

## THE METHOD OF NEUROLINGUISTIC APPROACH IN STUDYING UKRAINIAN AS A FOREIGN LANGUAGE: TECHNIQUES AND METHODS OF USE

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**Abstract:** A number of studies on the ways of introducing neurolinguistic programming in foreign language teaching show the presence of methodological problems and lack of awareness of the full educational potential of neurolinguistic programming methods. The aim of the research is to establish the influence of the theory of neurolinguistic programming learning on the level of success, motivation and anxiety of students studying Ukrainian as a foreign language, i.e. improving the learning process and improving learning performance. The hypothesis of the study is that those pedagogical approaches to learning Ukrainian as a foreign language using neurolinguistic programming technologies can help foreign students learning Ukrainian achieve their goals, increase the quality of knowledge and reduce anxiety.

**Keywords:** Neuro Linguistic Programming, language-learning techniques, language skills.

### 1 Introduction

From the beginning of the XXI century education used methods of neurolinguistic programming in schools and universities, focused on the communicative aspects of foreign language learning, the integrated implementation of discursive practices (Bandler, Grinder, 1975). Ukrainian as the main language of communication in Ukraine and the language of studying is a prerequisite for a comfortable stay of foreigners in Ukraine, their education and training. Traditional approaches to the study of grammar, vocabulary, translation skills, and, especially, the implementation of successful communication are insufficient for the rapid acquisition of speech experience, basic communication skills, etc. (Pujeri, Sai, 2020). Neurolinguistic programming methods allow filling this gap; they can help foreign students to learn Ukrainian quickly enough at a sufficient level for communication and learning. Techniques neurolinguistic programming is an interpersonal communication system that works with the involvement of three integrated areas: neurology, linguistics and pragmatics (programming). The neurological aspect determines the interaction of thought processes related to physiology and way of thinking, i.e. determines the interaction of mind and body. The linguistic aspect is defined as responsible for speech patterns of behavior, correlations of language and thinking, such as those used in the process of speech communication. Programming determines the ways of learning: how to activate thinking by activating speech processes and activating the analysis of behavior patterns, i.e. to improve the level of understanding and make communication as effective as possible. As a learning approach, neurolinguistic programming consists of a set of principles and various techniques aimed at achieving specific goals in the development of personality and communication skills. This trend was initiated in the 70s of the twentieth century in the works of R. Bandler and J. Grinder (Bandler and Grinder, 1975), where the term "neurolinguistic programming" reflected the principle of looking at a person as a combination of neurological processes, the system of language units and the use of behavioral strategies. An important for the study of Ukrainian as a foreign language was the thesis about the possibility of understanding the way of thinking (mental specificity) depending on the language spoken by the speaker.

The pragmatic approach, carried out with the help of neurolinguistic programming, makes it possible to influence the motivation and anxiety of students through the impact on students and change the attitude to learning a particular language by accepting the influence of neurolinguistic programming techniques (Pujeri, Sai, 2020). Neurolinguistic programming techniques are based on factors such as reliance on results, relationships, acuity, and flexibility of thought. These factors are useful for improving students' communication skills and behavior.

### 1.1 Aims

The aim of the research is to establish the influence of neurolinguistic programming methods on the efficiency and quality of learning Ukrainian as a foreign language.

To achieve this goal, the following tasks should be solved:

- to establish the level of influence of neurolinguistic programming methods on the attitude to the problems of learning Ukrainian as a foreign language, reducing the anxiety of students learning Ukrainian as a foreign language;
- to determine how the introduction of neurolinguistic programming methods improves learning outcomes.

### 2 Literature review

The body of the key concepts of neurolinguistic programming is the core of a set of teaching methods used in teaching practice in the study of foreign languages (Craft, 2001). Among them is the method of mirroring, construction, metamodeling and stimulation for the future (Gilakjani, 2016). Learning and teaching a foreign language using neurolinguistic programming is based on research in the field of neurology (Craft, 2001) and communication studies (Hapsari, Wirawan, 2018; Salgur, 2013). Teachers of Ukrainian as a foreign language can also use the experience of colleagues to learn to take into account the differences in the perception of different people of the same information and learning styles. Teachers can develop individual optimal learning solutions and learning styles that are more effective for them (Ko et al., 2013).

Neurolinguistic programming (NLP) is one of the resources in educational practice used to improve the efficiency of foreign language learning (Das, Kumar, 2017). Followers of the theory of neurolinguistic programming in pedagogy (Hapsari, Wirawan, 2018) argue that the learning approaches developed on its basis, improve teacher-student communication, optimize the attitude to the course and motivation, increase self-esteem during learning, promote personal growth of students through academic success as a communicative process (PACTE, 2018). Neurolinguistic programming techniques have often been used as additional techniques in second language learning and multilingual learning (Zhao, 2018; Köktürk, 2012): this approach allows you to achieve a high level of learning (Senthilkumar, Kannappa, 2017), it is better to adapt in society, cross-cultural environment (Yarosh, 2015; Jones, 1999). Practitioners and researchers conducting pedagogical experiments using elements of neurolinguistic programming considered neurolinguistic programming as a factor in shaping the concept of teacher success (Flek, Prince, 2014; Zhernova, 2018), which led to attempts to build a model of effective teacher behavior based on the theory of neurolinguistic programming. , teacher (Kuzmina, 2020).

A number of researches of neurolinguistic programming techniques have been aimed at studying the algorithm of speech recognition and subsequent translation using neurolinguistic programming methods, modern discoveries in the context of postmodern pedagogy (Kiraly, 2015).

Problems and prospects of learning Ukrainian as a foreign language began to be actively explored quite recently, at the beginning of the XXI century and continue today (Bilianska, 2021). That is why it is important to consider the specifics of modern and effective methods of learning a foreign language, which may take into account the specifics and features of teaching Ukrainian as a foreign language.

### 3 Methods

The research experiment was conducted during the 1st semester of the 2019-2020 academic year (September - December 2019 academic year). The survey method was used; it was conducted using Google Drive forms. This study is a consistent continuation of similar studies conducted based on studying a foreign language course. In the context of similar experimental studies close to the topic proposed in the article, the basics of such a technique were developed. Given the presented context, the settings based on the theory and research theses of neurolinguistic programming and the experience of teaching Ukrainian as a foreign language were investigated.

The proposed study is observational, so the method of observation is used as an empirical method. This will determine the difficulties, the degree of anxiety, and the level of motivation of foreign students studying the Ukrainian language. It is also involved in order to determine changes in the level of success in the control and experimental study groups.

40 foreign students from Central Africa, who studied at preparatory courses at Lviv National Medical University named after Danylo Halytsky (Lviv, Ukraine), were randomly grouped into two groups of 20 people each with similar specialties and professional needs, experience, with the same level of education. All respondents studied Ukrainian as a foreign language at the first (bachelors) level in preparatory courses. EG (experimental group) of 20 people studied in the experimental group, which uses methods of neurolinguistic programming. The CG (control group) of 20 people were studying according to a long-term curriculum and traditional methods.

In the experimental group, Ukrainian was taught as a foreign language using neurolinguistic programming methods. The control group studied without the involvement of neurolinguistic programming methods. In order to determine the impact of neurolinguistic programming methods on student motivation and reduce anxiety for two groups at the initial stage in the form of a preliminary text, foreigners, and regular surveys and interviews conducted a survey on groups' attitudes to learning, motivation to learn Ukrainian with facilitators, who conducted in these groups the course "Ukrainian as a foreign language". After the implementation of the training program, which lasted during the 1st semester of the 2019 academic year (September to December), a final survey was conducted, changes in the level of anxiety, stress and success of respondents were identified.

The corpus of questionnaires, which were compiled for the implementation of the research goal, was adapted to the capabilities of foreign students. The survey of respondents was conducted and, in fact, the experiment can be divided into 3 stages. Stage I. Assessment of the level of anxiety and motivation of foreign students to study the Ukrainian language as a foreign language. Conducting a survey on the list and rating of difficulties in learning a foreign language. Stage II. Testing of two groups on the level of knowledge and skills in Ukrainian as a foreign language. The equator of the experiment. Monitoring the level of knowledge and grades received by students during the first 3 weeks of study. Stage III. Determining the success and changes in the level of anxiety (if any) of the final rating positions in 2 groups at the end of the school year. Determining the changes that occurred in the ratings during the experiment.

Disadvantages and difficulties observed during the experiment: the identification of the reasons for preferences (choice) is not foreseen, it takes a long time (during the semester), the research

group takes a passive position of an observer; does not have the opportunity to conduct in-depth qualitative research.

Regarding the interpretation of data, qualitative and quantitative approaches were used to establish and compare the frequency of responses and transform it into rating items. Respondents agreed to take part in the survey and their anonymity was maintained.

### 4 Result

Teaching methods of neurolinguistic programming can actually be presented as an actualization of the most developed communication channels in the individual. Among such types it is accepted to allocate audials (educational information is better perceived by means of hearing), visuals (perceive educational material best through visual images); kinesthetic (information is perceived through movement, touch, smell, etc.); discrete (information is assimilated through logical reasoning, construction of inferences and patterns) (see Fig. 1). That is why the methods of neurolinguistic programming in teaching Ukrainian as a foreign language provided for the inclusion of an individual approach, selection and combination of different approaches to one topic, which would facilitate all groups to acquire knowledge, updating the most developed communication channels.

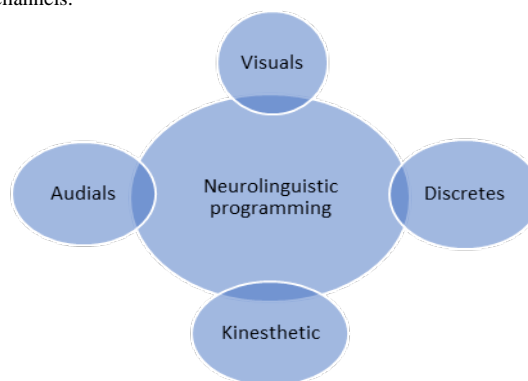


Fig. 1. Structural components of neurolinguistic programming theory

#### Stage 1.

Before the start of training, a preliminary survey of students from 2 groups who participated in the training experiment was conducted. To the question: "In your opinion, what are the main problems that will prevent you from learning the Ukrainian language?" there were given the following options:

- A. I do not learn languages well (uncertainty and complexity of the Ukrainian language system);
- B. I do not speak Ukrainian in everyday life and studies, because everyone around speaks other languages;
- B. Too much workload in other disciplines, I cannot pay attention to the Ukrainian language;
- D. I cannot improve my knowledge of Ukrainian outside the university (there are no non-formal education courses, I do not communicate with Ukrainians on social networks, I do not use Ukrainian movies and media products).

At the previous stage, students responded as follows (see Table 1).

Table 1. Difficulties that, according to the students, they will face during learning a language

|   | CG  |   | EG  |
|---|-----|---|-----|
| A | 46% | A | 48% |
| B | 54% | B | 50% |
| C | 72% | C | 70% |
| D | 34% | D | 38% |

According to the survey results, the level of assessment of difficulties is quite high in both groups; students see the biggest

problem in the large amount of workload, which will not allow much time to spend on the Ukrainian language. This problem directly correlates with the belief that the Ukrainian language is complex. All this causes anxiety and reduces motivation.

Stage 2. At the 2nd stage of the experiment in the experimental group were actively used exercises that increase motivation. An individual approach to the students of the course was used; the emphasis was on such exercises that are better perceived. Thus, the impression of successful and easy overcoming of difficulties in learning the language was created; the efficiency of learning the Ukrainian language was increased.

After 3 weeks of classes in the course, "Ukrainian as a foreign language" was a study of student performance in the form of intermediate control testing, which also, in our opinion, shows changes in attitudes to learning, motivation and anxiety of students in the experimental group (see Table 2).

Table 2. Statistics of student performance in the experimental and control groups

| №      | Method                      | The number of articles | Average rating | Rating "unsatisfactory" |
|--------|-----------------------------|------------------------|----------------|-------------------------|
| Test 1 | Neurolinguistic programming | 20                     | 3.9            | 4 people                |
| Test 1 | Traditional                 | 20                     | 3.6            | 5 people                |

To establish better contact with students, the teacher addressed everyone by name. Each topic was presented as new with a subsequent question/answer method. The teacher paid special attention to the individual characteristics of each, as some students were willing to communicate, talked a lot and were generally positive. The teacher had to use eye contact, facial expressions and gestures with others. This improved the effectiveness of training, created a comfortable atmosphere for all participants in the learning process.

At the final stage of the experiment, the final testing was performed. The improvement of the level of knowledge and skills was assessed with the help of control tasks performed by students in both groups. Teachers also conducted surveys of students in the group to find out how students evaluate their own success and whether it is associated with neurolinguistic programming methods used by foreigners to study the Ukrainian language. This additional criterion shows the effectiveness of the methodology and the correctness of the teacher (see Table 3).

Table 3. Statistics of student performance in the experimental and control groups

| №      | Method                      | The number of articles | Average rating | Rating "unsatisfactory" |
|--------|-----------------------------|------------------------|----------------|-------------------------|
| Test 1 | Neurolinguistic programming | 20                     | 4.6            | 1                       |
| Test 1 | Traditional                 | 20                     | 4.0            | 3                       |

According to the results of the study, the evaluations of the students of the experimental group increased from the mark "sufficient level" to the mark "good level". The number of assessments decreased unsatisfactorily to one.

At the final stage, teachers conducted a survey to assess the difficulties at the end of the semester and study the course "Ukrainian as a foreign language". Under the guidance of the teacher in the experimental group, students began to pay more attention to the educational process, thus improving the level of their attitude to the Ukrainian language. This is a process of reprogramming, just declared by the ideologues of neurolinguistic programming -approach. Even more often, students were called by name, contacts were reviewed for more comfortable ones, and constant encouragement and positive evaluation of those students who demonstrated innovative, non-standard approaches to performing their tasks was introduced.

Finally, a survey was conducted on the difficulties encountered during the study of Ukrainian by foreign students and their level of anxiety (see Table 4).

Table 4. Difficulties faced by students in the group

| CG |     | EG |     |
|----|-----|----|-----|
| A  | 46% | A  | 32% |
| B  | 54% | B  | 39% |
| C  | 72% | C  | 54% |
| D  | 34% | D  | 21% |

In general, in the experimental group, the level of difficulty assessment decreased by 20% on average. In both groups, there is a positive trend, the assessment of the problems and complexity of learning the Ukrainian language becomes less alarming. In the experimental group, the level of problems is lower by a total of 15%. This testifies to the effectiveness of the system of neurolinguistic programming methods that increase the level of knowledge and help solve problems that arise when learning Ukrainian as a foreign language.

## 5 Discussion

Basic concepts neurolinguistic programming as a means of more effective foreign language learning, a tool to improve communication (Siddiqui, 2018). A series of experiments conducted by researchers in the field of pedagogy, methods of learning foreign languages, showed that the techniques and strategies of neurolinguistic programming contributed to language learning and universalization of teachers by creating opportunities to organize the process of learning a foreign language more focused and productive. It also contributes to greater motivation and gradual growth of students' competence, reducing their overall anxiety. According to the researcher (Siddiqui, 2018), productivity increased 1.5 times, and the negative reaction to external influences decreased by a total of 40%. These results were confirmed in the proposed study, as the level of anxiety of students in the experimental group to the problems of learning the Ukrainian language decreased by an average of 15%, and productivity increased by 20%.

Studies of this nature (Lashkarian, Sayadian, 2015) concluded that teachers and educators who use neurolinguistic programming in their teaching are creative, skilled and fair in assessing knowledge and assessing the personal qualities of students. In addition, one of the main tasks of a teacher who uses neurolinguistic programming technology is the functions of the facilitator. Among the qualities that a teacher should be endowed with are the desire for creativity, a high level of professionalism and pedagogical skills, flexibility in teaching, a friendly attitude and a sense of humor. Importantly. Digital literacy of both students and teachers has also been a component of Ukrainian and foreign language learning success (Mason, 2006). In fact, our research has shown that the teacher must be actively involved in the process is well aware of the individual characteristics of students and must constantly monitor the moods, difficulties, fears of foreign students and quickly and effectively correct the situation. In a special study (Elizabeth et al., 2007) it was determined that pupils, students endow an effective teacher with such qualities as friendliness, ability to listen and understand their audience.

In the Ukrainian educational context, the issues of the influence of the teacher's personality on the application of teaching methods are insufficiently researched neurolinguistic programming component. Further research on the use of neurolinguistic programming factors in education, in the process of learning foreign languages, the extent to which the context of learning and teaching changes during language learning, which causes increased motivation and reduced stress, the progress of students to the ultimate goal.

## 6 Conclusion

Learning approaches using neurolinguistic programming methods is a practice known to foreign language teachers around the world. Techniques and strategies of neurolinguistic programming can make the study of Ukrainian as a foreign language, the actual teaching process interesting and exciting for both teachers and students. From such positions, the Ukrainian language teacher for foreigners acts as a facilitator who can find out and use those personal characteristics of the student that will promote the formation of a harmonious personality, the acquisition of skills of intercultural communication and interpersonal communication. This will help students to orient themselves well in the other country where they study, to feel confident.

The use of neurolinguistic programming methods helps to reduce the level of anxiety and increase motivation to learn Ukrainian as a foreign language, which, in turn, will help increase student achievement.

Consideration of the study remains open foreign languages with the use of neurolinguistic programming methods for polylingual teaching practices. This situation is typical of university study groups, where there are usually people of different nationalities who speak different languages. Thus, the situations are quite complex and contribute to the formation of stress in novice students. A set of methods, neurolinguistic programming it may make the learning process more comfortable, but the ways and forms of such an approach require further careful consideration.

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