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THE IMPORTANCE OF INDIVIDUAL FEATURES IN THE CLASSROOM

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Annotatsiya: Chet tillarini o'qitishda sinfda o'qish uslubini hisobga olish o'quv jarayonining muhim jihatlaridan biridir. Chet tili darsini olib boradigan o'qituvchi shaxslarga va ularning sinfda o`rganish uslubi ahamiyatiga e'tibor berishi kerak. Shu o`rinda, o'quvchining individual xususiyatlari o'qituvchilarning e'tiborini jalb qilishi muhim omildir. Maqolaning maqsadi uchta sinfda o'qish usullarini (eshitib, tinglab, kinestetik) o'rganish va kuzatish orqali qo`lga kiritilgan natijalarni taqqoslashdan iborat. Natijalar, tanlangan uslubga qarab, turli shaxslarni o'qitish uchun bir nechta mos maslahatlarni taklif qiladi.

**Kalit so`zlar:** sinfda o`rganish uslubi, auditor, visual, kinesetik, tektonik, qabul qilish ko`nikmasi, ishlab chiqarish ko`nikmasi, individual xususiyatlar

Abstract: Considering classroom learning styles when teaching foreign languages is one of the important points of teaching process. A teacher who is conducting a foreign language lesson should pay attention to the individuals and the importance of their classroom skills. It is becoming an important phenomenon that individual features of a learner attract a lot of attention from educators. The goal of the article is to explore three classroom learning styles (auditory, visual, kinesthetic) and conclude the results of the observation comparing the learning styles. Results suggest several suitable tips for teaching different individuals depending on their preferred styles.

Key words: classroom learning styles, auditory, visual, kinesthetic, tactile, productive skills, receptive skills, individual features

Аннотация: Учет стилей обучения в классе при обучении иностранным языкам является одним из важных моментов учебного процесса. Учитель, который проводит урок иностранного языка, должен обращать внимание на людей и

важность их навыков в классе. Важным явлением становится то, что индивидуальные особенности ученика привлекают большое внимание педагогов. Цель статьи - изучить три стиля обучения в классе (слуховой, визуальный, кинестетический) и завершить результаты наблюдения, сравнивая стили обучения. Результаты предлагают несколько подходящих советов для обучения разных людей в зависимости от их предпочтительных стилей.

Ключевые слова: классные стили обучения, слуховые, визуальные, кинестетические, тактильные, продуктивные навыки, рецептивные навыки, индивидуальные особенности

Introduction : It is an observable fact that mastering a foreign language is a complex phenomenon and some people learn faster showing more noticeable results than others. Many linguists and language instructors are always interested in the reasons and factors of the differences between individuals and they wonder why individuals differ so much in SLA and FLA. Thus, in the last few decades, a number of people who work in language teaching field have devoted a great deal of effort to describe individual variables and their key to success in order to examine what constitutes for learners' differential outcomes in FLA and to use these theories into practice. Many linguists emphasize the important role of such variables as language learning strategies or styles which may shape the trajectories of foreign language learning [8]. It is obvious that the needs for teacher training in FLA and SLA has opened new horizons and the development of language learning theories with the advent of modern technologies have opened new perspectives to investigate learner individual differences. Throughout their teaching career, educators have to work with a plethora of foreign language learners who have various levels across different types of educational settings. During this term, those teachers may work with many individuals who intended to learn English as their foreign language. As a result, they may be convinced that every classroom is different and each student is unique. In addition, it is widely claimed that no single type of methodology is effective for all the learners and students learn in a variety of different ways. It would also be useful to look at individuals' beliefs about the foreign language and preferences about types

of instructions that they are likely to benefit from. Although individual differences has been researched extensively and has received increased attention in the last few years, there are only few current studies conducted with the observation of a separate individual and its learning trajectory, which is connected with the SLA/FLA theories simultaneously to show learner differences in our conditions of language learning environment.[2] Therefore, the importance of researching on this very issue can be an attempt to contribute to the work of individuals who want to understand the features of individual differences in terms of classroom learning styles (visual, auditory, kinesthetic) of a particular language learner and explore some of the theories surrounding this area of language acquisition field in accordance with the findings and analyses of the results. What is more, the study seems to be challenging at the same time. It should be considered that the study discusses my own experience on the topic and the findings of the process as a language learner and teacher at the same time.

Literature review: For the last few decades, language teachers and instructors have begun to realize that no ultimate method of language teaching would dominate the language learning classrooms in an era of universal success in L2 learning. We even witnessed that many learners appeared to be successful irrespective of methods of teaching. In addition, we started to see the importance of individual differences in language learning. Some people seemed to be endowed with abilities to succeed; others had difficulties in this way. It seems that individuals vary from one another in a great number of ways. According to Brown (2014), "styles are general characteristics of intellectual functioning that pertain to you as an individual, and that differentiate you from someone else … so styles vary across individuals" [1]. Through their studies, researchers differentiate a number of learning styles on individual differences. Naghavi (2005) classifies four types of learning styles in the classroom according to the primary sense involved: visual, auditory, tactile and/or kinesthetic [6]. Different linguists explain these very types of learning styles with definitions and conducting many kinds of researches. Sabatova (2008) explains the notion of classroom learning styles. She claims that these styles and their function

can be flexible at times and they may change according to the task. The learners may have their own preference to one style of learning for one task, and may combine others for a different task [9]. However, one or two of these receiving styles is usually dominant. By making students aware of their specific learning style we can encourage them to realize the importance of appropriate learning styles for different disciplines or subject and that styles may hopefully be changed to suit changing language learning situations [4]. Brown (2008) claim that most successful learners utilize both visual and auditory input, but slight preferences one way or the other may distinguish one learner from another, an important factor in examining individual differences in Second language acquisition [1]. Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use [5]. Different researchers worked on the methods and effective ways of measuring and identifying the type of learning styles of the individual. They comprise questionnaires, surveys, test and other means. One of them is Kolb's (1999) Learning Style Inventory. Other examples of such measures include a standard for a number of years: O'Brien's Learning Style Questionnaire (1985); Oxford's (1995) Style Analysis Survey; Wintergerst, DeCapua, and Verna's (2002) Learning Style Indicator [10].

Research methodology: The language learner that was chosen for the study is a native Uzbek girl started learning English as her foreign language 6 years ago. She claims she had begun learning English when she was 12, however, it was only English basics such as everyday greetings and telling the time but no more than that. Her native language is Uzbek and she also speaks and communicates in Russian which she learned when she was studying at her primary school and kindergarten among Russian nationality children. She says that from childhood she had Russian speaking atmosphere outside her house and Uzbek speaking atmosphere inside the house that helped her to be a bilingual user. At home the main dominant language their family members use is Uzbek and her siblings and parents do not know any other languages other than Uzbek. From that time, she did not consider Russian as her second or foreign language because she knew both Uzbek and Russian languages

at the same native level. She had a great appreciation for both cultures and languages. She is very comfortable with both Russian and her native language in every informal contexts and formal academic contexts. When she stated learning her target language, there were plethora of difficulties which made her find learning a foreign language hard even impossible. She says she always had problems with remembering how to pronounce English words. She asserts that she is still struggling pronouncing words correctly. She also says the second challenge she experienced was her listening skills. she was surprised when she saw the written version of listening tracks which she could not understand when she listened to, but that seemed to her very easy level in the form of writing. She sometimes blames her late start of process she seriously took at the age of 16. When she asked her teachers for advice, they encouraged her to love culture of the target language and to listen to real use of the language in songs, news which she struggled. When she was leaving her secondary school she was very skilled at Grammar rules and knew lots of new words in English, which made her irritated because whenever it came to speaking and listening they were helpless to use. Now, she is studying at Uzbekistan State World Languages University for a year. Her major is Foreign Language and Literature.[6] At her high school she was now exposed to more English speaking atmosphere. She started learning her foreign language separating skills like reading, writing, listening, and speaking. She says she was surprised by her performance in different classes. She was good at reading and writing lessons but helpless at communicating even adding her Russian words instead of English unconsciously. She was socially active and always tried take the lead in the classroom. In addition, she enjoyed cooperative works which they did in the classroom. She says it is interesting to work in the classroom and it helps her to look at the people while listening; it keeps her focused. She likes learning new words making notes and describing in her own words. These days, she is preparing for an IELTS exam and studying different kinds of practice tests to boost her four skills. she says that it interesting to practice with writing model answers and very effective to see and compare different kinds of illustrations. She also claims it is a bit difficult to understand tracks but when it is in the written form questions and examples much

easier to understand the meaning. Besides that, she is very enthusiastic about learning French and doing a course on it at university as her second major.

In the beginning, it can be a bit difficult to find and opt for a proper research method to conduct, but beginning with the interview may be helpful. It helps an observer a lot to know about a language learner. Observing the student with conducting questionnaire in order to identify her preferred learning style and conducting tests that check her current knowledge are two ways that being a lot of data. The questionnaire can be based on compiled by O'Brien (1985) adapting into research's need. It consisted of overall 30 questions dividing into 3 sections including 10 questions each. Every question asks whether the learner applies the statement, sometimes applies or often applies [7]. Besides that, I recorded an observation form watching the learner's participation in my private IELTS skills class. The form assesses her group work participation marking her skills in the classroom in terms of four language skills. It is intentionally selected a class that involves four skills which the student should show all skills integrated in the same lesson. The observation form includes comments about the learner's performance of productive skills (writing and speaking) and receptive skills (reading and listening). It records both achievements and difficulties I observed over the learner in the classroom. It is also aimed to observe sub skills of the language (vocabulary and grammar) that the learner shows. Finally, the last measure that is applied is checking the learner's knowledge with a real standardized English test. I tried to suit the needs considering conditions and the main aim of the study. Paying attention the authenticity and plausibility of the test is crucial to find valid information. Thus, applying a real IELTS sample test may help a lot. The test asks the student to fulfill all four skills requirements. For the listening task, it should be tasks varying and including different pieces of question that can check thoroughly.[8]

Analysis and results: After conducting questionnaire, interview, class observation and skill test, the results overall give information about some features of learner`s individual, awareness and her learning principles and even suggested strategies and methods she can use to be efficient. The questionnaire results show that the learner is

a visual learner and kinesthetic learning style is plays an important role as well. However, the classroom observation shows that she is highly motivated to fulfill not only visual learning-based skills such as writing but all four skills: listening, reading, writing, speaking. In this case, it can support the theory that learning styles can apply to gain new skills in an appropriate way but they can be combined and the learner can develop his different language aspects and other aspects of a subject that is aimed to gain. Nevertheless, during the classroom observation, the student showed some advantages of kinesthetic style touching the object investigating it more. In terms of the knowledge awareness test, the skill test shows the learner is comfortable with working illustrations and graphics completing the task much earlier than expected. With the listening task, it is interesting to note that the learner made a mistake in spelling a name, however, the writing task shows a high quality in spelling being very few or no mistakes.

Recommendations: The overall findings give an implication that the learner observed is a modest visual learner that combines kinesthetic learning features. She finds visual things more helpful in her learning process and can benefit the tasks [3]. The theory of individual learning difference and classroom learning styles suggest three types of styles: visual, auditory, kinesthetic or tactile and the study conducted on a language learner give an opportunity to use it in practice. The results of the subject of the case study are one more thing that is witnessed as the practice of the features of an individual in terms of classroom learning styles. The study shows the learner's advantage learning style that is being visual learning and its combination with others mostly kinesthetic. There are a handful of learning strategies and methods that support the theory and the benefits of that very style. I believe there is a plethora of suggestions that benefit and can assist the learner to use. Firstly, organizing work and learning space to avoid distractors, using neatly organized or typing material can be a good assistant to be more efficient. Developing pictorial or written outlines of responses before answering writing and other tasks can encourage this learner and her counterparts using test preparation strategies that emphasize organization of information and visual encoding and recalling can also be effective and supportive

means to develop as well. In short, it can be recommended that the learners should know their advantage type of learning style and use it and adapt it for their needs and if possible combine types of styles to make their learning more productive. Since each individual differ from each other, in learning and teaching it is important to be aware of their individual differences.

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