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USE OF THE NEUROLINGUISTIC PROGRAMMING METHOD TO ACHIEVE THE GOALS OF THE EDUCATIONAL PROCESS

Abstract: The article provides recommendations on the correct use of neurolinguistic programming in accordance with the psychology of listeners and students in order to ensure the effectiveness of the educational process.

Key words: neurolinguistics, neurolinguistic programming, speech deficits, aphasiology, spiritual culture, thinking process, educational activity, cognitive neuroscience.

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Introduction

Today, along with changes in society, we can observe the rapid development and changes in the field of linguistics. The formation and development of any field of science begins with the emergence of interest in the object of this field [2.13]. Scientists emphasize that such areas as sociolinguistics, psycholinguistics, pragmalinguistics, linguocognitology, ethno-linguistics, emerging within the framework of cooperation between sciences, need to be studied. Each area of linguistics has its own object of study and direction of research. For example, if sociolinguistics is a field of linguistics that studies issues related to the role of language in the life of society, its social nature, social tasks and the mechanism of the influence of social factors on language [1.3], then pragmalinguistics involves the allocation of language units in the process of communication, with their using questions of application and the impact of the units in this application on the participants in the dialogue [2.76].

Linguistics not only feeds on the achievements of other disciplines in the system of sciences, but in turn helps to positively solve problems that exist in a number of disciplines. One of these areas is neuro-linguistics. This science studies the influence of brain diseases on speech activity, since speech activity

is a product of brain activity. The problem of the influence of brain damage on speech, which is considered the subject of study of medicine and psychology, has been studied since the second half of the 19th century, and the first book providing complete information about the science of neuro-linguistics was written by A.R. Luria.

Aphasiology is the field that studies speech defects and is one of the most widely researched areas. For right-handed people who write and work, the speech zones are in the left hemisphere. Therefore, aphasiology deals with the study of the left hemisphere.

Materials and Methods

The original field of Neuro-Linguistic Programming was discovered by mathematician and Gestalt therapist Richard Bandler and Ph.D. Professor John Grinder of Santa Cruz University.

In neuro-linguistic programming, people are very creative and creative, the most important constructive situations for them are not the colors that exist in the world, but the fact that they perceive and "see" a certain phenomenon in the way they understand and understand it. Korzybiski describes it as "a map without borders". Bandler and Grinder argue that Neuro Linguistic Programming should focus on the

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structure of understanding of a particular event or object.

Neuro-Linguistic Programming is the ability of a person to understand information, create a schema of meaning, and skillfully interpret the result.

Teaching a schoolchild or a student from a neurolinguistic point of view has its advantages, and the development of spiritual culture allows not only the level of intellectual development of a schoolchild, but also the full realization of his individual potential. This, in turn, makes it possible to fully use the existing potential for human development and removes artificial obstacles to its socialization.

The process of thinking is the highest stage of human consciousness. Schoolchildren's thinking is the most complex and high form of intellectual activity and is the subject of research in psychology and neuropsychology. American neuropsychologists called the 90s of the 20th century "the decade of the brain" and, on this basis, drew the attention of educators to this topic. American neuropsychologists emphasized the need for the teacher to involve students in different forms and content of educational activities, the use of different teaching methods and methods.

The connection between the structure of the brain and the characteristics of thought processes has become the main direction of scientific research by research scientists in more than twenty countries of the world. In the 1980s, Yu. Lotman conducted research in semiotics and cultural studies, relying on the successes of neurobiologists. He puts forward the idea of the successive activation of competing types of consciousness that serve to reveal the meaning of imagination.

The study of pedagogical processes from the point of view of neurological changes occurring in the human brain, i.e., the synergy of neurology and pedagogy, led to the emergence and development of neuropedagogy as a separate science. Neuroscientists, educators, psychologists, sociologists and medical workers from thirty government agencies conducted scientific research within the framework of the international scientific project "Brain and Education", organized by the Center for Research and Innovation in Education of the Organization for Economic Cooperation and Development.

In Russia, the Institute of Cognitive Neurosciences has been established at the Academy of Modern Humanities. It serves as a working platform for specialists of related profiles in the field of preliminary neuropedagogy. The Institute of Cognitive Neuroscience brings together scientists from Moscow State University, the Institute of the Human Brain of the Russian Academy of Sciences, the Institute of Psychology, and the Research Institute of Neurocybernetics of Rostov State University. Application of neuropsychological knowledge in solving learning problems in the educational process

(T.V. Akhutina), development of neuropsychology of individual differences (V.A. Moskvina, E.D. Khomsakaya, I.V. Efimova), asymmetries of the child's cerebral hemispheres, functional processes and thinking carried out by a number of studies in pedagogy aimed at explaining the interaction of activities (T. A. Dobrokhotova).

The spirituality of a person is formed in connection with his material and spiritual needs. In turn, the spiritual needs of a person are inextricably linked with his national, religious, worldview and worldview education. At the same time, material need is associated with material goods necessary for the life of people. In this sense, the process of formation of a person's spiritual culture is clearly manifested in the harmony of material and spiritual needs. The process of formation of spirituality is based on science, culture, education, moral, aesthetic, political, legal relations and wealth acquired by mankind throughout history.

By the last decade of the 20th century, mankind realized that the world could fully and sustainably develop as a single society. A number of socio-ideological situations, globalization and integration processes that took place in the world at the turn of the 20th and 21st centuries, on the one hand, divided the world into poles, and on the other hand, connected it with each other.

The basis of philological education is expressed in the form of symbols, signs, words, images and serves the development of the intellect, worldview and thinking of a person. Of course, in this process, a person's personal attitude to things and events plays an important role. According to M. Kuronov, "For the purpose of mutual communication, education, promotion, voluntarily or involuntarily, a person also spreads his relations through his thoughts. As a result, the attitude of one person can become the attitude of hundreds of people to a particular object or event. Because a person often tries to convince the interlocutor next to something, change his behavior, change his opinion to his opinion, change his desires to the desires of many, change his beliefs to the beliefs of many. In a word, he tries to bring the interlocutor to his goals, to convince him of his point of view. From the point of view of modern science, Neuro-Linguistic Programming uses technology. Today there is a special need for the application of neurolinguistic programming technologies in education. Neuro-linguistic programming, as a method of expressing the student's subjective experience, his thinking, behavior and communication processes, contributes to the organization of the correct perception of the world around him and others, effective communication. In today's age of the developed Internet and communications, it takes a lot of skills and knowledge to convince and encourage young people to do something. That is, the introduction of some additions to the principles of neurolinguistic programming

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becomes a requirement of the time. Given the interest and interest, the impact is considered an effective way to achieve the goal.

Neuro-Linguistic Programming is considered a humanitarian learning technology, the main task of which is the formation of effective communication techniques in order to achieve guaranteed results in the development of spiritual culture among students, activities aimed at consciously changing the behavior of oneself and those around them. consists of preparation.

There are three main elements of NLP: "neuro", "linguistics" and "programming". That is, the control of thought and behavior through language and words is the main essence of neurolinguistic programming.

Various methods and techniques of neurolinguistic programming can be used in philological education. They consist of:

Adaptation and management. In order for this method to successfully influence the student's moral behavior, it is important to adapt to his actions.

Results and Discussions

Adaptation to the rhythm of breathing is effective in providing a targeted impact on the student. To do this, it is necessary to observe the student's breathing, be silent while breathing, on the contrary, turn to him while exhaling. As a result, in the subconscious state of the student, the words that are spoken to him leave the impression that they were said by him. If the student is angry, the teacher should also show himself in this state and gradually moderate his mental state during the conversation. In this case, the student also adjusts to the calm state of the teacher and approaches the situation calmly.

1. Eliminate stereotypes. In this case, the student expects from all teachers anger, seriousness, boring lectures and fantasies about the same teaching method, i.e. about exclusion. And this is achieved by courtesy, which the student does not expect, the creation of non-standard situations, the use of laughter during the lecture.

2. Fighting destructive rumors. This method is part of the activity aimed at preventing negative situations and prevents the formation of anti-national and cultural ideas in students. To do this, the teacher must study, systematize and neutralize the rumors that have entered the minds and hearts of students in order to destroy their faith in reforms. So, when rumors appear among students in the form of moral threats, the teacher should conduct training sessions with the effective use of video and visual aids, excluding its destructive effect.

3. Warning of indifference and unwillingness. This method is aimed at finding new ideas and desires, a sense of creativity in the minds of students, aimed at eliminating hesitation and reluctance. To do this, the

teacher, first of all, must make students believe in their strengths and capabilities. Trust is not created by itself. To do this, it is desirable that the ideas communicated to students are repeatedly broadcast in connection with practice, presented in a visual, figurative form, implemented on proven examples. Confidence helps build willpower. Students are divided into such categories as strong-willed, active, mediocre, apathetic, indifferent. But in order to get them all to move together, it is necessary to offer a goal and an idea that everyone can quickly and easily understand, and convince them that it matters a lot.

4. "Freedom of choice in obtaining knowledge." Based on this method, students will have the opportunity to understand what they want to learn, the reasons that motivate them, and the consequences of situations in which they want to learn and do not want to learn. This method helps students to effectively use internal contradictions in order to be conscious and responsible in relation to learning. To do this, the teacher invites students to make a list of freedom of choice in obtaining knowledge. Before compiling the list, students should answer the following questions: 1) is my education appropriate for my age?; 2) Does the volume and quality of the knowledge I acquire correspond to my life goals?; 3) Does my current knowledge fit into everyday life situations?

5. During the exercise, the teacher asks the students to write down what information they are not allowed to read and study, and stresses that they must justify their opinion in the process of answering questions. In the listing process, you are asked to list competencies that will help you overcome life's difficulties, describe possible problems and ways to solve them.

6. Exercise "Study of life experience". This method gives students the opportunity to study the life experiences of other people and clarify their own life goals. First, the teacher invites students to make a set of life experiences of people they know in their notebooks. He then explains that they should exchange notebooks from time to time, each time writing down one of their life experiences based on examples.

Conclusion

It is known that all the sciences that we study interact with sciences close to them. In the same way, the science of neurolinguistics is a science that interacts with many other disciplines and is quite important for modern linguistics. Neuro-linguistic programming is used not only for prevention, but also makes it possible to improve the scientific and methodological skills of the teacher, treat the team correctly, and achieve the desired goal of the lesson.

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