

THE TECHNIQUES OF NEUROLINGUISTIC PROGRAMMING IN THE PROCESS OF WRITING

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Abstract

In order to make the students capable readers and writers a lot of work is needed, which depends from direct factors, but also from factors that seemingly are not related to reading or writing. The fact that a class of the elementary school is made up of different students, means that each of them requires a different treatment in directions.

The students' mistakes in articulation, reading and writing are part of the continuous difficulty for the teachers of the elementary schools. The art of teaching asks for the enhancement of the teachers' capability by using different strategies.

The methods used for the realization of this study are: the searching and observation of the students who present errors in speaking, reading and writing. In this study, primary attention will be given to :

- 1- The representation of individual therapies used in the treatment of these cases
- 2- The presenting of the concrete cases (part of the observations made)
- 3- The analyses which is done to every case , based on contemporary theories.

This work aims to highlight how the PNL techniques can be merged and function in our teaching process in order to overcome the obstructions in the teaching of written language.

This work reaches the conclusion that the teachers' work, assisted by the appropriate method and supported by the collaboration of the educational triangle (teacher-parent-student), brings to an academically correct learning, especially in the in the acquisition of reading-writing. Where many teaching methods fail, the techniques of neurolinguistic programming will be able to construct new connective bridges, which will lead to the knowledge acquisition.

Based on the observations, but also on the completed practices with students who show problems in the process of reading-writing and expression it has been reached to the conclusion that the methods and strategy that the neurolinguistic program offers are valuable in the enhancement of the teachers' preparation but also in the overcoming of the obstacles in the process of learning of the students who show problems in articulation, reading and writing.

Keywords: *neurolinguistic, programming, teacher, student, acquisition techniques, the acquisition of reading-writing.*