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The role of the suggestive technologies in the educational process of future aviators

Concomitant suggestion and suggestion are considered as a purposeful means of pedagogical influence. The means of expression (text and speech) and forms of suggestion have been analyzed. The possibilities of using different types of suggestion in the age aspect have been studied. The effectiveness of the communicative interaction with the student and the teacher was emphasized.

Suggestion is one of the means of interaction of people in the process of their communication and activity.

For a long time, the role of suggestive technologies in the pedagogical process was not recognized. However, whether we like it or not, the element of suggestion takes place practically in any act of pedagogical interaction.

Various kinds of suggestion are enriched; the arsenal of pedagogical means of education gives the teacher the opportunity to most subtly and tactfully implement an individual approach to students. Therefore, the teacher should not ignore this method of influence, neglect it.

In modern interpretation, "suggestion is a process of action on the mental sphere of a person, associated with a decrease in criticality in the perception and implementation of the content". It is believed that the information acquired through the suggestion is difficult to comprehend and correct.

In recent years, both abroad and in our country a lot of works have been published, which deal with certain issues of the application of suggestion in teaching and educational practice.

By classifying the suggestion encountered in the pedagogical process, we, first of all, distinguish concomitant suggestion and suggestion, used as a purposeful means of pedagogical influence.

Concomitant suggestion - a kind of influence on the psyche of the current student, and in the future a specialist in the field of aviation, found in any pedagogical act. This is the unintended impact of the entire environment on the impressionability and emotionality of young people.

There is no special targeting of suggestive influence, although various factors that make up the pedagogical process affect the mechanism of suggestion on the student's mental state.

An impressive influence on the future specialist is provided by the appearance of the teacher, his emotionality, intonation, facial expressions, gesticulation, the peculiarity of the collective, the group where the training takes place, the situation in the classroom, etc. The student's attitude to the material studied is conditioned not only by the content of the teacher's explanations, but also

by those who conduct this explanation (the degree of the teacher's authority, his competence).

The means of expression are divided into text (the content and form of the text (graphics, fonts) and speech, which in turn are divided into: verbal (phrases, words, accents and intonations), paralinguistic (height, tone, voice), nonverbal (facial expressions, gestures).

Understanding the nature of concomitant suggestion and taking it into account in a specific pedagogical situation enable the teacher to strengthen or weaken this strong influence on the student's inner world.

Using the method of persuasion in conditions of good receptivity to it and high readiness for mastering knowledge and requirements, the teacher is obliged to reduce the proportion of concomitant suggestion. In situations of mistrust of students, the role of concomitant suggestion automatically increases to the word of a teacher.

The effectiveness of the action of a suggestion depends on: the properties of the subject (attractiveness, social status, aesthetic, intellectual and volitional advantage); the level of suggestion of a surer; personal relationship between a progressive and a regressive person (trust, authority, dependence); the way of formation of subjective information (argumentation, balance of logical and emotional components, strengthening of other influences).

The study of the possibilities of using different types of suggestion in the age aspect has revealed a certain tendency. It consists in the change of some kinds of suggestion to others in connection with the formation and development of the individual: from the suggestion in the form of routine instruction in the school age to special suggestions with the help of relaxation in adolescence and from them to self-motivation, willingly used by young people and girls. Of course, this is just a scheme that reflects a significant tendency. Life is so diverse that all cases of pedagogical influence can not be accommodated in any, even the most perfect scheme.

Considering the individual features of the future aviation specialist plays a significant role in choosing the means of the inducing influence. It is necessary to consider the type of his nervous activity, the degree of suggestiveness and other indicators, which give the opportunity to choose the optimal type for suggestion for this case.

The linguistic influence is realized by one of the two main varieties-the belief that appeals to the consciousness of the object of influence through appealing to his own critical judgment, and suggestion (suggestion) aimed at the subconscious of the recipient, the emotional-sensory sphere; influence on reason, will, behavior is indirect; control and regulatory function of consciousness is weakened, consciousness and criticality of perception of the invented content is reduced, active understanding, detailed logical analysis, rational assessment are disconnected. The main components of such influence are psychological and linguistic techniques.

The study of "best practices and experimental data allow us to formulate the basic principles of the application of direct and indirect suggestion in higher education: the ideological orientation of the suggested content, the use of suggestion

for the development of spiritual qualities and overcoming, the lack of personality, the connection of suggestion with the entire system of pedagogical influence.

Direct suggestion, according to its psychological nature, should be considered in two aspects: the influence of suggestion on emotions, installation, unconscious motives (inspiring instructions) and influence on automatic acts of behavior (commands and orders). This division testifies that by suggestion we can address ourselves to unconscious internal motive forces, to shape the necessary pre-preparedness of the organism for the corresponding action. Along with this, the inspiring word can also cause acts of behavior, which, once mastered consciously, after appropriate training became automatic actions and regulated by the subconscious. The first type of influence is typical for inspiring instruction, the second - for commands and orders.

The difference between the inspiring instruction and other forms of verbal influence lies not only in the semantic content of the information (the stimulus to action or restriction of the action), but also in the structural construction of the verbal formula and its emotional coloring. This type of impact is characterized by a laconic and imperative construction of speech. The verbal form of the inspiring instruction is a command, an instruction, an order and a prohibition.

The use of inspiring instructions is permissible with a positive relationship between the teacher and the student; in the conditions of stable conflicts of these relations, it is doomed to failure. This should not be banter, ridicule, humiliation.

Impressive instructions are used not only in everyday pedagogical practice when preparing future aviators. This kind of influence gives its positive results.

According to their external signs, commands and orders represent verbal impact, expressed in a concise form, precisely defined by existing regulations or traditions. The pedagogical importance of teams and orders in the preparation of future aviators is that they are means of disciplining students and contribute to the improvement of the collective. Separately, it is necessary to consider pedagogically expedient conditions for the use of commands and orders in teaching and educational practice in the preparation of future aviators.

To limit the practice of verbal impact of the teacher only by instructions, orders and commands would be an unforgivable mistake. A categorical imperative is acceptable only in certain situations. Education in general requires more subtle means. Especially valuable are such methods of influence, which make it possible not to put pedagogical position of the teacher at the forefront. This psychological moment is well realized in indirect suggestion.

Indirect suggestion is calculated on the unconditional acceptance of information, but the message itself is not presented in an order form, but in the form of a story, a description of an event or a hint that, in addition to will and criticism, is perceived by a person and has a significant influence on his behavior.

The main forms of indirect suggestion are: a hint that inspires indirect approval, which induces indirect condemnation. The value of these forms of pedagogical influence lies in the fact that they do not encounter internal resistance. We want to show how the impact on the motivational sphere puts the future aviator in the position of self-evaluation of his actions. The student himself must decide and determine the line of conduct. Since the content of indirect suggestion rests on his

positive experience, he, as a rule, finds the strength and means for actions that are adequate to the suggestion made.

When organizing communicative interaction with the student, the teacher should clearly determine the degree of persuasive or suggestive influence and choose the appropriate means to make his conviction impressive, and suggestion - convincing.

The task of the teacher in organizing a communicative impact on the future aviation specialist is to clearly determine the degree of impact and to select the appropriate means to make his convictions impressive and convincing persuasion.

Conclusions

Suggestion is considered to be one of the means of interaction of people in the process of their communication and activity. In teaching and educational practice suggestive technologies are important and efficient. We distinguish concomitant suggestion and suggestion, used as a purposeful means of pedagogical influence. Concomitant suggestion is a kind of influence on the psyche of the personality. The student's attitude to the material studied is conditioned not only by the content of the teacher's explanations, but also by those who conduct this explanation. Understanding the nature of suggestion enables the teacher to strengthen or weaken this strong influence on the student's personality. When organizing communicative interaction with the student, the teacher should clearly determine the degree of persuasive or suggestive influence and choose the appropriate means to make his conviction impressive, and suggestion - convincing.

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