

Experience of Modeling Skill of Memorizing Short Stories as a Part of the Development of Neuro-Linguistic Programming Techniques

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ABSTRACT

The urgency of the problem under investigation is due to the interest of researchers to study the intellectual structures, namely the simulation of human mental activity, in particular, to the peculiarities of storing various content information. The purpose of the article is the realization of models, technologies memorization of short stories ("jokes"), based on a play on words, meaning unexpected resolutions, modern associations, etc. The leading approach to the study of this problem is the modeling procedure developed as a part of neuro-linguistic programming, which allows to identify and systematically describe the technology of storing short stories, and a method to the study of this problem was the experiment on memorization and reproduction of short stories based on simulated mental skills to identify the psychological characteristics this skill. The article presents the stages of development and testing of models, as well as the very model of storing short stories. Materials of the article may be useful for researchers who study memory processes, for teachers interested in learning more efficient memory technologies, as well as for a wide range of readers who want to learn the skill of memorization of short stories.

KEYWORDS

Anecdote, memory, model, modeling, neuro-linguistic programming

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Introduction

Modeling behavior and human activity are widely studied various sciences and, in particular psychology. Given the fact that psychology as a science combines different scientific areas and schools in each of them, based on observation and

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description of human behavior patterns and theories formulated in a variety of situations, conditions, activities. Such field of psychology as a neuro-linguistic programming, that arose as a modeling of professional activities and way of thinking psychotherapists deals with modeling the behavior and activity of the person (Bendler & Grinder, 1975). Through simulation of their activity, many psychologists have received excellent "tools" (methods, techniques, technology) to work with clients who are often even not aware of these skills. Therefore, modeling of mental skills in neuro-linguistic programming is a major focus, and its development prospects are forecasted (Pligin & Gerasimov, 2013).

Scientific ideas to modeling activities were formulated in the late XIX - early XX century. The so-called "Russian system" operational inservice training, developed back in 1868 and the system operational and substantive job training, developed in 1890, suggested the differentiation of professional activity on individual transactions. In the central Labour Institute in the late 1920s there developed labor training models, including the interrelated movements, actions, methods, operations. Every activity has a complex hierarchical structure, which can be regarded as a framework model of any type of activity. During its existence in neuro-linguistic programming was carried out modeling of different types of activities, actions, skills. Simulation has become the basis of neurolinguistic programming, its "business card".

Methods of modeling in neuro-linguistic programming are practical and are aimed at identifying successful strategies for behavior and activities of people engaged in various activities - policy, sales, education, management, etc. At its core modeling is the process of "exchange of ideas". Developing the ability to effectively modeling opens up a lot of humanity reach capacity before (Dilts, 1998). The purpose of modeling is to create a neuro-linguistic programming algorithm, the sequence of actions that lead to the desired result or reaction that ensures manufacturability of any activity. That is why the implementation of many techniques and Neuro Linguistic Programming techniques are perceived as a "miracle» and disclosure of their nature and under certain conditions play a manipulation of human behavior. Therefore, there are so many different myths and prejudices relative to the neuro-linguistic programming as a whole.

Certification of specialists in the field of neuro-linguistic programming at the stage of Neuro Linguistic Programming Master traditionally includes the identification and description of one of the mental skills. Qualifying task is to determine the mental skill, its identifying of the chosen model (a person with this skill), its description and learning this skill of any person.

Mental Skill long-term memorization of short humorous stories (anecdotes) was chosen for certification. The folk culture of many peoples have a tradition of short story edifying stories, anecdotes or called in Russian linguistics - tales. There are allegations that anecdote as a unique genre of folk culture appeared more than two thousand years ago. Through anecdotes humor inherent in the story of short stories allows you to change the current situation - to attract attention, to defuse the tension, to bring the ease of communication in the environment. So many people want to learn to memorize jokes for various communication tasks - to start and exit the dialogue, for psychological protection in disputes and conflicts, for a demonstration of the information provided, to press and manipulate the interlocutor and others.

Short funny story - an anecdote, as a rule, does not create the impression of an enormous effort necessary for their storage (Zyryanov, 2011; Kozarenko, 2012). However, as many storytellers say, favorite jokes and emotionally hooked, are well forgotten after a short time. At the same time, it is believed that the more jokes for a period of time heard - so fewer of them are remembered (Medvedev, 2011; Rodionov, 2011).

Methodological framework

Research Methods

In the process of the research the following methods were used: theoretical analysis of the psychological literature on memorizing information, memorizing laws, approaches to modeling in neuro-linguistic programming), empirical (simulation of mental skills), experimental (quasi-experimental plan for a single event, the identification of the dependent and independent variables), methods of mathematical statistics (Mann-Whitney test).

Experimental research base

Experimental research base was the Ural-Siberian center of neuro-linguistic programming (Ekaterinburg). In a psychological experiment, at different stages took part 18 students of the educational program, aged 22 to 55 years, 5 women and 13 men, professional activity - law, medicine, business, education, industrial management, engineering.

Stages of research

The study was conducted in 3 stages:

Stage 1 – object modeling, verification of the effectiveness and minimize the model test training;

Step 2 – model checking in a specially-designed environment, the correction of the model;

Step 3 - model checking to specify the conditions, the skill formation of any object.

Results

Development of a model

A high school teacher using the short story genre in professional activities in the teaching of subjects in an illustrative example, the content of the discipline, as well as in various forms of personal communication has been selected as a modeling skill object. After developing the model, the flight experiment was conducted. Were interviewed young people, who also used in their communication the same genre of joke. The model was tested on the logic of the sequence of mental acts and refined in overlapping activities. At the end of this stage the model was finalized and prepared for the subsequent experimental use.

Model memory

In accordance with the requirements of the model structure of the mental skills developed in the Moscow center of Neuro-linguistic programming in education, the model took the following form.

The model of formation of skill "remembering jokes for telling others.

1. Name of the simulated skill

Storing for telling jokes to others

2. The context of the application

- Socializing with friends, a break at work, meeting, feast;
- The establishment and development of social contacts;
- Illustration of educational material in the classroom.

3. The purpose of the use of the simulated skill:

- The creation of a good, cheerful mood in communication, evoking laughter, stress relief;
- Establishment of social contacts, evoking confidence and approval, to attract attention to themselves, creating an impression of an easy person, jovial;
- Illustration of educational material, the ability to quickly demonstrate the psychological characteristics of people;
- The development of acting skills, speech skills.

4. Possible effects of the use of the simulated skill

- Discharge of emotional tension in the communication process;
- The development of memory;
- The purchase of a "people person", "the soul of the company."

5. Conditions that are necessary for successful study simulated skill:

1) The specific conditions that are necessary for successful study simulated skill:

- Interest in the genre of short funny stories;
- Anecdotal understanding of the logic of love, to the paradoxes;
- The desire to create a relaxed fun atmosphere to be the center of the company.

2) Non-specific conditions that are necessary in the learning process:

- Ability to memorize stories;
- The pleasure of a good joke.

3) The states and actions, which can slow down the training:

- Lack of a sense of humor;
- Related to jokes like a bad tone;
- Very bad mood, self-absorbed, depression;
- Lack of desire to tell jokes to other people;
- Lack of time.

6. Filters meta-programs that are relevant to the execution of the simulated skill:

- The focus of decision-making - the external reference;
- Comparison of the focus - the difference in the similarity;

- Motivation direction - motivation to positive;
- Duration - Start-up time;
- The leading representative system - visual, connectivity auditory, kinesthetic, digital;
- Convincing - the intensity of the emotions;
- Values / Results - joke establishes a positive emotional connection, trust relationships / role of the joker, the leader in establishing and maintaining a positive, comfortable psychological climate.

7. Core values and beliefs that support the skill modeled:

Communication is more positive, if it has a joke.

Telling jokes enhances and strengthens the status of "interesting, witty man."

A good joke relieves fatigue, nervous tension, improves mutual understanding and contributes to increased productivity.

Relevant joke as a joke takes an awkward situation.

Joke facilitates the creation of a common context.

Anecdote makes it quick and easy to explain and illustrate the psychological situation

8. Description of steps (actions) of the simulated implementation skills in the form of instructions, memos or technology:

1) Listen to an anecdote. Determine how new this anecdote is for you. Identify the meaning of the joke. Meaning, as a rule, is in violation of the usual course of events, the absurdity of the situation, an unexpected turn of events or actions of the characters, funny sayings, puns, etc. If the meaning of the anecdote is not clear – ask what the joke meaning is or what is not obvious. The point of the anecdote is understandable if it is integrated into your life, professional, personal, social experience.

If you like the sense of the joke and want to share it with others, you can begin to remember it.

2) Establish a connection between the context of the anecdotes and areas of your life in which anecdote events may occur, in which you can tell this anecdote.

The joke context may relate to family life, work, professional interests, research activities, training sessions, enterprise administration, and others.

Concentrate your efforts on memory processes.

3) From the chosen field experience provide 1-2 representatives, context-related anecdote.

To do this, move to the memory of the life experience of specific persons known to you people whose behavior problems, and other manner of speaking are associated with the context of the joke. As soon as you feel that way of life, or events in the life of this man are close to the context and characters or events of a joke, then these are the people who will help you to remember an anecdote, and then you can tell it to them.

Select a specific person to whom you could tell the anecdote heard, who will understand and appreciate it, and for whom it would be most instructive.

4) Visually imagine this person (people) and laughing expression on his face as a response to the narrated story. Feel that you reach the goal, so as you give a man a positive attitude and open new facets of life for him.

5) Select 2-3 word or phrase (phrase) in the content of the anecdote that are associated with the sense of a joke and create emotional anecdote. For example, an unusual statement at the end of the joke, a pun, or a play on words. You can remember only one or some words from the phrase. Lock it in your memory.

6) Create caricature, funny, comical characters and imagine the action that creates the situation in anecdotal form of an animated film, and mentally repeat the selected phrase 3-4 times.

7) Create your own your funny ways to convey the meaning of the phrase and the final joke to other people using the typical means to you means of narration. For example, make emotional sense or logical focus, strengthen the description of the situation, add new words, new actions, means (facial expressions, gestures, posture).

At this point anecdote is assigned to you and you become a co-author of the anecdote. Imagine yourself telling this anecdote with the found individual means for you.

8) Connect together the meaning of the joke, phrase, images of laughing students and your abilities narrator. Feel the need to relate an anecdote.

9) Try to tell this anecdote to anyone. If people laugh - it is a sign that they like the anecdote, they understood it, that the whole anecdote is good and right for you. According to the the reaction of the listener (if asks, clarifies), you assess what he lacked something to accept an anecdote, or that could strengthen his emotion, and what was superfluous. In this case, add some details - a phrase or accents, or alternatively remove them. It was a dress rehearsal of the story of the anecdote, and he has already imprinted in your memory.

The more you tell the anecdote, the better it is stored, the more it becomes aphoristic, the unnecessary details that do not carry meaning are removed, and your artistic abilities are revealed. The anecdote is actually stored and becomes the author's mini show.

Model Checking

In the second phase of the experiment the testing of the model was involved. Initially, the model developer has to demonstrate the use of the model, and then teach other members of its use of the experiment. To demonstrate the model it was suggested to remember a large number of jokes and to play them immediately after memorizing. So the number of anecdotes reproduced is the dependent variable, the independent variable - the model of memorizing of jokes. As a rule, this experimental design was used to test the models of memorizing of foreign words.

During the experiment, it was suggested to memorize 7 anecdotes. However, as a result of the discussion it became clear that despite the fact that the developer model correctly reproduced all the jokes, his playing was not too expressive, and he failed to capture the attention of the audience as it is done by skilled storytellers. Basically operational or short-term memory was used in memorizing. Moreover, factor of time influenced memorizing, since short (fixed

limit) was given to remember as many jokes as possible. While in the identified model the time factor was not present.

It turned out that the developed model is practically not used to remember, as the experimental design did not meet the laid down structure in the mental model. Thus, there was a problem on the rescheduling of the experiment to better identify the relationship between the dependent and independent variables.

Initially, the model of selective attitude to memorize jokes was laid, i.e. the narrator did not remember all the proposed consecutive anecdotes, but chose the ones that he will be able to use in the future lectures or conversation, the ones he subjectively considered interesting and promising for the story in a particular life situation for him.

These conditions were reflected in the pilot plan. The complexity of the search was jokes, which at first subjective opinion must not be interesting and promising for most of the story in the experiment. Such stories have been found among the "professional" anecdotes, especially for mathematicians.

1. Two mathematics are studying convergent series.

The first says: "You know that the series converges, even when all members will be positive?"

The second asks, "Are you sure?"

The first: "Absolutely"

2. A mathematics teacher is giving a lecture. In the classroom there are two students.

Suddenly, four stand up and leave. The teacher thinks, "Well, great! Now two more come, and generally there will be no one in the room ...»

At first glance, the given stories do not carry explicit semantic load for non-specialists, and therefore, when listening to this information, the motivation for memorizing them is missing. Based on this fact, in the third phase a pilot scheme has been changed to memory and recall a particular joke, finding its meaning and its storage for the restatement in the respective living conditions.

The experiment was conducted with each participant privately, to avoid subjects influence on each other.

In the experiment, two groups took part: the first was told the anecdote and was introduced the model, the second group was told the anecdote and was introduced a model for future memory.

Mathematical joke story listeners perplexed, not understanding the essence of narrated stories, they saw no point in remembering him. In the second group during the interview the essence of the joke was revealed, and they were asked to find a relevant situation for his storytelling.

In particular, in explaining the essence of the following interpretation of the anecdote was used. Anecdote 1. Here a play on words: the answer is "absolutely" does not mean that the mathematician completely and utterly sure, but the fact that a number of "converges absolutely." This is a term. Mathematicians and non-mathematicians will understand from this conversation completely different sense.

2. Anecdote is played upon the concept of abstraction in mathematics - negative numbers. There were two students and four went out. $2 - 4 = -2$. Thus, if the two will come, there will be 0 students. All is correct from the standpoint of mathematics. But the fact that it is appropriate to solve the problem for the sixth grade seems absurd in relation to real life, due to what is achieved and comic sense.

Many participants of the experiment 2 group acquainted with the explanations found the meaning of memorizing mathematical anecdote to emphasize the lack of understanding of the other party or the logic of the concepts (slang) of its message. Someone saw an opportunity to attract the attention of the interlocutor of the original manifestation of behavior through the story of "mindless" joke. Some participants saw the idea to share it in dealing with people, fascinated by mathematics. In these cases, they believed that mathematical anecdote with its specific logic and concepts come in handy. After finding the appropriate situation, the application of a joke, the participants got acquainted with the developed memory model. They were asked to remember a second mathematical anecdote using the memory model.

Finding the meaning of a joke, and familiarity with the model developed and allowed the participants of the second group to remember and reproduce the information uniquely in a week after the experiment.

As a result, in the first group of 8 people – 7 fully reproduced the anecdote (almost 88% of being tested) in the second group - all 10 (100%) clearly reproduced this information.

A week later - the first group of 8 subjects 2 people (25%). remembered only a general sense of anecdote. Unstructured interviews revealed that for the subjects it "appeared" to be "odd" and "even meaningless." Those who remembered the anecdote narrated it their friends after the experiment 1-2 times "with a negative tinge." Moreover, according to the subjects in this group it was "not an unambiguous transfer of information," but "an attempt to paraphrase."

In the second group 9 of the 10 subjects (90 %) i.e. the indicator is almost 4 times higher than in the first (control) group) uniquely reproduced the first mathematical anecdote, and 10 of 10 (100%) of the second mathematical anecdote. Qualitative psychological research among the subjects revealed that they "saw an opportunity to show themselves intellectuals", "experts of the original mathematical knowledge" and even "mathematical culture carriers." Representatives of this group, in their assessment, telling the story of this 4-5 times, applied anecdote in communication, and told "even explained" the meaning to their friends and acquaintances. Comparison of groups on the criterion of Mann-Whitney showed the significance of differences at the level of $p = 0,05$ ($U_{emp} = 14$).

A feature of this experimentally proven model is that memorization is not focused on the principle of "the more - the better", so as provided in other studies. This model is focused on selective memory, although integrates the already known memory techniques - association, accommodation, a repetition to oneself and out loud, etc. It is distinguished by integrity, structural, technological, efficiency.

Discussions and Conclusion

Research of short humorous stories (jokes) as a genre of folk art are often found in different sciences. They mainly relate to the study of various aspects of the jokes themselves. So, from the standpoint of the philosophical aspect of the jokes are studied as phenomena of a particular culture (Vorobieva, 2008). There is quite a lot of serious research anecdotes from the standpoint of philology and linguistics (Arkhipova, 2004; Goloborodko, 2002; Diskaeva, 2012). From the psychology aspect jokes are investigated as a means of national identification (Kopylkova, 2006). However, psychological research of anecdotes memory mechanisms has not been conducted.

Certainly, the literature offered a lot of information of memorization techniques. The methods for storing verbal, numerical, auditory, graphic, sign information are described. However, memorizing short humorous stories (anecdotes) has its own specifics. There are also many ways of memorizing of the anecdotes. In particular, such authors as (Zyryanov, 2011; Kozarenko, 2012, Medvedev, 2011; Rodionov, 2011) suggest:

- "Repetition method" - mental and verbal repetition of a joke;
- "Method of a couple" - the selection in the content of the joke two words or phrases that are entrusted with the meaning of a joke and are associated with an anecdote;
- "Living of a joke" - presentation of the contents of the anecdote as a film;
- "Visual image" - the creation of a visual image, occurring in a joke;
- "Method of Cicero" - mental parting information from a joke in the well-known room.

All are based on laws of memory functioning. For example, in memorizing seen the manifestation of the effect of the edge characteristic of human memory - better remembered are the jokes at the beginning and at the end of the listening and emotionally significant information is remembered – the anecdote which is most strongly emotionally charged for the listener.

There are several common sequences for memorizing jokes described in literature. Some of them are:

"Presentation of the film" - scrolling film in the mind - the film correction with the addition of positive emotions – evaluation of the film from the point of a playing actor - a repetition of a joke a few times (Zyryanov, 2011).

"Choose jokes" – to sort them by themes - to come up with every joke name – to indicate the name of the visual image - the image correlated with the selected topics (Kozarenko, 2012).

There exists a description of entire anecdotes memory systems (Medvedev, 2011). Typically, such systems are created by people, specially collecting anecdotes and seeking to demonstrate to others their collection. Often the author develops his own structure (system) of the collection, which is the basis for storing a series of anecdotes. In each series there is a subsystem for correlating specific anecdotes. At the same time collectors do not only trust the memory and record anecdotes on special information carriers. Before the meeting, they think through the sequence, the semantic context and content of

the communication, under their rule - "a good improvisation is a prepared improvisation." In general, to remember they use already known methods of storing and playback - repeat, associative images, etc.

However, well-known methods and techniques of jokes memory are not always possible to use effectively, as the storytellers of jokes have in their arsenal a number of tricks to perform these tasks quickly and easily, and at first glance is not always clearly presented to others, that gives them a halo of an equilibrist, who easy "juggles" with funny stories.

This effect in cognitive psychology is marked as not being able to understand the mental phenomenon only at the level of the description of its properties. "To explain the nature of a psychic reality, means to reveal its structure, because the structure is the basis for its functioning" (Kholodnaya, 2002)

Therefore, modeling skill anecdotes memory was important not only from the standpoint of identifying the individual techniques or common action sequences, but with a system of disclosure of items of a particular mental action narrator. The more mental models were disclosed by various narrators, the more opportunities appeared for those wishing to remember jokes finding their own corresponding intellectual abilities model memorizing short funny stories.

As part of neurolinguistic programming they offered modeling of various mental skills associated with memory. In various sources you can find the description of models of memorizing of foreign words, telephone numbers, names, etc.

But it should be noted that the study examining the effectiveness of techniques and methods of memorizing, in particular anecdotes, is subjective, objective psychological research on this subject, as compared, for example, with the problems of emotional intelligence, was not conducted (Ivanova, 2011).

Thus, identifying and experimentally proven model of long-term memorization of short humorous stories proved its viability and practicality. This model does not claim exhaustion. It can be modified in substance and structurally. Nevertheless, it may be useful for the understanding of human memory.

Recommendations

Materials contained in the article can be useful to psychologists who study human memory characteristics, its relationship with personality constructs, as well as a wide range of readers interested in the features of the memory of short humorous stories - anecdotes.

Disclosure statement

No potential conflict of interest was reported by the authors.

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