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PERSONALITY AS AN IMPORTANT FACTOR IN FOREIGN LANGUAGE LEARNING

Мақолада чет тилни ўқитишда тил ўрганувчиларнинг индивидуал хусусиятларини эътиборга олишнинг аҳамияти ҳақида сўз боради. Унда ушбу муаммо юзасидан муаллифларнинг Қорақалпоғистон Республикасида олиб борган тадқиқотлари натижалари тақдим этилган.

Статья посвящена учёту индивидуальных особенностей обучающихся при изучении иностранного языка. В ней представлены результаты исследования данной проблемы, проведённого в Республике Каракалпакстан.

This article places emphasis on the importance of personality in foreign language learning situation and examines research evidence on the issue, which was carried out by them in the Republic of Karakalpakstan.

Калитсўзлар: шахсий хусусиятлар, индивидуал фарқлар, экстрове́рт, интроверт, ўзинитуттиш, хавотирга тушиш, ўзинихурматқилиш, тортинчоқлик, ўқишхизмати, когнитивхизмати.

Ключевые слова: личностные черты, индивидуальные различия, экстравертность, интроверсия, сдерживание, тревожность, самоуважение, застенчивость, стиль изучения, когнитивный стиль.

Keywords: personality traits, individual differences, extroversion, introversion, inhibition, anxiety, self-esteem, shyness, learning style, cognitive style.

Uzbekistan is a young independent country which is developing day by day. After gaining the independence, in order to be closer and open to the world Uzbekistan made a decision to give more opportunity for learning foreign languages, especially English, which is a world language in modern life. Therefore, the Decree “On Measures to further improve foreign language learning system” signed on December 10, 2012 by the President of the Republic of Uzbekistan was a big step in this path to the world.

Within two years, since a decree was enacted, a lot of projects have been done as an implementation of this important document. Inevitably, the successful execution of this decree mostly depends on the teachers of foreign languages as they are one of the major factors of increasing student achievement. That’s why a teacher of foreign languages should have a lot of knowledge in methodology and a great number of skills to use in teaching process.

The upbringing of young generation plays a great role in the educational system of every country. The young generation are learners, who are different from each other. Some of them learn well, quickly but some do not. We, teachers should help them to learn effectively, show a route to effective learning, In order to do so first of all we should know the factors which influence on learning. In this article we’d like to share our opinions and findings concerning to learners’ personality, which we think is also important in learning process. In every classroom we can meet a learner who doesn’t look like others. In this life everyone is individual and different. Human personality consists of various set of characteristics and patterns of feelings, emotions and thoughts which can be seen in person’s behavior, attitudes, and habits of responding in different situations. We are surrounded by calm or extrovert people, generous or mean, optimistic or pessimistic, flexible or stubborn, friendly or reserved. So are our learners.

Individual learner differences influencing foreign language acquisition have been the subject of many research works (Ellis, 1985; Reilly, 1988; Bond, 2002; Walqui, 2000; Liao, 1996; Skehan, 2002). Most authors state that age, motivation and attitude, learning style, intelligence are of determinate importance. According to some sources, personality and cognitive style play an important role, too.

A. Sharp’s article gives information that personality has been studied in a variety of different ways. It has been viewed as pertaining to different forms of information processing styles or learning styles (Messick, 1994). Marton & Saljo (1976), identified two learning styles: surface-level, characterized by students who

memorize and rote learn, as opposed to those who learn at a deeper level. Biggs (1987), in Hong Kong, noted three styles, labeling them as utilizing, achieving and internalizing. There has been also been a view that personality consists of a multitude of specific traits and it is therefore impossible to offer an accurate profile. Examples of traits or dispositions have been: anxiety, locus of control, achievement orientation, intrinsic motivation, self esteem, social competence etc. Studies which investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as a benefit while the others as an obstacle in learning situation. The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy. Many of us believe that individual differences that are inherent in the learner can predict success or failure in learning. For example, many foreign language teachers are sure that extroverted learners who interact without inhibition in the second language and seek opportunities to practice language skills will be the most successful learners.

I. Erton states that one of the important objectives in foreign language learning and teaching today is certainly learning more about the students and increasing the awareness in personal differences in the language classroom. In order to develop strategies for learning and teaching purposes, personality should be studied by the language teachers to provide a more fruitful learning and teaching environment both for himself and the learners, because there is a close connection between the personality of the student, the style and the strategy that the student develops in order to learn and get success in learning. "To provide effective, sensitive instruction, teachers of L2 need to learn to identify and understand their students' significant individual differences" (Carrell, 1996).

In order to identify their awareness about personality, their attitude to learner personality we surveyed teachers of several academic lyceums in the Republic of Karakalpakstan by questionnaires and by attending their classes. We wanted to know if they knew what personality was, if they knew the personality of their learners, if learners' personality was important for the teachers and why, how learners' personality influenced on the language learning process, how the teachers dealt with different representatives of different personalities.

In general, all of the teachers, filled the questionnaire gave positive opinions. Almost all of them have general understanding of personality, but analyzing their answers we came to the conclusion that most young teachers need some information or clear explanation of the importance of learner personality. Because 60% of the teachers who filled the questionnaire are from 25 to 30 years old and have got 4-6

years of experience and 70 % of them has no clear understanding about personality and the others know the personality of their learners, but in teaching more than half of them do not pay attention to it. But teachers above 35- 40 years old, who have got more experience know the importance of learner personality. Their work experience had them pay attention to this important factor. But they need to have more theory about personality and methods of designing tasks according to personality. 30% of the surveyed teachers don't pay attention to the learners' personality, because they consider that it is not so important in learning situation and the important thing is the teacher and the way of teaching. Observing the lessons of these teachers we found out that most of the teachers like to work only with the active learners. Some of them do this unconsciously, and the others deliberately. Once we attended the class where the teacher planned a lesson for developing the students' speaking skills. The topic was "It was very fantastic day in my life". The topic was very interesting, each of the learners had got something interesting to tell. The active students shared their experience with pleasure, but most of the learners had problems in explaining their points in English because of their hesitation, being afraid of making mistakes and their shyness. The teacher explained that only several students in this class, for example Zulxumar and Bakhram are always active during the lesson and contrary to this Nawriz, Baxtiniso, Shaxrizada are not so active. Nawriz has got great interest in improving his language skills, but he is shy, not confident in his abilities, Baxtiniso and Shaxrizada are students, who have got enough knowledge, but if you don't ask them they never answer or share their opinions. After discussing the learners' personality with teachers, we designed a lesson where we use an activity called "A chain story". In this activity all students should create a story together. The first student begins telling the story and the others continue it telling their own versions to make the story meaningful, interesting or challenging. Using this activity we noticed that it gave everyone opportunity to speak, all students became active and alive.

In today's classroom teachers often organize group work activities, where each individual is not so starkly on public display, where reticent students suddenly can become vocal participants of the process. Small groups can help students with varying abilities to accomplish separate goals. But still teachers are not satisfied with the situation when the teacher isn't present within the group at all times, groups derive their own dynamic inductively. In group work activities "talkative" students do not give chance to other students to speak, they dominate the process. We think such problems can be solved by careful planning and management. When the group members know their task and know their roles in the group, personality differences can be efficiently utilized.

By surveying, investigating, and observing students and teachers we found out the problems, our teachers are facing up to and these problems reassured us once more that we should pay attention to learners' personality in educational system. Knowing learners' personality can help educators develop a more holistic understanding of themselves and of their students. These findings have us make the conclusion that there are a lot of topics to be included into the course of methodology at the university, at the teacher training courses and during students' pedagogical internship.

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