USING NLP TO INCREASE MOTIVATION WHEN TEACHING THE RUSSIAN LANGUAGE

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Abstract
Devoted to the study of the use of neurolinguistic programming (NLP) for motivation in the process of teaching Russian as a foreign language. Exploring the use of NLP to improve learning effectiveness. The theoretical foundations of NLP are reviewed, including its history, principles and impact on the development of communication skills

Keywords: neurolinguistics, programming, efficiency, educational process,communication skills, learning process, verbal and non-verbal aspects.

Introduction

In modern pedagogical practice, the effectiveness of using neurolinguistic programming (NLP) in the process of teaching foreign languages is increasingly being discussed. Developed in the 1960s and 70s by Richard Bandler, John Grinder and Frank Pucelik, this technique is based on modeling both verbal and nonverbal aspects of behavior, as well as identifying the relationships between speech, bodily movement and memory. Since the main goal of learning a foreign language is not only to master communication skills, but also to be able to "think" in a language that is not your native one, NLP, as its name suggests, is naturally aimed at achieving this goal.

The use of neurolinguistic programming (NLP) in educational processes, in particular when teaching the Russian language, has significant potential for increasing student motivation. This approach helps create optimal conditions for maintaining student interest and engagement, using cognitive and emotional mechanisms of perception and assimilation of material.

First of all, it should be noted that the process of learning a foreign language is organized in accordance with the principles of general systems theory. A child's acquisition of his native language occurs on a subconscious level until the age of five, as a result of which a self-regulating system called "native language" is formed in his consciousness. As the name suggests, neuro-linguistic programming can be divided into three key components. The term "neuro" reflects the fundamental idea that human behavior originates in neurological processes associated with perception through the senses such as vision, hearing, smell, taste, touch and sensation. An important role is played by the processes responsible for storing, processing and transmitting information. We perceive the surrounding reality through five sensory channels, extract meaning from this information and act on its basis. The "linguistic" aspect indicates that language is used to organize thoughts, behavior, and to interact with other people. The term "programming" refers to how we organize our thoughts and actions to

achieve certain results, that is, it shows the systematic nature of mental and behavioral processes.

Currently, significant opportunities are opening up for the use of NLP methodology in modeling educational processes, especially when creating individual strategies that take into account the personal characteristics of each student. One of the key goals of NLP in foreign language teaching is to tailor the teaching approach to the unique needs of each learner.

This is due to the fact that people have different representative perceptual systems. According to some studies, about 40% of people prefer the visual method of perception, the same number prefer the auditory one, and 20% prefer the kinesthetic one. Historically, the leading perception system was the kinesthetic one, but over time the visual system began to play a more significant role. It is believed that the transfer of social experience and knowledge cannot occur solely through sensations. The success of learning (in NLP terms - the amount of information remembered) largely depends on how developed the visual perception system, which is the main one for most people. This can be explained by the fact that the visual channel has a significantly greater capacity compared to the kinesthetic channel, and bright and voluminous visual images help to effectively structure information in the form of "internal maps."

Thus, students differ in their strategies for mastering educational material. Each type of learner requires an individual approach when presented with new material, since each remembers information differently. As a result, each type requires different forms of exercise. For example, students with a predominance of visual perception (visual learners) prefer reading, which allows them to better understand the structure and features of language. They process information more effectively when presented in text, diagrams, or on a whiteboard. Visual learners do better on written assignments and tests, and also prefer written retellings. Auditory-oriented students perceive material better by ear and prefer lectures, audio recordings and radio broadcasts. They enjoy listening to texts, acting out dialogues and retelling information in an interview format. Kinesthetic learners, on the contrary, learn a foreign language more effectively by participating in role-playing games, using cards with written words. For motor-oriented students, repeatedly writing an unfamiliar word, bringing this action to automatism, does not cause difficulties. They actively participate in staging skits, demonstrating the learned material in practice.

One of the key aspects that NLP studies is the relationship between thinking and behavior, including the influence of internal beliefs and emotional states on the learning process. Psychologists and teachers have long noticed that motivation is directly related to the emotional state of the student. If a student experiences anxiety or fear of failure, this will negatively affect his learning activity and success. NLP offers approaches that help students overcome these barriers, creating the conditions for developing a positive attitude towards language learning.

Research in the field of cognitive psychology and education confirms that the use of NLP methods can change the way students perceive the educational process, transforming it into a fun and motivating experience.

The use of NLP techniques in teaching the Russian language allows not only to create a more favorable emotional atmosphere in the classroom, but also to actively manage the learning process. For example, one of the NLP methods - anchoring - helps to consolidate positive emotional states associated with learning success. This process involves linking positive emotions experienced during successes or pleasant events to specific actions or thoughts. In the future, these "anchors" can be used to evoke similar states, which helps to maintain motivation even in difficult situations.

An important aspect is the personalization of training using NLP. Each individual is unique, and the motivational factors for each student can vary significantly. Some students are focused on success and achievement, while others may be motivated by self-discovery and the learning process itself. NLP offers approaches that allow teachers to flexibly adapt their methods and strategies depending on the individual characteristics of students, which significantly increases their involvement in the process.

The use of NLP also helps to establish effective contact between the teacher and students, which plays an important role in the motivational aspect. Communication is a critical tool in creating a learning environment where students can freely express their thoughts and feelings without fear of judgment. This factor is especially important in learning Russian, which can seem difficult and cause fear of failure for international students. NLP helps create trusting relationships, reducing anxiety and increasing motivation to learn a language.

Research shows that one of the most powerful demotivating factors in learning is the fear of making mistakes. For students, especially those studying foreign languages, such mistakes can be perceived as personal failures. NLP, working with beliefs and emotional states, helps students change their attitude towards mistakes, turning them into a natural part of the learning process. This allows not only to reduce stress levels, but also to increase motivation to actively participate in educational activities. As studies of teachers who use NLP in practice show, such approaches allow students to quickly adapt to the language learning process and achieve better results.

NLP is based on the assumption that a person can perceive only a small part of the sensory data that makes up the world around him. This piece of information passes through filters that are shaped by our personal experiences, culture, language, beliefs, values, interests and assumptions. Thus, the perceived information represents a unique individual model of the world.

These filters or so-called "behavioral frames" can also be applied to the process of learning a foreign language. The first frame involves focusing on results rather than problems. The problem focus is often referred to as the "blame frame," where a person dwells on why they can't learn a language instead of looking for a solution.

The second frame is to ask the question "how?" rather than "why?" The question "What is the best way to learn a foreign language?" helps to understand the structure of the problem and find ways to solve it. While the question "Why don't I know a foreign language?" will more likely lead to a search for excuses.

The third framework is to use feedback rather than judging actions as failures. There are no failures - there are results that can serve as the basis for adjusting the foreign language learning strategy and directing the student's efforts.

The fourth frame involves an emphasis on opportunities rather than responsibilities. This helps the student to realize all the resources and chances available to him to achieve the goal of mastering a foreign language. However, if learning a language is perceived only as an obligation (for example, having to pass an exam), this can create significant barriers to learning, significantly reducing motivation and making the entire process more difficult.

In the process of teaching foreign languages using NLP methods, V.P. Belyanin identifies several key elements. This includes determining students' preferences for different ways of perceiving information, creating activities that match the dominant channels of perception for different types of students, and influencing all representational systems, moving towards multi-sensory learning. This approach allows you to diversify solutions to educational problems.

D. B. Nikulicheva emphasizes that the purpose of using NLP techniques in teaching foreign languages is to study one's own resources and select the most effective learning models, using and activating visual, auditory and kinesthetic memorization abilities.

In the educational model of A. Pligin and I. Maksimenko, based on NLP techniques, the emphasis is on the development of individual learning strategies, as well as on students' awareness of their own path to language acquisition and understanding of intermediate and final goals.

Analyzing the most common NLP methods, E. B. Avruskina notes a number of common characteristics: an emphasis on self-development, improvement and self-realization of the student's personality as the key goals of the educational process, creating conditions for the disclosure of the student's internal resources, increasing the level of independence in learning, as well as the active use verbal and non-verbal teaching methods. Active forms of learning also play an important role.

NLP, like any other language teaching methodology, places special emphasis on motivating students and developing a positive attitude towards the learning process based on the students' common interests, hobbies and values.

In addition, NLP approaches are focused on a position of curiosity and surprise, which in the context of learning a foreign language is manifested in the desire to explore new aspects of language and culture, and overcome the fear of mistakes.

Thus, NLP in the context of teaching the Russian language creates effective conditions for motivating students by working with their cognitive and emotional processes. Increasing self-confidence, reducing anxiety and creating positive associations with learning are key elements that NLP uses for motivation. As a result, students become more active, enthusiastic and successful in learning the Russian language, which makes the learning process productive and effective.

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