

TEACHING FOREIGN LANGUAGE STUDENTS SOCIOTYPES' (EXTROVERTS AND INTROVERTS) PERSONAL CHARACTERISTICS IN NON-LINGUISTIC FACULTIES

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Abstract. *This article considers the problem of taking into account individual and mental characteristics of extroverts and introverts when teaching foreign languages in non-linguistic high schools. The teaching efficiency depends not only on the individual training approaches, but also on cognitive abilities of the students, which affect the process of perception and assimilation of training material in the foreign language teaching.*

Key words: *teaching extroverts and introverts, individual characteristics, teaching a foreign language, cognitive learning, differentiation of training*

Extensive development of training and self study system of students in non-linguistic universities sets a wide range of definite questions for pedagogical theory and practice. These issues relate to such problems as the creation and implementation of rational organizational forms of training, the selection of learning material, taking into account the way of its presentation in accordance with cognitive interests. Not less important are peculiarities of mastering and assimilation of knowledge, as well as formation of skills and abilities, taking into account individual characteristics of students of higher educational institutions in foreign language teaching. Individual human characteristics hereby examined include: 1) abilities, 2) mental peculiarities, 3) temperament and character and 4) complex of predominant motives of activity and feelings. Improvement of the effectiveness of foreign languages teaching is not only due to differentiation of learning experience, but also owing to the cognitive styles of learners.

The concept of cognitive style is interpreted by many scientists in different ways. However, all definitions have something in common, connected with the distinctive features of this psychological phenomenon. First, the cognitive style is a procedural or instrumental characteristic of intellectual activity, which determines the way of obtaining one or another training result. Secondly, cognitive style is a bipolar measurement. Third, cognitive style is a time-stable characteristic of the subject, manifested at various levels of cognitive activity (Solov'ev, 1992). In addition, cognitive style is a complex of cognitive strategies for the perception and processing of any information, including learning one.

Cognitive strategies can be described as processes aimed at acquiring knowledge, forming skills and abilities of using them. In the cognitive styles studying the emphasis shifts from the content characteristic to the procedural, and therefore the cognitive style

can be defined as “the complex of individual characteristics of reality cognition styles and individual differences in the information processing” (Kholodnaya, 1990: p. 59). The most frequent and important cognitive styles for differential teaching of English are: *field independence and dependence*.

Field independence is characterized by superior intelligence (verbal and non-verbal), flexibility of information processes and a higher level of analyticity. People with high field independence successfully solve problems on quick-wittedness requiring the knowledge and skills transfer to another unknown area of activity. They join the learning process quickly, taking active positions in it. Such students more easily summarize and classify knowledge using it in new circumstances (Yakimchuk, 2002: p. 67). From the point of view of didactics, this style is characterized by the opportunity to obtain a large amount of information in the process of communication, the successful solution of different problems, quick joining the learning process, presence of internal motivation, ability to choose the most rational strategies for mastering, memorizing and reproducing learning material. Cognitive style of *field dependence* in terms of psychology is characterized by the cohesion of elements of the ‘*visible field*’, which means that it is impossible to single out one object from the whole field, by a slow process of summarizing and classifying knowledge and by insufficient flexibility of information processes.

It should be noted that, with bipolar characteristics, cognitive styles appear in various ways in different sociotypes. Within the same socionic type, learners can have both field independent and dependent cognitive styles. Thus, we should consider the sociotypes of *introverts and extroverts* - those socionic types that are the most common and important in teaching foreign languages. We consider the structure of each type as a combination of psychological, intellectual and communicative levels and it is taken into account in training. For each of the levels, typical mental characteristics are defined.

Let us consider a sociotype of an ‘*extrovert*’. At the psychological level, it is characterized by:

- forwardness to act, i.e. desire to solve the language or speech task
- active position, initiative, i.e. the ability to search and find information for solving a problem
- ability to perform an activity without feedback, that is, the ability to solve the speech task independently, without anyone’s help
- evaluation of yourself and your results in mastering foreign language, i.e. systematic reflection and self-control
- looking forward to self-improvement, i.e. willingness to complement knowledge constantly and improve in using it for the purpose of foreign-language communication.

At the *intellectual level*, the extrovert is able to:

- master a large amount of processing information
- see the problem systematically, for example, assess the main idea of the perceived foreign language material globally
- solve intellectual problems quickly by means of foreign language.

On the *communicative level*, the extrovert is characterized by:

- desire to be the leader in the group
- join a variety of communicative contacts easily
- absence of fear a speech error making.

Training characteristics of each socionic type are important for students' training as well. They are the following:

- activity in the choice of work types
- pronounced preference for team and pair forms of work
- ability to perform a large amount of tasks
- ability to working independently, to self-development and self-improvement of knowledge, skills and abilities
- ability to perform non typical speech tasks (Yakimchuk, 2002).

Sociotype '*introvert*' can also be described on three levels. At the psychological level, it is characterized by:

- absence of demand for feedback; i.e. ability to solve a communicative problem independently
- sense of self-sufficiency; i.e. communicative competence confidence
- tendency to restrict new information getting, i.e. unwillingness to perform additional tasks.

At the intellectual level, we can note:

- small amount of processed information, i.e. a low level of coverage of the content of linguistic and speech material
- non-systematic vision of the problem, i.e. inability to distinguish between the main and the secondary points
- low flow of intellectual processes, i.e. a limited perception of the language material and its evaluation
- greater locality and limited cognitive processes, which is expressed in the ability to perform only definite aspects of a task
- detailed study of information, resulting in high quality of this process i.e. performing a small amount of tasks at the proper level.

Communicative level of the introvert is characterized by:

- quick adaptation to the surrounding reality, i.e. the ability to start performing a specific task immediately
- difficulty of communicative communication joining
- fear of making a speech error.

The learning characteristics of the introvert can be summarized as follows:

- preference of individual forms of work
- successful performing of tasks aimed at the reception of the material rather than on its reproduction
- activity in the performing tasks involving the expression of a personal position, but lacking an appreciation of what is being done
- successful performing of creative tasks in writing
- successful performing tasks for the analysis, comparison or synthesis of learning information
- a lot of time to prepare tasks.

In our research we studied first year students of our university and on the basis of these characteristics identified extroverts and introverts. These data were taken into account in the distribution of tasks and exercises for students. Due to the results of our

observations in the classes, we were able to confirm, for example, that the extroverts are more inclined to collective and pair forms of work. A field independent extrovert has the ability to differentiate linguistic and speech material, to systematize it for the purpose of using it in various communicative situations, and to identify its components quickly. He/she is rather successful in performing creative tasks, choosing the most rational strategies for mastering the learning material.

Field-dependent extrovert does not show sufficient flexibility in choosing the necessary linguistic and extralinguistic information. He/she is able to perform a large amount of tasks, if they are highly motivated, prefers to master information, including professional, in the process of communication. Taking into account the typical characteristics of extroverts, we can recommend them exercises involving team and pair forms of work. An extrovert does not need to have semantic or informative and visual support, because they can successfully perform tasks independently. An extrovert, for example, performs such tasks as interviewing, talking, conducting excursions, etc., effectively.

Introvert prefers primarily individual forms of work, often aimed at the reception of the material or on writing. So, for example, if you join an introvert into a group of three persons a to perform a task on making diagnosis, they will be most successful and confident in performing the role of 'a patient' or 'a nurse', i.e., they obey the directions given by the student, who performs the role of 'a doctor'. He/she will need to record all the recommendations prescribed by the 'doctor' in the a patient's card. Introvert successfully performs tasks aimed at analysis or synthesis, especially if the given tasks are deprived of personal attitude or focusing. So, exercises such as: 'change the grammar form' or 'choose the right option' are preferable for them. Introvert requires a large number of all kinds of support in performing tasks. Thus, tasks containing pictures or text supports (instructions on diagrams, pictures, useful phrases, reference words, etc.) will be performed with great pleasure and most effectively.

Therefore, we conclude:

1. Each sociotype has its own mental characteristics and in our opinion taking them into account is necessary for the process of teaching a foreign language.
2. Knowledge of the typical features of sociotypes allows the teacher to use them in the most rational way in the process of teaching foreign languages in higher education non-linguistic faculties.

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