INNOVATSION TALABALAR AXBOROTNOMASI

3-JILD, 3-SON

2026

Jurnal quyidagi xalqaro bazalarda indekslanadi:

Google Scholar · doi ®digital object identifier · ResearchGate · zenodo

ADVANCED SCIENCE INDEX · OpenAIRE · Academic Resource Index ResearchBib · DRJI Directory of Research Journals Indexing

Ilmiy jurnalning rasmiy sayti:

www.innoworld.net

O'ZBEKISTON-2026

The role of suggestopedia in modern language teaching

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Annotation. This article explores the implementation and effectiveness of the Suggestopedia method in language teaching. Suggestopedia, developed by the Bulgarian educator Georgi Lozanov, is a humanistic approach that emphasizes the activation of the subconscious, the use of positive emotions, and the creation of a relaxed, motivating classroom environment to enhance language acquisition. The study analyzes the method's theoretical foundations, practical application, advantages, and limitations. Data were collected through classroom observations, questionnaires, and literature analysis, focusing on teacher activities during four key stages: presentation, concert session (active and passive), elaboration, and practice. The findings indicate that Suggestopedia fosters faster learning, deeper retention, and higher student motivation by combining expressive reading, music, creative activities, and a supportive environment. The article provides practical guidelines for teachers to implement Suggestopedia effectively and highlights its relevance for modern language education.

Key words. Suggestopedia, humanistic approach, learner-centered, interactive activities, dramatization, classroom/learning elements, classroom design, memory, retention, comprehension, listening skills, speaking skills

Intoduction. Nowadays, the development and practical application of effective language teaching methods has become increasingly important. Modern education aims not only to accelerate students' learning processes but also to create a psychologically comfortable environment and reduce stress. Since language learning is a complex process involving memory, understanding, speaking, and listening skills, it requires approaches that go beyond traditional methods focused mainly on theoretical knowledge. For this reason, innovative methods based on psychological and pedagogical principles, particularly suggestopedia, have gained attention. Suggestopedia, developed by the Bulgarian scientist **Georgi Lozanov**, is based on activating the subconscious and stimulating learning through positive emotions. The method enhances students' self-confidence, strengthens internal motivation, and promotes deeper immersion in the language environment. The article examines the theoretical foundations, practical implementation, advantages, disadvantages, and experimental results of suggestopedia, serving as a valuable resource for educators and researchers aiming to improve the effectiveness of language learning.

Methodology. The methods for implementing Suggestopedia focus on creating a supportive, motivating, and emotionally engaging learning environment.
A)Classroom-Environment: Warm colors and soft tones are used to decorate the classroom in order to create a comfortable and relaxed atmosphere. Teachers should design the classroom according to students' aesthetic preferences and age

levels—for example, bright and warm designs for primary school students and simpler layouts for older learners. Flexible seating arrangements, such as circles or group seating, are encouraged to increase comfort and receptivity. The goal is to place students in conditions where they are most open to influence and better able to retain learning material.

B)Expressive-Reading: Teachers should read passages in the target language using expressive intonation, dramatic voices, gestures, and exaggerated emotions. This approach makes vocabulary more vivid and memorable while making the learning process enjoyable. Textbook dialogues can be adapted for this purpose.

C)High-Expectations-and-Motivation: Suggestopedia emphasizes rapid language acquisition and encourages teachers to motivate students to aim for higher goals. Although claims of dramatically faster learning lack strong scientific proof, many learners benefit from the method. By maintaining high but realistic expectations and encouraging students to set challenging objectives, teachers create a positive and supportive learning environment that inspires greater effort and achievement.

Research and Analysis. This study examines the effectiveness of the Suggestopedia method in language teaching through classroom observations, questionnaires, and analysis of related research papers. The findings highlight several significant advantages of implementing Suggestopedia in language classes. One of the most notable claims associated with this method is its potential to accelerate the language acquisition process. Research findings suggest that learning through Suggestopedia may occur six to ten times faster than through traditional teaching methods. Furthermore, the retention of material is believed to be deeper and more long-lasting. The data collection process focused on observing teachers' instructional practices during the key stages of the Suggestopedia method. The researcher categorized the collected data into two primary groups. The first group concerned teacher activities during the presentation stage, while the second group focused on activities conducted during the concert session. The concert session itself was divided into two distinct phases: the active concert and the passive concert. The purpose of this structured observation was to analyze how Suggestopedia contributes to making language learning both more enjoyable and more effective for students. The functioning of the Suggestopedia method is generally based on four fundamental principles: presentation, concert session (active and passive), elaboration, and practice. During the presentation stage, the teacher aims to establish a positive psychological atmosphere. Students are encouraged to adopt the belief that learning is easy and enjoyable. The teacher organizes the classroom environment to be as comfortable, aesthetically pleasing, and cheerful as possible. This stage is crucial because it prepares students mentally and emotionally for effective learning. In the active concert phase, the teacher reads a selected text aloud with appropriate intonation and expression. Students follow the reading and may repeat certain parts. This stage combines auditory input

with active participation, allowing learners to engage with the language material consciously. In the passive concert phase, baroque or classical music is played softly in the background while the teacher rereads the text. Students listen attentively in a relaxed state without actively repeating. The aim of this phase is to facilitate subconscious absorption of language material. It is believed that relaxed concentration enhances memory retention and reduces anxiety, enabling students to internalize larger amounts of linguistic input. The elaboration stage involves creative follow-up activities. Students may participate in role-plays, dramatizations, simulations, games, or even activities such as creating short films. These tasks allow learners to use the newly acquired language in meaningful and imaginative contexts. Finally, during the practice stage, the teacher reinforces learning through interactive exercises such as games, puzzles, and communicative tasks. This stage helps consolidate understanding and provides opportunities for students to apply their knowledge actively. Suggestopedia is characterized by six essential features that support the teaching and learning process:

1. A comfortable and supportive classroom environment
2. The systematic use of music
3. Peripheral learning (exposure to language materials displayed around the classroom)
4. Tolerance of errors (free error correction atmosphere)
5. Limited homework to avoid overload
6. Integration of music, drama, and art into the learning process

Among these features, the use of music is particularly significant. In a typical Suggestopedia classroom, chairs are arranged in a semicircle facing the board to promote relaxation and attention. Baroque or nature-inspired classical music is used to create a calm and focused atmosphere. When students feel relaxed, their fear and anxiety decrease, which positively affects comprehension and memory. Research suggests that this relaxed concentration state enables students to absorb and retain substantial amounts of material while listening to texts appropriate to their level, age, and educational background.

Discussion. The findings of this study indicate that the Suggestopedia method contributes positively to the language learning process by creating a relaxed, motivating, and psychologically supportive classroom environment. The structured implementation of the four stages—presentation, concert session, elaboration, and practice—demonstrated how emotional engagement and reduced anxiety can enhance students' participation and comprehension. The semicircle seating arrangement, use of music, and integration of drama and games appeared to foster a sense of comfort and cooperation among learners, which aligns with the theoretical foundations of Suggestopedia. One of the most significant observations is the role of relaxation and positive suggestion in lowering students' affective barriers. When students feel free from fear of making mistakes, they are more willing to communicate and experiment with the target language. The active and passive concert sessions, supported by classical music, seem to promote focused attention and deeper concentration. This relaxed concentration may facilitate better retention of vocabulary and structures, although the claim that learning occurs six to ten

times faster requires further empirical verification through controlled experimental studies. The elaboration and practice stages were particularly effective in transforming passive input into active language use. Through role-plays, games, and dramatization, students were able to apply newly acquired material in meaningful contexts. These activities not only reinforced linguistic knowledge but also strengthened students' confidence and intrinsic motivation. The tolerance of errors further supported communicative competence by encouraging fluency over immediate accuracy. However, several limitations should be considered. The successful implementation of Suggestopedia depends heavily on the teacher's creativity, expressiveness, and ability to maintain a positive atmosphere. Not all educators may feel adequately trained or comfortable using dramatic reading techniques and music-based instruction. Additionally, arranging a specially designed classroom and preparing creative materials may require extra time and resources. In educational systems focused on standardized testing and rigid curricula, full implementation of the method may be challenging. Another important issue concerns individual differences among learners. While many students benefit from interactive and music-supported activities, some may prefer more structured or analytical approaches. Therefore, Suggestopedia may be most effective when integrated with other teaching methods rather than applied exclusively.

Conclusion. This study examined the teacher's activities during the implementation of the Suggestopedia method, focusing on four main stages: presentation, concert session, elaboration, and practice. The findings show that the method was implemented effectively. In the presentation stage, the teacher created a comfortable and enjoyable atmosphere by arranging seats in a semicircle and using activities such as singing to reduce stress. During the concert session, students participated in both active (listening and repeating) and passive (relaxed listening) phases, supporting concentration and language absorption. In the elaboration stage, games and drama were introduced to increase motivation and focus. Finally, in the practice stage, games and drama were used to reinforce learning in a stress-free way. Overall, the teacher successfully applied Suggestopedia by maintaining a positive, relaxed, and engaging classroom environment.

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