

METHODS OF TEACHING ENGLISH IN DIFFERENT LEARNING STYLES

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ABSTRACT

This article is devoted to the study of the methods of teaching English in different learning styles. Mainly, it discusses the importance, use of VAK (visual, auditory, kinaesthetic) and VARK (visual, auditory, kinaesthetic, reading/writing preference) models in teaching English as a foreign language.

Keywords: model, learning style, teaching English, learners, perceptual learning styles.

INTRODUCTION

For a number of decades, it was believed that the learner's intelligence or lack of attention during classes was a factor in their learning outcomes, and that low exam scores were indicative of a low IQ. The general public's perception changed, and they began to criticize teachers and school teaching practices. Individual differences are being considered and accepted to a greater extent as interest has gradually shifted toward a learner-centered perspective. As a result, there is also a growing demand for a variety of teaching approaches and a growing awareness of various learning styles. In this day and age, when lifelong learning is a popular trend, it is increasingly important to be able to analyze and improve one's own learning habits.

The previous research on perceptual learning styles and sensory learning was rather one-dimensional. According to Dunn and Dunn, prior to the 1960s, research on perceptual learning styles only considered the visual and auditory senses because the researchers were still unaware of kinesthetic and tactile learning styles [1,38]. As a result, the findings frequently identified one or the other as the dominant option, which is probably also the case in classrooms. Today, almost everyone would say yes to the question, "Do you think people learn through different senses?" A growing number of studies have focused on learning styles in second- and foreign language learning as a result of this shift in public opinion. To detect learning style preferences of individual students, researchers often have to rely on self-reporting questionnaires of which Reid's PLSPQ (Perceptual Learning Style Preference Questionnaire) is one of the best known [5,89]. The learner responds to a series of statements on a five-point scale ranging from strongly agreeing to strongly disagreeing about each of the six learning styles (Reid has included both group and individual learning in her definition). Melton and Peacock, in addition to Reid's groundbreaking questionnaire study, have investigated the preferred learning styles of EFL and ESL students. These studies show that students prefer learning styles that are kinesthetic and tactile over others, whereas teaching

methods mostly suit auditory learners.[6,28] In addition, Reid makes the observation that there is a dearth of research on the preferred learning styles of non-native English speakers. Thusly, there is a requirement for new examination regarding this matter at all degrees of training. The study of learning styles based on sensory experiences is still relatively unknown. Reid claims to be one of the first researchers to examine the learning style preferences of nonnative ESL students.

There are three main types of sensory learning: kinaesthetic, auditory, and visual senses. These learning styles are defined as follows:

1. Visual.

The best way for visual learners to learn is through images. To aid in comprehension, they rely on the instructor's or facilitator's body language or other nonverbal cues. Visual learners sometimes prefer to sit in the front of the classroom.

2. Auditory.

These people find data through tuning in and deciphering data by the method for pitch, accentuation and speed. These individuals acquire knowledge by reading aloud in the classroom, though they may not fully comprehend written material.

3. Kinaesthetic.

Kinaesthetic learners learn best when active "hands-on" instruction is used. These students favor cooperation with the actual world. Kinaesthetic learners frequently struggle to keep their attention on the task at hand and can become easily distracted.

According to Rebecca L. sensory preferences can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented) [4,13]. The student's physical and perceptual learning channels are referred to as their sensory preferences. Students who are visual enjoy reading and benefit greatly from visual stimulation. They may find lectures, conversations, and oral instructions without any visual support to be extremely perplexing. Auditory students, on the other hand, prefer and benefit from unadorned lectures, conversations, and oral instructions because they are at ease without visual input. Role-playing and similar activities in the classroom excite them. However, they occasionally struggle with written assignments. Sensation and material understudies like heaps of development and appreciate working with substantial items, collections, and cheat sheets. They are not suited for prolonged desk work. They like to move around the room and take frequent breaks. Reid demonstrated that ESL students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, for instance, were often highly visual, were frequently auditory [5,92].

The perceptual learning style, also known as the sensory learning style, is concerned with how the learner's sense organs, like their eyes and ears, are involved in the learning process. To process external stimuli, learners use their sense organs. This type includes five approaches: visual learning (learn by seeing), auditory learning (learn by hearing), tactile learning (learn by touching), reading and writing (learn by processing text), and kinesthetic learning/practical learning (learn by doing). Visual learners prefer to learn by looking at teaching materials, reading books, or seeing words. Instead of just listening to the teacher, they would rather look at the written words on the blackboard. As a result, they prefer their teacher to write more

than to speak in class. Because it includes pictures or charts, the PPT presentation is suitable for these students. This kind of students will feel great when instructor utilize the interpretation sentence structure educating approach.[3,14] Those who prefer to learn by listening are referred to as auditory learners or verbal learners. They might enjoy having conversations with other people. They might not like to read. As a result, they prefer to listen to instruction rather than see it. They may benefit from some teaching methods, such as the communicative, situational, oral, and audio-lingual approaches. Kinesthetic and tactile learners are similar. The first group prefers to learn by feeling or touching something with their hands, while the second group prefers to move. When teachers employ the total physical response approach, students of these two types will be more at ease. These clearly form the basis of “**VAK**” – the identification of *visual*, *auditory* and *kinaesthetic* learners and the need to cater for different learning styles in the classroom.

The person behind the Fleming VARK and VAK learning model is Neil Fleming. According to Fleming, every type of learner has unique academic strengths and weaknesses. The main determination between a weak student and a strong student is the environment in which they are taught [2,140]. Fleming has been learning about learning and teaching for forty years. Above all else, the goal of VARK is to serve as a place to start a discussion about learning between educators and students. It can also serve as a springboard for staff development; considering methods of instructing various student populations can result in a greater and more appropriate variety of instruction and learning.

VARK is an acronym that stands for:

1. Visual learners;
2. Auditory learners;
3. Reading/writing-preference learners;
4. Kinesthetic learners or tactile learners

It is a set of questions that let people show how well they understand and share information. The theory of the Fleming VARK learning model was created to illustrate how various types of learners comprehend data. The VARK theory says that every person has their own preferred learning style. According to VARK research, preferences are influenced by our age, our ethnic culture, our physical and neurological health, our generation, our educational history, and the nation in which we were raised. Fleming asserted that visual learners prefer to see (think in pictures; visual aids like overhead slides, diagrams, and other materials) The best way for auditory learners to learn is to listen to lectures, discussions, and tapes.[8, 117] Some learners of read/write have a clear preference for writing, while others prefer diagrams and charts. Lastly, learners who are tactile or kinesthetic prefer to learn through experience, which includes moving, touching, and doing (active exploration of the world; projects in science; tests, and so forth). However, school systems have appeared to prioritize reading and writing students over other types of students.

The VAK model is actually the first of the two models. The VARK model is based in the VAK model.

VAK models:

1. Visual learners
2. Auditory learners

3. Kinesthetic learners

In conclusion, if students take the next step and consider how and when they learn as part of a reflective, metacognitive process with subsequent action, knowing one's learning style can be beneficial. With just a learning style inventory, you don't know how you learn in all its facets. The subsequent events have the potential to have an impact. Due to the use of the read-write learning style, the VAK model does not have many questionnaires.

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