Lala Azad Hamidli
National Aviation Academy
lala_hamidli@yahoo.com

USING JUNGIAN LEARNING STYLES TO IMPROVE ACADEMIC PERFORMANCE

Abstract

The main purpose of this article is to analyze the notion of learning styles and the importance of using a comprehensive model of learning styles considering the fact that every individual is affected by different elements of style, and each of the elements is capable of increasing academic achievement. It also examines the role of psychological types suggested by Carl Gustav Jung in development of many well-known learning models and the way they can be used to increase effectiveness of teaching to help students with different cognitive skills reach their full potential. Tailoring teaching to learning styles improves learning efficiency, student motivation, and student satisfaction. The aim of learning styles is to find the most effective teaching methods for students and teachers.

Keywords: *learning styles, psychological types, Jung, Kolb, model, extrovert, introvert*

Lalə Azad qızı Həmidli
Milli Aviasiya Akademiyası
lala_hamidli@yahoo.com

Akademik performansı təkmilləşdirmək üçün Yunq öyrənmə üslublarından istifadə

Xülasə

Bu məqalənin əsas məqsədi öyrənmə üslubları anlayışını və hər bir fərdin üslubun müxtəlif elementlərindən təsirləndiyini və hər bir elementin akademik nailiyyətləri artırmağa qadir olduğunu nəzərə alaraq doğru öyrənmə üslub modelindən istifadənin əhəmiyyətini təhlil etməkdir. Məqalə həmçinin bir çox tanınmış təlim modellərinin inkişafında Karl Qustav Yunq tərəfindən təklif olunan psixoloji tiplərin rolunu və müxtəlif koqnitiv bacarıqlara malik olan tələbələrin tam potensialına çatmasına kömək etmək üçün tədrisin effektivliyini artırmaqda onlardan necə istifadə oluna biləcəyini araşdırır. Tədrisin öyrənmə üslublarına uyğunlaşdırılması öyrənmə səmərəliliyini, tələbə motivasiyasını və tələbə məmnuniyyətini artırır. Öyrənmə üslublarının məqsədi tələbələr və müəllimlər üçün ən effektiv təlim metodlarını tapmaqdır.

Açar sözlər: *öyrənmə üslubları, psixoloji tiplər, Yunq, Kolb, model, ekstrovert, introvert*

Introduction

Students' distinct preferences for approaches to teaching and learning have always appealed to educators. One of the most significant problems university instructors face is being tolerant and insightful enough to identify the unique and individual ways their students learn. Many educators must realize that students vary in how they process and comprehend new information. Some willingly work with specific information, others with abstract theory, some better learn new things in the form of drawings, diagrams, and tables, and others in the form of verbal descriptions. The concept that all students' cognitive skills are identical leads to increasing challenges impacting the effectiveness of teaching students with different learning styles. Effective teaching cannot be restricted to the delivery of information; instead, the presence and validity of diverse learning styles need to be considered to encourage students to be involved in the learning process. Every teacher also has his own teaching style, but only effective teachers can modify their methods of presenting

materials to correspond to the individual differences in learning preferences exhibited by a variety of students. The discrepancies that arise between the cognitive styles of students in the language class and the style of teaching have a negative impact on the quality of education and attitudes toward learning in general. Focusing on different approaches and classroom learning strategies can increase the possibilities of success for all students.

Much research has been conducted on learning that contributed to the development of various learning theories. Dunn defines learning style as the way individuals perceive, absorb, and retain new or complex information or skills. According to Dunn, the other important component of learning style is whether a person processes information sequentially, analytically, or in a left-brain mode rather than in a holistic, simultaneous, global right-brain fashion (Dunn, 1978: 37). The Swiss psychologist and physician Carl Gustav Jung, one of the most seminal psychoanalysts of the XX century, conceptualized that psychological type can be used to classify individuals by how they prefer to process information and make decisions. He was convinced that individuals develop preferred styles of receiving, analyzing, and experimenting with ideas and concepts. The theory of types propounded by Carl Gustav Jung serves as the theoretical basis for modern research on individual personality characteristics, including those related to the learning process. It is also necessary to consider several scales of learning styles applicable to the teaching of foreign languages, and modern learning models that use these styles and, to one degree or another, rely on the Jung-type model. The concept of style has been and is the main tool for creating personality typologies, and therefore a tool for understanding how each person is similar to others and what style of learning is most acceptable for him.

In his work "Psychological Types", Jung distinguished the differences between extroverted, attuned to people and action in the environment, and introverted, attuned to the inner world of concepts and ideas, and types. Examining these two groups, Jung revealed that individuals can be characterized not only according to a clear distinction between extroversion and introversion but according to their basic psychological functions. These functions, identified as thinking, feeling, sensation and intuition, are essentially different from other functions. In the psyche of any person, one of the functions certainly prevails. According to Jung, each of these types may moreover be either introverted or extroverted, depending on its relation to the object. Types in which the leading function is thinking or feeling, Jung called rational or reasonable, because they are characterized by the primacy of the reasonable reasoning function (Jung, 1976: 253). On the other hand, the sensing and intuitive types are depicted as irrational on the grounds that all their actions are based not on the judgment of the mind, but on the absolute power of perception. However, it would be completely wrong to understand these types as "unreasonable" only because they place perception above judgment. They are simply empirical to a high degree, they are based solely on experience, even to such an extent exclusively that their judgment for the most part cannot keep pace with their experience (Jung, 1976: 280).

The Jungian theory of types finds a response in the works of modern scientists who study individual learning styles, primarily teachers, psychologists, and methodologists. Researchers have developed learning style models that offer a comprehensive approach to group learning that takes into account different individual cognitive styles. The current styles and models of learning are most clearly based on Jung's theory of types. According to Meisgeier and Murphy, psychological type in people determines how they absorb information about their environment and how they then order and make decisions about that information. Specifically, children can be categorized into four bipolar dimensions: extraversion-introversion, sensing-intuitive, thinking-feeling, and judging perception (Meisgeier, Murphy, 1987: 38).

The distinctive features of learning styles, while representing opposite ends of the scales, are not mutually exclusive. The intensity of the symptom can be strong, medium, or small. Nevertheless, a person prefers one or another style and learns most effectively in accordance with it.

Extroverts and introverts

Extrovert students prefer to actively absorb information - discuss, explain, and experiment. They are happy to participate in discussions, act out dialogues, and perform team exercises.

Introverted students learn new material better when they have the opportunity to think about it. Short written exercises, and formulating questions will help such students introspectively assimilate information during the lesson. They prefer to work individually or in pairs. Working in small groups (of 3-4 people) can be extremely beneficial for both extroverts and introverts. It provides an opportunity to involve all students, not just those who are always active in the classroom.

Sensing and Intuitive

Sensory students are practical, think concretely, prefer facts and observations, and see details. Sensory people solve problems using established procedures, do not mind routine, repetitive work, and use rote extensively as a learning strategy. They are more attentive, but at the same time slower. Intuitive students are imaginative, think abstractly, come up with new ideas, are concept, principle, and theory-oriented, and are able to discern the essence and see the whole. Intuitive students love variety in their work, they get tired of the monotony. They capture the concept and the exceptions to the rules well. The intuitive is faster than sensors but less attentive.

Thinking and Feeling

Thinking students are guided by facts and objective laws, see cause-and-effect relationships well, and can predict the logical consequences of certain actions. They are impartial and analytical when making decisions. Feeling students are guided by emotions, their personal perceptions, and relationships with other people.

They easily determine moods and can influence the emotional atmosphere in the classroom, feel the psychological distance, and are able to establish their own. When making decisions, they are guided by their feelings, and they care about how their decisions will affect other people.

In a language learning environment, the balance between who and how the teacher addresses are extremely important: those who think will create a working atmosphere, and those who feel will take care of its immediacy and emotional comfort.

Rationals and Irrationals

Rationals love certainty and clarity, find rules comfortable, make plans, and stick to them. Such students are more serious and consistent, they consider learning as a set of tasks that must be completed.

Irrationals love flexibility and spontaneity, delay making decisions in order to gather as much information as possible, find rules restrictive, and like to adapt and adapt to change. Their attitude to learning is not as serious as that of rationals, and they perceive it more as a game. When teaching a foreign language, it is necessary to group students to complete tasks in such a way that both types of students are represented in each. Then the rationals will make sure that the task is completed, and the irrationals will bring a game element to the execution.

Visual and Verbal

Visual students prefer the visual presentation of material, such as drawings, diagrams, graphs, films, etc. If a rule is explained to visual students without supporting it with a graphic diagram or drawing, they may not learn it. Verbal students prefer oral and written explanations, in other words, verbal descriptions rather than images.

Most people perceive and assimilate information better visually than verbally or auditory, while most language tasks are verbal. Of course, visual students will learn better if they can see and hear the words of the target language, which is also true for auditory students: presenting material in different ways improves perception and learning. The task facing the teacher is to supplement the verbal presentation of the material with non-verbal as much as possible, for example, to better memorize words, show photographs, drawings, and comics, and use films and videos to learn pronunciation and oral speech.

Inductive and deductive

Inductive thinking from the particular (observations, calculations, data) to the general (rules, laws, theories). The deductive process proceeds in the opposite direction. With an inductive presentation of the material, the teacher gives a special case and deduces a principle, while with a deductive presentation, an axiom, principle, or rule is first given, and then conclusions are drawn.

Speaking of foreign language learning, Felder and Henriques suggest that "the difference between induction and deduction is similar to the difference between acquisition and language learning. Mastering a language means gradually mastering it, getting the opportunity to communicate in the language being studied, without necessarily getting acquainted with the rules" (Felder, Henriques, 1995: 26).

A person absorbs information at his own pace, increasing every day his ability to understand, store and use in speech. In the process, a person acquires the ability to change strategies, make assumptions about the system of the language being studied, formulate and test rules, and adhere to them or break them. This is the mastery of language from the particular to the general, a process that proceeds mostly unconsciously, and it is an inductive process. On the other hand, language learning is a conscious process that includes the formal study of syntactic and semantic rules, practice, and the eradication of errors. The flow of the learning process from the general to the particular characterizes it as a deductive process.

There are three methodological approaches that illustrate the deductive and inductive styles. First, it is grammar translation, originating in the teaching of Greek and Latin and flourishing in Europe for many centuries. It involves translating literary texts and explaining rules and grammar in the student's native language.

And this is the deductive method. A more recent approach is the direct method, in which classes are held only in the target language, and grammar is given a secondary role in relation to oral speech. This is almost entirely an inductive method. The third method is audio-oral, in which language is treated as a set of clichés, and vocabulary plays a secondary role. This method was influenced by behavioral psychology and structural linguistics. Students learn the language by repeating structural patterns, bringing them to automatism.

This approach is a combination of inductive (verbal skills) and deductive (reading and writing skills). Competent language skills include both aspects: mastering - the inductive process - to achieve fluency and learning - the deductive process - to master literate writing. These processes are not opposite but complement each other.

Currently, learning style models are well known and are based on a combination of certain styles mentioned above. We will focus on two of them, as the most common in the language learning environment. These are Kolb's Experiential Learning Model, and Bernice McCarthy's 4MAT Model.

Kolb's Experiential Learning Model is widely used by foreign language teachers. According to the Kolb model, there are 4 learning styles:

• *divergent*- people who have this learning style are better at seeing specific situations from different points of view, generating ideas, having broad cultural interests, and liking to collect information. They are interested in people, have a developed imagination, are emotional, and prefer to work in a group;

• *assimilating* - this style of learning corresponds to people who can work with large amounts of information, ordering it logically. They are more interested in ideas and abstract concepts, more important for them is the logical harmony of theories than their practical application. This style of learning is the most scientific;

• *convergent* - people with this style are inherent in finding practical applications of theoretical ideas, they have the ability to solve problems and make decisions, and they prefer technical tasks and problems, rather than social and interpersonal ones. In training, they prefer practical experiments, laboratory tasks;

• *accommodating* - people with an accommodative learning style are able to learn from concrete experiences like implementing plans and participating in new projects. They trust feelings more than logical analysis. In training, they like to jointly perform tasks, achieve goals, and solve practical problems (Kolb, 1984).

According to McCarthy's 4MAT model, there are 4 learning styles, each of which raises its own question and has its own strengths in the learning process (McCarthy, 1980).

The 1st type - concretely random - wants to know "Why" he should study it.

The 2nd type - abstract-sequential - wants to know "What" to study.

The 3rd type - concrete-sequential - wants to know "How" to apply what is being learned.

The 4th type - abstract random - asks "If" this is true, how can I change it to apply?

In each of the styles, there are left-brained and right-brained students. Left-brained people are more logical, rational, consistent, and verbal. The right hemispheres are more intuitive, emotional, and holistic.

Finally, I would like to dwell on the learning style model, which was developed by Felder together with Silverman and was originally created for teachers of technical universities, and then applied to teaching a wide range of disciplines.(Felder, Silverman, 1988: 678). In this model, learning style is defined as the answer to the following 5 questions:

1.What type of information does the student prefer to perceive?

2.With the help of what modality is sensory information most effectively perceived: visual (pictures, diagrams, graphs) or verbal (sounds, oral and written speech, formulas)?

3.What method of organizing information is most preferable for a student: inductive (given facts and observations, principles are derived) or deductive (given principles, evaluated the consequences)?

4. How does the student prefer to process information: actively participating or reflectively - thinking?

5. How does the student come to understand: step by step, sequentially or globally, holistically?

Knowledge and understanding of learning styles is useful for both teachers and students. Teachers can discuss styles with students, help determine the perception of each of them, show examples of comparing learning styles with methods and ways of solving problems. It is also important to work on strengthening secondary learning styles for the student through simpler tasks and exercises, to teach students strategies for choosing a learning style (McCarthy, 1980: 220).

Conclusion

Taking into account learning styles in teaching foreign languages can significantly enhance the academic success and motivation of students, including those studying a foreign language. Of course, this does not mean that students should only complete the types of tasks they prefer but also work with those that are less suitable for them. However, stress, frustration, and burnout can occur if students do not study in their preferred style for long periods of time.

The more scientists learn about the individual differences of students in the 21st century, the more complex the field of research becomes. What was previously considered unitary characteristics, such as language ability, turned out to be a complex combination of different factors. We are also beginning to realize that there are many different paths that lead us to understand how we work, and as students, and as teachers, and how we are similar and how different from each other. In this regard, a global, structural approach is needed, which can be based on the theory of Jung's types, and which would unite all the currently available research. Only then will it be possible to fully reveal the issues related to how a person learns foreign languages, how he achieves success in their study, and how, differing from others in style, he nevertheless succeeds only in his own way, unlike anyone else.

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Reviewer: Ph.D. in philology Khanim Yolchiyeva