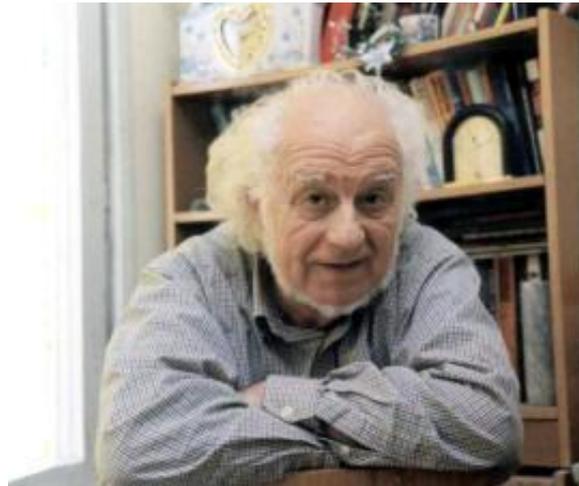


*Excerpts from Dr Lozanov's last
website (2005-2009)

By Dr Georgi Lozanov



Today

The Seven Laws of Suggestopedia

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TODAY

What does Suggestopedia /Desuggestive Learning/

Reservopedia Look Like at Present?

Dr G. Lozanov

The best results of suggestopedia are not due to any technique (guided relaxation, guided fantasies, breathing exercises, etc.) as a number of authors fabricated but to a holistic knowledge of the psychophysiological mechanisms of personal reserves. On the basis of extremely productive research studies, we arrived till present to the following conclusions for the absolutely required knowledge that should be assimilated by the teachers in the course of their methodological training:

(Excerpts from the forthcoming book)

Suggestopedia-Reservopedia

**Theory and Practice of the Liberating-Stimulating Communicative
Pedagogy on the Level of the Reserves of the Human Mind)**

Suggestology and Suggestion

In every communication, in every thought, in every feeling, in every perception and in every mental activity, there exists one central, clear complex of experiences and many peripheral, background experiences. In the perception of speech, for example, the content or the basic thought bearing the specificity of the message falls in the centre of attention and consciousness where it is subjected to critical analysis and logical processing. But we react not only to the specific meaning of speech, but to a whole complex of accompanying and, in some cases, preceding or succeeding stimuli non specific to this speech. The number of these non-specific stimuli (and most often they are peripheral perceptions) is inconceivably large - gestures, gait, facial expressions, expressions of the eyes, diction, intonation, and a number of ideomotor movements unnoticeable to consciousness. **The peripheral perceptions are fluctuating - when they pass into consciousness they are no longer peripheral but ordinary, conscious perceptions.**

We also include in the field of non-specific stimuli the environmental components, the level of prestige of the speaker, the physiological and psychological state of expectation of the recipient as well as his/her biological needs; in general, everything which at that moment is linked with the words that are spoken and is emitted unconsciously, volitionally uncontrollable. These non-specific stimuli, if synchronized, can play some suggestive role by changing the power of the words and by serving as the control for their authenticity. The conclusion can be drawn that the suggestive is a constant and indivisible part of every communicative process. In some cases, it may increase the power of the words; in others, it may decrease it; but it always participates in man's mental and emotional life when communicating.

The Suggestology, which we have been developing, is the science of that type of suggestion which in fact liberates us from the previous negative conditioning. With this type of suggestion the information is wanted and absorbed with expectancy, without coercion and controlled by the harmoniously organised peripheral perceptions.

Peripheral perceptions (i.e. so called weak signals) of any type are of particular importance to this kind of communication. **Subliminal peripheral perceptions are uncontrollable by volition.** These weak signals are emitted by the trained prestigious teacher and the general organization of the teaching process, and they are absorbed subconsciously by the students (or the patients if those refer to psychotherapy). **These peripheral perceptions absolutely guarantee the authenticity of the link or access to the aimed-at hidden reserves to enable exceptionally fast learning (or healing, in the case of psychotherapy).** It would be impossible for a teacher to reveal reserves throughout the teaching process, i.e. learning as a minimum 2 to 3 times faster and better, and up to 5 to 10 times faster and better, without substantial homework, without fatigue and, besides, with a favourable effect on the students' health and social climate in the group unless he/she knew for sure that such student reserves do in fact exist. That is an axiom because **the peripheral perceptions reveal the truth.** It thus becomes obvious that suggestology, and suggestopedia respectively, constitute a genuine science

that opposes any coercion, any hypnosis or manipulative commanding suggestion.

Spontaneously Absorbed, Non-manipulative Suggestion in Suggestopedia/ R e s e r v o p e d I a

In our long-term research for a way to organize in a harmonious and synchronized way the reception of non-specific stimuli while respecting the student's (or the patient's) freedom of choice, we have come to the development of a new type of communication without commands and non-critical automatic obedience. We gradually developed a communication where the patient's problems could be discussed in a friendly way, without resorting to commands. Relying mainly on the high prestige of the teacher (or the physician) without a commanding tone, or obedient and passive behaviour on the part of the recipient, we demonstrated in our first big experiment that it was possible to memorize 1000 French words and phrases in one day. **When a highly prestigious teacher has an overall behaviour which manifests clearly his deep conviction that high results will be obtained, the effect of his/her teaching is really on the level of the reserves of the mind.** Due to a lack of alternative terminology, we have called this variant means of reaching the reserves of mind '**spontaneously absorbed, non-manipulative suggestion**'. This 'non-manipulative suggestion' with its particular characteristics bringing about a relationship of enthusiasm and harmony between the teacher and the student (or the physician) cannot possibly be considered as suggestion in its clinical meaning.

With hypnosis and ordinary clinical suggestion, we cannot even talk about creative thinking. Even independent thinking is not evident with the former two. While with Reservopedia and the spontaneously absorbed, non-manipulative suggestion we use, **creative thinking is omnipresent and at the core of the process.** This is the learning and teaching type of communication of the future which we have to acquire.

In the pedagogy of the hidden reserves of mind, this spontaneously absorbed, non-manipulative type of suggestion has been insured through the first law of Reservopedia – Love.

THE SEVEN LAWS OF SUGGESTOPEDIA

The Seven Laws (Conditio Sine Qua Non)

of Suggestopedia / Reservopedia

In as much as our concept of suggestion is based on the conscious-paraconscious free, spontaneous absorption of information by the students through peripheral perceptions, in a directed, non-manipulative communicative process, and in opposition to dictating hypnotic and clinical suggestion, Reservopedia is a teaching system which makes use of all the possibilities this suggestion can offer. Its application in learning and teaching has led us to formulate the following seven laws -sine qua non conditions of Reservopedia which form the basis of every reservopedic teaching and learning communication. They are so closely intertwined that they must also be **simultaneously respected at all times** during the teaching process.

It should be borne in mind, however, that these conditions can lead to the hidden reserves of mind only when the teacher- reservopedist has a high personal and professional prestige. **There is no Reservopedia without prestige.** Prestige can create prestige. Studying in the class of a prestigious professor creates prestige for the student. Studying at a prestigious university creates prestige for the student, which will later ensure higher effectiveness in his/her work. Reservopedia, created in the course of many years of labour, has gained prestige. The teachers trained by the author of Reservopedia, get a certificate and thus share the prestige of the methodology. If the teachers do not keep all the requirements of Reservopedia and therefore the results decrease, gradually the prestige of all the teachers in Reservopedia will decrease.

Due to the importance of this question, it will be considered further in the book from an experimental perspective.

Suggestopedia/Reservopedia is built upon the following seven laws - conditio sine qua non.

The First Law of Reservopedia is: Love

It is well known that no fine accomplishments have been made in this world without love. Love is also an essential condition for accessing the reserves of mind. Love creates serenity, trust and contributes to the prestige of the teacher in the eyes of the students and thus opens the ways of tapping the reserves in the personality's paraconsciousness. Love cannot be played as the students will feel that. But it should not be understood as some sentimental, soft mood, since this attitude brings about negative reactions. Love should be experienced as genuine love for the human being. We do not advise any teacher to start working at the level of the reserves if they do not possess sincere, humanistic

love. They should better wait until they reconsider the teaching process of communication as an expression of love.

In Reservopedia, the teacher's love to the learners can be best illustrated by means of **the metaphor of a mother or father teaching their children how to ride a bicycle** without the child being able to tell at each moment whether the parent is holding the bicycle from behind or not.

In the same way, reservopedic learners are mostly unaware of their teacher's support. For example, during all productive stages in the reservopedic cycle in foreign language acquisition, i.e. the stages at which learners produce speech, namely the introduction, the elaboration and the last stage of performance when learners express themselves more freely and creatively, the teacher provides subdued and **unobtrusive guidance**, modelling and **implicit, tactful correction** of the learners output without their, most often, realizing that they are being corrected. The teacher provides the correct version of the learners' utterances in such a tenderly suggestive way that the learners do not even feel that they have committed an error. Errors are never analysed on the spot and teachers never suggest that learners should try harder.

This metaphor illustrates the quality of the psychological relationship between teacher and learner which is much like the relationship of mother to child. The example of the bicycle is used here to emphasize the aspect of LOVE, the caring and loving support of the teacher to the learners, to whom it is most welcome just because it is tenderly offered and not imposed upon them. Thus they are feeling secure.

Love, together with the other laws, creates the necessary cheerful, genuine and highly stimulating concentrative relaxation. This presupposes mental relaxation and non-strained concentration. It calls for calmness, steadiness, inner confidence and trust. Under these conditions of positive emotions, creative mental activity and the global learning process are characterized by an absence of fatigue. The principle of joy and concentrative calmness is realized through the system of games and humour, and, through visual materials which are not illustrative, but rather *stimulating* in character, as well as through the overall teaching communicative interaction.

The Second Law of Reservopedia is: Freedom

When there is Love, there is Freedom. Freedom empowers the teacher to exercise his / her judgement and personal decisions within the main reservopedic framework of the lesson to adapt it to the traits of each group. It also allows the students to choose whether to take part in some activities such as a game, a song, etc. that might not be in harmony with their disposition. They are also absolutely free at any moment to go out of the classroom without, of course, disturbing the work of the group. The principle of freedom is one of the most basic elements which distinguish Reservopedia from hypnosis. In hypnosis, the hypnotized subject is unable to choose, to act freely,

spontaneously, to interrupt the process or do anything unless the hypnotizer has ordered so.

Freedom gives the opportunity to the student to listen to their inner voice and to choose their way to the reserves of mind at different moments of the process of instruction. Freedom is not being dictated by the teacher, it is a spontaneous feeling in the student that they do not obey the methodology but are free to enjoy it and give personal expression in accordance with their personal traits, i.e. Reservopedia is not an imposition; on the contrary, it is opening the door to personal expression.

The Third Law of Reservopedia is: Conviction of the Teacher that Something Unusual is Taking Place

The state of conviction that something extraordinary, different from the social suggestive norm, is taking place with no fail, leads to the state of inspiration of the teacher. This inner jubilation is reflected in the peripheral perceptions of the teacher and perceived by and created in the students. What is particularly important is that this set-up is spontaneously created by the teacher's state of mind and the students happily resonate with it, most often paraconsciously. This is how the so called suggestive relationship is created at the level of the reserve complex. The teacher's mastery is in facilitating this teaching-learning communication process of resonance. Naturally, certain suggestive influences are unavoidable in any communicative process. With Reservopedia, however, even the faintest pressure or insistence on part of the teacher, is a hindrance to this process. He/she simply communicates at the edge of the unused reserves of the brain and mind in keeping with the seven laws of Reservopedia. Thus, the students have the feeling that they achieve everything on their own; the help of the teacher is just the extended hand of a friend. Needless to say, such communication is a matter of training and experience.

At present, students are able to assimilate the study material from a minimum of two to three times and up to five to ten times faster and better, with favourable effects upon health, than the results of traditional methodologies. And, in the future, this rate of learning may be augmented much further. The teacher using Reservopedia must be well informed about the results of all the other contemporary methods in order to be able to judge objectively.

The teacher's expectations are both about his/her own ability to activate the reserve capacities of the learners as well as about the learner's ability to learn at the level of the reserves. These expectations can be felt by the learners through the peripheral perceptions and unconscious signals arising from the teacher's voice, facial expression and their overall non verbal behaviour. Due to the genuineness of these signals and the impossibility for these to be simulated by the teacher, the students perceive them without hesitation. This automatically leads to the tapping of the reserves. It is a mutual process of teacher's expectations affecting the expectations of the learners, i.e.

expectations create expectations, and this happens naturally, spontaneously, without any force.

The Fourth Law of Reservopedia is: Manifold Increase of Input Volume

In Reservopedia, the study material presented to students in a specific time frame, must be, as a **minimum**, at least 2 to 3 times (times, not percent) larger in volume than the existing established norm by the other methodologies. For example, the study material in a one month course of foreign language teaching must always be at least two times more voluminous than a typical similar language course. In fact, such a suggestopedic course for beginners will comprise 2000 to 2500 lexical units, surely going much beyond the minimal requirement of study material volume. This proportion holds good for the other subjects too. If the traditional norm changes with time, in a few years or generations, the reservopedic course must also be modified for the constant stimulation of the evolution. Taking into consideration that a number of national and international expert commissions have confirmed that the methodology has a psychotherapeutic, psychohygienic, educational effect, it is more than sure that we should not let the big volume of study material be decreased. If, in the reservopedic framework, the study material is kept within the traditional boundaries, it will only confirm and reinforce the suggestive social norm about the limited capacity of the human being. Thus evolution will be delayed.

The Fifth Law of Reservopedia is: Global-Partial, Partial-Global; Partial through Global

In all subjects, when the new study material is taught, there must not be a separation between the element and its whole. They must never be taught and learned in an isolated mode. For example, the words, grammar, etc., do not exist separately from the language; they are part of the discourse. Each global is part of a bigger global and thus it goes to infinity.

On the one hand, this concept is based on some investigations on brain functioning where the parts of the brain contain information about the whole brain. In addition, in exposing the brain/mind functions of Reservology, it is said that the human being reacts as a whole and that the stimuli are accepted in a complex way. This again shows that the elements do not exist apart but always as parts of the whole.

On the other hand, from a philosophical point of view, there is the great theory that the whole is in the part and that the part is in the whole; they are indivisible. There are no isolated entities. That is why when learning, the element is to be learned together with the whole. The global gives additional nuances to the element. The atom reflects the laws of the Universe and the Universe is in the atom.

When this condition is respected in pedagogy, the results are better. There is no attempt to isolate the element with force. All theoretical conclusions have their experimental corroboration.

The condition global – partial, partial – global, partial through global where the global is leading is one of the main factors contributing to the harmonising of the teaching process. The mastery of the teacher lies in the decision he/she has to make about what will be accepted as global.

The Sixth Law of Reservopedia is: The Golden Proportion

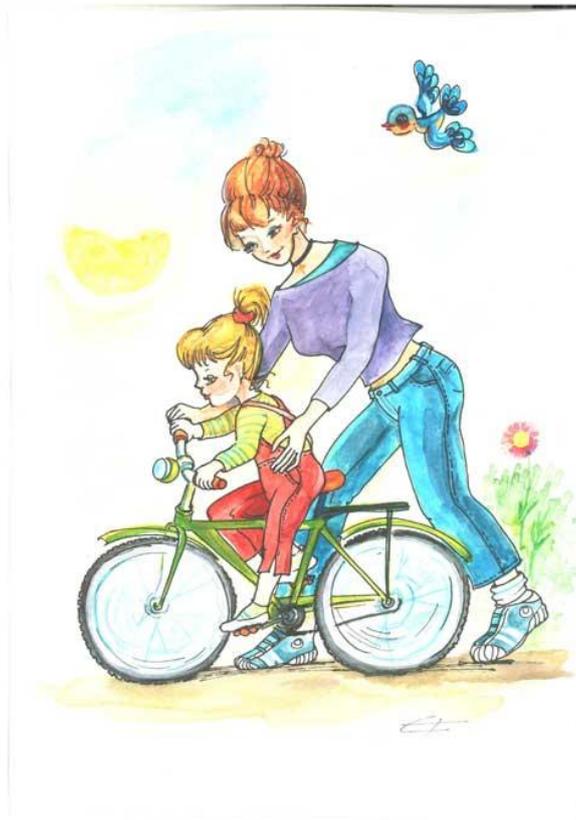
The Golden Proportion reveals a law of harmony in the universe to which the reservopedic teaching and learning process of all subjects must be submitted. Harmony inspires harmony and overcomes the psychic chaos often provoked by traditional pedagogy. Harmony is essential in the process of teaching and learning such a big volume of study material in a short period of time. The relations among the parts and the whole are in a golden proportion in the reservopedic process of communication. Learning capacity is enhanced when the teaching process artfully finds the proper balance with respect to rhythms, intonations, emotional stimulus, etc.

The Seventh Law of Reservopedia is: Use of Classical Art and Aesthetics

Classical art and aesthetics are used in Reservopedia as especially effective mediators of non-manipulative communicative suggestion because of their capacity to emit an indefinite number of non-specific stimuli which nourish the abundance of peripheral perceptions unnoticeable to the senses functioning through conscious awareness.

Reservopedic art creates conditions for optimal psycho-relaxation and harmonious states which **help** create a spontaneously increased acquisition state and enhance the capacity to tap the reserves of mind in a pleasant atmosphere. It aids reaching the state of inspiration and declines the attention from the “ill place” where there is fear associated with learning. Classical art is introduced through specially selected works in classical music, through songs and arias, literary selections, reproductions of masterpieces, etc.

THE BICYCLE PRINCIPLE



"The Bicycle Principle is the Underlying Concept of the Motherly Care and Support of the Teacher to the Students in Suggestopedia/ Reservopedia."