

## THE SUGGESTOPEDIC APPROACH IN FOREIGN LANGUAGE TEACHING: THE ROLE OF DIRECT AND INDIRECT SUGGESTION

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In Lozanov's methodology, two main types of suggestion are identified: direct and indirect. **Direct suggestion** is aimed at conscious processes, while **indirect suggestion** works with the unconscious. Examples of conscious processes include structured learning activities such as vocabulary acquisition, grammar analysis, or translation tasks conducted through direct teacher-student interaction.

**Indirect suggestion** involves communicative factors beyond conscious awareness, such as the teacher's voice tone, intonation, facial expressions, posture, gestures, and rhythm of speech. The classroom environment also plays a significant role that is elements such as lighting, decor, acoustics, and seating arrangements function as indirect stimuli that influence students' mental states. These two forms of suggestion are often referred to as two dimensions of the learning process: the rational (conscious) and the irrational (unconscious) (Stevick, 1976: 43).

All types of suggestion can either support or hinder language acquisition. Therefore, it is essential that stimuli on both levels complement rather than contradict each other. In other words, every element of the educational and communicative setting serves as a stimulus processed by the learner's mental activity. The more consciously language teachers manage both the conscious and unconscious factors in the learning environment, the more likely they are to unlock the students' mental potential.

To create an effective language-learning environment in a **technical university**, several powerful tools of suggestion may be implemented to overcome the anti-suggestive barriers common among engineering students, who often exhibit reduced linguistic confidence and communication readiness.

These tools include: a well-organized **physical setting**: a visually pleasing classroom, proper lighting, acoustics, and comfortable seating to support relaxation and focus; **teacher behavior**, demonstrating: a well-developed sense of authority without pressure; the ability to induce a receptive, curious, and even playful mindset in students, particularly during technical content instruction; mastery of "dual-plane" behavior that is simultaneously addressing both conscious and unconscious levels through language, voice, facial expressions, and movement; the use of **music**: specially selected tracks to accompany "concert-style" presentation of technical material or to create a relaxed mental state during complex tasks; **thoughtfully designed written materials**, combining technical accuracy with suggestive visual layout; **visual stimuli**, such as posters, technical diagrams, and illustrations, which activate associative thinking and help students process abstract concepts.

Thus, even in the field of **English for Specific Purposes (ESP)** for engineers, Lozanov's method provides an effective framework for reducing language barriers and facilitating deeper, more intuitive learning of professional vocabulary and structures.