

ТИПЫ ВОСПРИЯТИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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В статье рассматриваются типы восприятия информации в обучении иностранным языкам: аудиальные, визуальные, кинестетические. Показана взаимосвязь ряда характеристик личности со способностью изучать иностранные языки. В педагогических исследованиях неоднократно отмечалось, что обучающиеся усваивают один и тот же учебный материал с разной скоростью и с разным качеством. Причиной является то, что люди относятся к различным типам личности. Известно, что все люди воспринимают мир и происходящее вокруг по-разному. Кинестетики «считывают» информацию через чувства, аудиалы — через звуки, а визуалы по средством образов, картинок и изображений. Знания этих способов позволяет достигать лучших результатов в обучении. Любой человек в своей жизни, и обучающиеся в том числе, используют самые разные каналы восприятия, но один из них является доминирующим. Существует немало тестов, которые могут помочь определить тип восприятия. При изучении иностранных языков важно учитывать особенности восприятия человека, определить доминирующую систему и, по возможности, задействовать её в большем объёме по сравнению с остальными сенсорными системами. Это позволит подобрать нужные методики и программы обучения и эффективнее использовать возможности человека.

Ключевые слова: типы восприятия, аудиалы, визуалы, кинестетики.

LEARNING STYLES IN FOREIGN LANGUAGE TEACHING

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The article takes a look at learning styles in foreign language teaching and learning. The term "Learning styles" means that students learn in different ways. Learning styles affect everything you do, how you think, study and work. It is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments. The paper gives the characteristics of the three learning styles and helpful tips for learning. Kinesthetic "reads" the information through the senses, auditory learners - through sounds and visuals by means of pictures and images. Knowledge of these processes makes our lives easier. It allows to achieve better results in learning. Any person and students use variety of channels of perception, but one of them is dominant. There are many tests that can help determine the type of perception. It is important to take into account the peculiarities of human perception to determine the dominant system in foreign languages learning. This will help choose necessary techniques and strategies and use human capabilities more efficiently.

Key words: learning styles, visual, auditory, kinesthetic learners.

ШЕТЕЛ ТІЛІН ОҚИТУДАҒЫ АҚПАРАТТЫ ҚАБЫЛДАУ ТҮРЛЕРІ

Әбдібекова А.Е. –гуманитарлық ғылымдарының магистрі, шетел филологиясы кафедрасының аға оқытушысы, А.Байтұрсынов атындағы Қостанай мемлекеттік университеті, Қостанай қ.

Берілген мақалада шетел тілін оқытудағы ақпаратты қабылдау түрлері қарастырылады. Жеке тұлғаның мінездемесімен шетел тілін меңгеру қабілетімен өзара байланысы көрсетіледі. Педагогикалық зерттеулерде білім алушылардың кез келген материалды әр түрлі жылдамдықпен және әр түрлі деңгейде игерілетіні туралы айтылады. Себебі әр адам тұлғаның әр түрлі типтеріне жатады. Жалпы, адамдарды ақпаратты қалай қабылдайтынына байланысты 3 топқа жіктеуге болады. Олар аудиал, визуал, кинестетик деп бөлінеді. Аудиалдар ақпаратты есту мүшесі арқылы қабылдайды. Визуалдар айналасында жүзеге асып жатқан құбылыстарға терең үңіліп, ақпаратты көздері арқылы қабылдайды. Ал кинестетиктер қоршаған ортаны ерекше сезініп, ақпаратты қимыл-қозғалыс арқылы қабылдайды. Бұл тәсілдерді білу оқуда жақсы нәтижеге жетуге мүмкіндік береді. Әр адам ақпаратты қабылдағанда әр түрлі каналдар арқылы қабылдайды, дегенмен, осылардың біреуі адам басында ерекше дамыған және басым болып келеді. Оларды анықтау үшін жасалған көптеген тестер бар. Әсіресе, шетел тілдерін меңгеру кезінде адамның

ақпаратты қабылдау түрінің ерекшеліктерін ескеріп, оқу үрдісінде тиімді қолдана білген жөн. Бұл керекті әдістер мен бағдарлама таңдап, адамның мүмкіндіктерін пайдалануға жағдай жасайды. Кілтті сөздер: ақпаратты қабылдау түрлері, аудиал, визуал, кинестетик.

The problems of teaching foreign languages concern both linguistics and psychology. Nowadays there is a tendency to improve the existing methods of teaching foreign languages as well as the search for new effective approaches.

The term “Learning styles” means that students learn in different ways. Learning styles affect everything you do, how you think, study and work. It is important for educators to understand the differences in their students’ learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

Learning styles refer to a range of theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorised. A common concept is that individuals differ in how they learn.

The idea of individualized learning styles became popular in the 1970s, and has greatly influenced education despite the criticism that the idea has received from some researchers. Proponents recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.

There are many models of different learning styles in education. The most widely used is the VAK learning styles model.

The VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinesthetic to determine the dominant learning style. It is based on modalities—channels by which human expression can take place and is composed of a combination of perception and memory.

Learners use all three modalities to receive and learn new information and experiences. However, according to the VAK or modality theory, one or two of these receiving styles is normally dominant.

Our learning style is forced upon us through life like this: In grades kindergarten to third, new information is presented to us kinesthetically; grades 4 to 8 are visually presented; while grades 9 to college and on into the business environment, information is presented to us mostly through auditory means, such as lectures.

Neil Fleming's VARK model expanded upon earlier notions of sensory modalities such as the VAK model of Barbe and colleagues and the representational systems in neuro-linguistic programming. The four sensory modalities in Fleming's model are:

- **Visual learning**
- **Auditory learning**
- **Read/write learning**
- **Kinesthetic learning**

Fleming claimed that visual learners have a preference for seeing (visual aids that represent ideas using methods other than words, such as graphs, charts, diagrams, symbols, etc.). Auditory learners best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world, science projects, experiments, etc.). Students can use the model to identify their preferred learning style and, it is claimed, maximize their learning by focusing on the mode that benefits them the most [1].

Learning modalities

Walter Burke Barbe and colleagues proposed three learning modalities (often identified by the acronym VAK):

- **Visualising modality**
- **Auditory modality**
- **Kinesthetic modality**

Table 1. Descriptions of learning modalities

Visual	Kinesthetic	Auditory
Picture	Gestures	Listening
Shape	Body movements	Rhythms
Sculpture	Object manipulation	Tone
Paintings	Positioning	Chants

Barbe and colleagues reported that learning modality strengths can occur independently or in combination (although the most frequent modality strengths, according to their research, are visual or mixed), they can change over time, and they become integrated with age. They also pointed out that learning modality strengths are different from preferences; a person's self-reported modality preference may not correspond to their empirically measured modality strength. This disconnect between strengths and preferences was confirmed by a subsequent study. Nevertheless, some scholars have criticized the VAK model. Psychologist Scott Lilienfeld and colleagues have argued that much use of the VAK model is nothing more than pseudoscience or a psychological urban legend [2].

Learning styles in the classroom

Various researchers have attempted to hypothesize ways in which learning style theory can be used in the classroom. Two such scholars are Rita Dunn and Kenneth Dunn, who build upon a learning modalities approach.

Although learning styles will inevitably differ among students in the classroom, Dunn and Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of "contract activity packages". Redesigning the classroom involves locating dividers that can be used to arrange the room creatively (such as having different learning stations and instructional areas), clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom.

Dunn and Dunn's "contract activity packages" are educational plans that use: a clear statement of the learning need; multisensory resources (auditory, visual, tactile, kinesthetic); activities through which the newly mastered information can be used creatively; the sharing of creative projects within small groups; at least three small-group techniques; a pre-test, a self-test, and a post-test.

Another scholar who believes that learning styles should have an effect on the classroom is Marilee Sprenger in *Differentiation through Learning Styles and Memory*. She bases her work on three premises:

- Teachers can be learners, and learners teachers. We are all both.
- Everyone can learn under the right circumstances.
- Learning is fun! Make it appealing.

Sprenger details how to teach in visual, auditory, or tactile/kinesthetic ways.

- **Methods for visual learners** include ensuring that students can see words written, using pictures, and drawing timelines for events.
- **Methods for auditory learners** include repeating words aloud, small-group discussion, debates, listening to books on tape, oral reports, and oral interpretation.
- **Methods for tactile/kinesthetic learners** include hands-on activities (experiments, etc.), projects, frequent breaks to allow movement, visual aids, role play, and field trips.

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods vary as well. Some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding.

By using a variety of teaching methods from each of these categories, teachers cater to different learning styles at once, and improve learning by challenging students to learn in different ways.

Many of the student learning problems that learning style diagnosis attempts to solve relate directly to elements of the human information processing system. Processes such as attention, perception and memory, and operations such as integration and retrieval of information are internal to the system. Any hope for improving student learning necessarily involves an understanding and application of information processing theory. Learning style assessment can provide a window to understanding and managing this process [3].

Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Visual learners have two sub-channels—linguistic and spatial. Learners who are visual-linguistic like to learn through written language, such as reading and writing tasks. They remember what has been written down. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily remember faces and places by using their imagination and get lost in new surroundings very seldom. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos,

flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details. They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling. Tactile/kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Common Characteristics

Visual

- Uses visual objects such as graphs, charts, pictures, and seeing information
- Can read body language well and has a good perception of aesthetics
- Able to memorize and recall various information
- Tends to remember things that are written down
- Learns better in lectures by watching them

Auditory

- Retains information through hearing and speaking
- Often prefers to be told how to do things and then summarizes the main points out loud to help with memorization
- Notices different aspects of speaking
- Often has talents in music and may concentrate better with soft music playing in the background

Kinesthetic

- Likes to use the hands-on approach to learn new material
- Is generally good in math and science
- Would rather demonstrate how to do something rather than verbally explain it
- Usually prefers group work more than others

Helpful Tips

Visual

- Turn notes into pictures, charts, or maps
- Avoid distractions (windows, doorways, etc.)
- Learn the big picture first and then focus on the details
- Make mind and concept maps instead of outlines
- Color code parts of new concepts in your notes
- Use flash cards when trying to study vocabulary

Auditory

- Record lectures and then listen to them
- Repeat material out loud and in your own words
- Discuss materials in your study groups
- Read textbooks aloud
- Listen to wordless background music while studying

Kinesthetic

- Take study breaks often
- Learn new material while doing something active
- Work while standing
- Try to take classes with instructors who encourage demonstrations and fieldwork [4]

By understanding what kind of learner you and/or your students are, you can gain a better perspective on how to implement these learning styles into your lesson plans and study techniques.

Although most people use a combination of the three learning styles, they usually have a clear preference for one. Whichever model of learning styles is used, psychologists agree that almost no one falls neatly into only one learning style. People may be categorized into one, but their various traits can apply to others—or they may have a secondary learning style that works for them significantly better than another. A

student may be primarily a visual learner, have some skills for auditory learning, and have no skill for learning kinesthetically.

Knowing and understanding the types of learning styles is important for students of any age. It is advantageous for students to understand their type of learning style so that learning may become easier and less stressful.

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