

Svetlana TSYMBAL

National University of Life and Environmental Sciences of Ukraine, Ukraine

About therapeutic synergism under foreign speech mindset training

Problem statement. Lozanov suggestological, or rather a suggestopedic learning theory may be considered really psychotherapeutic (including foreign languages). By suggestopedia he means „suggestology branch, devoted to practical, theoretical and experimental study of suggestion in teaching” [Sullivan 1966: 9]. Though being a Doctor of Medicine, Lozanov has brought the new science beyond psychotherapy, considering the field of suggestopedia to be much broader and promising. But in our opinion that particular factor has simply narrowed the possibilities of the science, since suggestopedia is still the part of psychotherapy, though very important part. Perfect and absolutely psychotherapeutic is the main thesis of Lozanov that training should be based on the principle of „pleasure and relaxation” Lozanov preferred suggestology to be considered as a separate and special science, which „rests upon communicative psychotherapy methods by means of art and other methods of psychotherapeutic courses, keeping within psychological and physiological laws which determine the releasing human potential” [Assadzholy 1994: 91]. One can understand the prominent Bulgarian scientist in his desire to create a new special educational science and to paper over the term as it was almost impossible to talk about psychotherapy in teaching in 60-th of the XX century. Focusing on suggestive basis, Lozanov didn't use therapy training opportunities which can effectively influence the structure of the human psyche, purposefully improving and developing them. Therefore the terms of „psychotherapy” and „psychohygienic” effect have become usual in suggestopedia, but not the therapy itself. For example, Velvovsky has defined Lozanov Method as following: „The Bulgarian suggestopedia is a method of psychohygienic – contribution to pedagogy and mental health of the intellectual labor” [Petrovskaya 1982: 92]. Since that time the term „psychohygienic effect” became permanent for some national methods where Lozanov principles came to use.

One may qualify hypnopedia (under hypnosis and sleep learning) and relaxopedia (relaxation technique during studying) as psychotherapeutic methods of learning, which were used rather frequently in 60-th. If relaxopedia as a particular element of learning became a certain practice and is still used by some teach-

ers, the hypnopedia in the content of possible harmful effects on the body is not practically used at present.

Psychotherapy elements are clearly visible in many foreign language teaching intensive methods (G. Kitajgorodskoya, I. Schechter etc.) as they came out of Lozanov suggestopedic system. However, all those methods, unlike our system (and still, paying a tribute to Lozanov suggestological method) were not fully psychotherapeutic. Most of these methods were built on the academic subject, rather than on the phenomenon itself – speech which is the integral part of a person learning this language, in its many-sided particularity.

Statement of purpose – to show the psychotherapy and psychocorrection synergistic effect under alien speech psychological training.

Research statement. Since in the process of foreign language speech learning people are provided with psychological aid, and psychological problems are fixed (upon that not only mental but also physical health improves) we describe our training system as psychotherapeutic. Moreover, in the mind escaped from complexities, learning mechanisms start easily, and cooperative learning favors „good influence of people to each other” [Karvasarskiy 1998: 23]. But probably the main reason of psychotherapy justifiability and necessity in learning a foreign language is that it is the speech that belongs to human mental, and is his psychological attribute and function. So the impact of psychotherapeutic means on human mentality appears to be effective and efficient for foreign speech training and development.

Falling into line with Karvasarskiy, we consider psychocorrection as „direct psychological effect on some psychological structures to ensure proper development and functioning” [Petrovskaya 1982: 412]. In the process of learning foreign languages we correct if necessary, develop all psychological processes, personal attributes and states, which in their turn contribute to such psychological process as language development. This is achieved by specific psychological techniques and procedures.

So our education system is determined as psychocorrective justly. This approach not only allows us to enhance the learning process. It appears to be particular reasonable for difficult-to-educate people.

The suggested method provides not only short-term, accessible and extremely effective way of knowing, but is also interesting, exciting and useful, even for men of great gifts, activity in terms of freedom measure of foreign language acquisition and personal enhancement in total. For unbelievers, „slow in language learning” and difficult-to-educate people this method is probably the most helpful and fruitful. It should be noted that the group therapy and psychocorrection in the form of mindset training was introduced as a methodological framework for learning foreign languages not only in our country but also abroad. Besides, they used *Integrated Psychotherapy*, which stands for „conceptual synthesis” of its different directions [Petrovskaya 1982: 392]. Previously the only

psychotherapeutic method in education was Dr. Lozanov suggestopedia (suggestion in pedagogy), though Lozanov preferred to avoid the term „psychotherapy”.

The novelty of the work is that our training course uses all the possibilities of modern psychotherapy. It is fully based on psychotherapy rather than on its suggestological part. Besides, it also uses a number of psychocorrection means, as it rests upon psychocorrection. From the first to the last minute, sound, breath and gesture for almost two months, people learn foreign languages by means of the integrated mindset training. It affects all mental structures and processes of a person, involved in language development, correct and develops them to speed up and ease the language acquisition. This training is used as essential element, woven into linguistic, very firmly and inextricably connected with it, that is to say linguistics, psychology and even medicine, form a single body in this case.

Petrovska gives one of the best general definitions of social and mindset training, which considers it to be „action aimed at the development of knowledge, social attitudes, skills and experience within interpersonal communication”, „means of psychological impact”, „means of developing communication competence”. We accept some way the definition of training as a means of active learning, but consider it to be only one edge of a concept, as well as social and mindset training, in all its varieties. It is the only one of its forms, and does not exhaust the fullness of training possibilities.

We emphasize that in our understanding, training – is a kind of psychotherapy and psychocorrection initially. This is the type of definition which falls with our views and beliefs, we find in the dictionary, edited by Karvasarskiy. Training is a combination of psychotherapy, psychocorrection and didactic methods aimed at self-knowing and self-regulation development, communication and interpersonal interaction, communication and professional skills [Petrovskaya 1982: 645], and in this case at acquisition of foreign speech.

Vachkov definition of training falls with our views: training – is a method for developing skills, different mental structures and the individual [Karvasarskiy 1998: 16], we also add that mental structure involves speech and all the structures which contribute to its development, and that training may be methodological basis for learning. The author developed and formed into a single system psychotherapeutic and psychocorrective method of teaching adults a foreign language gradually, as various exercises, techniques and procedures were tested. In her work the author used a set of Maylie A. and Duff A. theatrical exercises mainly [Karvasarskiy 1998].

These exercises were used by the teachers as „warming up” and additional primarily. We transformed these exercises into a real training which at the same time can be both linguistic and authors, based on Stanislavsky system [Stanislavsky 1955].

If summarize briefly the gist of the system, one can say that primarily a man needs language to convey his thoughts and feelings, to communicate. That is

why foreign speech training takes place in the form of communication, which uses special social and psychological training, in particular role training, perceptual training, sensory training, skills training, and others. On these trainings people establish and develop interpersonal contacts, apprehend the interperception strategies, understanding and cooperation in a team work. Besides, they develop their creativity and intelligence which favors their personal growth. Having changed their form of thinking and perception, people overcome mental and interpersonal conflicts. As there is no secret that personal outlook is not the world itself and to make it somewhat better, one must change himself as all communicative problems are in him primarily. However, a man learns foreign speech, which is favored by his self-development and personal growth. During communication training and special psychodynamic techniques application, mental properties and states of a person are regulated and corrected (person's character and skills, their needs and motives, goals and interests, feelings and emotions, knowledge and consciousness) which handle actions and deeds, that is behavior and activity (including language). This is certainly based on foreign language and foreign language comprehension.

All cognitive processes (sensation and attention, perception and memory, imagination and thinking) which develop during mindset training are certainly involved to verbal communication. But to improve these processes and to develop speech, they combine communicative training with specific cognitive training in foreign language. Cognitive trainings are also related to physiological training as speech is the work of brain cortex certain areas. As already mentioned, organs of speech, execute commands coming from the brain, and it always associated with a variety of sensory and motor reflexes. So, specific exercises aimed at motor function and sensory canal improvement that is psychosensorial and psychomotor relations are very important under speech training.

The language being sign-oriented, systemic-structural unit is improved by linguistic (psycholinguistic) trainings which complement psychological and incorporated into them. In a very schematic and simplified form this system can be represented in such a way. Learning foreign languages occurs with the aid of special techniques and methods actively, in use, which is foreign speech training actually. Integrated training system through psychotherapy and psychocorrection, personal growth and development provides integrated impact on verbal processes on the whole (linguistic, psychological, physiological, behavioral, pragmatist) and thus, creates and develops it. It should be recalled that formation of cerebral competence has a social basis (that is what Vygotskiy was saying in his days), or in our case we may use a group training and a great number of various socio-pedagogical trainings.

We emphasize that a man is at the heart of the learning process, a person with his human, that is, psychological problems and complexes: fear and anxie-

ty, often wrong (inadequate) self-esteem, attention and memory problems, thinking and imagination, sometimes with perceptual disability and aberration – it undermines learning, complicating it and therefore requires psychotherapy and psychocorrection.

So psychotherapy and psychocorrection, in the modern sense of the term, is considered not only as absolutely remedial measures, but also as pedagogical ones. One must not forget that we teach adults which need to overcome prejudice against learning at that age. They all have negative experiences learning foreign languages, some of them are to be not just taught but also re-taught, so we must overcome resistance of already formed psychological barriers and stereotypes.

According to Granovska, anxiety of new and unknown, fear of over fatigue through new and usual work, but a work requiring completely different skills also contributes the formation of psychological barriers.

People are prevented by fear of seeming ridiculous and incapable to others, low self-esteem, and, consequently, lack of self-confidence [Vachkov 1999: 542–545]. But sometimes too much self esteem cause many internal conflicts: when a high level of human needs contradict his real possibilities, there are increased anxiety and frequent emotional breakdowns, growing frustration and sometimes neurosis. Often, high self-esteem keeps us from looking at ourselves from the outside. As a result, a man tries to shift his mistakes and failures to other shoulders and it causes problems not only in its social adaptation, but also in learning. Creating our education system, we take into account that in spite of some differences in foreign speech formation and development of adults and children, it largely occurs identically. We entertain the hypothesis (and practically prove it) that development of mental functions (including speech), and personal qualities are related to natural potential as well as to the effect of the environment (human interaction with the environment and influence upon it by specific technologies). It doesn't stop with age-related changes completion and under favorable conditions may last throughout their life. That is the problem we solve through Integrated linguistic psychology by making a small model of society in a group, which provides all-round and harmonious development of the individual, and therefore, learning foreign language.

A man is at the heart of our educational system and is considered as personality with his own doubts and anxieties, hopes and expectations, which needs not only help in learning foreign language but also psychological aid, though in most cases he little thought of it. (It also distinguishes our system from some others that just talk about personal approach) Moreover, these people often have a foreign language learning negative experience. They began to study it many times in various places, but unsuccessfully. These are people which have no possibilities to study and thus were denied by the society. So to learn language successfully they must get rid of fear of past failures, inferiority complexes, find the confidence to understand and realize himself as a person to develop their intel-

lectual and creative potential, learn to communicate, which means learn to understand themselves and others. How often people look but do not see, listen but do not hear, their speech is like monologues, and activity is one-man theatre. If the speech is the mean and the form of communication, people must learn to communicate. At first it may seem that it is quite enough to acquire language system and structure, or a symbolic code to use it freely in communication. In fact, language system separated from all other language functions that is from a person, remains dead and static without human psyche and activity (in general sense), and until it turns into their natural component. So, we argue that training of adults should start from a specific sign-oriented or linguistic aspect, though it seems to be essential, as when one knows language structure, he is able to make up unlimited language expressions. But that's the point that this knowledge remains theoretical, separated from a human factor, artificial code, incapable system which must be learnt and built, but is not born like mother-tongue, and is not living and flexible. Thus we combine linguistic (sign-oriented) aspect with speech as specific mental function and kind of human activity (but not separate them as usual) by training and developing them with the aid of specific psychological and psycholinguistic methods. In so doing we help a person to acquire foreign speech naturally.

Drama therapy, role training including other training methods and procedures were put to our training. They are communicative trainings (aimed at knowledge and skills acquisition, attitudes correction and development, necessary for successful communication); sensory training (aimed at developing the ability to guess thoughts and feelings of another person, to perceive and understand him and thus to predict his behavior); perceptual training (aimed at developing of adequate self-cognition in communication); assertiveness training (aimed at increasing sense of self-confidence); skills training (aimed at creating professional and other skills), T-groups (short-lived and unstructured training groups for the development of social and psychological competence of their members, these groups „return” to Levin psychological practice [Lewin 1935]); group meetings (providing psychological support for internal personality growth, Rogers K. is considered to be the founder of such groups [Rogers 2001]); gestalt (created by Perls F., who believed that any aspect of human behavior is a manifestation of his whole being – „gestalt”). He considered the main problem for personal growth an incomplete gestalt – unsolved problem [Assadzholy 1994]); creativity training (creative development of a person); body-oriented psychotherapy (aimed at perception of physical feelings and states, and how needs, desires and feelings result in it. Gestalt therapy was developed by B. Reich [1970]. But his pupil Alexander Lowen is equally well known [Louen 1997]); music therapy (uses music as a psychotherapeutic means, Korsakov and Bekhterev attached great significance to it [Stanislavsky 1955]); art therapy (the term was introduced in the 30's by American doctor A. Hill); chorea therapy

(dance therapy, W. Reich [1970], K. Jung [1994], H. Sullivan [1966]) made a great contribution to its development; psychogenesis (training, aimed at the harmonization of mental life, the term was coined by R. Assadzholy [1994]).

All these techniques and procedures became the part of our Integrated psycholinguistic training (IPLT), of course, in modified and adapted for learning foreign languages form. The author introduced certain trainings: trainings aimed at cognitive processes (sensation and perception, attention and memory, imagination and thinking) trainings aimed at emotions and feelings as the basis for cognitive processes which contribute the language formation and development, psychophysiological training – „psychogymnastics” (to harmonize psychosensory and psychomotor, and to create psychomotor and psychosensorial ties), as well as speech and language trainings – linguistic or psycholinguistic, as based on the psychological laws of language and speech and become a part of the psychological training naturally. It must be emphasized that foreign language can be the basis of any IPLT used in training: training was conducted in a foreign language and at the same time aimed at development of foreign speech. All these methods of our trainings cooperate; they are dependent and related to one another, incorporated one into others and make a single „innovation”, aimed at learning foreign speech. It must be emphasized that we used psychotherapeutic and psychocorrection training basis only, as we handled all well-known techniques for language and speech purposes, and created a completely original, unfamiliar, techniques and procedures. In this form, our training system has become completely different. All components of the system are aimed at handling several problems at a time, and together they help to acquire foreign speech. This comprehensive, conceptual and synthetic training system is as complex in structure as speech phenomenon and person perceiving it. The system correlates to those aspects of speech phenomenon (linguistic, psychological, physiological, behavioral, activity) which must be formed and developed. One may compare this system with orchestra, where each violin, each flute, cello bear its part, but all together and in unison they play a great polyphonic ringtones, which affect beneficially feelings and thoughts of a man, his mental health, overall development and at the development of foreign speech as well. So training has gained just a new meaning, and became really integrative and innovative. It became a natural part of learning system and formed its main unit, the basis of the system. If playing methods just add a game as a part of learning like inclusions into the learning process, and as a rule games themselves have no deep functional connectivity and are not a single complex concept, the basis of our training method is fully psychotherapeutic and correction. It's the entire system of purposeful, interdependent and complementary techniques, exercises and procedures (which include specific games), covering all linguistic, communicative, cognitive, psychodynamic, and behavioral parts of speech.

Learning a foreign speech occurs in the form of communication, which uses special socio-psychological training, including, role training, perceptual training, sensory training, skills training, and others. People learn to make and develop interpersonal contacts in a team-work, grasp interperception, mutual understanding and cooperation strategies at these foreign language based trainings.

By changing mentality and perception of the environment people overcome internal and interpersonal conflicts. At the same time a person learns foreign speech. Success in its learning is promoted by self-development and personal growth. During communicative training and through special psychodynamic techniques which became their part, we regulate and correct mental properties and states of a person (human temper and abilities, his needs and motives, goals and interests, feelings and emotions, knowledge and consciousness), which govern human actions and deeds, i.e. behavior and activities (including language) – all that is certainly based on foreign language and applied for foreign language comprehension. The fact that, there is personal approach in the group, despite group training, is overwhelmingly important. This helps psychological tests system, according to which results it is clear that mental processes and individual properties to be developed and corrected for the most successful learning of foreign speech.

Creating our education system, we proceeded from the fact that foreign language establishment, formation and development of adults, although differs from the language development of children, but, nevertheless, largely occurs under the same laws. We entertain the hypothesis (and prove its practice) that the development of mental functions (including speech), and individual characteristics is associated with inherent properties as well as external factors (by human interaction with the environment, and using special technologies affecting the person), but does not stop with the age change completion and under favorable conditions may last the entire life. This is the problem we solve through Integrated psycholinguistic training, by creating a small society model in a group, where all conditions for personal comprehensive improvement and development are provided, and thus for foreign speech acquisition.

Conclusions. This principal, interpenetrating and complementary combination of psychotherapy and psychocorrection in the form of psychological training creates a synergistic effect and can effectively create, develop and hone all the parts of speaking in the process of foreign speech acquisition. Developed Integrated psycholinguistic training, which is a kind of group therapy and psychocorrection, and in our system is the methodological basis, is intended to serve these purposes. It is the integral combination of techniques and procedures which allow adults to speak foreign language freely and naturally, understand each other, read, write and even think. It occurs within a short period – less than two months, in an exciting and easy for students form as Integrated training al-

lows to intensify learning process, make it economic in applied efforts and time as offers the shortest and most effective ways to achieve this goal.

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Abstract

The psychotherapy and psychocorrection synergistic effect under alien speech psychological training is shown in this article.

Key words: synergistic effect, psychotherapy, psychocorrection, psychological training, alien speech.