

Ordinance

Scritto da Administrator

Mercoledì 07 Ottobre 2009 17:45 - Ultimo aggiornamento Venerdì 09 Ottobre 2009 18:35

There are no translations available.

In order to give their opinion on the effect suggestopedia has on the students' health a commission of 8 doctors- professors was formed with the following:

ORDINANCE

No 6705

IT IS ORDERED THAT

The Commission consisting of:

1. Corresponding Member Professor Dragomir Mateev (physiologist) - Director of the Physiology Institute at the Bulgarian Academy of Sciences, and the Geriatrics Institute,
 2. Professor Lyuben Telcharov, Doctor of Medical Sciences (patho-physiologist) - Institute of Recreation and Physiotherapy at the Ministry of Health,
 3. Professor Tosho Gotsev, Doctor of Medical Sciences (physiologist) - Higher Medical Institute,
 4. Professor Vladimir Ivanov, Master of Medical Sciences (psychiatrist) - Rector of the Higher Medical Institute, Varna, and Head of the Psychiatry Department,
 5. Professor Boris Yanev (school medicine) - Head of School Medicine Department, ISUL, and Deputy Director of Institute of Hygiene at the Ministry of Health,
 6. Professor Emanuil Sharankov (psychiatrist) - ISUL,
 7. Professor Dimo Daskalov, Master of Medical Sciences (physiologist) - Head of the Physiology Department, Higher Medical Institute, Varna,
 8. Professor Petar Balevski, Master of Medical Sciences (school medicine) State Research Scientific Institute of Suggestology - official report to the commission,
- is to give its opinion about the influences of the suggestopedic method on the health of the students thus educated. The Commission is to investigate the documentation and the method in the Institute of Suggestology and give a written conclusion no later than 1st November, 1970.
20th Oct, 1970 Minister of Education
(S. Vassilev)(Signature)
Minister of Health (Dr. K. Ignatov)(Signature)

(Seal)

CONCLUSIONS CONCERNING THE INFLUENCE OF THE SUGGESTOPEDIC TEACHING METHODOLOGY UPON THE HEALTH CONDITION OF THE LEARNERS
(excerpts)

“The Science-Research Centre of Suggestology has allotted great attention to research work on the influence of suggestopedic teaching methodology upon the health condition and working capacities of the learners.

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This particular problem has been the focus of two of the main themes of the centre as well as of a Ph.D. thesis. Examinations of hundreds of learners using the questionnaire method and clinical and physiological research methods have been made. The changes in the pulse, blood pressure, mental capacities, and reactivity to external irritating factors, electrical encephalogram and a number of other indicators have been studied.

The data have been statistically processed and authenticity proved. The results obtained have been described in detail in published articles as well as in articles ready for publishing, conference reports, a report-book to UNESCO, and in Dr. G. Lozanov's book *Suggestology and Suggestopedia*.

The data from the questionnaires, the clinical and physiological examinations, and the personal audit of the commission members, show that no unfavourable changes occur in the health condition of the learners as a result of the training using the suggestopedic methodology.

On the contrary, improvement in or disappearance of certain functional disorders like headaches, migraines, irritability, insomnia, reduced working capacities etc is noticeable in a number of learners. Therefore we can state that the methodology has a psycho-therapeutical effect as well. This is subject to future research.

Another important fact has been ascertained, namely the so-called suggestopedic séance has a calming impact due to which the learners feel refreshed, lively and calm after the lessons. In some cases their working capacities at the end surpass those before the beginning of the lesson although the academic material is rather large in volume. The physiological mechanism of the phenomenon is of particular interest.

All through the lessons the learners are in full consciousness. No cases of hypnosis or sleeping retention have been observed.

The Centre of Suggestology teaches adults as well as school children in languages, and other subjects like algebra, geometry and physics. The results from the medical examinations on them coincide with the results of the adults.

At present, a class in the 10th grade is being suggestopedically taught in all academic subjects in the Centre. The lessons in class have been reduced to four hours per day while the preparation of homework is one hour daily. The number of sports classes has been increased from two to six hours weekly. The pupils are in a very good disposition. In spite of the reduced lessons in class and hours for homework preparation, the acquisition of the material is of a high standard and, what is more, the schoolchildren are in high spirits and self-confident.

Dr. Lozanov's methodology is well-based on sound physiological grounds.

It is then no wonder that the students feel refreshed and energetic with that method of learning, although the lesson has covered considerable academic material. Basically, the result is the same refreshing effect as in an enjoyable concert or play at the end of the working day. At the end of the concert one is refreshed, lively, in high spirits and feeling confident.

Desuggestion, infantilization, games, a pleasant atmosphere, strong motivation, and humaneness so typical of the suggestopedic methodology abolish inner restrictions, the so-called psychological barriers, and facilitate the development of motor speech abilities and stereotypes.

On the other hand, emotions and artistry in teaching create dominants that integrate the activities of the brain cortex, as well as of sub-cortex areas related to emotions and memory. Stimulation of reticular formation and other sub-cortex structures is of considerable importance for maintaining the vitality of the cortex alongside the working capacities and high spirits of the students. Emotional training coupled with the dominant determines the stability of memory

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traces.

All these peculiarities of the suggestopedic methodology make it substantially important for the hygiene of the learning process, which becomes healthier and more effective.

Signatures:

Corresponding Member Professor Dr. Mateev

Professor Lyuben Telcharov

Professor Tosho Gotsev

Professor Vladimir Ivanov

Professor Boris Yanev

Professor Emanuil Sharankov

Professor Dimo Daskalov

Professor Petar Balevski”

The genuine method has also been officially tested and highly evaluated by a 25 member international expert group of UNESCO that recommended the method to be applied all over the world. Here is an excerpt of their recommendations. (published in “the journal of the society for accelerative learning and teaching”, volume 3, number 3 ,fall 1978, p.211)

Recommendations

Made by the Experts from the Working Group on Suggestology as a Learning Methodology Meeting in Sofia, December 11-16, 1978
(Excerpt)

1. There is consensus that Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods. We have arrived at this consensus following a study of the research literature, listening to the testimony of international experts, observing films portraying Suggestopedia instruction and visiting classes in which Suggestopedia is practised. The films were well prepared and the classroom visits were impressive.
2. Standards should be set up for the training, certification and maintaining of standards of suggestopedic training.
3. Different categories of competency of teachers should be used to reflect increasing levels of teaching performance in certification.
4. Suggestopedic teacher training should be started as soon as possible.
5. An International Association for Suggestology and Suggestopedia should be set up that is affiliated with UNESCO and should have the assistance and guidance of Dr. Lozanov for training, research, coordination and publication of results.
6. UNESCO is requested to give its support to all these proposed activities by all possible means and under the existing international regulations.” Similar evaluation and recommendations were given by the Pedagogical Academies of Vienna after the completion of our experiment there in the period from 1973/74 to 1979.

Excerpt from

the Report of the Director of the Pedagogical Academy of Vienna and Deputy Director of the Research Institute for Learning in Vienna,

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Dr Franz Beer.

(Published in the USA , The Journal of Suggestive- Accelerative Learning and Teaching, Volume 3, Number 1, 1978, p. 36.)

1. It has been possible to master a considerably larger amount of material with the help of suggestopedia. The achievements are both quantitatively and qualitatively better. We are on the lookout for any symptoms of overwork (exhaustion, lack of concentration, neurotic symptoms such as thumb-sucking) and we reduce the tempo as soon as we notice any of these.
2. School, instruction and learning have a positive connotation. This is an obvious advantage of the experiment.
3. The results of #2 create a genuine relationship of trust between pupils and teachers.
4. The acquisition of knowledge takes place in a playful atmosphere and motivates the children to find work more and more pleasant. The children go about their work with curiosity and eagerness.
5. The children become continuously more creative.
6. Aggression, which can be observed in comparable classes, appears much less frequently and in a much reduced form (psycho hygienic effect).
7. The wide range of material offered means that the pupils who learn quickly are always occupied and not restrained by the usual repetition of the same material.
8. The pupils are stimulated to experiment by the intensive material offered to all their senses.
9. Dictation, checking results and reading to the class confirm the achievements and spur the pupils on to more intensive work.
10. Because of high reading ability and comprehension the book becomes a source of information as early as in the first grade (the children look things up).
11. One class is now in the third year of the experiment. So far there have been no pupils who have repeated a year or have been released. The unusual rate of repetitions and releases is 8% in Austria.
12. The school success and the opportunity to observe in the classroom make the parents interested in the school and add indirectly to the motivation of the children.”

There is no other method or system that operates on this level. That is why working with this method requires the teacher to be properly trained. There is a lot of information in the authentic publications of Dr Lozanov but unfortunately this is not enough for a teacher to be trained. The whole training process is a specific form of art which cannot be mastered only by reading. It is as if a person who has not studied music were giving a professional concert only by a published description of the performance. Teaching is not the mastery of just a bunch of techniques but is about emotional development and the need to teach empathetic skills. Do not rely on advertisements that are using the name of Dr Lozanov and are done by people who cannot show an authentic certificate. The teacher needs individual training and adaptation to the method in its dynamics if she/he wants to be a really good and creative teacher.

Dr Lozanov or a trainer certified and authorised by him organize training courses for teachers in foreign languages for adults mostly, but in some cases for children too.

Dr Lozanov or a trainer certified and authorised by him hold courses for training teachers in other subjects as well.

Should you be interested in teacher training, please send us your CV, copy of your diplomas and information about where you intend to apply the method.

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As you understand, we do not sell any tapes for learning. That is done by some imitators using the name of Dr. Lozanov.

All the best!