

G. Utemissova¹, D. Summers², B. Urmurzina³,
Ya. Abdirakhmanova⁴, Scott Alan Burton Summers⁵

¹Baishev University Aktobe, Kazakhstan,

²Turan University Almaty, Kazakhstan,

³K. Zhubanov Aktobe Regional State University, Aktobe, Kazakhstan,

⁴Turan University Almaty, Kazakhstan,

⁵Montesory School, Seattle, Washington.

E-mail: Urmurzina58@mail.ru, danna_gn@mail.ru, kapustinag05@gmail.com, yadykar@yahoo.com,
bresum@gmail.com

PSYCHOLINGUISTIC STUDY OF SUGGESTIVE METHODS IN EDUCATION

Abstract. In this article we reveal our studies of students' hidden unconscious motives by using the neuro-linguistic programming technologies (NLP). The level of hidden purpose intensity enables us to measure implicit expressions of verbal strategies taking into consideration scientific and humanitarian ideas. The methodological basis of this research is Pavlov's idea of reflex. We use NLP methods as part of educational process where linguistic and phonetic structures change student's learning attitudes. One of targeted objectives of our study is to convince that NLP methods are a potential way of achievement of high professionalism in teaching. This perspective is mentioned in the description of the particular professional teacher activity exclusively based on researchers' teaching experience. Studying of speech and other cognitive functions to define those aspects in methods of analyzing of the neuropsychological principles allow us to conduct the qualitative psychological analysis of the hidden verbal influences which is our main research objective. Theoretically, the efficiency of any text or statement depends on the maximum use of suggestive opportunities of language. Experimentally we have revealed the efficiency of usage of Erickson methods in educational process such as Milton's model that allows defining interrelation between features of the development of neuropsychological determinants of students' cognitive structure and NLP impact on their thinking process and abilities.

Keywords: NLP, neurolinguistics, Linkert scale, professional activity, Milton-model.

Introduction. It is possible to look at NLP from different points of view. One can see NLP as a smart technology for successful leadership or use it effectively to enhance yourself as a method which is capable to change entire worldview or to become kind to people or on the contrary to become a manipulative sociopath. It is possible to teach the youth to resist consciously different technologies of brainwashing. It is necessary due to modern society where majority of citizens try to influence each other in an open or hidden way. We assume that in everyday life one hears a lot of criticism towards these people who honestly work to understand the ways to use NLP technologies to improve the living. We do our best to try to make the world a little more freely from all sophisticated and subtle manipulations from cunning and greedy dealers who are successfully selling anything and fooling folks. We aim at citizens of our country to learn how to resist an impact of universal influence that can be reached through a conscious, informative and integral research of NLP technologies structure and their usage. [Utemissova, G.U., Urmurzina, B.G. 2018]. Thus, each person who receives NLP skills at different personality aspects such as personal orientation – worldview, values, beliefs, ideals, experience - habits, abilities, skills, knowledge, mental processes and biochemical properties could differentiate contents of ordinary texts from manipulative ones. In this scenario, the further personality development will be caused by contents of clean texts and type of personal communications and interactions with society. The major problem of NLP implementation into theoretical psychology field is the fact that some scholars narrow the scope of use and

criticize NLP methods. However, let us pay attention to the evolution of Leoniev's "activity theory" where we see its transformation and similarity with both cognitive approach and humanistic psychology [Petrenko, V.F., 2007]. Our task is to provide such conditions of training that differences between spontaneous and purposeful formations of personality are accurately differentiated and accented [Utemisova, G.U., 2015; Utemisova, G.U., Urmurzina, B.G., 2017]. Each mature responsible and highly moral professional teacher possesses such opportunity. The methodology includes classical operations by William James [1902], Pavlov's reflex theory, the theory of activities by A.N. Leontyev, the theory of set by D.N. Uznadze [Uznadze, D.N., 1966], Alfred Korzybski's works [Korzhibski, A., 2013], Milton Eriksson's, Fritz Perls's and Virginia Satir's ideas and works. Considering the achievements in cognitive sciences we suggest that cognitive behavioral therapy (CBT) is the most prospective area of research in the worldwide psychology studies [Hofmann, S.G., 2012]. The central principle of our research is the ability to create a fixed attitude which is the basics of new skill formation process where psychologists'/talented individuals' and happy citizens' successful thinking and behavior patterns are learnt through a set of multiple and original exercises which bring a rise in the vitality level and support students' to improve their cognitive abilities such as productive thinking, memorizing and attention and help them to move forward and become successful later in life.

Problem Statement. In recent researches the premises of cognitive and behavioral theories integration into the general concept of a humanistic model of education which could be a new approach to pedagogical activities and "educational tools" have been created [Barbitova, A.D., 2014]. NLP is one of the most popular directions which appeared at the end of 20th century in the field of modern psychology. As a new trend, NLP has won all titles and ranks in Russia straight away, having found an image of the powerful tool long ago during the reorganization of Soviet period. There is a row of reprinted foreign and Russian NLP manuals [Sitnikov, A.P., 1992; Sitnikov A.P. 1995; Pligin, A.A., Gerasimov, A.V., 2009; Pelekhatyi, M.M., Chekchurin, Iu., 2014; Gordeeva, E.G., 2008; Bandler, R., Grinder, J., 1975, Grinder, J., Bandler, R., Andreas, C. 1981; Kameron-Bandler, L., Gordon, D., Maikl, L., 1997; Dilts, R., 1990; Dilts, R., 1994]. The NLP study in Kazakhstan began at the same period as the growth of competitive affairs in business especially in advertising and promotional sectors. Today NLP is researched in the most various aspects. You can get NLP training in Great Britain, through NLP Association [ANLP].

According to researchers of past years, NLP shows good results in the treatment of allergies and CBT in dealing with chronic pains [Sturt, J are., Ali, S., Robertson, et al., 2012]. Other exciting researches which have been carried out in 24 studies, we can see a successful attempt to prove the efficiency of NLP methods usage which shows considerable influence on educational process and on their results [Carey, J., Churches, R., Hutchinson, G., Jones, J., Tosey, P.C., 2009]. On the one hand NLP methods are applied in Sales, as part of Soft skills training; on the other hand, psychologists use NLP as part of food addiction therapy [Sorensen, L.B., Greve, T., Kreutzer, M., et al. 2011]. According to E.V. Soboleva's, scientific research paper "Analysis of first year students' personal resources studying at psychological faculty" we can see the attempt to combine theoretical study and empiric research into enhancing first-year psychology students' personal resources via using NLP practices [Soboleva, E.V., 2014].

The linguistic approach of NLP implies the involvement of language unique patterns influence. Therefore, a significant importance is given to semantic analysis of texts, analysis of speaking and understanding processes, the usage of characters and metaphors in the speech is crucial that specifies the importance of psycholinguistic approach application comprising elements of speech styles and metaphors representing deep structures.

Research Questions. Neurolinguistics is a part of psycholinguistics which has an entirely specific problem of establishment of communication between "language and cognitive procedures" and brain zones [Chernigovskaia, T.V., 2018]. The connection between psychology and neurolinguistics allows us to create models which work simply and reliably. In addition, it is important to note that maintenance of our thoughts, as a rule, belongs "to the deep level of neurology" [Lurii, A.R., 1979]. This has been named in NLP as "deep structures" which should be taking into consideration during communication process.

In 1957, Chomsky published *Syntactic Structures*, in which he developed the idea that each sentence in a language has two levels of representation — a deep structure and a surface structure. The deep structure represented the core semantic relations of a sentence, and was mapped on to the surface structure via transformations

In our current study we use the information about students' individual, specific and psychological characteristics and their influence on the process of knowledge assimilation and functional asymmetry and hemispheres interaction [Zeigarnik, B.V, 1976; Anan'ev, B.G., 1996]. The further investigation of this topic isn't possible without neurosciences studies [Bernshtein, N.A., 2009; Sokolov, E.N., 2004; Smirnov, V.M., Budylna, S.M., 2009; Bekhtereva, N.P. 2018; Anohin, P.K., 1998].

Purpose of the Study. Our purpose of research is to see the link between students' knowledge formation process and the form of educational materials representation at a course and how information assimilation process happens when NLP method is used through measuring the effectiveness of students' memorizing, representation abilities and solving particular problems. Moreover, the success in achieving our set purposes first of all depends on the efficiency of educational information assimilation process by each student who possesses own conceptual structure.

Research Methods. According to this research design, the study of the structure of the suggestive text based on measurement of various standard models of expression of linguistic categories which are the cornerstone of communicative communication (a submodality, speech predicates). Numerous works on the use of a suggestion in advertising recommend a focus group method. The objective was the determination of the efficiency of text structural components. We chose a technique of the semantic differential of Ch. Osgood [Kozhevnikova O.V., V'iuzhanina S.A., 2016] as our primary research tool but modified it. We determined the choice of this technique by the fact that the semantic differential (Linkert Scale) allows receiving quantitative regularities of the participant' emotional response to objects in numerical scale and we found it very convenient. The study included a standard set of the statements estimated on a 5-Grade scale of answers: 1 - no, 2 - rather no, then yes, 3 - I do not know, 4 - rather yes, than no, 5 - yes.

The examinees marked the number in the table. Statements belonged to the texts used in the educational process and were the following: 1 - The text is convincing; 2 - The text is well made; 3 - The text is interesting; 4 - I like the text; 5 - It is pleasant to read it; 6 - After reading of this text there was a desire to study subject contents further and more deeply.

It should be noted that the choice of questions decided by features of suggestive means in the text in respect of suggestion, belief, drawing attention, the excitement of an emotional response on a definite adjusting dominant, motives to the more profound studying of a subject. The statements were "uncertain," general and between them, there is no distinctive right side (all of them are very vaguely made and identical on sense), that is, statements in itself have implemented suggestions and bypassing consciousness criticism. These type of NLP methods you can find in Milton model. The focused attention to features of the text, but not directs the listener in the necessary course to subject contents to avoid consciousness filters. Besides scaling of the index of values at the measurement of assessment of the quality of the offered texts (excerpts from lectures, metaphors), examinees had to define a text rank.

Ranging was carried out for modeling of reaction by a method of focused - an interview. Time for filling of tables was given from the general calculation – 6 seconds from which 4,5 seconds on the reading of the text (it was defined experimentally) and 1,5 seconds on exposure of estimates. The estimated criteria were shown consistently (examinees for the first time saw the list) for accurate control assessment time.

Texts were lecture material, applied in educational process and also the designed content of practical training. While selecting texts, we tried to a particular specification of receptions to capture as much as possible suggestive means. In the instruction were instructed on what it is necessary to pay attention.

Participants' characteristics. Students of 1-4 courses of K. Zhubanov ARGU (N=80) participated in the experiment. Results of 7 participants aren't represented in data.

Procedure.

I stage. Research of influence of suggestive ways taking into account various touch representations, and first of all kinesthetic representative system which is expressed through motivation of the recipient to specific actions of further studying of material. Kinesthetic predicates are implemented in language through imperative moods of a verb.

1. "Do not reflect! Want to reach the truth! Act!" - a direct sense of an imperative mood of the singular of a verb.

2. "We will direct your subconsciousness to unlock potential!" - the text with a modality of future tense is submitted.

3. "Quickly penetrate!" - Use of an adverb.
4. "Why don't you realize?" - Use Milton model, inducing to understanding.
5. "Read and remember!" - A direct sense of an imperative mood of the plural of a verb.
6. "This is what you need!" - value of incentive need.
7. "I would like to discuss with you an issue, so important to you after you penetrate into sense written" - understanding of sense written is meant here, and the attention is directed to the discussion.
8. "Interestingly, which of you can want to speak the first?" – Presupposition and intention to express as the distracting factor and who will speak the first is self-evident.
9. "Together we will achieve success!" - Lexically the expressed joint action.
10. "Do you realize what something at you turned out perfectly?", "You understand that you somewhere can put the knowledge successfully into practice!" - These formulations use predicates of understanding (to realize, understand) and presupposition after a comma that allows achieving focusing of attention on positive experiences even if there are some failures, all the same something also somewhere deserves your attention.
11. "Did you notice that you just will not be able to arrive in the same way?" - in this example, the attention is directed to lack of the choice.

II stage. The participants didn't know that we boost their mental activity. During of study we hide the learning topic so examinees could choose their own explanation of each statement.

Findings.

Table 1 – Overall estimate of the effectiveness of suggestion in the text and the rating of different ways of expressing a suggestive value

#	Text	1	2	3	4	5	6	Mean	Sum
1	"Do not think so long! Want to reach the truth! Act!"	225	265	241	214	192	191	221	712
2	"We will direct your subconscious mind to unlock potential!"	300	350	342	334	355	328	335	397
3	"Quickly go into!"	201	223	235	186	202	191	206	789
4	"Why do not you realize?"	262	272	274	245	271	251	263	656
5	" Read and remember !"	265	256	253	226	244	236	247	712
6	"This is what you need!"	264	278	268	249	258	251	261	636
7	"I would like to discuss with you an issue, so important to you, but after you think through a text."	300	329	322	313	301	306	312	477
8	"Interesting who would like to speak first?"	354	400	378	370	373	376	375	316
9	" Together we will achieve success ! "	247	238	244	226	226	229	235	696
10	"Did you realize that you make something perfectly?"	368	391	368	370	349	356	367	356
11	"Did you notice that you would not be able to behave in the same way?"	344	329	346	338	321	337	336	468
	Average value							287	565

Note: From the 1st on - the 6th columns are presented – a total score of texts on criteria: 1. The text is convincing. 2. The text is well made. 3. The text is interesting. 4. I like the text. 5. It is pleasant to read it. 6. After reading this text, there was desire more deeply to study subject contents further.

In the analysis of the obtained data, we made a decision that if statements scores is higher than average (Mean = 2.87; Mean rank = 5.65) so this text include the hidden (modified) expression suggestion.

Linguistic patterns of a person, determines what and how he thinks and feels. These patterns reveal a person's selftalk and his mental status. It is there for important to guide the cognition and normal conversation to make it as positive as possible for self enhancement. If a person can replace the mind-reading of another person's thoughts, feelings, intentions, etc. by stating it to oneself as a "guess," as a "possibility". Neuro-linguistic programming (NLP) techniques can help students become successful by increasing their motivation, by decreasing their anxiety leading to learning improvement.

Table 2 – The ratio of positions by the level of suggestion and the rating of various texts with a different way of expressing the suggestive value

*	**	Level of suggestion	Scores			
1	75	"Interesting who would like to speak first?"	375	316	8	712
2	73.4	"Did you realize that you make something perfectly?"	367	356	10	397
3	67.2	"Did you notice that you would not be able to behave in the same way?"	336	397	2	789
4	67.2	"We will direct your subconscious mind to unlock potential!"	335	468	11	656
5	67.2	"I would like to discuss with you an issue, so important to you, but after you think through a text."	312	477	7	712
6	67.2	"Why don't you realize?"	263	636	6	636
7	67.2	"This is what you need!"	261	656	4	477
8	67.2	" Read and remember !"	247	696	9	316
9	67.2	" Together we will achieve success ! "	235	712	1	696
10	67.2	"Do not think so long! Want to reach the truth! Act! "	221	712	5	356
11	67.2	" Quick go into!"	206	789	3	468

Note: (according to figure) * - a relative position of the text. ** - suggestion level as a percentage.

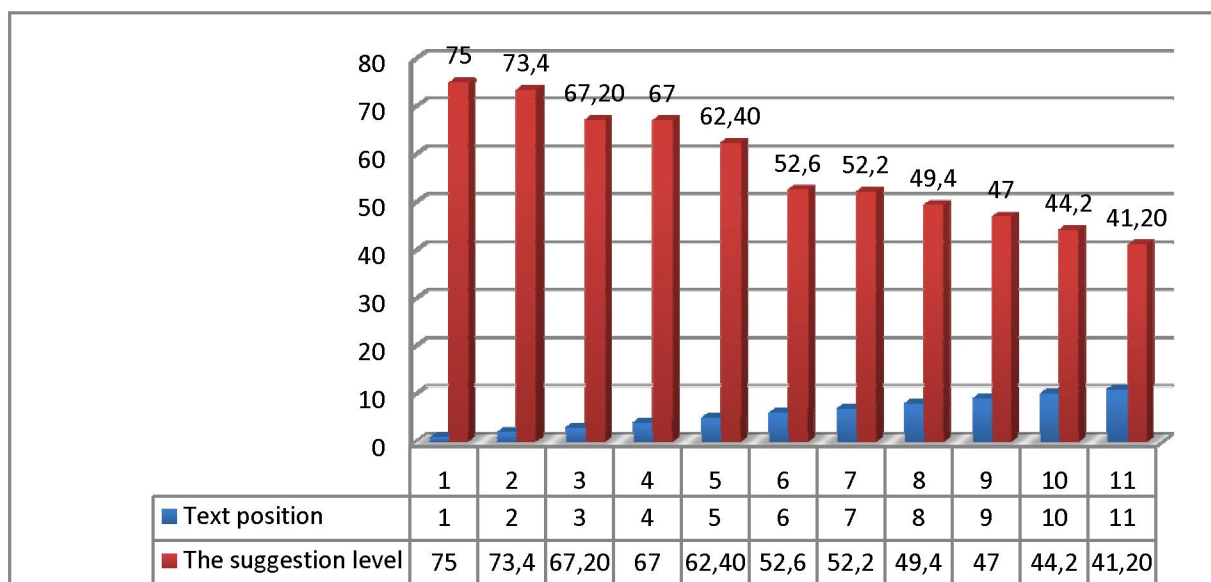


Diagram of the relationship of positions on the level of suggestion and the rating of various texts with a different way of expressing the suggestive value

Conclusion.

1. The statement "Interestingly who would like to speak first?" took the first position on the level of a suggestion. The possible explanation is a fact in this text we are requesting for cooperation, and it softens expression.

2. "Did you realize that you make something perfectly?" This type of statement activates student motivation and asks them to repeat the successful experiment by rational reasoning and illusionary choice.

3. "Did you notice that you would not be able to behave in the same way?". We recommended to compliance with reality and masked flattery.

4. "We will direct your subconscious mind to unlock potential!" The inner impulse of action isn't in the human mind that's why this statement has the lower level of suggestion.

5. "I would like to discuss with you an issue, so important to you, but after you think through a text." This type of suggestion promotes an opposite response cause it sounds more rigidly and interferes with personal borders.

6. "Why don't you realize ". It confirms some listener problem.

7. Further on decreasing from the seventh position on the eleventh imperative constructions which are entirely authoritative follow and deprive of the recipient of choice.

One of the most important things for student who wants to be successful in education is having mastered on his cognitive processes and emotion. In this research we figure out Milton's Model can be a useful tool for increasing student's self-awareness and cognitive controlling that has effect on their confidence. We recommend that Milton's Model can be used in psychology consulting approaches, relationship process between teacher and student. Thus, experimentally we proved the efficiency of use in educational process the Erickson methods (Milton's model). Therefore, based on the findings, it is suggested to consider NLP education along with other educational courses, not only to promote individuals' general health but also to lower depression, anxiety, social function reduction, and physical problems, which will prevent mental and physical disorders.

Limitations of the Study. As primary objectives of our research are the psycholinguistic experiments assuming realization of a particular speech behavior among the student's psychologists "devoted" to specialty elements, our study has some restrictions. The respondents were only Russian-speaking students that do not allow transferring the conclusions to another sample of respondents.

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**Г. Утемисова¹, Д. Саммерс², Б. Урмурзина³,
Я. Абдирахманова⁴, Скотт Алан Бёртон Саммерс⁵**

¹С. Бәйішев атындағы Ақтөбе университеті, Ақтөбе, Қазақстан,

²Тұран университеті, Алматы, Қазақстан,

³Қ.Жұбанов атындағы Ақтөбе өңірлік мемлекеттік университеті, Ақтөбе, Қазақстан,

⁴Монтессори мектебі, Сиэтл, Вашингтон

БІЛІМ БЕРУДЕГІ СУГГЕСТИВТІ ӘДІСТЕРДІ ПСИХОЛИНГВИСТИКАЛЫҚ ЗЕРТТЕУ

Аннотация. Мақалада жаратылыстану-ғылыми және гуманитарлық идеяларды адамның сөйлеу әрекетінің фактілерін эксперименталды тексеру аспектісінде және экстралингвистикадан бастап, фонетикамен аяқтай отырып, НЛБ әдістемелерін пайдалану бойынша мәселелер жиынтығына кіретін сөйлеу стратегияларының жасырын білдірулерін құрастыруға мүмкіндік беретін нейролингвистикалық бағдарламалауды, жасырын, ескерілмейтін мәндердің айқындығын қолдана отырып, студенттердің жасырын, санасыз уәждерін зерттеу мәліметтері келтіріледі. Бұл ретте, НЛБ суггестивті әдістемелерін кәсіпқойлықтың жоғары дәрежесіне жетудің әлеуетті жолдары ретінде пайдалану мақсаты қойылады. Берілген мәселелер жиынтығы, оқытудың тек қана өзіндік тәжірибесіне негізделген, педагогтың нақты кәсіптік әрекетін сипаттау үшін қозғалды. Нейропсихологиялық принциптерді зерттеу әдістемелеріндегі, жасырын вербалды әсерлердің психологиялық сараптамасын жүргізуге мүмкіндік беретін аспектілерді анықтау үшін сөйлеу және басқа да жоғары психикалық функцияларын зерделеу, зерттеу мақсаты болды. Экспериментті жүргізуде Қ.Жұбанов атындағы АӨМУ-дің 19-25 жас санаты аралығындағы 1-4 курс студент-психологтары қатысты. Жалпы алғанда, барлығы 80 респонденттерден мәлімет алынды. Оның ішінде, 70 студент – ер балалар, 10 – қыз балалар. Теориялық тұрғыдан, кез-келген мәтіннің немесе пікірдің нәтижелілігі, тілдің суггестивті мүмкіндіктерін максималды пайдалануға байланысты. Тәжірибелік жолмен, оқу үрдісі барысында эриксондық техникаларды пайдалану тиімділігі расталған (нақты айтса, милтон модельдері), ол студенттердің когнитивті құрылымының нейро-психологиялық детерминанталарының даму ерекшеліктері мен олардың ойлау қабілеттеріне НЛБ техникаларымен әсер ету үрдісі арасында өзара байланысты анықтауға мүмкіндік берді.

Түйін сөздер: нейро-лингвистикалық бағдарламалау, нейролингвистика, семантикалық дифференциал, кәсіптік қызмет, милтон-модель.

**Г. Утемисова¹, Д. Саммерс², Б. Урмурзина³,
Я. Абдирахманова⁴, Скотт Алан Бёртон Саммерс⁵**

¹ Актюбинский университет им. Байшева, Актюбе, Казахстан,

² Университет «Туран», Алматы, Казахстан,

³ Актюбинский региональный государственный университет им. К. Жубанова, Казахстан,

⁴ Университет «Туран», Алматы, Казахстан,

⁵ Монтессори школа, Сизгл, Вашингтон

ПСИХОЛИНГВИСТИЧЕСКОЕ ИССЛЕДОВАНИЕ СУГГЕСТИВНЫХ МЕТОДОВ В ОБУЧЕНИИ

Аннотация. В статье приводятся данные исследования скрытых, бессознательных мотивов студентов с применением технологий нейро-лингвистического программирования (НЛП), выраженности скрытых, неосознаваемых смыслов, что позволяет построить имплицитное выражение речевых стратегий с учетом естественно-научных и гуманитарных идей в аспекте экспериментальной проверки фактов речевой деятельности человека и входящих в проблематику использования методик НЛП, начиная экстралингвистикой и завершая фонетикой. Таким образом, ставится задача использования методик НЛП как потенциального пути достижения высокого уровня профессионализма. Данная проблематика затронута для описания конкретной профессиональной деятельности педагога, исключительно основанная на опыте преподавания авторов. Целью исследования является изучение речевых и других высших психических функций, чтобы определить те аспекты в методах изучения нейропсихологических принципов, позволяющих сделать качественный психологический анализ скрытых вербальных воздействий. Теоретически, эффективность любого текста или высказывания зависит от максимального использования суггестивных возможностей языка. Экспериментальным путем были подтверждена эффективность использования в учебном процессе эриксоновских техник (а именно модели Милтона), что позволило определить взаимосвязь между особенностями развития нейропсихологических детерминант когнитивной структуры студентов и процессом воздействия техник НЛП на их мышление.

Ключевые слова: нейро-лингвистическое программирование, нейролингвистика, семантический дифференциал, профессиональная деятельность, милтон-модель.