

LANGUAGE TEACHING TECHNIQUES AND PERSONALITY VARIABLES: FOCUSING ON EXTROVERTION AND INTROVERTION

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ABSTRACT

As the government regulation states that the goal of national education is to develop educated people with life skill and good character building, character education values should be involved in designing and composing the material used in instructional activities in the classroom. The issue of character education is surrounded by many questions. Those questions are mostly about its effectiveness in the classroom—partly due to the lack of practical evidence connecting character education to definite developments in academics, social interactions, and emotional and cognitive improvement. This paper is attempting to discuss the reinforcement of integrating character education particularly in foreign language teaching. This very study described in this article aims to conduct small-scale research on how language learning strategy use differs between two different personality traits, namely introversion and extroversion.

INTRODUCTION

Regularly, learners drop into two huge bunches – contemplative people and outgoing individuals – and as a instructor, your essential concern is making beyond any doubt the fabric in your lesson arrange can be effectively instructed, caught on, and connected. You create learning applications to include the complete course, and all through this prepare, you consider your understudies and how to best structure the learning environment. You think approximately what they react well to, how they associated, and how they handle data. Now and then this prepare is normal, and other times your arrange gets to be a one-size-fits-all lesson. Extroverts are high in a personality trait called extroversion. Extroversion is made up of many facets, including sociability, assertiveness, and a willingness to take on leadership roles. Extroverts are enjoy social situations. They are outgoing, friendly, positive, and socially confident. Extroverts typically enjoy socializing in groups, and they are comfortable in busy, crowded places. They tend to focus on the people and things around them rather than their private thoughts and feelings. People who are low in extroversion are called introverts. Introverts are typically quieter, more inward-looking, and more reserved than extroverts. They enjoy socializing but often feel depleted or mentally drained after spending time with others,

especially if they've been socializing in a group. Introverts need plenty of time alone to rest and recharge. They often prefer solitary hobbies and work well alone. They like to spend time alone and tire of clothes more quickly than extroverts. he does not understand that he does not like them completely. Being an introvert means getting home early. According to the load of The Relationship between Extraversion and Happiness, people from two points enjoy communication equally. Even the idea that introverts feel free after the tutorial is not entirely true. Both of them feel happiness during communication and fatigue afterwards. A feeling of exhaustion due to having to move for a conversation. It's not about introversion or extroversion, it's about human nature. Introverts are always shy, extroverts are free. Shy people feel anxiety, fear and discomfort in a group. Introverts do not like noisy parties, but they feel comfortable in communication. Introversion and shyness partially overlap, and scientists don't know the answer to why this happens. Perhaps the part of the brain responsible for fear is more active in introverts. Therefore, anxiety turns into insecurity and shyness in social processes. However, it can be explained differently. Because introverts want to communicate less, they have less experience in socializing. As a result, they feel uncomfortable during communication. However, this is not the case for everyone. No matter what kind of person you are, it is possible to develop a sense of self-confidence. To do this, work on social skills and practice them regularly.

METHODS

Relying on the data that was gathered through the different questionnaires it was possible to answer the research question. In the initial stage, a questionnaire that aimed to get general background information about participants was helpful to see some other distinctions between the participants apart from their personality traits. The results of McCroskey's introversion scale proved my assumptions scientifically. We can analyze some distinctions between two participants in their responses to items via the Likert scale.

2. Do you like socializing with others? EZOZA was Disagree (2), while OSTON was Agree (4) with this point. Or the question: 14. Are you consider yourself as a "good mixer?" Introvert learner chose strongly disagree point while extrovert one stayed neutral. Generally, two participants demonstrated two different results and it means that they fell into two different types of personality. One is introvert (EZOZA) and the next is extrovert (OSTON).

The next questionnaire, that was selected to find out language learning strategy use and preference of the participants, was Oxford's (1990) Strategy Inventory for Language Learning. With the help of 5 responses of the Likert Scale the data was collected. Through the gathered information the responses of two participants' responses were compared and it made it possible to see differences between two personality traits in terms of LLS use. The results of the study indicate significant statistical differences in terms of strategy use between two personality traits, introversion, and extroversion. Extrovert learners' results in four categories, namely, Cognitive, Metacognitive, Affective and Social outnumbered the figures of introvert learners. In contrast, introvert students mostly employed Memory and Compensation strategies.

Part A: Memory strategies are mostly used for remembering and keeping the information. According to the questionnaire introverts (3.1) use this strategy a little more than extroverts (2.67). The responses for 9 items of this section mostly different in two participants.

RESULTS

It was possible to respond to the research question using the information gleaned from the various questionnaires. In the beginning, it was helpful to see some other differences between the participants besides their personality traits by using a questionnaire to gather general background information about them. The aftereffects of McCroskey's inner-directedness scale demonstrated my presumptions logically. Using the Likert scale, we can compare and contrast the responses of two participants to various items.

2. Do you enjoy interacting with other people? OSTON was in agreement with this point (4), while EZOZA was in disagreement (2). or the inquiry: 14. Do you think you are a "good mixer"? The learner who is more introverted selected a point that they strongly disagreed with, while the learner who is more outgoing remained neutral. By and large, two members showed two distinct outcomes and it implies that they fell into two unique sorts of character. One is self observer (EZOZA) and the following is outgoing person (OSTON).

Oxford's (1990) Strategy Inventory for Language Learning was chosen as the subsequent questionnaire to inquire about the participants' use of and preferences for language learning strategies. The data were gathered by using five Likert Scale responses. Through the assembled data the reactions of two members' reactions were contrasted and it made it conceivable with see contrasts between two character attributes as far as LLS use.

The consequences of the review demonstrate huge measurable contrasts as far as methodology use between two character attributes, self preoccupation, and extroversion. Outgoing person students' outcomes in four classifications, in particular, Mental, Metacognitive, Emotional and Social dwarfed the figures of self observer students. Interestingly, self observer understudies generally utilized Memory and Pay techniques.

Part A: The majority of memory strategies are utilized for information retention. As indicated by the poll thoughtful people (3.1) utilize this methodology somewhat more than social butterflies (2.67). In two participants, the responses to nine of the questions in this section were largely distinct.

DISCUSSION

Generally speaking consequences of the ongoing paper exhibit that character attributes, specifically contemplation, and extroversion of the student can be compelling in the subsequent language educational experience and utilizing successful language techniques. This variable, be that as it may, exclusively isn't so strong to change the students' propensity to choosing any LLS. There are numerous different elements are seen for this situation that meets up with character, for example, capability level, orientation, and age. To put it another way, the level of proficiency and age of an individual can have a significant impact on how EFL/ESL students use LLS. The study's findings will be helpful in pointing students in the right direction. I can, as a teacher, take the findings of the study into account when creating lesson plans or designing materials. I strongly believe that participants can successfully organize the learning process by selecting appropriate learning strategies if they themselves are cautiously aware of their personality traits and whether or not they affect the process of learning a language. This indicates that the study's participants and the researcher both benefit from its findings. In spite of a few acquired information, directed a limited scale study isn't sufficient to handle the issue

of contrasts in language student inclinations. As a result, I intend to investigate this issue in greater depth and discover additional factors that will influence second language acquisition.

CONCLUSION

Extrovert and introverted Iranian EFL students' working memory and language skills were compared and contrasted in this study. The first research question's response indicated that extroverts and introverts probably share similar working memories. In this way, furnishing social butterfly and self observer students with a circumstance in which they consider their character quality may not be extremely valuable for contrasting their functioning memory. Concerning the subsequent exploration question, the outcomes showed that outgoing people and loners show comparability in their language fitness. Likewise, language fitness isn't probably going to be extremely suitable variable for getting differentiation among outgoing person and loner students. As a result, both the first and second research questions' findings indicate that extrovert and introverted learners' working memory and language skills are comparable. Therefore, if an extrovert and an introvert student are taught in different classroom settings, their working memory and language skills may not be significantly different. Thus, educators can give comparable air respect to working memory and language fitness for the social butterfly and contemplative person students in the class. The current study's limitations and delimitations, in addition to its findings, raise a number of questions that merit further investigation. First and foremost, only a small number of people participated. The size of the sample may have an impact on some of the results, so it would be better to conduct the study with a larger sample. Secondly, this study was conducted in the city of Saravan, which is located in Sistan and Baluchestan. It would be beneficial to conduct a similar study with participants from other settings. Also, the instruments which were used to gather the information in the current review were three tests and one agenda. Additionally, the data collection process took a long time. Consequently, it is conceivable that a portion of the members who finished the tests and agenda have addressed the things untruthfully and deceptively.

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