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APPLICATION OF THE NEUROLINGUISTIC APPROACH IN TEACHING ADULTS

The concept of lifelong learning is becoming increasingly relevant in today's world. The starting point for this concept is the belief that acquiring knowledge and personal development do not end with completing a particular period of education. Still, it should continue just as intensively throughout one's life.

Recent research in medicine (neurology) refutes the claim that a person's ability to learn a language deteriorates with age, since the adult brain is dynamic at all stages of learning a second foreign language (SFL). Some precedents suggest that adults learn more effectively than younger individuals. The effectiveness of learning SFL at different ages is quite ambiguous. There are currently two polar hypotheses that explain the dependence mentioned above. The first theory assumes the existence of a critical period for learning SFL, specifically brain maturation, which is

limited to the period of puberty. The second asserts that learning a new foreign language (FL) requires more effort. Thus, early experience in learning certain aspects of the first FL, particularly phonemes, impairs the ability to learn SFL in the future. Both hypotheses confirm a decrease in the brain's neural plasticity. Therefore, teachers must learn neurology to demystify the learning process [3, p. 79].

Previously, hemisphere dominance was not considered a factor in susceptibility to learning FL. As is well known, the brain's left hemisphere is responsible for text analysis, logic, and objective perception of information. In contrast, the right hemisphere is responsible for emotions, imagination, etc. American neuropsychologist R. Sperry formulated and proved the concept of functional asymmetry of the brain, according to which the left hemisphere specializes in verbal-symbolic functions. The right hemisphere specializes in spatial-synthetic functions [3, p. 80].

Therefore, students with left-brain dominance require a logical presentation of new learning material: first, a constructive analysis of grammatical structures, then new lexical units (LUs), due to the ability of students with a dominant left-brain to process information more effectively in stages. In the learning process for students with right-brain dominance, it is advisable to use language immersion, role-playing games, and projects, since the right hemisphere of the brain is responsible for abstract thinking, processing non-verbal information, and the integrity of the presentation of new material [3, p. 80].

Knowledge of general psycholinguistic and neurolinguistic concepts contributes to a better understanding of how people perceive and assimilate new information.

According to the concept's name, neurolinguistic programming, it consists of three parts: one component concerns the psychophysiological aspects of language proficiency, the second is related to the linguistic side of speech activity, the third is aimed at studying the impact on a person in the process of language communication and at regulating his behavior [1, p. 243].

In neurolinguistic programming (NLP), particularly in learning, the concept of a resource state is widely used, which is ideal for effective learning [4]. This state is characterized by confidence and alertness, when a person feels an increase in energy and the ability to perform tasks. In NLP, special methods aim to achieve and maintain this desired "resource state" and ensure its duration as necessary.

Researchers have identified two forms of motivation in the learning process: positive and negative. Positive motivation can be created by making information relevant to the listener, such as watching a film or music in a

foreign language. Negative motivation tends to accumulate and is transferred from one-off personal failures to the subject being studied, in our case, a foreign language.

Each FL learner should develop self-motivation as the primary outcome of developing motivation to learn, depending on the following stages, including.

1. Creating a system of effective beliefs will enable achieving educational tasks and goals in studying FL. Scientists note that in learning, a person cannot perceive objective reality, but sees such reality through the prism of their beliefs. It is also essential to provide learners with various options for mastering FL and create situations of success to quickly launch a so-called favorable scenario for a behavioral or learning program.

2. The relationship between the programming language of the human brain and its channels for receiving information, namely, visual, auditory, kinesthetic, olfactory, and gustatory. In this case, the success of a person's internal program directly depends on their physiological state. In addition to the physiological state of a FL learner, their emotional state is also essential.

3. Defining «anchors». Robert Dilts, one of the founders of the NLP system, introduced the concept of «access keys». In his works, he talks about so-called «anchors», i.e., physiological processes that underlie neurological processes in the human mind [4]. To create an individual system of effective beliefs, it is necessary to determine which «anchors» affect a particular FL learner. Creating positive «anchors» allows a person to follow their own personal path within the framework of a successful situation. In this case, the role of the teacher is vital, as they must promptly emphasize the achievements and successes of such a FL learner.

4. Creating a clear learning «roadmap». The FL learner must clearly see the learning goal, the ways to achieve it, and the criteria for evaluating their success. This makes it easier for the learner to understand how they can achieve success [2].

Therefore, learning FL through NLP leads to an effective learning process, which is reflected in more positive and satisfactory results. NLP promotes individualization in the educational process, in particular during the study of FL, and also significantly optimizes and intensifies it.

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