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**TEACHER'S CHARISMA AND SUGGESTION AS IMPORTANT  
FACTORS IN THE LEARNING PROCESS \***

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*This article explores the concept of suggestion, reviewing the perspectives of various scholars on the subject. It also examines the laws of suggestibility, considering how an individual's suggestibility changes based on factors such as age, gender, living conditions, and physical state. Additionally, the article delves into the role of charisma in education, highlighting its significance in teaching. It discusses how a charismatic teacher can create an effective learning environment, inspire students, and motivate them to achieve their academic goals*

*This work examines mainly the difficulty of the students as they approach the age of adolescence, they have difficulty to be inspired, which complicates the process of acquiring knowledge.*

*In order to achieve our goal, we used the test method to study the researcher's level of inspiration. The main purpose is to acknowledge if students inspire.*

*As a result, we found out that teacher's charisma and suggestion are important factors in the learning process.*

*To inspire a third millennium student and to improve their learning process, needs a charismatic and inspirational teacher.*

**Keywords:** *suggestion, suggestive person, suggestive teacher, suggestibility, charisma, charismatic teacher, inspirational.*

### **Introduction**

#### **What is suggestion?**

Suggestion is the process of sending out stimuli, consciously or unconsciously, planned or not. Imitation is the resultant phase of the same social process, and refers to reacting favorably or unfavorably, consciously or unconsciously, to the given stimulus. If

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there is no stimulus, suggestion does not exist. And if there is no reaction then imitation has not occurred. Suggestion cannot be separated from imitation, for without imitation, either favorable or contrary, it cannot be said to have taken place. When suggestion occurs, imitation is a counterpart, and vice versa. In other words, a suggestion-imitation phenomenon is a unit of conduct. Moreover, it cannot take place outside of social situations.

Bogardus (Bogardus 124-140) quoted Wundt's definition about suggestion that he understands "association accompanied by a narrowing of consciousness upon the ideas brought up by association; so that antagonistic psychic combinations do not come into play."

He also quoted Dr. Von Schrenk-Notzing point of view that "suggestion is the narrowing of the association-activity to definite contents of consciousness, solely through the employment of memory and imagination in such a way that the influence of combinations of contrariat ideas is weakened or removed, as a result of which the intensity of the suggested content of consciousness rises above the normal."

Gheorghiu (Gandhi 321) notes that in modern suggestion search- as in the famous articles of Eyesenck (1947) and Stukat (1958) - no definitions are presented. Bernheim (1884) defined suggestion as a process by which a communication is immediately transformed into the corresponding to suggestions. MacDougall (1908) identified suggestion as a process involving the acceptance of an idea in the absence of critical thought.

Hilgard (1973, 1999) characterized suggestion as a "form of communication that produces a compliant response that differs in its subjective aspects from a deliberate response to a request (Gandhi Balaganesh, 2006)."

Baudouin Charles quoted Binet's definition of suggestion as "an idea which undergoes transformation into an action."

Baudouin added that suggestion may be briefly defined as the subconscious realization of an idea. And we have three kinds of suggestion.

1. Spontaneous suggestion
2. Reflective suggestion} = autosuggestion
3. Induced suggestion= heterosuggestion

According to Baudouin, suggestion is a psychophysiological function which exists in everyone. Suggestion, therefore, is nothing more than autosuggestion. It is an active process which goes on inside the individual, and whose starting point is an idea. Suggestion enables us to control something within our organism which is independent of the action of the will, something to which we can never hope to issue direct commands.

## **Methods and results**

In our work we used S.V. Clauchchek's and V.V. Delaru's test to study the researcher's level of inspiration. The test which consists of 20 questions and is intended to detect the level of inspiration of the adolescent, to which Egypt's Armenian school students from 3<sup>rd</sup> preparatory to 2<sup>nd</sup> secondary answered by "yes" or "no". The data were collected and analyzed as follows: the positive answers from the questions 2, 4, 6, 7, 8, 9, 12, 13, 15, 17, 18, 19 by adding 1 point, and the negative answers from the questions 1, 3, 5, 10, 11, 14, 16, 20, by adding 1 point, and characterized the level of inspiration of the adolescents: low, medium, high.

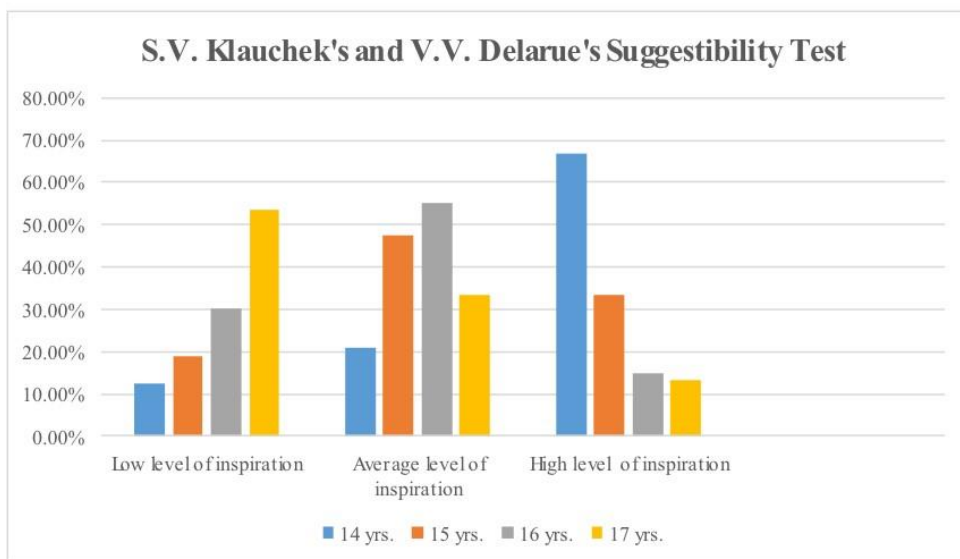


Diagram 1.

## Discussion

As we mentioned before, the purpose of using this test is to find out the level of inspiration of adolescents.

Thus, from the results of the completed test of students in the age group of 14-17, it can be concluded that 12.50% of the 24 students in the age group of 14 have a low level of inspiration, 20.83% have an average level, and 66.67% have a high level of inspiration. Here, the percentage of 66.67% shows that children belonging to this age group have a high level of inspiration, they are still under the control of the teacher and parents, they are relatively more attentive in the classroom, participating, active, appreciation is important for them.

In the 15-age group, 12.50% of 21 students have a low level of inspiration, 47.62% have an average level of inspiration, and 33.33% have a high level of inspiration. The younger the child is, the easier it is to inspire him/her. A 15-year-old child is also under the control of his/her parents compared to 16 and 17 years old. They are relatively more focused and careful.

In the 16-age group, 30% of the 20 students have a low level of inspiration, 55% have an average level, and 15% have a high level of inspiration. With the age change, we also notice a change in inspiratory flow. Thus, we notice that a child of this age has his own world, he/she has the desire of independence and grow up, which can cause him/her to be inspired more difficult, as can be clearly seen from the diagram.

In the 17-age group, 53.33% of 15 students have a low level of inspiration, 33.33% have an average level, and 13.33% have a high level of inspiration. Here, the percentage changes along with the increase in age. At this age, it is true that the teenager is completely formed, but the difficulties he/she has, the lack of sleep, caused by online games until late hours, and on the other hand, the overloaded educational curriculum, makes it difficult to inspire the child.

According to the results of the research carried out in the first phase, as the diagram shows, the younger the participants, the easier they are to inspire, as they approach to

the age of adolescence, they have difficulty to be inspired, which complicates the process of acquiring knowledge.

### **What is Suggestibility and Who is the Suggestive Teacher?**

According to Bogardus S. Emory (Bogardus 124-140), the degree to which an individual respond to suggestion is called his suggestibility.

And for R.H. Gault, suggestibility is “that condition of the organism in which one or another determining tendency or disposition may express itself with relative freedom.” (Bogardus 124-140).

In view of the pioneering work of Ross, McDougall, Sidis and of current contributions the laws of suggestibility may be stated as follows: (Bogardus 124-140)

The more social the members of a species, the greater the suggestibility. Individuals which live in the presence of others almost all the time habitually respond to a great variety of stimuli from their associates and are thus very suggestible.

People living in warm climates tend to have higher suggestibility compared to those residing in colder regions. Isolated rural people are less suggestible than crowded urbanites.

The emotional and sentimental are more suggestible than the rational. The nervous person is more suggestible than the normal.

Suggestibility varies with sex. Men are less suggestible than women.

Suggestibility varies with age. The young as a rule are more suggestible. Through its educational system, Bogardus (Bogardus 124-140) added that a group can use suggestion to indoctrinate little children with almost any set of beliefs that is desired. The power of advertisers or demagogues is puny in comparison with that of the educators because in children suggestibility is at flood tide.

Suggestibility depends on the degree of fatigue. The fatigue toxins which circulate through the system dull the brain centers and lessen the ability to make rational judgments.

Suggestibility varies with the degree and organization of knowledge.

Suggestibility varies with the prestige of the sources of suggestion. The average person is very suggestive in the presence of a leading authority or a heroic leader.

Suggestibility varies with the degree of crowd or group excitement and emotion.

The non-suggestible person is usually habit-bound, static and stubborn.

A suggestive person, according to Bogardus (Bogardus 124-140), may be one who can set up in another a state of emotion sufficient to produce an unstable and easily dissociated condition of mind, and thus to inhibit the rise or the development of contrarian systems.

For him, the most suggestive teacher is he who makes his pupils feel that he is keeping back from the something of value that they can have if they ask for it and are worthy of it.

No device of teaching or of manner, no reserve of information or of sympathy, will promote suggestion unless the idea that is to be suggested is first vividly imagined and keenly felt by the teacher.

### **Teacher's charisma is an important factor in teaching and student's inspiration**

The words “charismatic” and “inspirational” have been used before in the field of education, but lately they have become more frequent (and in newer and more well-defined notions).

The meaning of charisma comes from the Greek word translated as “gift”, suggesting that charismatic teachers have special gifts to distribute. We define teacher charisma as the positive behaviors of teacher, in the college classroom, which can deeply attract students to learn.

Through the ages, all successful educators are charismatic teachers. Students enjoy getting close to them and listening to their ideas. Therefore, teacher charisma is prominent in the learning process for students.

An understanding of charismatic teaching gives us the ability to account for a larger portion of the mix of factors which influence the classroom environment and allows facility to decision makers in making selection decisions in the profession.

A teacher's charisma is often recognized as an important factor of his/her effectiveness in the classroom.

Learners learn more when they think the teacher likes them and they like the teacher. The path to the student's mind is through the gain of his heart.

Most of students want teachers to be friendly, knowledgeable, well-organized, encouraging, helpful, sympathetic, concerning for student's individual needs, and strongly interested in the students' learning.

In addition to being knowledgeable, having positive character traits, and using great teaching techniques, a teacher who has a good sense of humor is likely to be considered charismatic.

A charismatic teacher can inspire students to be willing to learn, and willing to cooperate with the teachers.

The task of a charismatic instructor is to provide sufficient challenge, inspiration, motivation, stimulation, confidence, and understanding to motivate students to learn.

## Conclusion

Research indicates that suggestibility varies based on factors such as age, sex, physical condition, and living environment.

Additionally, it highlights the importance of a suggestive teacher, whose influence plays a crucial role in fostering students' academic achievement and promoting effective learning.

Although inspiration is “psychophysiological function which exists in everyone”, as Baudouin said, the third millennium student has the lack of inspiration because of the overloaded educational curriculum. Therefore, he/she needs a charismatic and inspirational teacher, who can effect student, someone who can motivate students to learn.

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## ՈՒՍՈՒՑՉԻ ԽԱՐԻԶՄԱՆ ԵՎ ՆԵՐԶՆՉԱՆՔԸ ՈՐՊԵՍ ՈՒՍՈՒՄՆԱԿԱՆ ԳՈՐԾԸՆԹԱՑԻ ԿԱՐԵՎՈՐ ԳՈՐԾՈՆՆԵՐ

### ՍՈՍԻ ԳԱՐՕՂԱՆՅԱՆ

Գալուստյան-Նուբարյան ազգային վարժարանի  
հայոց լեզվի և գրականության ուսուցչուհի,  
Խ. Աբովյանի անվան Հայկական պետական մանկավարժական համալսարանի  
կիրառական հոգեբանության ամբիոնի ասպիրանտ,  
ք. Կահիրե, Եգիպտոս

Այս հոդվածում ուսումնասիրվում է ներշնչանքը, քննարկվում են գիտականների տարբեր տեսակետները: Մյուս կողմից՝ ուսումնասիրվում են ներշնչվողականության օրենքները. թե ինչպես անհատի ներշնչվողականությունը տարբերվում է՝ կախված նրա տարիքից, սեռից, կենսապայմաններից, ֆիզիկական վիճակից և այլն: Այն նաև քննարկում է խարիզմայի կարևորությունը՝ որպես ուսուցման և աշակերտի ներշնչման կարևոր գործոն, և թե ինչպես է խարիզմատիկ ուսուցիչը ստեղծում արդյունավետ դասարան, ներառում ուսանողներին սովորելու գործընթացին և օգնում նրանց հասնելու իրենց նպատակներին:

Սույն հոդվածը հիմնականում ուսումնասիրում է ուսանողների դժվարությունը, երբ նրանք մոտենում են դեռահասության տարիքին: Այդ տարիքում նրանք դժվարանում են ներշնչվել, ինչը բարդացնում է գիտելիք ձեռք բերելու գործընթացը:

Մեր նպատակն է հասնելու համար օգտագործել ենք թեստային մեթոդը՝ հետազոտողի ներշնչման մակարդակը ուսումնասիրելու համար: Հիմնական նպատակն է քննարկել, թե արդյոք ուսանողները ներշնչվող են:

Արդյունքում պարզեցինք, որ ուսուցչի խարիզման և ներշնչանքը կարևոր գործոններ են ուսումնական գործընթացում:

Երրորդ հազարամյակի աշակերտին ներշնչելու և նրանց ուսումնառության ընթացքը բարելավելու համար անհրաժեշտ է խարիզմատիկ և ներշնչող ուսուցիչ:

**Հիմնաբառեր՝** ներշնչանք, ներշնչողող անձ, ներշնչող ուսուցիչ, ներշնչվողականություն, խարիզմա, խարիզմատիկ ուսուցիչ, ներշնչվողական:

## **ХАРИЗМА И ВООДУШЕВЛЕНИЕ УЧИТЕЛЯ КАК ВАЖНЫЕ ФАКТОРЫ В ПРОЦЕССЕ ОБУЧЕНИЯ**

**СОСИ КАРОГЛАНЯН**

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В данной статье исследуется способность вдохновлять и вдохновляться (инспирация), обсуждаются различные точки зрения ученых; кроме того, изучаются законы инспирации, то, как способность личности воодушевляться варьируется в зависимости от ее возраста, пола, условий жизни, физического состояния и т. Д. В ней также обсуждается важность харизмы как значимого фактора в обучении и вдохновении учащихся, а также то, как харизматичный учитель создает успешный класс, мотивирует учащихся на обучение и помогает им достигать своих целей.

Внимание в данном исследовании сфокусировано в основном на трудностях, с которыми сталкиваются учащиеся по мере приближения их к подростковому возрасту, поскольку в этот период они испытывают трудности с мотивацией и воодушевлением, что усложняет процесс приобретения знаний.

Чтобы достичь нашей цели, мы использовали тестовый метод для изучения уровня возможности воодушевления исследуемого. Основная цель эксперимента – определить, как и в какой степени можно воодушевить и увлечь учащихся..

В результате исследования мы пришли к выводу о том, что харизма и воодушевление учителя играют важную роль в учебном процессе.

Чтобы воодушевлять и мотивировать учащегося третьего тысячелетия, нужен харизматичный и вдохновляющий учитель.

**Ключевые слова:** *воодушевление, воодушевляющая личность, воодушевляемый учащийся, воодушевляемость, харизма, харизматичный учитель.*