

more objective. So, the use of assessment technologies in the modern educational process leads to the improvement of the entire education in the nearest future.

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APPROACHES TO TEACHING INTROVERTS A FOREIGN LANGUAGE AND THEIR LEARNING NEEDS

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The aim of this article is to show that introverts and extroverts have different foreign language learning needs. Objectives of the article would be as follows:

- to characterize who introverts and extroverts are and how they differ from each other in the foreign language classroom;
- to analyze the instructions of the tasks that are used as part of an English lesson procedure;
- to suggest alternative instructions fitting the learning needs of introvert students.

Competence in a foreign language at this or that particular level (A1-C2) is a skill that allows one to use the language in different situations of communication. Like any other skill, it requires practice which would involve spending a lot of time on major foreign language skills such as reading, writing, listening and speaking. Speaking in the classroom in its turn would presuppose continuing interaction with other participants of the educational process. Thus, introverts may have some psychological difficulties that can cause stiffness, obsessive conditions or even panicking.

The Kazakhstani educational system, as well as most others, is designed for average learner needs. Upcoming trends of the last years, such as “NIS” programs, “Orleu” national center of education standards, British Council approaches and others aim to reach the educational needs of every student but they were not attained by every teacher in Kazakhstan so far and the problem of let us call it “student generalization” remains. It is very challenging for a teacher in Kazakhstani school to create best learning conditions for each student, because classes are large in the number of students, lessons are short and the program is wide.

The problem that we would like to discuss in this article is the problem of introversion of some students for who generalized instructions like “work in pairs” or generalized activities “speak to your group member” don’t work effectively. We recommend that, providing teachers realize this as a problem, they should try and solve it by:

- taking into account interests of both extroverted and introverted students;
- selecting the appropriate method that would be more effective;
- reshaping task instructions.

The terms introvert and extrovert were introduced by Carl Jung in 1921 [1]. According to the psychological dictionary, introversion (from Latin. intro — inward + versae, versie — turn; literally facing inwards) — a complex property of personality, commonly described as a tendency to avoid social contacts (uncommunicativeness, unsociable), aspiration for solitude, to focus not on the external and the internal world (feelings, thoughts, images). The complex traits of the introvert also include the desire for accuracy, pedantry, planning their actions; indecision, caution; responsibility [2]. Contrastively extroverts are characterized by optimism, impulsiveness, carelessness, inconstancy and desire to communicate.

Extroversion and introversion are primarily associated with the replenishment of human energy resources. Social interaction depletes introverts; they need to be alone to recover. Extroverts have the opposite effect: they need to interact with others to be in good shape. Many psychologists consider that introverts and extroverts learn differently [3]. According to the Watson-Glaser test, critical thinking and attention are better developed in introverts, so they exceed extroverts in these aspects.

However, extroverts tend to cope better in some cognitive tasks such as multi-tasking and working under time and social pressure[4]. They are able to do the assignments quickly, whereas introverts often work more deliberately and slowly focusing on one task at a time because they need to think carefully and work independently to best express their thoughts and ideas. It is possible to say that both introverts and extroverts have different foreign language learning needs (Table 1).

Extroverts	Introverts
When playing out dialogues: they are ready to perform in different roles, capable of improvisation.	When playing dialogues: they need clear roles with which they are familiar, should not be forced to think out something of their own, it is better to have templates, sample phrases and so on.
They like tasks in which they can play a scene, portray someone and use facial expressions and gestures.	They do not like the tasks in which they are forced to play roles (especially unknown to them) and act publicly.
They prefer working in groups.	They prefer working independently or in small groups.
They are active, talkative, emotional and quickly grasp the material. So they immediately try to apply it.	Introverts are afraid to make a mistake: they cannot bear the idea of being in a funny position, to say something imperfectly, to misunderstand. And so introverts prefer to keep quiet.
Wrong answers do not upset them; teacher's comments are quickly forgotten.	They answer only in case of confidence in the answer, and the more painful to hear that the answer was wrong.
They work at a high pace.	The work pace is quite low.
They have difficulties with grammar.	They know grammar better than extroverts.
They have a large active vocabulary, easily enter into communication.	They understand a lot, but cannot answer instantly and need time to think over their answers.

Table 1. Foreign language learning needs of extroverted and introverted students

Modern methods of teaching a foreign language are mainly focused on extroverts. As an example, I propose to familiarize with the tutorial “Inside Out for Advanced Students” by Ceri Jones & Tania Baston with Jon Hird. For example unit “Talk” on page 34 begins with questions that require one to enter into a conversation almost with every student in the classroom. These questions sound like this: “Find someone who is the most talkative member of their family”; “Find someone who has spoken in front of a crowd of 50 people or more”; “Find someone who has gossiped about someone today” [5, p. 34]. We see that this activity

proposes that students should start talking to each other almost instantly without any preparation.

The following exercise requires working in small groups and defining the word “conversation”. That is, without thinking it over, each member of the group should take part in compiling of the definition. Now exercise №3, which says “Without looking back at the dictionary definitions, answer the following question”. This means that students are to answer orally and in front of the whole class. Exercises № 5, 7, 8 also contain a task in which students have to work in a group or with a partner.

Imagine a modern classroom: desks are arranged in a circle so that students sit facing each other and perform group tasks. Even when writing an essay, where it is necessary to think solitarily, students are sometimes arranged to behave as “members of the commission”. And here is how foreign language lessons are held: a class with a large number of students must answer the teacher's questions. One need to answer correctly, otherwise the evaluation will be lower and respond publicly, loudly and barely thinking it over.

Thus, we see that the textbook “Inside Out” is abundant in speaking activities and group or pair tasks rather than individual ones. The learning material presupposes educational activities from the students not allowing them sufficient time for preparation, collecting their thoughts or choosing the language items they would need. So we see that the textbook is not oriented on introverted students and does not comply with their learning needs.

According to some surveys, the ideal student for most teachers is an extrovert. In most cases teachers tend to praise the sociable extrovert and undervalue the cautious introvert. However, the teaching approach which gives greater importance to extroverts does not appear to be ideal. Some of humanity's greatest minds have been introverts. For example: Isaac Newton, Charles Darwin, Siddhartha Gautama (the Buddha), J. K. Rowling, George Orwell, Franz Kafka, Arthur Schopenhauer, Bill Gates, Abraham Lincoln, Hillary Clinton and Albert Einstein.

Who Einstein is, every student knows, but almost no one knows that he was an introvert. In his time, he never got along very well with others and has always been shy and not very communicative. At the age of seven, he spoke poorly and could only utter small phrases. With such personality traits, one can hardly believe that this man would revolutionize the scientific world.

Thus, we want to state that there are, or very likely might be, introverted students in every class. Since extroverts and introverts are very different from each other in foreign language classes and need different types of exercises, it is suggested here to give alternative instructions for tasks, which are presented in the table below.

Instructions on the example of modern lesson plans from the website [6]	Alternative instructions
“Group work. Divide into groups of 4. Tell the partners in your group about a part of your body, what happened to it and what the result was. Fill in the table as in exercise 11”.	“Think about a part of your body, what happened to it and what the result was or you can compose your own story. Make some notes, if you want. Then divide into groups of 4 and tell the partners your real or fictional story”.
“Look at the picture. Why do these teenagers look pale and tired? Write your ideas using the modal verbs may/might. Read and compare your ideas with the others”.	“Look at the picture and think why these teenagers look pale and tired. Write your ideas using the modal verbs may/might. Exchange your works with a partner”.
“Read two different opinions about health.	“Read two different opinions about health.

Act out a conversation about smoking using facts from the texts”.	Then think carefully and formulate your opinion. Make some notes, if you want. Then act out a conversation between a doctor and a pupil about smoking using facts from the texts and your own opinions”.
Instructions on the example of the textbook «Inside Out»	Alternative instructions
“Work with a partner and answer the following questions”.	“Read the following questions, think carefully, make some notes and discuss them with a partner”.
“Work in small groups and discuss these questions”.	“Read these questions, answer them individually, and then discuss them in small groups”.
“Without looking back at the dictionary definitions, answer the following question”.	“Answer the questions yourself, make some notes. Report to your teacher, raising your hand”.

Table 2. Alternative instructions

There is little doubt whatsoever that modern group work activities are really useful in foreign language lessons and have a lot of advantages, however, it is very important to balance and combine group work with individual ones. Teachers should recognize the special needs of these two different groups in terms of their foreign language preferences and use appropriate approaches to the effective language acquisition.

In addition, teachers who understand the nature of introverts can create a more comfortable classroom environment that provokes introverted students to feel completely at ease. Taking into account the peculiarities of introverted students, it is necessary to devote an adequate amount of time to individual activities such as watching videos, listening to lectures, working on independent projects. As for public speaking activities, especially when teachers call on them randomly, without prior warning, they should be reduced. For example, this can be accomplished by designing sequence of students for responses so that introverted students can expect and prepare carefully for the answer.

I believe that there should be additional training for teachers in which they could be taught how to identify personality types of students and how to select the appropriate methods. Having knowledge of learners’ personality types enables teachers and learners to achieve high results in true teaching and learning of a foreign language.

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