



HARMONIZING STUDENTS' PSYCHOLOGICAL TYPES AND LEARNING MOTIVATION IN FOREIGN LANGUAGE LEARNING

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Abstract

This article provides an in-depth analysis of the integration of learners' psychological types and learning motivation within the modern foreign language teaching paradigm. It substantiates that language acquisition effectiveness is directly linked to the learner's psychotype, cognitive styles, and both intrinsic and extrinsic motivational factors. The necessity of developing differentiated teaching methods that take into account individual learner characteristics is emphasized, drawing on Carl Jung's typology, the motivational theories of Gardner and Dörnyei, as well as the Felder-Silverman and Tomlinson models. The article highlights the role of interactive methods, the psychodidactic approach, and assessment tools in enhancing learning motivation, and suggests effective strategies for teaching based on a learner-centered instructional model. The study's conclusions scientifically justify the need for reflective, flexible, and differentiated methodological approaches in foreign language education.

Keywords: Psychotype, learning motivation, differentiated approach, interactive method, psychodidactics, learner-centered education, language learning strategy, integrative motivation, self-assessment, foreign language teaching.

Introduction

The modern language teaching paradigm requires a deep analysis of students' psychological characteristics, cognitive styles, and motivational approaches to learning, not limited to the formation of their linguistic competence. Because the language learning process is a complex psychopedagogical activity that is directly related to the internal capabilities of the individual, his psychotype, and the environment of interpersonal interaction. In this regard, Gardner (1985) and Dörnyei (2001) emphasize in their studies that the level of success in language



learning is closely related to the emotional state of the student, personal motivation, social environment, and teacher's approach. In particular, the effectiveness of language learning increases significantly through the integration of learning motivation and a person-centered educational model. Therefore, the introduction of personalized, adapted, and differentiated approaches to teaching foreign languages is considered one of the current directions of pedagogical activity today. Psychological types of learners are individual differences that are reflected in the way they perceive information, analyze it, make decisions, and relate to learning. This concept is based on the typological theory developed by Carl Gustav Jung (Jung, 1921), which classifies people according to criteria such as extraversion and introversion, intuition and sensitivity, and emotional and logical thinking. Based on Jung's research, learners have their own unique learning styles, which directly affect their activities in language learning. For example, extraverts are more communicative and actively participate in group activities, while introverts tend to think deeply and achieve more effective results in independent learning. Brown (2007) emphasizes that adapting teaching methods to take these differences into account is one of the necessary conditions for success in language teaching. Therefore, ensuring harmony between psychotypes and didactic methods is the methodological basis of the modern foreign language teaching process. An approach based on the psychotype of students is one of the important methodological principles in modern language teaching methodology. Felder and Silverman (1988), who deeply analyzed the influence of psychotypes on didactic needs, emphasize in their research that each person has a unique style of receiving information, analyzing it and putting it into practice. Extraverts are prone to active communication, working in an open environment, and role-playing games, discussions and group interactive tasks are highly effective for them. In contrast, introverts learn better in a calm, independent work environment; they prefer methods such as written assignments, self-assessment, and working on a synopsis (Richards & Schmidt, 2010). Therefore, it is important to develop a balanced system of methods based on a differentiated approach when designing language lessons, taking into account the needs of both groups. This approach allows students to actively participate in the lesson process and fully demonstrate their potential.



Main Part

Motivation is one of the key psychological factors in learning a foreign language, which determines the level of mastery and the duration of the student's learning activity. The motivational model developed by Gardner and Lambert (1972) divides motivation in language learning into two main types - integrative and instrumental motivation. Integrative motivation is the desire to integrate into the society and culture of the language being studied; such students intend to use the language as a means of intercultural communication. Individuals with instrumental motivation, on the other hand, learn the language in order to meet practical, that is, academic, professional or migration needs. This model was later further developed by Dörnyei (2005), who also deepened the concepts of intrinsic and extrinsic motivation. Intrinsically motivated students enjoy the learning process itself, while extrinsic motivation is determined by rewards, grades or social pressure. Only when the teacher identifies these types of motivation and adapts his methodology to them, students will consciously and actively master the language.

The relationship between motivation and psychotypes is one of the current research areas in the fields of modern educational psychology and linguistic didactics. The psychotype of a student determines his motivational activity in the learning process, initiative and forms of participation in the lesson. Within the framework of the "Five Factors" model developed by McCrae and Costa (1997), indicators such as the level of openness of a person, extroversion, the primacy of emotions, agreeableness and conscientiousness directly affect the strength and stability of learning motivation. For example, students with an intuitive and open psychotype strive for new knowledge, which encourages them to act with intrinsic motivation. At the same time, emotionally-oriented individuals, especially sensitive and emotionally unstable students, are more sensitive to the teacher's assessment style, the social atmosphere in the lesson, and the need for emotional support (Deci & Ryan, 1985). Therefore, taking into account the specific characteristics of psychotypes in order to effectively form learning motivation is an important tool in developing a person-centered approach.

Designing the lesson process taking into account the individual differences of students is an important methodological principle that serves to increase the effectiveness of language teaching. This principle is called the differential approach and involves adapting the content of teaching based on psychological, emotional,



and cognitive differences. Tomlinson (2014) emphasizes the need to adapt learning activities depending on the level of preparation, interests, and learning styles of students in his model of differentiated learning. In this approach, learning materials, assignment formats, and assessment methods are designed to meet the needs of students, which in turn increases their participation in learning. For example, graphic media for visual learners, activity-based activities for kinesthetic learners, and written analytical tasks for reflective individuals produce more impressive results. Thus, personalized forms of didactic approaches allow for valuing the student, recognizing his or her capabilities, and conducting lessons in an effective and motivating environment. The positive impact of interactive methods on student motivation in modern foreign language teaching has been recognized by many researchers. When these methods are selected in accordance with the psychotypes of students, they are more actively involved in learning activities, which increases the effectiveness of lessons. The learning styles model developed by Felder and Spurlin (2005) helps to identify different types of learners, such as visual, auditory, kinesthetic, and reflective. For example, visual learners learn best through infographics, diagrams, and video lessons, while kinesthetic learners learn best through active, hands-on activities (role-playing, interactive exercises). These approaches can make the learning process more engaging, increase students' emotional involvement, and increase intrinsic motivation (Nunan, 1999). The benefits of interactivity, especially within the communicative approach, are evident in the application of language to real-life situations, the strengthening of communication skills, and the development of intercultural competence.

The use of a psychodidactic approach in language learning allows for the organization of individualized instruction based on a thorough analysis of the psychological, emotional, and motivational characteristics of the learner. Psychodidactics is a field that emerged at the intersection of psychology and pedagogy, and aims to organize instruction taking into account the learner's individual needs, developmental stage, and learning resources (Weinert, 1987). This approach is based on Vygotsky's (1978) theory of the "zone of proximal development," which is the selection of methods that are appropriate for the gap between the learner's ability to perform tasks independently and the activities that can be performed with guidance. In addition, the social cognitive theory put



forward by Bandura (1986) notes that the learner's self-regulation skills, motivation, and self-confidence significantly affect learning outcomes. Thus, the psychodidactic approach recognizes the student not only as a learner, but also as an active, conscious and independent subject, and on this basis makes the teaching process more effective.

Assessment and self-assessment are important components of the language teaching process, which serve to determine the student's personal development, analyze their achievements and form their motivation. In modern pedagogy, formative assessment (Black & Wiliam, 1998) is based on observing and guiding students not only by the result, but also by the process. Assessment methods selected in accordance with psychological types, for example, self-assessment journals for reflective learners, graphic portfolios for visual types, and assessment forms based on practical tasks for kinesthetics, fully reveal the individual capabilities of students. As Andrade and Du (2007) noted, self-assessment enhances students' desire to work on themselves and stimulates their intrinsic motivation. This, in turn, increases the individual's independence in learning and develops metacognitive skills. Thus, adapting the assessment system to the student's psychotype and motivational profile not only ensures fair assessment, but also becomes a pedagogical tool that develops the student.

Conclusion

Ensuring harmony between students' psychological types and learning motivation in foreign language teaching is an important strategic approach that serves to increase the effectiveness of education. Each student has individual learning styles, psychological needs and internal motivating factors, and the teacher should carry out methodological design taking into account these characteristics. According to the concept of personalized education put forward by Tomlinson (2017), only when didactic materials, lesson forms and assessment criteria are adapted to the individual profiles of students, their learning motivation will develop sustainably. At the same time, Dörnyei (2001) notes that motivation in language learning is dynamic and contextual, and considers the reflective and flexible pedagogical position of the teacher to be relevant. In conclusion, in order to successfully organize the process of teaching a foreign language, it is necessary to conduct a thorough analysis of the student's psychotype, select appropriate methods and



assessment approaches, as well as constantly support a motivational environment. This will serve as the basis for the formation of an effective, purposeful and humane language education model.

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