

What is Meant by 'Desuggestopedia'?

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What is meant by 'Desuggestopedia'? Identify the objectives, main principles, and key features of 'Desuggestopedia' and evaluate their relevance to mainstream Bangladeshi classrooms.

Desuggestopedia is also known as Suggestopedia. It is a language teaching method developed by Bulgarian psychiatrist Georgi Lozanov in the 1970s. The method is based on the learners' psychological barriers that limit their ability to learn effectively. These barriers include fear of failure, anxiety, and self-doubt. Desuggestopedia seeks to remove these barriers by creating a positive, relaxed learning environment.

☑ **The Meaning of Desuggestopedia:** Desuggestopedia is a language teaching method that creates a relaxed and positive learning environment. It uses music, art, and positive suggestions to help students learn more effectively. The goal is to remove psychological barriers and make learning enjoyable and stress-free.

☑ **Objectives of Desuggestopedia:** Objectives of Desuggestopedia are in the following.

Reduce Learning Barriers: Desuggestopedia's primary objective is to remove the psychological barriers that hinder learning. It aims to make students feel more relaxed and open to absorbing new information, thereby enhancing their ability to learn without fear or anxiety.

Enhance Memory and Concentration: Desuggestopedia seeks to improve students' memory and concentration through positive suggestions and a relaxed learning environment. By reducing stress, the method helps students retain information more effectively and stay focused during lessons.

Create a Relaxed Environment: The method aims to create a stress-free and enjoyable learning atmosphere. This objective is important because a relaxed environment helps students feel more comfortable. It makes engaging with the material and participating in activities easier.

Accelerate Language Acquisition: Desuggestopedia focuses on helping students learn a new language quickly and efficiently. The method combines positive suggestions, art, and

music to speed up the process.

☑ **The Main Principles of Desuggestopedia:** Desuggestopedia focuses on removing psychological barriers to learning. It emphasizes creating a relaxed and positive environment. The method uses music, art, and role-play to make learning enjoyable. Teachers act as facilitators, guiding rather than instructing. Peripheral learning through visuals and classroom comfort are key principles.

☑ **Key Features of Desuggestopedia:** The Features of Desuggestopedia are mentioned in the following.

Positive Suggestion: Desuggestopedia uses positive suggestions to reduce learners' psychological barriers. It aims to create a relaxed and confident learning environment.

Use of Music and Art: The method incorporates music, art, and drama into the learning process. These elements stimulate creativity and make learning more enjoyable.

Peripheral Learning: Desuggestopedia encourages learning from the environment, such as through posters, visuals, and background music.

Comfortable Environment: The classroom is designed to be comfortable, with soft lighting, relaxing music, and comfortable seating to create a stress-free atmosphere.

Role of Teacher as a Facilitator: The teacher acts more as a facilitator than a traditional instructor. The teacher's role is to guide and support students rather than directly instruct them.

Dramatization and Role-Play: Role-play and dramatization are frequently used to make learning more engaging and help students.

☑ **Relevance to Mainstream Bangladeshi Classrooms:** Relevance to Mainstream Bangladeshi Classrooms is discussed below.

Cultural Fit: Positive suggestions and a comfortable environment may be difficult to implement due to Bangladesh's teacher-centered approach. Cultural norms resist the relaxed and non-traditional classroom setup.

Resource Limitations: Incorporating music, art, and peripheral learning materials could be challenging in many Bangladeshi schools due to limited resources.

Large Class Sizes: The method's emphasis on personalized attention and a relaxed environment may not be possible in large classrooms, which are common in Bangladesh.

Focus on Exam Preparation: The Bangladeshi education system is heavily exam-oriented. Desuggestopedia's focus on creativity and emotional learning might be less relevant in a context. Here, measurable academic outcomes are prioritized.

Teacher Training: Implementing Desuggestopedia would require significant changes in teacher training. Teachers in Bangladesh are generally trained in more conventional methods. They might find it challenging to adapt to the role of a facilitator.

In conclusion, Desuggestopedia was presented to UNESCO in 1978. It gained attention for its unique use of music, art, and suggestive techniques from then. The method offers an exciting and creative alternative to traditional language teaching methods. However, its application in mainstream Bangladeshi classrooms faces significant hurdles, from resource limitations to cultural resistance.

Lx Notes