



Received: April 10, 2023
Accepted: June 24, 2023
Available online: June 25, 2023

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NEURO-LINGUISTIC PROGRAMMING (NLP) AS A METHODOLOGY: THE INFLUENCE OF NLP TECHNIQUES ON THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

ANNOTATION

Thanks to high standards for learning foreign languages nowadays, one of the challenges teachers have is helping students develop their communication abilities. Emerging methods based on NLP, also known as neuro-linguistic programming, are not used to their full potential in the teaching of the English language. The aim of this research is to determine how the use of techniques from Neuro-Linguistic Programming as a methodology influences the process of teaching English as a foreign language (EFL) because the use of different techniques can offer EFL learners new learning opportunities.

The research was qualitative in nature and involved gathering and analyzing non-numerical data from professional articles published on Scopus, Web of Science and Research Gate databases. For the review of documents, the documentary bibliographic review (Desk research) method of an analytical type was used. Thus, in this article NLP techniques and their application have been collected and analyzed from available secondary sources, such as MA and PhD dissertations, academic publications and other materials available online and in libraries. The results show Neuro-Linguistic Programming is a successful EFL teaching methodology and can be used as the main strategies and tools to enhance students' communication abilities and to

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NEYROLINGVISTIK DASTURLASH (NLD) METODOLOGIYA SIFATIDA: NLP TEXNIKALARINING INGLIZ TILINI CHET TILI SIFATIDA O'QITISH JARAYONIGA TA'SIRI

ANNOTATSIYA

Hozirgi kunda chet tillarni o'qitishning takomillashgan standartlari talablariga ko'ra, talabalarning muloqot qobiliyatini rivojlantirishga yordam berish o'qituvchilar oldida turgan muhim muammolardan biri hisoblanadi. Ushbu maqolada neyrolingvistik dasturlash texnikalaridan metodologiya sifatida foydalanish, jumladan, ingliz tilini chet tili sifatida o'qitish jarayoniga uning ta'sirini aniqlash maqsad qilib olingan. Zero, turli metod va texnikalardan foydalanib, ingliz tilini o'zlashtirish bu tilni o'rganayotganlarga muayyan imkoniyatlarni taqdim etishi mumkin. Maqoladadqiqotda neyrolingvistik dasturlash g'oyalari, u haqidagi fikrlar va tajribalar o'rganilgan, o'qitish metodologiyasida neyrolingvistik dasturlashning roli kengroq tushuntirilgan.

Ushbu tadqiqot nazariy xarakterga ega va u Scopus, Web of Science va ResearchGate xalqaro ilmiy nashrlar bazalarida chop etilgan professional maqolalardan raqamli bo'lmagan ma'lumotlarni yig'ish va tahlil qilishni o'z ichiga olgan. Unda hujjatlarni ko'rib chiqish uchun analitik turdagi hujjatli bibliografik sharh (Desk Research) usuli asos qilib olindi. Shunday qilib, ushbu maqolada neyrolingvistik dasturlash texnikalari va ularni qo'llash mavjud ikkinchi darajali manbalar, jumladan, onlayn kutubxonalarda saqlanuvchi magistrlik va doktorlik dissertatsiyalari, akademik

activate EFL learning in students. Thus, Neuro-linguistic programming is characterized as a collection of models, methodologies, and tactics for modeling excellence that contribute to a better understanding of human behavior and by setting an example of greatness, students can influence each other for the better.

Key words: neuro-linguistic programming, the English language teaching, English as a foreign language, modelling, visual auidial, kinesthetic, sensory awareness, adaptability in behavior.

nashrlar va boshqa materiallarni to‘plangan holda tahlil qilingan. Maqola natijalariga ko‘ra, neyrolingvistik dasturlashdan til o‘qitishning muvaffaqiyatli metodologiyasi sifatida talabalarning muloqot qobiliyatini yaxshilash va ingliz tilini o‘rganishni faollashtirishda strategiya vositalari sifatida foydalanish mumkin. Shunday qilib, neyrolingvistik dasturlash inson xatti-harakatlarini yaxshiroq tushunishga yordam beradigan, mukammallikni modellashtirish uchun modellar, metodologiyalar va taktikalarning to‘plami sifatida tavsiflanadi, til o‘rganuvchilarning bir-biriga ijobiy ta’sir korsatishiga imkon yaratadi.

Kalit so‘zlar: neyrolingvistik dasturlash, ingliz tilini o‘rgatish, ingliz tili chet tili sifatida, modellashtirish, vizual eshitish, kinestetik, sensorli xabardorlik, xatti-harakatda moslashuvchanlik.

INTRODUCTION

While all the English language teaching (ELT) educators have been searching for various methods to reach their students, Neuro-Linguistic Programming (NLP) comes for assistance. The NLP experts have worked on several NLP techniques which promise to develop communication, build and preserve rapport and establish a sympathetic atmosphere in the ELT classrooms. This article came to existence on the basis of numerous research activities conducted on NLP in teaching foreign languages and it was feasible to gather accurate information through NLP techniques to produce a more accurate essence.

This study is a documentary bibliographic review where a desk research method of an analytical type was used through which the review of plentiful articles enabled us to examine and contrast the NLP ideas from the viewpoints of several subject-matter experts. The goal of our investigations has been to determine whether neurolinguistic programming techniques may be utilized to increase the effectiveness and efficiency of a language acquisition as a new tool for both instructors and pupils.

There was a thorough study of previously published publications and theses, including: The NLP Meta Model [Wood, 2022], NLP Techniques for Teaching Gen Z Students: Rethinking New Ways of Communication [Jayanthi & Ramakrishna, 2021], Neuro-Linguistic Programming in English Teaching Classroom [Kushwaha & Suresh, 2021], Neuro-Linguistic Programming as an Innovation in Education and Teaching [Tosey & Mathison, 2010], Neuro-Linguistic Programming and its Applicability in EFL Classrooms: Perceptions of NLP-Trained English Teachers [Rayati, 2021], Neuro-Linguistic Programming, Teacher’s Identity, and Teachers’ Effectiveness [Javadi & Asl, 2020], Getting Stuck [Rosenberg, 2015], The Effect of Neuro-Linguistic Programming Techniques on Young Iranian EFL Learners’ Motivation, Learning Improvement, and on Teacher’s Success [Lashkarian & Sayadian, 2015], Utilizing the Neuro-Linguistic Programming Technologies in Foreign Languages Teaching Practice in Ukrainian Universties [Kovalevska & Kovalevska, 2020], Neuro-Linguistic Programming in the

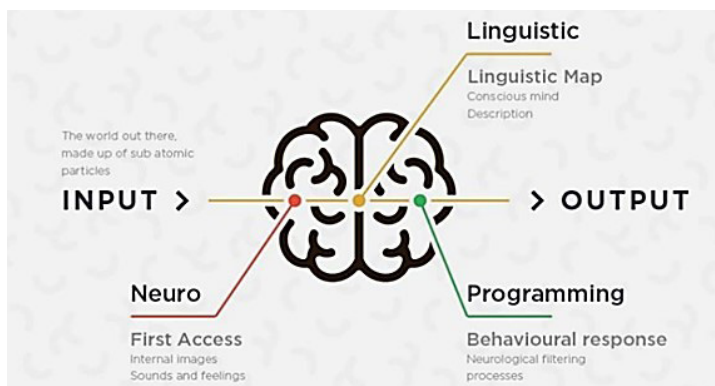
Teaching-Learning Process of English as a Foreign Language [Espinales et al., 2021], the Role of Neuro-Linguistic Programming to Enhance Speaking Comprehension Among EFL Students with Special Reference to Ghazi University Dera Ghazi Khan [Ullah et al., 2021], One Teacher's Identity, Emotions, and Commitment to Change: A case study into the Cognitive-Affective Processes of a Secondary Schoolteacher in the Context of Reforms [Van Veen et al., 2015], Neuro-Linguistic Programming: Awareness and Practice in UAE [Hejase, 2015], Neuro-Linguistic Programming Rapport Building Techniques [Greenshields, 2010], An Introduction to NLP: Some Basic Concepts in Neuro-Linguistic Programming [James, 1999]. (This part is for the dissertation, not for the article). On the basis of all conducted researches, it was feasible to gather accurate information to produce a more accurate component.

Regarding the definitions of what NLP actually is, there might be a number of explanations offered by specialists of the field. NLP techniques are elaborated to design a structured learning for the language learners [Grinder & Bandler, 1976; 124] and direct them to train themselves to reach their potential [Jayanthi & Ramakrishna, 2021; 4573]. Training the learning community to achieve success in learning is of an utmost importance in today's ELT world.

Boring teaching methods may demotivate pupils, and not being aware of both teachers' and students' Meta programming simply causes disruption of lessons and lack of available sources [Brown, 2004; 5250]. For this reason, various examples of diverse NLP methods using the concept of Meta programs should be provided.

To illustrate what NLP is, S.Kushwaha and K.P. Suresh [Kushwaha & Suresh, 2021; 143] explain the process of neuro-linguistic programming with the following picture where there are three phases of this programming, such as input, processing and output (See Figure 1).

Figure 1. Three phases of this programming

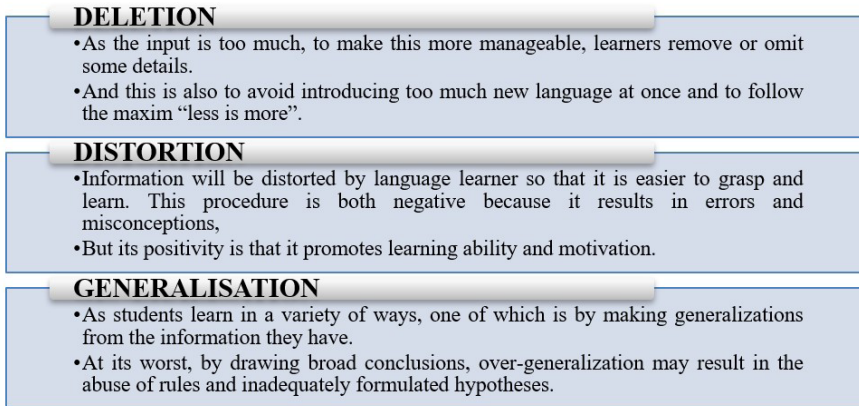


In the first phase any information enters our minds via our sense organs i.e. eyes, nose, ears, mouth and skin and offers all details about a certain thing in the form of sights, sounds, tastes, smells and feelings where our neurons assist the information flow from our outside environment to our inner mind. This is how the neurological component of NLP functions in this situation [Gumm et al., 1982; 330]. In the

following phase, where the language component operates, the mind assigns a specific symbol to the information obtained in the first phase in accordance with its nature. At this stage, the mind consciously processes the information in agreement with the demands. Finally, in the last stage, known as output, the mind organizes the previously processed material in a way that provides the requirements for the desired data.

As for Ch.Wood [Wood, 2022; 3], information processing is explained by three main elements which modify the perception of the input material. Those elements are shown in the following Figure 2:

Figure 2. Three main elements of information processing



A more technical definition of NLP is given by S.Andreas [Andreas, 2003; 5] that a modeling technology is a particular subject filed which makes a great difference to the performance of intelligent people and that of medium intelligent holders in the same sphere or activity excel remarkably. In this essence, the purpose of the modeling investigation in NLP is to define these series of differences in an understandable and teachable convention [Andreas, 2003; 5].

Here, the modeling technique is an explanation of a specific matter of the conduct of a person, meaning to be a mapping from a complex accumulation of activities onto a declined set of principles, and is thus a definition of the people’s behavior.

The necessity to employ fresh tactics and resources that enhance the educational process leads to the deployment of NLP approaches. Additionally, it provides an overview of what neuro-linguistic programming is [Espinales et al., 2021; 5569] where there are three elements of NLP which are *neuro*, *linguistic part* and *programming*. *Neuro* represents behavior which was emerged from seeing, hearing, smell, taste, touch and sense. Through these behavioral processes the world is perceived where the meaning is extracted as soon as sense receives the information. The *linguistic part* illustrates that a language is utilized to arrange thoughts and behaviors and hence enter into communication with other people. *Programming* means the ways in which ideas and actions are ordered to process findings. To put another way, thinking systematically and processing behaviour, next through comprehensiveness becomes a representation of what reality is and how it can be made. This means that on the basis of NLP the idea of the structure and subjective experience of an individual, perception

is organized based on what is seen, heard, heard and felt.

After reviewing the related literature, a research gap has been established that any other studies have not done such a documentary bibliographic review of NLP usage in teaching English as a foreign language. For this reason, the current article states the purpose that this study has been based on desk research method of an analytical type of a research including more than fifteen professionally-written articles, documents, reports, masters and philosophers' degree theses and dissertations to gather the beliefs, challenges and practices of the English language teachers and educators in neuro-linguistic programming use in language teaching classrooms.

METHODS

Study design

In the current article, a desk research method of an analytical type of research was used to in-depth analysis of relevant literature on using neuro-linguistic programming in teaching English as a foreign language. By utilizing this qualitative research method, this study aims to investigate the efficiency of implementing 14 neuro-linguistic programming techniques in improving students' communication skills in the target language (English) by focusing on course design, collaboration, and assessment factors of the lessons at all levels of education.

As a research method in this article, the important use of NLP in education to be analyzed because thanks to the NLP discipline, effective learning and teaching strategies can be created. NLP is different from practices that have a normal approach to education. How to define the problem for NLP and how to deal with the problem, it is more important not to be taken care of, but how to achieve the optimal performance. To figure out these numerous literature sources have been scrutinized, additionally, to prove that NLP does not identify strategies to eliminate failure, but it identifies strategies for success in learning foreign languages. Nevertheless, NLP accepts not only such a thing as the best practice; it provides a framework for cultivating language learners' own excellence in a way that suits oneself.

Thus, in our research we wanted to examine whether each individual language learner has his/her own strategies to excel academically putting them into practice or no one else but only that person not others knows better himself/herself. For this reason, the aim of this study is to identify to what extent students can feel more comfortable in their education life based on using various NLP techniques by scanning available literature in hand. In addition, the researchers are willing to work out whether all the guidance studies are applied in order to get to know effective NLP strategies well and to raise awareness in students' language learning journeys.

RESULTS AND DISCUSSION

By means of a desk research method of an analytical type of the research, the theoretical foundations, models and principles of Neuro-Linguistic Programming (NLP) in a language learning and teaching have been looked through. Additionally, more robust and theoretically gathered data analyzing have been investigated whether some may contradict the fundamental claims and ideas of NLP. Next, based on

hypothetical grounds some questions on credibility of NLP have been raised such as:

- 1) What are beliefs and basic tenets of NLP?
- 2) Whether in-service teacher trainers' viewpoints on feelings of anxiety, stress, fear and challenges to achieve their intended study and exam targets, practices, customary language learning procedures and their actual use of methods of excellence have been scrutinized?
- 3) What are the effective NLP techniques that have an impact on students' postulations on language learning performance and how to make use of NLP special approaches to change already established cognitive patterns?
- 4) What effective NLP techniques stimulate and develop communication skills of language learners in the target language?

The results of this study show that all studies tried to establish the existence and significance of NLP in numerous elements of the English language teaching. However, due to a lack of understanding as a language teaching strategy and the inclusion of more neurological factors, NLP has not been identified as an extensively explored field around the world. For this reason, teachers should not deny the exposure to innovations in the English language teaching. Although they find it quite hard to adapt the new methodologies and keep relying on old ways and their common-sensory techniques, theoretical and conceptual underpinnings of the NLP ideas and researches win various studies in this field. This article aims to explain the NLP techniques via documentary literature review of studies in diverse fields dealing with the varied aspects of NLP toolkit to illustrate the mammoth significance it holds.

After a thorough analysis of the theory of NLP in learning development and material perception, now the hands-on NLP techniques, based on the desk method, will be looked through below:

NLP technique 1: Modelling

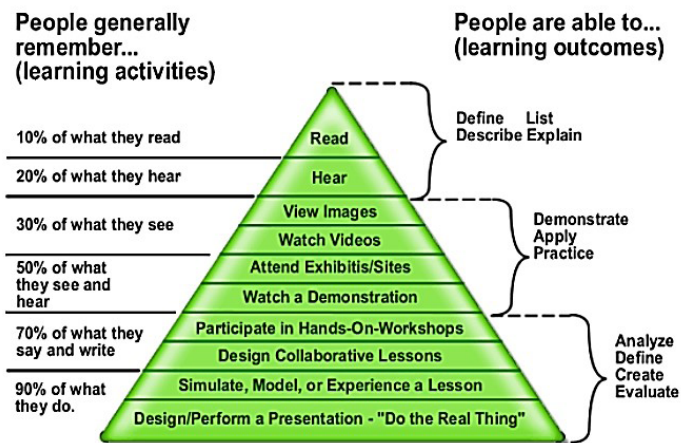
The first NLP technique is modeling which explains the term “meta-learning” [Jackson, 2003; 3]. Despite not being unprecedented, this technique could lead to improvements in phenomenological research methods. To utilize this technique, as the first, authors P.Tosey & J.Mathison [Tosey & Mathison, 2010; 320] used interviews with high-achieving postgraduates to model an essay writing for the use in higher education. The end result outlines the exemplars' views and ideals, how an essay is conceived and written, and the techniques used at each stage. Additionally, it emphasizes aspects of the process that are imaginative and emotional, which are underemphasized in literary explanations of essay writing. It has given other students an opportunity to recognize areas for growth and to realize that their personal standards for success in school differ from those of the role models, clarifying and reaffirming their choices for achievement.

NLP technique 2: Visual Audial Kinesthetic (VAK)

Visual Audial Kinesthetic (VAK) techniques go beyond acquiring information, highlighting the reality that various students have diverse preferences, styles and strategies for learning languages [Rayati, 2021; 54]. Actually, they cover the entire input processing, storage, retrieval, and output operations.

As a learner demonstrates and the educational technology mostly centers around the cone of experience, the learning style of an individual (VAK Model) can be related to Dale's cone of experience [Jayanthi & Ramakrishna, 2021; 4580]. It is possible to employ NLP as a communication tool. Dale's Cone of Experience is a diagram that consists of 11 stages, starting with tangible experiences at the bottom and moving up to increasingly abstract experiences at the cone's peak. Dale claims that the configuration of the cone is not dependent on abstraction or the number of participating senses [Sandoval & Adams, 2001; 34]. Experiences of each stage can be combined and are related to one another, which promotes deeper learning.

Figure 3.



This cone explains how students generally remember through learning activities and how effectively they are able to show their learning outcomes. While designing and performing a presentation they are actually doing the real thing and at this phase they can analyze, define, create and evaluate because they can remember 90% of what they do. Next, language learners can remember 70% of what they say and write because through these activities they are participating in hands-on workshops and designing collaborative lessons. Whereas the learning outcomes are demonstrating, applying and practicing, students are viewing images, watching videos, attending exhibits and watching a demonstration by which they can recall 30% and 50% of what they see and hear respectively. Interestingly, by just hearing and reading, they can only define and list descriptions and explanations which might lead to only 10%-20% remembering of they have read and heard. Thus, the representational framework of a learner is explicated in detail by Edgar Dale's cone of experience. For developing a productive learning environment, the VAK model is combined.

There are some students who have more developed auditory channels than others; they prefer listening to texts and lectures, and as a result, they write better. These students also enjoy listening to the radio and turning on the television to watch YouTube videos, as well as texts that are recorded on tape rather than printed on paper. Since they comprehend information better when it is presented to them in audio and visual formats, they prefer to receive such materials.

The world is more easily remembered with pictures, photos, or drawings, thus a visual person who understands the world via his/her observations translates words into figurative representations and visualizes his/her future. For this reason, VAK model is really crucial to develop students' language acquisition and communication.

NLP technique 3: Sensory awareness

Using one's senses to perceive the outside environment is referred to as sensory awareness. To put it another way, it means that we look, listen, and feel what is going on around us using our senses. Based on NLP we engage our senses, we receive the necessary feedback to alter our efforts in order to achieve our goals [Javadi & Asl, 2020; 390]. In this situation, sensory acuity or awareness means we should be aware of others' verbal and nonverbal cues. Utilizing our senses and being aware of what is happening in both our body and environment around us is known as sensory acuity. Especially, knowing what is working and what is not essential for success is important to be frequently used. For this reason, in order to succeed, individuals must also cultivate a level of awareness that enables them to differentiate between what is effective (which aids in achieving the intended result) and what is not.

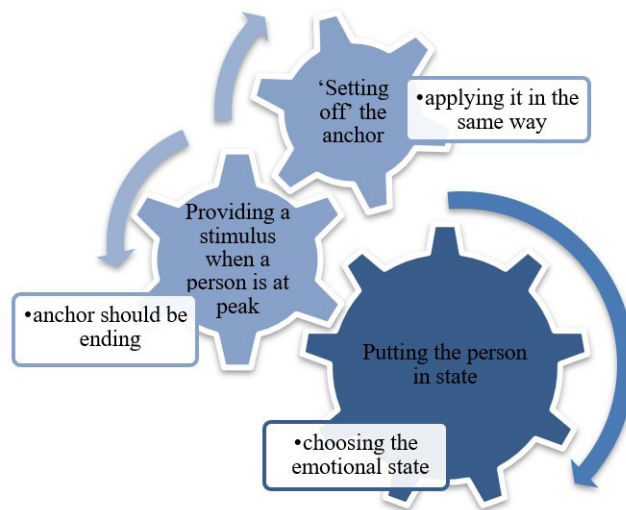
NLP technique 4: Adaptability in behavior

Adaptability in behavior means if a language learner's present strategy is not working, that learner should turn it up and try something else that has a higher chance of success. People who are learning typically keep doing what has not worked in the past [Guskey, 1997; 39]. Since learners have greater control over the situation, they are better communicators overall, and are more adaptable to learners' actions.

NLP technique 5: Anchoring

An effective NLP approach that links the current circumstance to the relevant past one is called anchoring. Anchoring is the propensity for any aspect of an experience to trigger memories of the entire experience [Kushwaha & Suresh, 2021; 141]. It acts as a stimulant and trigger for the currently taking place situation. An Anchor has the capacity to be developed and maintained by repeated stimuli, leading to a particular kind of conditioning, known as classical conditioning. A teacher can use it in the ELT classroom to gain a deeper knowledge of the students. Anchors assist the mind remember the information [Nagata, 1995; 57]. They encourage students to adopt a positive outlook on learning. By this approach, through signals, tactile cues, gestures, and specific body language movements, a teacher can instill good feelings in their students.

An anchor happens any time a person is in an intense state, at the top of that intense state or that experience a specific stimulus is consistently employed [James, 1999; 55]. Here, the state and the specific stimulus become connected neurologically so that the state can be continually produced by setting off the stimulus. As it is argued, emotional states have a strong and pervasive impact on a person's thinking and behavior. In this place, an individual needs a method for making these states continuously available, stabilized, and more resourceful in the present moment after invoking and correlating them. As shown in Figure 4, there are four steps that have been determined.

Figure 4. Four steps in anchoring

1. The first stage is to get someone in the right frame of mind (choose an emotional state). It's crucial that the state be completely involved. This implies that individuals are inside their body and viewing the world through their own eyes (as opposed to viewing their body from the outside). Additionally, it's critical that the state be powerful and consistent.

2. When persons are at their top, the second stage is to give them a certain stimulus. Give a particular stimulus and use it consistently. The anchor should actually be coming to an end while persons are at the pinnacle of that experience.

3. Altering the person's state is the third phase. Have those persons leave the situation they were in. Maybe make them go for a stroll. At the very least, make them inhale deeply.

4. The final step is to "Set off" the anchor by using it in the same manner as before, and see if anyone requested to return to the previous condition.

Thus, the students experience positive emotions as a result of this. Try to play games before entering the classroom. If you have access to a computer room, communicate with the students by playing online games. ICT now offers activities that encourage students' interest in the subject.

NLP technique 6: Rapport

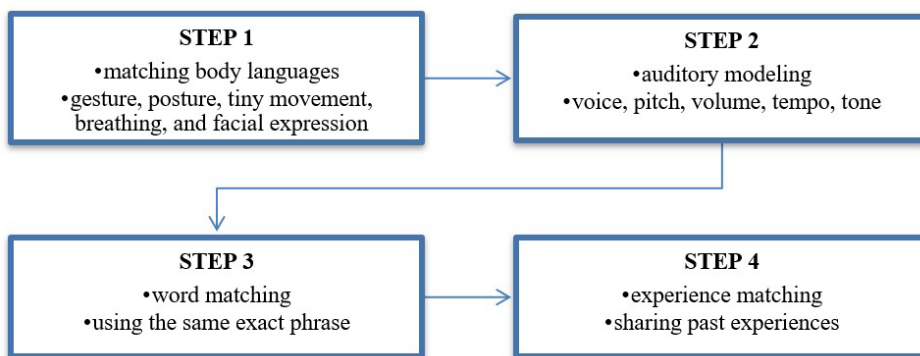
Rapport and rapport building are two most crucial factors in conveying a lesson in the classroom. NLP provides particular methods for teaching people how to build and keep rapport. These include techniques like mirroring posture and body language, changing speech volume and speed, and using slang. Eye contact and speaker distance are two more considerations. The exercise that follows this approach makes the point very clear. Strategies for rapport building value, content, emotionality, posture, tone, and tempo. The ability to establish relationships with students by the teacher. Better communication and information perception result from higher rapport [Rosenberg, 2015; 12]. So, we can establish a connection with the person we are speaking with

through mirroring and matching.

In fact, every positive classroom is built on rapport. A “relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy” is what Webster dictionary [Webster dictionary, 2022] defines psychological interventions made to the individual by experts for self-actualization, in other words, guidance with the individual's competencies and abilities at the highest level by developing role concepts suitable for his/her self in order to satisfy the needs by developing necessary problem solving, decision making to adapt in relation to the surrounding situations, because by gaining the knowledge and skills of giving; natural and social relations compatible with the self-concept to lead a meaningful and happy life – as a learner-in-the-fact, to the individual. It means a scientific and systematic aid process made by professionals. Therefore, an objective of establishing rapport is to assist teachers and students in creating more unified learning communities [Lashkarian & Sayadian, 2015; 513]. In a multiplicity of state of affairs, including the start of a program, a lecture, and the start of particular lessons, teachers must evolve rapport with their students. In addition, it is crucial for educators to rebuild and restore connection with their classes when engagement is low, when everyone is drowsy or bored, or when certain students are acting out.

“Rapport” is the ability to establish trust by comprehending and respecting the other person's reality [Greenshields, 2010; 6]; this fact can cause one to feel a strong sense of community and enable one to take the initiative in any conversation or persuade others in the direction that one desires. As a result, the vast majority of communication occurs without the subject's knowledge. There is a huge potential for communication outside of established channels, therefore it's crucial to understand the key components of building rapport. The suggested four stages to build trust and understanding are outlined in Figure 5.

Figure 5. Four stages to build rapport



1) Matching body languages (gesture, posture, tiny movement, breathing, and facial expression). Body language is the quickest way to establish trust. People who are similar to them are always liked by them.

2) Auditory modeling (voice, pitch, volume, tempo, tone). Matching the audio

portion of communication may unintentionally build a bond between two people, particularly if the other person relies primarily on the auditory modality. One need not, however, model everything; simply picking one component to match is sufficient.

3) Word matching. Word matching refers to using the same exact phrase that the individual with whom you want to establish rapport uses. A word can also refer to someone's values or beliefs. Since the thinking pattern is nothing more than a series of internal dialogues, one may always ensure they are on the right track of someone's thinking by employing the exact words, even phrases. Words are used in dialogues to communicate with other people. Conversation makes the relationship develop more quickly.

4) Experience Matching. Experience is a summary of persons' history and a reflection of their past experiences. Sharing past experiences that are comparable might thereby hasten the development of an atmosphere of trust and understanding. Using quotes from instances promotes interpersonal connection.

In conclusion, it can be suggested that rapport is established when people wish to build harmony and it is the fundamental NLP tool. Its goal is to provide a friendly atmosphere free from criticism, disagreement, issues, or misunderstandings so that both sides can actively engage in cooperation and collaboration. The secret to building rapport or empathy is active listening, which enables both message delivery and message comprehension from the other person. The use of body language is essential in this method.

NLP technique 7: Representative systems

Another significant conjecture of NLP is that the map is not a territory which will receive specific consideration [Kovalevska & Kovalevska, 2020; 190]. This assumption determines how the human representative systems such as vision, hearing, taste, smell and sensing, are considered to be channels for sensing the environmental information, but their genetic specificity already identifies some convergences between the information we attain and the genuine circumstances of things. Exhibiting this statement's sense onto the communicative axis is how dissimilar people recognize and deduce the same assemble in a different way.

NLP technique 8: Spelling Technique

Aside from these, NLP possesses the other techniques which are especially relevant for the educational processes, i.e., spelling (competent writing strategy), in the network of which the mnemonic activation relies on the neuro-physiological laws of the personal perception, particularly, the visual fixation [Kovalevska & Kovalevska, 2020; 190]. This technique has been actively used by foreign scientists, for example, in the experiments it just starts becoming active [O'Connor & Seymour, 1997; 54]. It is primarily aimed at activating mnemonic processes through visualization and the involvement of other sub-modalities. Thus, its first stage consists of a positive emotional setting and visual fixation of the language material (preferably presented on the upper left part of the blackboard/whiteboard/paper, as this is the direction associated with the visual construction). The second stage deals with the visual reproduction of the word image, the third one presupposes its graphic fixation; and the fourth one includes

mnemonic fixation of the word and its auditory reproduction in reverse order.

NLP technique 9: Visualization

A visualization technique called future pacing allows one to change an inaccurate present circumstance into the right one in the future. It creates a connection between a present event and future processes [Kushwaha & Suresh, 2021; 143]. It examines the advantages and disadvantages of a situation, action, incident, etc. and uses a procedure to turn disadvantages into advantages. This NLP technique offers a thorough knowledge to upgrade the learners and aids the teacher in handling the unusual classroom situations brought on by the students' poor learning levels. It focuses on areas where learning is hindered and a legitimate barrier is created. It alters and transforms the learner's weaknesses into learning's strengths, pushing them toward advancement.

NLP technique 10: Swish

Re-association of a negative concept into a good thought is a common NLP technique [Karunaratne, 2010; 204]. A teacher must explain to the class that anxiousness in any area of life is an indication of negative thinking. It promotes a bad self-image, which can be changed to a good one [Kushwaha & Suresh, 2021; 143]. NLP aids in the process of choosing a realistic self-image and doing everything in its power to cement it in the mind. The actions in which there have been negative thoughts are imagined with this new, optimistic self-image. Many Indian students struggle with studying English because they already have a negative self-perception that it is the hardest thing to do.

NLP technique 11: Visual Kinesthetic Dissociation [VK/D]

This NLP technique aims to get rid of negative emotions related to the past. Reliving a memory connected to the past while disconnected is how it operates [Şaman & Akar, 2000; 69]. It eliminated the painful memories of the incident. It makes an effort to both eliminate depressing ideas and broaden the spectrum of enjoyable thoughts about the happenings. This method is also used by a language teacher to uplift and inspire students while they learn a new language [Kushwaha & Suresh, 2021; 142].

Language learners may occasionally be reluctant to move forward with their studies because of past errors they made that significantly impacted their learning. When using this NLP strategy to resolve the situation, the teacher has a crucial role to play.

NLP technique 12: Part Integration

NLP's component integration technique enables us to move past limits and chink up to merge parts at an unconscious level. To discover a greater level of intention and wholeness, parts have been formed. It is applied to help people be more congruent. It is founded on the notion that many components of humans are at odds with one another as a result of their views and beliefs. To resolve a disagreement, it usually takes dialogue with the person's conflicting components. Students typically use this strategy to combine the topic covered in class by the teacher in an Indian English classroom setting, because the major aim is to integrate the components, which leads to higher order thinking, it aids the students' ability to think at a higher level [Kushwaha &

Suresh, 2021; 143].

NLP technique 13: Reframing

Reframing is the act of altering the sequence or arrangement of something in order to make it more distinctive than it was originally. It is a method the teacher employs to make the material real for the students by drawing on personal experiences [Van Veen et al, 2005; 930]. It helps students change their thoughts about the language, making it a more motivating tool. Additionally, it gives flexibility for the creation of artificial context that is employed in the classroom and enables students to learn through a greater variety of chances without the need for material support. The instructors can utilize this method to effectively explain their material in the language classroom [Kushwaha & Suresh, 2021; 141].

Reframing is a technique where the educator uses personal experiences to help learners understand and relate to the material [Ullah et al., 2021; 162]. It can be used to alter students' opinions about themselves or the language, which makes it an effective motivator. Reframing can also be utilized to build fictitious environments that can be used in the classroom, giving students access to more learning opportunities without the need for off-material upkeep.

NLP technique 14: Well-formed outcome

In Neuro-Linguistic Programming, a well-formed outcome is what one hopes to achieve at the end of a work that satisfies certain criteria designed to prevent unexpected consequences and resistance to reaching the goal due to internal conflicts regarding the outcome. In this sense, a high-quality result is more than just a dream or an aspiration. It is the goal that unifies all facets of one's thought process [Kushwaha & Suresh, 2021; 141]. A language teacher employs it extensively, because he/she must determine the outcomes or results that will be achieved at the conclusion of the material delivery. Although the result is discovered at the very end, it is presumed at the start of a lesson. There is a potential that desired results and what is actually achieved will differ. He/she concentrates on the elements of the teaching and learning process that are accountable for results. Teachers adapt their teaching strategies and methods to meet the needs of their students for this purpose [O'Connor, 2001; 62].

NLP technique 14: Presupposition

Another NLP tool is presupposition [Hejase, 2015; 145]. As shown in the following table, there are four steps that have been determined in presupposition:

№.	13 Presuppositions
1.	People react to their experiences rather than to reality as a whole.
2.	Possessing an option is preferable to lacking one.
3.	People choose the best option available to them at the time.
4.	People function flawlessly.
5.	Every activity has a goal.
6.	Every action is motivated by good intentions.
7.	The unconscious mind, which is not evil, balances the awareness.
8.	The meaning of a message includes both what is intended and the outcome.
9.	One can either produce the resources they need or already have them.

10.	The body and mind work as a system. They represent several facets of the same person.
11.	People use their senses to process all information.
12.	Excellence is influenced by good performance modeling.
13.	If one wishes to comprehend learning happens by doing.

Firstly, people react to their experiences rather than to reality as a whole. When people are not sure of what reality is, their senses, beliefs, and prior experiences provide them with a framework for navigating the world. A map can never be completely precise. There are some maps that are more useful than others for navigating an area. NLP is the practice of altering these maps to give more freedom of movement. Secondly, possessing an option is preferable to lacking one. Always take steps to enhance your options. Learners are more liberated and influential; the more options they have. Thirdly, people choose the best option available to them at the time. Persons always choose the best course of action possible based on how they view the world. The decision may be self-defeating, absurd, or even evil, but for the individual making it, it appears like the wisest course of action. Next, people function flawlessly. Nobody is flawed or damaged. To shift one's approach to one that is more advantageous and desirable, one must understand how they, as well as others, operate. Further, every activity has a goal. People do not act at random; they are constantly working toward something, even if they are unaware of what it is.

Moreover, every action is motivated by good intentions. The aim or purpose underlying an action is distinguished from the activity itself by NLP. People will choose the more advantageous course of an action if it also advances their intended good. Next step is the unconscious mind, which is not evil and balances the awareness. Everything that is not currently conscious belongs to the unconscious. It is everything a person needs to live in balance [Elizabeth et al., 2007; 633]. The eighth step is the meaning of a message and includes both what is intended and the outcome. In communication, there are simply reactions and feedbacks. If people are not achieving the desired outcome, they will alter their course of action. Lastly, the body and mind work as a system and people use their senses to process all information. There are an interaction and mutual influence between the mind and body which make changes to one will inevitably have an impact on the other and excellence emerges which influenced by good performance modeling.

The findings of this study demonstrate that every study attempted to prove the relevance and existence of NLP in various facets of the English language teaching. NLP has not been recognized as a well investigated area globally due to a lack of knowledge of a language teaching technique and the incorporation of more neurological components. Because of this, educators shouldn't limit their students' exposure to new approaches of teaching English. The theoretical and conceptual foundations of the NLP ideas and researches are supported by numerous studies in this field, despite the fact that people find it difficult to adjust to the new methodology and continue to use the old ways and their straightforward techniques.

In summary, Neuro-language Programming is a new field of study that

focuses on helping language learners develop and enhance their language abilities. Teachers should be interested in the NLP approaches since they can aid pupils who are having a speaking trouble and generally developing their cognitive skills in the proper way. Neuro-linguistic programming is characterized as a collection of models, methodologies, and tactics for modeling excellence that contribute to a better understanding of human behavior. By setting an example of greatness, students can influence each other for the better.

CONCLUSION

To sum up, the above-mentioned investigations enabled the researcher to examine and contrast the topic from the viewpoints of several subject-fields professionals. Based on their convictions that all behaviors are structured, NLP techniques are largely based on the idea that unconscious thoughts influence conscious thoughts constantly. Language and behavior can also be modeled in order to learn from successful people's habits. The goal of all of these investigations has been to determine whether neuro-linguistic programming techniques may be utilized to increase the effectiveness and efficiency of language acquisition as a new tool for both instructors and pupils and in reality, they can.

For further implications, it can be mentioned that although Neuro-Linguistic Programming emerged in 1970s, it has not managed to obtain a scientific model status in Uzbekistan, leaving some uncertainties and reservations by educators, linguistics, the English Language teachers and scholars. Even though neuroscience paradigm has been introduced by a lot of organizations, there are still few conversations and studies available on this subject, at least in our country. The world scientists have been working on various thinking methods based on this paradigm trying to bridge the neuroscience and education partition. For the reason that is at the foundation of this method, the theories and principles of cognitive neuroscience and neurolinguistics lie; and NLP studies the effectiveness of this method in a language learning setting.

As hands-on recommendations, from teachers' perspectives, action research case studies with language educators and experts in education can be conducted further. These teacher-led studies will be based on the influence of NLP on learning and education using particular ideas and facts that the participant-teachers provide. Concerning the fact that educators are not generally trained in NLP in Uzbekistan, it may be arduous to examine their input in terms of querying the trustworthiness and credibility of NLP techniques. After incorporating both pre- and in-service teachers' views, the further research which will be carried out by the researcher will definitely be praised to be the first work in Uzbekistan and considered as a hallmark to be aware of efficiency of NLP techniques in language teaching.

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