

UNCONVENTIONAL PEDAGOGICAL METHODS: NEUROLINGUISTIC PROGRAMMING

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Abstract

In NLP (Neuro Linguistic Programming), is based on the assumption that the human being is constantly receiving information through senses (visual, auditory and kinesthetic) and one of those channels that tend to be preferred at a time. Identifying the dominant sensory channel is through verbal expression and eye movements. Each type corresponds to certain sensory verbal expressions, eye movements, postures and rhythms of breath. Determine the dominant sense of preference for a channel in sensory perception and processing. Using these preferences in learning has a significant effect on academic achievement and on students' self-confidence. Trainers and teachers teach, usually in styles that have managed to get good school performance when they were students. Education experts agree that people learn in different ways and have different learning styles. From this statement, the thesis aims to acknowledge the need to differentiate between styles of teaching according to learning styles. Channel "privileged" communication is the basis of our system of representation of reality. This channel can be identified either by the vocabulary used psycholinguistic analysis, but through careful observation of eye movements. Psycholinguistic analysis methods are used to test vocabulary and "sensory perception" and an evaluation questionnaire. In the determination of samples, we chose 50 subjects aged between 25 and 35, students at the Faculty of Psychology Education in Brasov. Research results will show that to obtain rapid and dramatic changes in behavior, with an adapted mode of action, without having to refer complicated and especially making long and expensive therapies economy, energy and time.

Key words: Neuro linguistic programming, education, learning channel

The American Professor Malcolm Shepherd Knowles uses the term "andragogy" to describe adult education. While the term pedagogy is used generally to describe the "science of teaching children", andragogy refers to the "art and science of helping adults to learn." A systemic perspective on training requires a study of the elements included in the dynamics of the system. Students are part of this dynamic. To successfully complete a training program, the trainer must know who are the students. Based on studies and researches, we can make some generalizations about the adult student. Knowles was the first to theorize clearly the way adults learn and he described adult learning as a self-directed process of investigation. Knowles (Knowles Sh., M., 1970, 15) formulated the following statements:

- Adults want to know why they should learn something. The adult person has to consider important to achieve new skills, knowledge or attitudes;
- Adults want to be self-taught and take their own decisions about the training programs they wish to participate in;
- Adults have more numerous and varied experiences than youth, so that linking the new learning process with the past experience can

greatly enhance the significance of new learning situations and can help the participant to acquire new knowledge;

- Adults are ready to learn again when faced with a life situation for which they need more knowledge;
- Adults engage in learning processes, aiming to solve certain tasks related to learning.

Malcolm Shepherd Knowles (Knowles Sh., M., 1970, 28) underlines that adult students present some learning particularities such as: autonomy, the fact that they guide by their own will, a vast accumulation of life experiences and a solid knowledge base, orientation towards goals, showing interest in what is relevant, they are down-to-earth and should be treated with respect - which is an essential attitude in relationships with adult learners. These features also derive from the specific activity of adult age, which is work and not learning. The specific activity for children is the playing and for adolescents is learning.

Comparing the andragogical methods (focused on the educable) to the pedagogical methods (focused on the teacher), Knowles claims that adults differ from pre-adults by different ways of approaching learning.

Based on numerous researches, we can also exemplify certain specific features of adults involved in the training process:

- Adults are autonomous and self-directive. They must be free to direct themselves independently, and the teacher – should only facilitate the training;

- Adults have a certain life experience to be "exploited", accumulated over the years ;

- The adults involved in the training process, have an intrinsic motivation and are oriented towards a specific purpose;

- Adults are selective and they pay attention to the relevance of the knowledge;

- Adults are very responsible, presenting a higher level of consciousness;

- Adults have a deep respect for teachers, but, in return, they feel the need to be respected by them, as well;

- Adults tend towards a life centered educational guidance and certain tasks or problems, since the adjustment for their training is conditioned by the need to know or do something.

The professor teaching adults must be information in a certain field, making sure that the training participants will acquire a "solid knowledge", but at the same time, he must have the skills of a trainer who guides participants, engaging them actively in development , teaching new skills, attitudes, behaviors and it would be ideal if the role of teacher would also overlap on the role of trainer, which can be coach, moderator or facilitator, aiming at developing abilities and transferring knowledge to participants through interactive methods. The coach provides individual or group assistance, depending on the individual's personal needs, helps through guidance in self-knowledge and self-training. The moderator provides the theme, to be discussed, allowing the group to express themselves and work freely; problem solving is done by asking the participants questions, rather than by providing solutions; he seeks to ensure that rules are followed and he also coordinates and mediates discussions.

There are different types of trainers:

- The expert, who speaks with a didactic tone, asks questions with suggested answer, addresses adults as if they were children, does not provide positive feedback to participants and eye contact takes place mainly with people they know;

- The technician, who uses a language much too demanding for the training situation, the language complexity leads to misunderstandings and complicates the process of assimilation; he only communicates with those who are "on the same level" with him, he does not appreciate enough nonverbal messages;

- The hasty, does not adapt to the students learning rhythm, he wants to transmit as much information possible, he forgets obtain feedback from the participants, he does not allow participants to fully express their ideas, he keeps a defensive position in front of participants;

- The empathic identifies himself with the participants and loses sight of the aspect of training, he is an active listener, providing relevant examples and asking relevant questions and he also reads body language very well.

David Kolb had the largest contribution to the theory of adult teaching styles. Kolb's theory and his inventory of teaching styles, have their scientific basis in the work of Kurt Lewin, John Dewey, Jean Piaget and Carl Jung. The model developed by Kolb is based on the experiential learning theory, which describes the learning process as a cycle. The model focuses on how people perceive and process information. Perceptions and information processing influences the training process and they are good indicators of learning preferences, even if sometimes they may vary depending on the situation. Referring to learning particularities, we find major differences between the two sexual categories, from early childhood, so no comparisons are being made between children of different genders.

Research has shown, for example, that there are differences of brain structure between boys and girls, as well as hormones or body chemistry, which strongly influences the attitude. For example, boys 'brains grow more slowly than girls' brains because the left side of boys' brain, which controls the operations of thinking, evolves more slowly than the right one, which controls spatial orientation. As a result, the connection between the two hemispheres of the brain is not fully formed at boys, who have generally more math and rational thinking skills, and less for language and reading. The two hemispheres also develop in what concern girls, who are capable of activities such as reading, being aware of their own emotions earlier than boys. Female brain is "plugged in" almost all the time, and that is why girls are more skilled and can do many things.

Also, their bodies secrete more serotonin, the neurotransmitter that inhibits aggression. On the other hand, boys secrete more testosterone, the hormone that causes aggression and therefore they tend to seek immediate satisfaction, jumping from one activity to another. These differences are based on long time research, however, their personality can be characterized by different trends. Men perceive the world as being: right – wrong; they are convinced that there is only one right answer, they agree that there is great diversity of opinions, but support only one; they take their commitments

and responsibilities. Women think they can get knowledge with the highest difficulty level, but they cannot create them; they invest heavily in training and apply what they have learned; they are ready to make big sacrifices to achieve their purpose in education; in the presence of some authorities they are more obedient and do not manifest their knowledge.

MATERIAL AND METHOD

In NLP (Neuro Linguistic Programming) we start with the assumption that human beings are constantly receiving information through the senses (visual, auditory and kinesthetic) and that one of these channels tends to be preferred at a time.

The objectives are to understand the necessity to differentiate between teaching styles depending on learning styles.

The working hypothesis is that students use multiple communication channels. The methods used to identify the dominant sensorial channel are those by psycholinguistic analysis of the vocabulary used with the help of verbal expression and the test of sensorial perception Cudicio Catherine's (as cited in JP, Jues, 2002).

Regarding the determination of samples, we chose 120 subjects between 30 and 40 years old, from the Faculty of Psychology and Pedagogy of Brasov. The results of the research will indicate that rapid and dramatic changes in behavior can be achieved, and that, for an efficient communication, it is better to use as many sensorial modalities.

RESULTS AND DISCUSSIONS

The research objectives – to realize the need to differentiate teaching styles depending on learning styles have been achieved.

In Neuro Linguistic Programming (NLP), we start from the assumption that human beings are constantly receiving information through the senses (visual, auditory and kinesthetic) and that one of these channels tends to be preferred at a time. Each sensorial type corresponds to certain verbal expressions, eye movements, postures and breathing rhythms. Terms with visual reference are: to see, to look, to consider, obviously, to illustrate ..., those with reference to hearing are: to hear, to listen, to record ..., the kinesthetic ones: to feel, to touch, to grab, to be inspired.

Around the '70s, Albert Mehrabian has demonstrated through a series of controlled experiments, that nonverbal signals have a considerably greater influence than other stimulus. Other researchers obtained similar results (7% - just words, 38% vocal influence, 55% nonverbal influence, facial expression, eye or muscle

movement, skin color, 90% of our capacity to influence depends on other elements than words).

The characteristics of learning behavior for the hearing style are: learns by speaking and listening, is effective in group discussions, learns from teacher's explanations, verbalizes the undertaken action to overcome learning difficulties, expresses enthusiasm verbally.

"The hearing type" live in a universe of sounds and hearing represents the main source of intuition and understanding.

The behavioral characteristics of the visual learning style are: likes to see things or the development of processes he/she learns, learns based upon illustrations, maps, pictures, diagrams, it is important to see the writing; re-reading or rewriting of the material are the most commonly used methods for memorizing. "The visual ones" have a sense of observation and guidance, when they learn, they need to see in order to understand and memorize.

"The kinesthetic type " needs to touch and engage physically in the activity of learning, learns from situations in which he/she can experiment, takes notes, and often does not review notes; shows their enthusiasm by jumping. They are sensitive and amiable and make others feel comfortable, they feel don't know what to do when they feel negative impressions.

Those with "internal dialogue" reflect a lot, twist the problem in mind until they find a reasonable solution, and in many cases they feel they live in slow motion, because they turn sensorial perceptions into words immediately.

CONCLUSIONS

Within the studied sample, 44% of the students use the kinesthetic style (23% men and 21% women), 41% - the visual style (35% women and 6% men) and 35% - the hearing style (27% women and 8% men).

Among our different senses we have a privileged communication channel, which lies at the origin of our system of reality representation. This channel could be identified in our research by psycholinguistic analysis of the vocabulary used and the Test of Sensorial Perception. Most of our subjects are kinesthetic. However, these data cannot be generalized. Being on the same wavelength with the subjects would mean rapid and spectacular changes.

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