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NEXUS BETWEEN LANGUAGE LEARNING AND TEMPERAMENTAL CHARACTERISTICS OF STUDENTS

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Abstract: The influence of temperament on language acquisition has surfaced as a compelling area of exploration within the realm of language learning. This abstract unravels the intricate interplay between individual temperament traits and the process of language acquisition, highlighting the profound impact of temperament on learners' language learning abilities, communication patterns, and linguistic development. By delving into key temperament indicators, observed correlations with linguistic competencies, and the overarching influence on language acquisition, this abstract offers insights into the pivotal role of temperament in shaping the language learning trajectory.

Keywords: Temperament, language acquisition, linguistic development, individual differences, learning abilities.

Introduction

The acquisition of language is an intricate process deeply intertwined with an individual's temperament, shaping not only their communication patterns but also their language learning abilities. Understanding the interplay between temperament and language acquisition uncovers a rich tapestry of factors that influence the efficacy and style of language learning. ¹This introduction seeks to unravel the significance of temperament as a catalyst for individual differences in language acquisition, elucidating the influence of temperament traits on learners' linguistic development, communication styles, and acquisition of a second or foreign language.²

¹ Mirsalikhova Robiya Timurovna. (2023). THE WAYS TO AMELIORATE ORAL PRODUCTIVE SKILL RESORTING TO ELEMENTS OF AFFECTIVE FACTORS. <https://doi.org/10.5281/zenodo.8146033>

² 1. Pritchard, D. F. L. (1952). An investigation into the relationship between personality traits and ability in modern languages. *British Journal of Educational Psychology*, 22, 147-148 Review, 32, 214-226



Literature review

Temperament, as a defining component of an individual's psychological makeup, profoundly influences various aspects of language acquisition, shaping the styles, pace, and outcomes of language learning. The exploration of temperament within the context of language acquisition offers valuable insights into the intricate relationship between innate dispositions and linguistic development.³

Since ancient times, scientists have tried to discover patterns in the functioning of the human psyche. Thus, the ancient Greek physician Hippocrates put forward the idea that vital activity and health depend on the four main juices of the body: blood (sanguis), lymph (phlegma), bile (chole) and black bile (melanos chole). Subsequently, his classification formed the basis of the modern concept of temperament.⁴

In psychology, temperament (Latin mixture, proportionality) is understood as the totality of individual properties of the human psyche, manifested in his behavior and activities. An important property of temperament is its relative stability throughout a person's life.⁵

“The Greek genius Hippocrates caught the fundamental features in the mass of countless variants of human behavior,” wrote the great Russian physiologist Ivan Pavlov, who developed the ideas of Hippocrates.

I.P. Pavlov distinguished four types of nervous systems:

- 1) strong, unbalanced (with a predominance of the strength of the excitation process);
- 2) strong, balanced, agile;
- 3) strong, balanced, inert;
- 4) weak.

These general nervous system types underlie the four traditional temperament types. There are four types of temperament: choleric, sanguine, phlegmatic, melancholic.⁶

³ 1. Pritchard, D. F. L. (1952). An investigation into the relationship between personality traits and ability in modern languages. *British Journal of Educational Psychology*, 22, 147-148 Review, 32, 214-226

⁴ 1. <https://psychologia.co/four-temperaments/>

⁵ 2. Fast, L. A., & Funder, D. C. (2008). Personality as manifest in word use: Correlations with self-report, acquaintance-report, and behavior. *Journal of Personality and Social Psychology*, 94, 334-346

⁶ 1. Edward G. Conture, Ellen M. Kelly, Tedra A. Walden (2013). Temperament, speech and language: An overview factors in second-language acquisition. *Canadian Modern Language*



Research methodology

To confirm the above description of the nature of learning activities in foreign language lessons, a study was conducted, as well as the reason for the relationship between the type of temperament and the success of subject development.

The study was conducted in 2023 year within the Tashkent in group with in-depth study of foreign languages at a secondary school. In total, 30 students took part in the event, at the appropriate level, however, as a result of eliminating unreliable and unidentified answers, the results of 16 provisions were taken into account.

Psychological characteristics of temperament according to the method of Hans Eysenck

Learners	Extraversion	Neurotecism	Type of temperament
1	15	14	Choleric
2	13	11	Sanguine
3	14	16	Choleric
4	15	22	Choleric
5	10	10	Phlegmatic
6	16	8	Sanguine
7	15	8	sanguine
8	5	17	Choleric
9	7	16	Melancholic
10	8	8	Phlegmatic
11	17	13	Sanguine
12	12	13	Choleric Melancholic
13	11	13	Phlegmatic
14	10	10	Phlegmatic
15	18	22	Choleric
16	13	10	Sanguine Phlegmatic

Characteristics of participants. The participants with choleric temperament (1, 3, 4, 8, 15) were fairly active, however they got distracted a lot, got bored when



doing monotonous work, quickly learned new material, but did not like to delve deeply into what he is studying, they were in a hurry when answering, as a result of which he makes a lot of grammatical mistakes.

Learners with melancholic temperament despite of being fairly tranquil were assiduous, a hardworking student, prepares well for classes, thoughtfully studies new material, asks additional questions, and gets excited while answering. Has no problems.

Phlegmatics had weak abilities to learn foreign languages, demonstrate a low level of knowledge, but are diligent and hardworking, able to complete monotonous tasks without distraction. They were embarrassed to speak a foreign language and cannot form their own thoughts for a long time.

Sanguines were capable, knows grammar well, but only due to the fact that they quickly learn the material in class, they prepared poorly at home and also suffered from inattention

Choleric mixed melancholic participant was diligent, prepared for lessons, did not get distracted during classes; learning a language were quite difficult. He did not have any special problems, but he got very nervous when answering, so he made mistakes. There was often not enough time to complete tests.

Discussion and results

From the above tables the following can be seen:

- a melancholic, hardworking, assiduous, thoughtful student, who turned out to be very successful in learning foreign languages, both in terms of formal indicators and in terms of the characteristics of the teacher;

- sanguine people, on average, are slightly less successful in learning foreign languages, have, according to the teacher, the necessary abilities, quickly learn the material, but can be inattentive and restless;

- a phlegmatic person is less successful according to formal indicators than a sanguine person. Despite his hard work, the language is difficult for him, especially speaking;

- choleric people have a lower average grade than a phlegmatic person, but 5 out of 7 students have the ability to study foreign languages and could study well and speak a foreign language well if they were not so hasty, restless and distracted during classes; 4 out of 7 students have problems with grammar;

- a student with a choleric-melancholic temperament turned out to be the least successful student among the participants. What he lacks in abilities he compensates



for with hard work, but, nevertheless, he worries, does not have time to cope with the task, and therefore does not demonstrate very good results.

Conclusion

So, based on the conducted research, we can conclude that the individual psychological characteristics of students (temperament) do not have a direct impact on the success of learning a foreign language, but they do influence the nature of difficulties in the learning process, the learning process itself, the speed and ease of mastering a foreign language and the ability to study it. In general, extroverted students are more capable of learning foreign languages, learning them is easier for them, but they are too mobile and inattentive and easily distracted, so less capable, but more hardworking and attentive introverts are ultimately sometimes more successful.

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