered and prepared in advance, and the teacher acquires knowledge about that in the course of his/her training.

11. EXPECTANCY OF THE TEACHER. The expectancy of the teacher is very important, as we said in connection with Pygmalion effect. If he/she is not sure in the anticipated result this uncertainty is transmitted to the students by means of the peripheral perceptions, and indeed the result

will not be very good. That is why the teacher should be supported during his/her training to see and admit this effect. The importance of the teacher's expectancy could be seen very clearly in the old experiments with the HAWTHORNE effect in USA (Roethlisberger F. I. and W. I. Dickson, 1939) and the PYGMALION IN THE CLASSROOM effect (Rosenthal R. and L. Jacobson, 1968), we wrote already. The Hawthorne effect refers to experiments of the expectation conducted in Hawthorne Works of the Western Electric Company located in the Chicago area (1920s). Later, experiments have been performed with teachers who had been given poor students but had been told that this had been the group of the excellent students. At the end the results have been as if this has really been an excellent group. However, in suggestopedia as we said, the expectancy is not simply that the "students are excellent" but that reserves are revealed in anyone, and the appropriate methods have been designed to this end with a psychophysiological foundation in difference of any existing methods.

Fig 25

12. MULTIPERSONALITY. It is obvious that an individual thinks and reacts generally in a different way at different moments of his/her life. This is a common truth which even children practically know. The student asks: "What is professor's mood". The maid who has come back home late in the evening asks her brother for their parents' mood. A businessman suddenly takes an unexpected decision. It is frequently said that "this decision was taken at once". The examples that might be presented are countless. Different moods, different abilities in the same people – although at first glance nothing has changed. A multitude of such examples ground the theory of the "multipersonality". It is not a question of a multiple and dynamic alteration of mood that nobody might deny because this alteration is not isolated. It always leads to other changes of the personality, for example of thinking, decision taking, estimates, or even actions. Usually, the ethical core of the personality is not affected. These personal changes are observed during any process of study. When the student is assimilating new material he/she is in a certain state of mind. Sometimes assimilation is easier, sometimes harder. Therefore, in suggestopedia the teacher endeavours at feeling the state of his/her students. Most often assimilation is better at the end of the school hours. That is why the teacher asks the students to sing a proper song for the end of the day. Thus the state of mind is associated with the song, and the next day exercises start with the same song. Thus the proper state of mind is easier to reach. Of course, there are details which the teachers deal with during their training. A number of

psychological problems also arise in relation to this multipersonality, and the teachers should be trained how to manage these problems.

13. INTEGRITY OF PERSONALITY IN THE PROCESS OF EDUCATION. It is said that any training is also education but scholarly arguments are not presented usually. Suggestopedia starts from the persuasion that personality is integral. If a person is taught English for example, assimilation is altered in whole to certain extent. Assimilation in other subjects is also better to certain extent notwithstanding the general educational effect. This could be expected from the holographic structure of the brain. However, it was suggested also by the foundations of desuggestology as well as by the principles and methods of desuggestive pedagogics. These will not be discussed here again but let us present only one example: it was said apropos in the foundations of suggestology that "The brain does not accept isolated stimuli but always stimuli in their complexity, connected with the dynamics of the states of mind." In contrast, intensive training in other methods simultaneously with the suggestopedic training might have unfavourable effects in some cases although this is at all not the rule. The teacher should be prepared for such cases.

14. ANOTHER METHOD IS AVAILABLE FOR CHILDREN – IT IS CALLED PREVENTIVE SUGGESTOPEDIA.

It is a big mistake (physiological and psychological) to make attempts at the application of suggestopedia for adults to children. Children could not endure prolonged sessions without moving around. If the children are too small they could not read the material for the active session. They need other introductions and elaborations. They cannot assimilate the material for adults with certain negative impact. They need special books, games, songs, peripheral perceptions, and an appropriate suggestopedic approach

The method for children is called preventive suggestopedia because, if not applied incidentally and for a short time, it protects the children from many programming and restricting pedagogical influences of society.

Well organized suggestopedia accelerates learning 5 times on an average as it was established in our experimental materials and practical results of the good teachers we trained. It is also very important to stress that the encountered side effects were confirmed as well: the favourable impact on

Fig 26

health, on the social and psychological relations, and on the subsequent success in other subjects and within other methods. In case that all these effects have not occurred, the teacher should consider his/her auxiliary qualification.

Suggestopedia is not a technique. It is a new approach, a new type of communication – a communication at the potential level, a new philosophy of learning and education. It assumes that any man possesses vast unused resources and potential. This potential might be inborn but, from a scholarly point of view, it makes more sense to presume that it is a social establishment of the centuries due to the fear of parents, teachers, administrators, etc not to overburden trainees (children and adults) which has resulted in giving only small shares of material to learn, and only at the level of consciousness. Thus they have established in the course of the ages the present norms of any mental activity. This has led respectively to the present methods of education. They have not known the paraconscious functions of personality. One may say that the secret functions of the paraconscience (in a way, this is the unconscious) are still not well known although many people flirt with that knowledge in an attempt to show themselves very clever and interesting.

If a child succeeds in overcoming the established norms, we say that "this is a genius". But in fact we do not realize that "we are all genial". If applied correctly, suggestopedia establishes a communication at the level of our individual "geniality".

After continuous experiments we tested independent from dr. Gateva's and other's theses and proved the results of 10 000 adults students in the field of foreign language studies trained in our method and tested respectively as well as 40 000 children from the primary schools, namely: for 4 weeks 3 hours daily, starting from a zero level, the students learn in a pleasant atmosphere and without homework to read and speak approximately 2500 words in a creative way within the frame of the basic grammar of the language. The children in the first grade till the end of the school year learn successfully the material for the second grade and partly for the third grade according to the program of the Ministry in a pleasant atmosphere without homework, having classes 5 days a week. The results were confirmed by the supervising group at the Ministry of Education as well by an international expert group of UNESCO.

Here are extracts from a report submitted in 1976 to the Minister of Education which was discussed and accepted first by the scholarly council of the Institute made up of 12 experts – professors from various universities and research institutes. Subsequently, the report was discussed

Fig. 27

at a national pedagogical meeting and published in a pedagogic journal (Problems of Education, 1976, volume 12, page 31, Sofia):

"With an order of the Ministry of Education, a whole-year experiment was performed during the school year 1970/71 with a representative for Sofia 10th grade where all subjects and the integral educative work were developed according to the suggestopedic method. The academic, educative and medical results from this initial integral experiment with the suggestopedic learning system were reported at the First International Symposium on the problems of suggestology and were published. Since the school year 1972/73, an integral suggestopedic experiment was organized with an order of the Ministry of Education for the students from the 1st grade of 122nd School in Sofia. 139th School was provided as a control school. Since the next 1973/74 school year, the experiment was expanded with an order of the Ministry of Education to include another village school near Sofia – the school in Dragalevtzi where the first grades was again enrolled. The school in the village of Simeonovo was provided as a control school.

Fig. 28

The results achieved in the course of those years were many times discussed by the scholarly council of the Institute, reported to the Ministry of Education and published. A number of committees examined the results and verified the data promulgated by the Institute. This led to the chance to expand the experiment in a broader territory within the country in view of the perspective chances allowing the introduction of the suggestopedic system in the whole country.

With an order of the Ministry of Education, the experiment during the past 1975/76 school year included the schools in: the town of Plovdiv and the village of Dolni Voden, the towns of Haskovo, Dimitrovgrad, Blagoevgrad, Pleven, Mikhailovgrad and the village of Marchaevo as well as three schools in the city of Sofia with 1500 children in total. The following schools were provided by the Ministry of Education as control schools: Sofia – 119th, 129th, 64th primary schools; Plovdiv – the primary school in the village of Kuklen and the school "Yordan Yovkov"; Haskovo – the school "Vassil Levski"; Dimitrovgrad – the school "Lyuben Karavelov"; Pleven – the school "Hristo Smirnenski"; Mikhailovgrad – 2nd primary school; Blagoevgrad – 2nd primary school, with 1300 children in total.

We realize suggestive experience not in its clinical and hypnotic sense but, as we have many times stressed, in the sense of the communicative significance of art as a desuggestive & suggestive and a liberating & stimulating factor. This means that suggestopedia derives its name not from suppressing methods of influence upon personality but from its

integral system for liberation from preliminary negative concepts regarding the difficulties in the process of learning that have originated during one's lifetime. Therefore, suggestopedia is a system for liberation. It uses various artistic means as its major elements ...

(Author's note: We lecture and publish since the very beginning that suggestopedia has nothing in common with hypnosis and its structure is even antihypnotic as it becomes clear from the present article. It is an interesting fact that certain authors caused disinformation and made attempts to mislead society instead to come and study from us.)

The up-to-date interpretation of the principle of consciousness requires conscious assimilation of details for the establishment of a stereotype. Later, this stereotype should be destroyed, and a new stereotype should be established at a higher level. Following the establishment of this stereotype, it should be also destroyed, and the next in the hierarchy stereotype should be established. The destruction of stereotypes according to the experimental data and the theoretical postulates of I. P. Pavlov results in neurotic development. This is one of the reason for the neurotic disorders among students. However, the hierarchy of learning stereotypes has other negative sides, for example restriction of trainees' consciousness, elimination of the motivation for learning, loosing the general trend in the integral sense of the studied material, etc. Our principle for unity of consciousness and unconsciousness overcomes this weak side of the up-to-date conception for consciousness with the requirement that training should be performed at the level of realized integrities. However, this transfer of training to a global level does not mean signify a turnover to the methods of the integral approach (for example, the method of whole words) for training in the suggestopedic system is double-sided, and the background comprises simultaneously integrities and single elements. Thus in fact training within the framework of suggestopedia is dialectical in essence and performance, in one and the same time directed to the integrities of meaning as well as to their composite details.

Thus a real consciousness and creative work is realized at the level of integrities, and at the second level of the details one assimilates the constructive elements to which consciousness reverts only sporadically if needed so ...

Large teams of specialists who were not employed by the Institute and members of the organizational and methodical staff of the Ministry of Education and the Departments of Education at the districts in the country organized the examinations of the children in respect to the level of their acquired knowledge of various subjects, health state, psychophysiological characteristics and level of development. The examinations in the beginning and in the end of the school year with one stage check in the end of the

Fig. 29

first term were performed by specialists from the following institutes: 12 from the Center of Hygiene; 11 from the Institute of Neurology, Psychiatry and Neurosurgery at the Medical Academy in Sofia; 4 from the Medical Academy in Pleven; 2 from the Medical Academy in Plovdiv; 3 from the Higher Institute of Physical Culture "Georgi Dimitrov"; 1 from the Bulgarian Union for Physical Culture and Sports; 1 from the District Psychoneurological Dispensary in Pleven; 2 from the Research Institute of Education; 1 from the Kremikovtsi Metallurgical Works; 1 from the Psychoneurological Dispensary in the city of Sofia; 1 from the Academy for Social Sciences.

The following institutions and specialists took part in the checks and evaluations of the control works: 1. The District Departments of Education with 43 specialists; 2. The Ministry of Education with 20 specialists; 3. Other out-school institutions with 14 specialists; The Research Institute of Suggestology with 17 specialists; 6 headmasters (of the schools); 7 teachers. Overall 146 specialists who were not employees of the Research Institute of Suggestology were involved in the course of the whole school year for examinations and supervision of the results.

Due to the easy learning even of more material, it became possible for the children of the experimental schools to study 5 days a week, with additional potential to increase the hours for arts and manual skills training as well as for more outdoor exercises. The merger of training with education and aesthetics on the basis of labour created conditions for prompt development of harmonious personalities as well as for early revelation of talents.

In spite of all organizational obstacles, the final results were all the more encouraging. The students from the 1st grade at the experimental schools without obligatory homework, fatigue and tension assimilated for 5 days a week on a higher creative level the entire body of knowledge according to the program for this grade as well as almost the entire material for the 2nd grade and part of the material for certain subjects studied in the 3rd grade according to the program of the Ministry of Education.

The control works in all subjects were evaluated by specialists of the Ministry of Education. The committees were approved by the Minister of Education.

It should be born in mind that all other examinations performed and summarized mostly by specialists who were not employees of the Institute were also in favour of the experiment. For example, 7-year-old children trained according to the suggestopedic system of education show higher

Fig. 30, 31

Fig. 32

rate of development in respect to most parameters for somatic development and capability in comparison to the children from the control schools, the other parameters being essentially similar for both groups. The data for the somatic development and capability of the 6-year-old children in the course of the school year are also favourable. There are no data for an unfavourable impact of the suggestopedic system of education upon the somatic development of the children in spite of the large material for assimilation and the higher rate of assimilation.

The examination of the general state of health and the somatic and mental incidence of diseases revealed a threefold increase of neurotic disorders of short duration in the control schools compared to the rate of these disorders among the children from the experimental schools. Even the 6-year-old students who showed a relatively higher disposition for development of neurotic reactions had lesser incidence of such reactions compared to 7-year-old students from the control schools. The available data showed that notwithstanding the greater amount of assimilated information the students from the experimental schools have shown better potential for adaptation to the educative environment and the process of learning.

In the process of estimation of the data, it should be born in mind that these data have been derived from a vast number of children from various parts of the country; this fact speaks in favour of a high rate of statistic validity of the results. It should also be born in mind that the data have been derived not only by research associates from the Institute but also by a large team of research associates, specialists and members of the organizational staff of many other institutions and organizations, all this establishing a sense of security regarding their validity.

The next year UNESCO required from us to present a written report on suggestopedia in all possible aspects. Later on in the UNESCO building in Paris we did a demonstration of foreign language suggestopedia before of a large group of UNESCO employees. On 11 December 1978 UNESCO organized a large international expert panel of specialists who should study in situ suggestopedia in all age groups and present their conclusion. Here are extracts from their minutes: (Published in the USA: The Journal of the Society for Accelerative Learning and Teaching", Volume 3, Number 3, Fall, 1978, p. 211)

Minutes of Conference for Suggestology

Dec. 11-16, 1978, Sofia, Bulgaria

Fig 32

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Abstract

These are the minutes and recommendation of the working group of international experts at a meeting on suggestology as a learning methodology held in Sofia, Bulgaria, December 11-17, 1978. UNESCO and the Bulgarian Ministry of Education jointly sponsored the conference. The invited participants presented their research findings and made recommendations to UNESCO concerning further large scale implementation of suggestopedia in the areas of research and experimentation, teacher training and suggestopedic centers. Complete proceedings are to be published later.

Fig 33
Sofia
Bulgaria

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Recommendations

Made by the Experts from the Working Group on Suggestology as a Learning Methodology Meeting in Sofia, December 11-17, 1978

1. There is consensus that Suggestopedia is a generally superior teaching method for many subjects and for many tapes of students, compared with traditional methods.

We have arrived at this consensus following a study of the research literature, listening to the testimony of international experts, observing films portraying Suggestopedia instruction and visiting classes in which Suggestopedia is practiced. The films were well prepared and the classroom visitations were impressive.

2. Standards should be set up for the training, certification and maintaining of standards of suggestopedic training.

3. Different categories of competency of teachers should be used to reflect increasing levels of teaching performance in certification.

4. Suggestopedic teacher training should be started as soon as possible.

5. An International Association for Suggestology and Suggestopedia should be set up that is affiliated with UNESCO and should have the assistance and guidance of Dr. Lozanov for training, research, coordination and publication of results.

UNESCO is requested to give its support to all these proposed activities by all possible means and under the existing international regulations."

It appeared like a regular continuation of the pressure that certain circles put upon me and made me thrice – in 1975, 1976, and 1977 – resign in writing which has not been accepted this way. Following an intense journalistic attack, the lawsuit for an "ideological diversion" did not succeed and was terminated. In the end of December 1984, the Minister A. Fol fired me from the Institute that I established and declared before the staff that this had to be done "on order of the Central Committee of the Party", and this was confirmed by the accompanying Party representative, R. Macedonova. The management of the Institute was put in charge of a profane person who in the near future would succeed to close it. And I was placed on my own allowance and with no right of salary in two bare rooms in the basement of an old building. There I was accompanied by Dr Gateva. The press reacted, and the television – the Kevork's department – made a broadcast with my participation. For I had no right of salary I was urged to organize courses in order to make our living. We had no chairs and tables, and the students had to sit down on the floor over textbooks. People heard what had happened, I got quickly students from the institutions, and we were able in two months to purchase tables and chairs. The rector of the University of Sofia, Prof. M. Semov visited us and when he understood what had happened he said that my dismissal from the Institute is at least a biggest nonsense. Then he gave me half a storey in a building of the University, and I inaugurated an independent Center for Suggestology and Personal Development with the status of a faculty at the University. But the home arrest continued. Its repeal was beyond the rights of the University. It lasted till the political changes – 1989.

NOW I ASK EVERYBODY ON EARTH WHO HAS A HEAD TO THINK WITH: FOLLOWING ALL THAT HAS BEEN ANNOUNCED IN AN INCREDIBLE NUMBER OF PUBLICATIONS ABOUT THE POTENTIAL OF SUGGESTOPEDIA, WITHOUT A SINGLE OBJECTION BY A TRAINED SPECIALIST IN SUGGESTOPEDIA;

WHEN WE ALREADY KNOW THAT THERE EXIST SO MANY INTERNATIONAL ORGANIZATIONS IN AMERICA, EUROPE AND ASIA WHICH HAVE BEEN ESTABLISHED ON THE BASIS OF THE IDEAS OF SUGGESTOPEDIA AND PRETEND TO SUPPORT AND DISTRIBUTE IT BUT IN FACT THESE ORGANIZATIONS SACK IT AND ALIENATE IT FROM THE PEOPLE;

WHEN DOZENS OF DOCTORAL THESES ON SUGGESTOPEDIA HAVE BEEN DEFENDED IN MORE OF THE LEADING UNIVERSITIES;

FOLLOWING THE CONCLUSION OF THE UNESCO EXPERTS, WILL YOU LET SUGGESTOPEDIA DISAPPEAR TOGETHER WITH ME (I AM AN OLD MAN – WHEN YOU DECIDE TO FULFIL THE RECOMMENDATIONS OF THE UNESCO EXPERTS, I WILL NOT BE ALIVE.)

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