

Methodology of Using Neuro-Linguistic Programming in Person-Centered Education for Future Primary School Teachers

Kholikova Dilobarkhon Maxsitovna

Associate Professor of the Department of Social and Humanitarian Sciences, Fergana State University, PhD in Pedagogical Sciences, Uzbekistan

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Abstract: This article examines the methodology of using Neuro-Linguistic Programming (NLP) techniques in preparing future primary school teachers for person-centered education. NLP is a psychological approach that studies the relationship between language, behavior, and neural processes. Its application in education supports teachers in adapting to the individual needs and learning styles of students. The research demonstrates the use of NLP techniques such as anchoring, reframing, and mirroring in teacher training. The article discusses the importance of NLP in person-centered education and how it contributes to the development of pedagogical skills in teachers.

Keywords: Neuro-Linguistic Programming (NLP), person-centered education, primary school teachers, teaching methodology, teacher training, pedagogical skills, anchoring, reframing, mirroring, psychological approach, communication, emotional intelligence.

Introduction: In modern education, preparing future primary school teachers requires not only theoretical knowledge but also skills to adapt to students' individual needs and learning styles. This article explores the methodology of using Neuro-Linguistic Programming (NLP) techniques in person-centered education. NLP is a psychological approach that investigates the interrelation of language, behavior, and neural processes, and its use in education can enhance communication and improve learning outcomes. This article provides detailed information about how NLP techniques can be used in the training of primary school teachers and their role in developing person-centered teaching practices.

Research Objectives

- To study the concept of Neuro-Linguistic Programming (NLP) and its relevance to primary education.
- To identify the role of NLP in improving person-centered teaching practices.
- To develop a methodology for applying NLP in the training of future teachers.
- To evaluate the benefits and challenges of

using NLP in training future primary school teachers.

Literature Review

Person-centered education is based on understanding students' personal needs, strengths, and learning styles. According to Carl Rogers, in person-centered education, the teacher is not a traditional instructor but a supporter and facilitator in the learning process. NLP supports this approach by offering techniques that help teachers understand students' thinking processes and emotional responses, thus allowing them to personalize their teaching methods.

NLP techniques such as anchoring, reframing, and mirroring have been widely used in psychotherapy but can also be effectively applied in education. Studies show that NLP helps teachers improve mutual understanding, enhance communication skills, and adapt teaching methods to the students' needs.

METHODS

This study applies a qualitative research approach, using a case study method to explore the integration of NLP in training future primary school teachers. Thirty students aspiring to become teachers were selected for the study. They attended NLP seminars and

participated in practical workshops and theoretical discussions on using NLP techniques in the classroom. Data were collected through interviews, classroom observations, and reflective journals.

The following NLP techniques were studied:

- **Anchoring:** Linking specific emotional states to physical cues or gestures to enhance students' motivation and focus.
- **Reframing:** Guiding students to view situations from a new perspective to positively influence their psychological state.
- **Mirroring:** Adapting to students' body language and speech to build better rapport and improve communication.

The data were analyzed thematically to identify common themes related to the effectiveness of NLP in teacher preparation.

RESULTS

The results showed that applying NLP techniques in teacher training positively impacted students' ability to build strong relationships with pupils and create a supportive learning environment. Reported benefits included improved communication skills, increased self-awareness, and greater empathy toward students' emotional and psychological needs.

However, participants also faced some challenges in consistently applying NLP techniques in their classroom practice. Some found the techniques complex and felt their familiarity with NLP was insufficient.

DISCUSSION

The findings suggest that NLP techniques can be an effective tool in training future primary school teachers. Skills such as establishing rapport with students, managing emotional responses, and personalizing teaching methods are essential for effective education. NLP provides practical tools to achieve these goals. Nevertheless, successful implementation of NLP in teacher training requires careful planning. NLP instruction in teacher education programs should be comprehensive and provide ongoing support to students. It is also important to integrate NLP with other pedagogical approaches.

CONCLUSION

This article discussed the potential benefits of using Neuro-Linguistic Programming in training future primary school teachers. NLP techniques can be effective tools for enhancing communication, empathy, and adaptability in teaching. While these techniques are accessible and valuable, broader application in teacher training programs requires further research and practical experience.

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